

**THE EFFECT OF USING STORY BOOKS APPLICATION ON  
THE STUDENTS' SPEAKING ACHIEVEMENT**

**SKRIPSI**

*Submitted in Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

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**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA  
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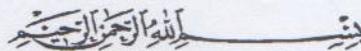


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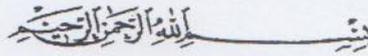
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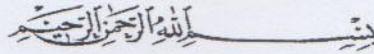
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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
	Abstract	
	Acknowledgement	
	Chapter I - Background of the Study.	
	Chapter II - Conceptual Framework	
	Chapter III - Technique of Analyzing Data. Statistical Hypothesis	
	Chapter IV Data Analysis	
	Conclusion	
	Reference	

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## ABSTRACT

**Juliyanti, Nelly: “The Effect of using story books application on the Students’ Speaking Achievement”. Skripsi. Faculty of Teachers’ Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2018.**

This study deal with the effect of Story books application to Students’ Speaking Achievement. The researcher took this strategy by expecting the student was active to make a connect communication and real conversation each other and closer with their teacher in learning English. The effect of this study found the significant effect on the students’ achievement taught by using story books application . This study was conducting by using experimental design with two groups. They were experimental and control group. In this case, the researcher took 57 students of SMP Muhammadiyah 08 Medan as the sample. They were divided into two groups, 29 were taken as experimental group, 28 students were taken as control group. The instrument of this study was essay test and retelling the story which consisted of the story on the application of smartphone. The test was given to the students as the group, the pre-test, treatment and the post-test. To know the differences between students’ ability in experimental and control group, it was analyzed by using t-test formula. The result of the t-test showed that the t-observed was higher than t-table ( $52.98 > 1.67$ ). It means that Story books application gave a significant effect on students’ speaking achievement. Therefore, a conclusion could be drawn that story books application gave a positive effect on the students’ speaking achievement. It meant that the students’ achievement taught by using story books application was higher than taught by using conventional methode in speaking. Teacher needed to follow the era by using technology and combination with the culture right now.

**Keywords:** *Story Books, Application, Smartphone, Digital, Speaking Achievement.*

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The Researcher,

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# CHAPTER I

## INTRODUCTION

### **A. Background of Study**

English was one of thousands languages which was exist in the world. And it was also an International language for communicating, English had already used all over the world, in terms of speaking or writing in language.

Learning English meant learning four skills: listening, speaking, reading, and writing. Besides four language skills, it also learnt three important components such as pronunciation, vocabulary, and grammar.

Speaking would be the one of important skill to students learning about English. The students must be able to produce, receive and absorb the information. Based the researcher observation in program training field the researcher found many cases on the students speaking in a way. Most of students tended to be follower from the wrong way in speaking. They made it become English by their own version, and some of them being silent and feeling discouraged to mix their English either, in asking a question to their teacher or answering question which was given by the teacher itself. Furthermore, the student had a problem with their speaking in daily conversation and they had difficulties to pronounce the words.

Besides, the technology that they used as if became a useless without getting information there. They only used their smartphone to check and had a chit-chat with their friends on social media such as Facebook, Instagram, Twitter and others. They were so active while commenting their friends on it, but being

passive while they directly spoke towards their friends. This situation would make their social life become imbalance.

In Indonesia, English had been taught from primary level till University level, but that function just for regarding as a foreign language that was need to be learnt and taught in the school and universities, but that was not as the secondary language.

Teaching about speaking was one of important thing to improve student's ability in communication. But nowadays many English teachers only gave the monotonous activity for students by English text book or ask the students to memorize dialogues and retell it in front of the class.

Generally, many people realized that there were some factors of the difficulties in speaking ability. There were internal and external factors. Internal factors came from the student it selves. These concern with the psychological and physical aspect for instance the activity of thinking memorizing whether it was inherent or caused by other factors. External factors come out of the students. It concerned with the teaching learning method. The teacher must chose a suitable technique for teaching speaking.

English Story Books that was already in mobile application or available on Play store on smartphone nowadays was able to provide student's learning skill, especially English language. However many people and students didn't know about that. The researcher would use that application to help students to improve their ability about English especially speaking skill.

Based on the exposure explanation above, the researcher was quite interested to compare learning skill on that application of Story Books application versus conventional method towards junior high school (SMP) level in studying English which was focusing on speaking ability in the eight grade.

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

Based on that background above, the researcher got the point, such as;

1. The students became passive when they were asked to make conversation.
2. The students were unconfident to speak English well in front of the class.
3. The conventional method was still dominantly used in the speaking class.

### **C. Scope and Limitation**

In this study, researcher concerned with the students' speaking skill in relation to their activity. And the limitation would be focus on the retell story that was available on the story books on mobile phone application.

### **D. Formulation of the Study**

Based on the background before the problem of the study is formulated as follow:

1. Was there any significant effects of using Story Books application to the students' speaking achievement?
2. How was the students' speaking achievement taught by using story books application?

#### **E. Objective of the Study**

1. To find out the significant effect the students' speaking achievement taught by Story Books Applications.
2. To find out the students' speaking achievement taught by using Story Books Applications.

#### **F. The Significance of the Study**

The researcher hoped that this study can be used and is useful for:

##### 1. Theoretically

The research would be used to add knowledge, experience and insight how to improve students' speaking skill by story books application.

##### 2. Practically

The significance of this study would be expected by the researcher, are;

###### a. For Students

To growing up the spirit and interesting students to be active in studying in order to increase their achievement

###### b. For Teacher

As the new teachers' method to be applied in their learning class in order to growing up the students' spirit.

c. For Researcher

To increase the researcher insight or perception and knowledge which was concerned with *Story Books Application* to the students' speaking achievement.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Theoretical Framework**

The basic concepts of the study should make clear from the start. This was considering important to understand the ideas conveyed. There in, the clarification on the concepts would prevent misunderstanding between the writer and the readers. In order words, the following was considered to be important to discuss for clarifying the concept used or being discussed so that the readers would get the point clearly.

##### **1. Description of Effect**

Richard (1993: 133) stated that “the effect was defined to change of ability that the students had after being treated by using certain technique of teaching”.

It was usually in experimental method in which an idea or hypothesis tested of verified by setting up situation in which the relationship between different subject and variable can be determined. Effect of teaching treatment in language was related to the changes of getting something into our cognitive system, the final result of effect in teaching is the improvement of ability.

The word “effect” according to Collin (1992: 275) effect was a change or something of a similar nature you make it came into being or bring it to successful conduction.

Collin (1992: 277) in English dictionary said that an effect of something was a change or result which was process one something else some scientific phenomena which involved to name the Doppler effect as follow :

- a) If someone did something or effect to do it to impress people.
- b) If you effect a change you bring out
- c) Something took effect from a certain time it started to operate them

the form “effect” can generally mean :

- 1) Anything brought about by cause or agent
- 2) The power or ability to produce on the mind of the observer or

Listener the definition of the second one seem to fit the action rather than the process in doing something. In term of the statistic this concept should be made operational and miserable.

## **2. Description of Conventional Technique**

Conventional model was the model emphasized on reading and writing. Learning was about language through grammar translation than learning to use the language for communication language learning as a mental discipline with memorization of vocabulary lists and grammatical paradigms gave high priority.

In traditional approached to listening instruction, language focused activities rather than learning focused activities which were central teacher who emphasizes grammatical correctness and rhetorical mode (such as comparison/ contrast), where the correct sentences structure was an essential component of the traditional approaches, and grammatical skills received

considerable emphasizes. Errors in listening were avoided providing learners with models to follow or by guiding and controlling what learners wrote to prevent them from making errors.

Conventional technique also said as a term often used to describe variety of whole class expository teaching techniques (sometimes less flattering called “chalk and talk”) it was the teacher. Centered approach in which the teacher delivers academic content in highly structured format directing the activity of students and main thing to focus on academic achievement.

### **3. Definition instructional media**

The use of the media had been done by educators as a tool to explain a subject or problem to the students in the learning process. The use of the media could also foster interest in students to understand the subjects being taught. Of interest was expected to media also raise students' motivation, so that students could understand or comprehend a simple lesson in the learning process.

The instructional media include: non-projected media, projected media, audio media, motion media, computer-mediated instruction, computer-based multimedia and hypermedia, radio and television media. Non-projected media such as photographs, diagrams, displays, and models. Projected media consisted of slides, filmstrips, Overhead Transparencies, and computer projection. Audio media form of cassettes and compact discs, whereas motion media form of videos and movies.

According to Seels and Glasgow as quoted by Azhar Arsyad (2003: 33-35), the classification of different types of media when viewed in terms of technological development was divided into two broad categories, namely choice traditional media and media selection cutting-edge technology.

- a. Visual are not projected
  - a) Pictures, posters
  - b) Photos
  - c) Charts, graphs, diagrams
  - d) Exhibition, info boards, board-fur
- 1) Audio
  - a) Record disc
  - b) Ribbon cassette, reel, cartridge
- 2) Presentation of Multimedia
  - a) Slide plus noise (tape)
  - b) Multi-image

Of various types and classification of instructional media, without the considerations that right could not necessarily be using the media for the sake of learning. That used of instructional media could function effectively and efficiently and be able to accomplish the goals of learning, there were some criteria that must be considered in the selection of instructional media, among other things: (1) adapted to the learning objectives, (2) adapted to the characteristics of learners, (3) adjusted to the ability of teachers to use the media, (4) adjusted environmental conditions and situations, (5) adapted to the budget

available funds, (6) adapted to the teaching method and material lessons to be taught.

Based on the above, it could be derived a number of factors that affect the use of media in learning activities could be used as a basis for the selection of activities. As these factors were (1) learning objectives to be achieved, (2) student characteristics or objectives, (3) the type of desired stimulation study, (4) the state of the background or the environment, (5) local conditions, and (6) the extent of wanting to be served.

#### **4. Description of Speaking**

Chaney (1998: 22) said “Speaking was the process of building and sharing meaning through the use of nonverbal symbols, in a variety of context”. Based on the statement above, speaking was say something what you feel and what you think to someone or anyone that you want.

Bruce (1986: 18) said the speaking was an interaction process between a speaker and listener. Speaking there was a communication which convey the message from the speaker to a listener. A speaker had encode the message containing certain information. Speaking skill involved not only saying that was written but also produce a language without making a listener interpret the meaning Mc. Donald (1993: 151) elaborates that speaking only the oral production of writing language but also involved learners in the mastering of a wide range sub skill which added together consistent as overall competence in the spoken language. Student’s achievement in speaking English was not easy task. One gathers language aspect enhanced to achievement in speaking. As

Foreign Service Institute (FSI) evaluated as pronunciation, Fluency, grammar, vocabulary, and accent.

Almost all people in the world spent their daily life by doing communication. Communication was an exchange between people of knowledge, of information, of idea, of opinion and of feelings". So, the communication involved at least two people where both speaker and hearer. And addition, Savignon (1993: 231) said that "we learnt very soon that the success of particular communication strategy depends on of willingness of other to other to understanding and interpretation of speaker and hearer to the message".

Speaking could be measured through the significant improvement of scores toward the act, utterance, or discourse of one who speak. Savignon (1993: 240) said "Speaking as one of the communication competences had several essential characteristics. Communication competence includes: (a) Knowledge of grammar and vocabulary of language; (b) Knowledge of the rules of speaking, knowing what topics could be talked about indifferent types of speech events, knowing which address forms should be used with different persons one speaks and indifferent situation; (c) Knowing how to used and respond to different types of speech such as request, apologize, thanks, invitation; (d) Knowing how to use language appropriately".

From the characteristic of the communication competence, it can be said that speaking was not only procedure some words, but also it was important to analyze the topic, grammar, vocabulary, and context to present

the misunderstanding in doing communication because before students speak the language, they should be having the knowledge of language.

Nunan (2003: 271), states that “teaching speaking” was to teach English as a foreign language learners to:

1. Produce the English speech sounds and sounds patterns
2. Use words and sentences stress, intonation patterns and rhythms of the foreign language
3. Select appropriate words and sentences according to the proper social setting, audience, situations and subject matter
4. Organize their thinking in a meaningful and logical sequence
5. Use the language quickly and confidently with few unnatural pauses which is called fluency

According to Harmer (2009: 33), speaking activity should have a number of Characteristics. They would engage the students by making them wanted to take a part. They should have some purposes which were not purely linguistics such as solving a problem or reaching a decision. They would be design to maximize the range of the language they would use, so they would not restrict students for example to specific grammar patterns. Speaking ability was the ability to express the idea: Therefore, the speaker must knew the topic of conversation in order to give or share information to other.

Fulcher (2003: 23-25) stated that “Speaking was the verbal use of the language to communicate with others”. Speaking was the language skill which had been developed since childhood and preceded by listening skill at the time

of speaking ability was acquired. Speaking was language skill that could be performed by any speakers of language the skills might be required natural.

In additional Hughes (2001: 73) explained that speaking in interactive an according to accomplish pragmatic goals through interactive discourse with other speakers of language and he also added that speaking fundamentally an interactive task happens under real-time processing constraints and was more fundamental linked to the individual who produced it than written.

Since listening and speaking were the production skill. There were relationship each other. The ability to listen and the ability to speak because some information was gained from listening. In other words, the topic to be discussed in speaking was relevant to what that speaker had heard from another person. That's the reason why in teaching listening was always related to speaking.

In speaking processed between a speaker and listener. It was happen interaction between them. They used the language as the medium of the speaking in that interaction. There was a process of communication which conveyed the message from the speaker to listener. A speaker had to encode the message which contains information.

In this interaction, the students must be able to comprehension what they were talking about each other. So, the speaking could be conduct well. In solving the students' skill. It was necessary to use accept able forms of correct language. The forms involved grammar, vocabulary and pronunciation.

The students would be able to produce basic structures correctly. Besides they needed to understand word and connecting divides that link them together. Therefore, in researcher point of view, producing the spoken forms correctly important. Such as practice provided the students with intensive experience to the language station. In other word, the teacher could easily evaluate their accuracy and fluency.

The learner would be able to produce basic structures correctly. Besides they needed to understand word and connecting divides that link them together. In producing the correct form language, the students needed the practice the language they were learning. They must practice more, more fluency they could speak.

In order to speak English fluency, the students needed to practice the language. This condition didn't only improve the students speaking ability but also their pronunciation. In addition, they would be able to produce correct structure.

Brown (2001: 27) said that "Language experience on nation of correct response might enable the students to his pronunciation and improve his ability to produce short structure response". In addition Rivers (1983: 67) said that to develop speaking ability in the foreign, language the students must have continual practice in communication. Such practice provides the students with intensive experience to the language situations. In other words, the teacher could easily evaluate their accuracy and fluency.

Understanding of the spoken language could not simply be left to take care of itself, while a higher proportion of class time was needed to develop the ability of the students to speak. It meant that in developing students speaking ability, it was necessary to use acceptable forms of correct language. The forms involved grammar, vocabulary, pronunciation and intonation. The learners should be able to produce basic structure correctly.

Besides, the students needed to understand words and the correcting devices that link together. In producing the correct forms of language, the students needed practice the language they were learning. This needed reflect that practice in producing the spoken forms correctly was important.

#### **4.1. Factor Affecting Speaking ability**

The students would learn how to be communicative in speaking English. They learnt some speaking skills and develop some attitude toward speaking achievement. Therefore, the speaker must knew the topic of the conversation in order to give or share of their information.

In the manner of speaking course, it was important to know principle in speaking, as follow:

1. Speaking was characterized of two or more people orally, as a speaker and listener.
2. There were many types of oral communicative between the speaker and listener.

3. The teacher encouraged herself to develop her speaking competence effectively.

In other hand, Speaking was one of language skills, which were difficult to be required by the students. The difficulties do come only from the element of that itself, but also from the students. Brown (1983: 1) divided the problem which influences speaking ability into:

1. Students could not express their ideas.
2. This problem came to the students himself, maybe he or she reluctant to speak or taciturn. In such this situation, the teacher should own the strategy to tackle his problem in order to lunch shyness or taciturn.
3. The students had nothing to say this problem came from the language element, maybe the students could not catch the speaking topic. He had nothing to say, or may be the topic that the teacher provided was strange for him. Therefore, he did not understand what the topic was about and he did not know what and how to say.

In order to measure ability, there were some elements that should have gotten attention, they were:

1. Pronunciation

Pronunciation still obviously influenced by first language thought clearly intelligible. In this case, the students who were able pronounce correctly would be marked by “foreign accent”. Not two people pronounced exactly alike. The difference was from a variety of causes such a locality, early influences and

social surrounding. However, standard pronunciation was demanded in speaking ability. It meant that a good speaker must have a good pronunciation.

## 2. Grammar

Murphy (2003: 2) elaborated that in grammar the teacher use how a language was a spoken and written correctly and effectively. So, it could be said that grammar was primary concerned with formulation and classification of word and sentence. And their practiced significance daily life.

Grammar was the description of the structure of a language and the way in which linguistic units such as words and phrases and combined to produce sentence in the language". Most of foreign learners were afraid to speak up whenever they did not know about the grammar.

## 3. Vocabulary

Flower (1989: 9) stated that learning vocabulary was very important part of learning English. A spoken words was a sound sequence of sound, which communicated an idea or mind of another person. In order to communicate those 'idea' precisely.

## 4. Fluency

A fluency speaker could keep going both when interacting with order speaker and when monologue. Fillmore (1997: 65) looks at fluency as the ability to fill the time with talk. In this definition, the speaker could use the time of talking most productively. The definition of fluency was derived as the ability of an individual to speak without undue hesitation.

## 5. Comprehension

Comprehension was the mind's act of power of understanding. It meant that the comprehension would be as contrasted with the ability to perceive and pronounce words without reference to their meaning.

Comprehension as building of meaning from sounds. It meant what the listeners hear and understand from speaker was to show his comprehension. In another way, the listener took in the sounds uttered by a speaker and use them to construct an interpretation of words they thought the speaker intended to convey.

So, comprehension was the ability to listen, to understand and to speak accordingly to what a speaker intended. Of course, without this ability, the conversation would never go.

#### **4.2. Types of Speaking**

Spoken language could be monolog use and dialogue. The types of oral language were presented below:

##### **1. Monologue**

Monologue was a spoken language that used in speech, lectures reading, news, broadcast, etc. Here, the listener would not interpret the speaker while delivering a speech whether he or she understood or not. Planned usually manifest little redundancy and therefore relatively difficult to comprehend.

##### **2. Dialogue**

Brown (2001: 251) stated that the types of spoken language included two or more speakers. Interpersonal perorated relationship while transaction

usually happen to convey factual information both kinds of dialogues would be happened among people who were familiar one to each other.

### **4.3. Elements For Spoken Production**

Harmer (2009: 269) said that “there were the elements necessary for spoken production were the following “:

a. Connected speech:

Effective speakers of English needed to be able produce the individual phonemes of English but also to use fluent ‘connected’ speech which sounds were modified, omitted, added or weakened.

b. Expressive devices:

Students should be able to deploy at least some of such supra segmental features and devices in the same way if they were to be fully effective communicate.

c. Lexis and Grammar:

Students were involve in specific speaking context such as job interview, we could prime them, in the same way, with certain useful phrases they could produce at various stages of an interaction.

d. Negotiation language:

The using of negotiation language to show the structure of their thoughts, or to reformulate what they were saying in order to be clearer, especially when they could see that they were not being understood.

Still according to Harmer (2003: 87) said “in teaching speaking, the teacher was not going to look at controlled language where students said a lot of sentences using particular piece of grammar or particular function, but the teacher looked at the students’ active”. In other words, the students’ were using any and all the language at their command to perform some kind of oral task.

There were three basic reasons why it was a good idea to give students task which provoke them to use all and any language at their command”.

a) Rehearsal

It means that getting students to have a free discussion, give them a change to rehearse having discussion outside the classroom. This was not the same as practice in which more detailed study took place, instead it was a way for students “to get the feel” of what communicating in the foreign language really felt like.

b) Feedback

It meant that speaking task where students were trying to use all and any language they knew provides feedback for both teacher and student. Teacher could see how easy they find a particular kind of speaking and what they needed to do improve. Speaking activities could give them enormous confidence and satisfaction, and with teacher guidance sensitive teacher guidance can encourage them into further study.

c) Engagement

It meant that good speaking activities should be highly motivating. If all the students were participating fully and set up if the teacher had set up the activity properly and could be given sympathetic and useful feedback they would get tremendous satisfaction from it. Many speaking task were intrinsically in them.

### **5. The Purpose of Speaking**

As a skill that enabled to produce utterances, when genuinely communicative, speaking was desire and purpose driven, in order word we genuinely wanted to communicate something to achieve a particular end. This might involve expressing ideas and opinion, expressing a wish or a desire to do something.

Negotiating or solving and a particular problem or establishing and maintaining social relationship and friendship. To achieve these speaking purpose we needed to activate a range of appropriate expression.

Mc. Donald (2003: 134) stated that “list different kinds of things which related to purpose for speaking”. Namely:

1. Asking for assistance and advice in a shop
2. Asking for direction in a different town
3. Making an appointment by telephone

Harmer (2009: 40) said that “Communication occurs because there was communicative purpose between speaker and listener”. The communication purpose for speaker could be:

1. They wanted to say something
2. They had some communicative purpose; speaker said something because they wanted something to happen as a result of what they said.
3. They selected from their language store. Speaker had an inventive capacity to create new sentence. In order to achieve this communicative purpose they would select the language they think was appropriate for this purpose.

## **6. Students' Achievement**

Travers (1970: 447) stated that “achievement was the result of what an individual had learned from some educational experiences”. Achievement was to do ones best, to be successful, to accomplish tasks requiring skills and effort and to be recognized by authority, furthermore. Achievement as the students grasp of some body of knowledge or proficiency in certain skill”.

Achievement was anticipated performance as the result of activity. Based on New Collegiate Dictionary achievement was the act achieving or a thing achieved especially by skill, work and courage.

In order to reach good achievement in learning three aspect of taxonomy Bloom, Affective, Cognitive, and Psychometric could connect to the purpose of learning because the three aspect influence the students, point of view towards the material taught. Where, cognitive consisted of knowledge, understanding, application, analysis. Then affective included feelings and emotional aspect. Where, these two aspects influence the students' way to do

something. So the researcher concluded the students' achievement was performance of the students' as the result of activity achieved by skills, works and courage.

The definition of achievement as the progress pupils made toward the goals and objectives of the curriculum, then they assert further about the definition that achievement might be the one's ability or the extent of his/ her knowledge in a specific content area. Based on the opinions above the writer concludes that achievement was the result, the successfulness, the extent or ability, the progress in learning educational experiences that the individual indicate in relation with his/her educational learning.

## **7. Story Books Application.**

In a world in which media dominate our daily lives, young children spent much time with on-screen activities (i.e., watching television, playing computer games) at the expense of reading print books. The growing body of educational computer programs that had become available in the last decennium might be particularly promising for enriching young children's language and literacy experiences. Presenting stories through new media, such as computers, phones, tablets and e-readers, allows additional multimedia features that were not possible in print. A part from an audio narration, electronic storybooks might include motion pictures, sounds, and background music, resulting in an animated presentation of the story. Electronic storybooks might also include interactive features (e.g., hotspots that activate an animation or a word meaning explanation).

The current study was designed to examine whether both additional multimedia and interactive features benefit language skills and story comprehension and whether effects accumulate, thereby making the animated e-book enhanced with interactive features the best alternative.

a. Animated Presentation of the Story Books App.

Storybooks for young children were lavishly illustrated; these detailed pictures made storybooks particularly suitable to extracting meanings and deriving unknown words from the book context. An eye-tracking study demonstrated that young children's eye-gaze patterns were influenced by the summoning power of oral text processing: Children fix often and longer on details in illustrations that the text highlights than on elements that are not highlighted in the story text. According to the dual-coding theory, advantages of presenting pictures and text simultaneously might result from stronger encoding when information was processed through both the visual and verbal channel instead of only one channel. In line with this view, children's recall of the story improves when a narration was accompanied by illustrations. Animated e-books could offer a media environment that optimizes temporal congruity of text and illustrations: built-in effects such as zooming or motion could guide children in selecting the details in the illustration where the narration refers to. For instance, in the e-book *Tim op de Tegel*. The computer voice reads aloud that a truck driver wanted to lift Pete off a pile of paving stones. The camera zooms in on Pete and the driver and, in synchrony with the narration, we saw the driver reaching his arms toward Pete. This way, animated e-books might facilitate the learner's understanding of the scene and of

complex expressions like “lift off”. When motion and zooming exactly match the story text children could make sense of pictures without much effort. Improving temporal proximity of text and images might help the child to select content for processing the story and may strengthen recalling and retaining the story language. Nonverbal support forward learning might be especially important when children has limited vocabulary knowledge, because these children has fewer words with which to comprehend new words through verbal communication alone. For that reason, the effectiveness of animated e-books had been studied in groups of second language (L2) learners. Studies thus far had demonstrated that L2 students learned more words after they repeatedly heard e-books enriched with motion pictures, background music, and sound compared to electronic versions of the same stories with merely static pictures. Animated e-books were also effective for story understanding and particularly for making L2 children aware of goals, intentions, motivations, and feelings of story characters. By contrast, Silverman and Hines (2009) reported that as energy of media was not superior for vocabulary growth in first language (L1) learners, concluding that static pictures may suffice to support learning new words when language skills were well developed. However, rather than comparing animated e-book with static e-book versions, Silverman and Hines used storybooks with embedded videos (i.e., they presented video clips apart from the storybook as an additional source of information). In the current study, the same storybooks are presented in either animated or static format to test whether animated e-book versions that optimize temporal congruity of text and illustrations aid both vocabulary

acquisition and story comprehension in a normative group of L1 learners, as might be expected based on theories of (multimedia) learning.

## **8. Animated Stories**

Sugeng (2010: 163) stated that audio-visual media were those which were audio and visual, for hearing and seeing at the same time. These were 19 more complete than either audio- or visual- only media. It meant that the students were able to hear and see the medium at the same time. The examples of audio-visual media were TV, 8 mm and 16 mm, the movies, slide/tapes, and film strips/tapes. From the examples, movies were the most appropriate for literary topics such as narrative texts or stories. In line with this,

Sugeng (2010: 163) said that the movies can be a great medium for language instruction especially for literary topics. Some teachers asked the students to watch movie showing a film based on literature such as novels or short stories. One kind of movies that could be used as media in teaching writing especially narrative texts was animation which contains short stories.

- a. definition of Animated Stories as “the arts, techniques and processes involved in giving apparent movement and life to inanimate objects by means of cinematography”.

In line with the definition animation as “a series of varying images presented dynamically according to user action in ways that help the user to perceive a continuous change over time and develop a more appropriate mental model of the task”. Meanwhile, the word animate came from the Latin verb

animate, meaning “to make alive or to fill with breath.” In animation we can completely restructure reality. It meant that animation was a moving picture which seems to be alive. So, when watching animation, viewers feel that they were seeing living creatures in reality like in a movie. From the definitions, it could be concluded that animated stories were stories which were presented in the form of animation. It meant that the stories were displayed in moving pictures to help the viewer’s understood the stories.

b. The Advantages of Animated Stories in Teaching and Learning According to a module brochure of VIA University College in Denmark entitled “Animation as a Learning Tool”, children learnt best and most when they enjoyed what they were doing.

Using animation as a tool to encourage and develop children’s learning was not only fun but effective. It meant that the students would enjoy the teaching learning process when the teacher used animation because it was more interesting. The brochure also stated that by using animation, children developed skills competencies in storytelling, visual communication, cognition, emotional, ethic and aesthetic aspects, observation and sensory aspects, concentration, problem-solving and innovative aspects.

From the statement, it could be said that animation was a good choice to develop students’ competence. So, it could be seen that in story telling in the form of written language, animated stories were the most interested media for young students or junior high school students. A booklet about animation entitled “Teaching With Animation” (2005) states that animation has the following

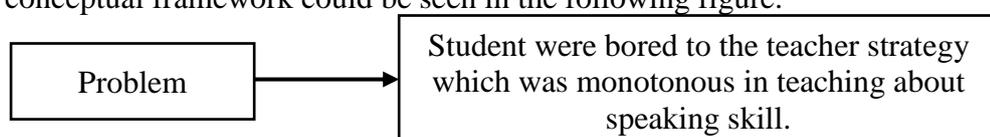
advantages: 1) Animation was popular among children 2) With animation no after-editing is necessary 3) Animation made it possible to be in control of the film because one works on each picture on the filmstrip each move and cut was planned thoroughly which made it possible to reflect and analyze. 4) Animation could be included in a regular teaching situation because it did not take up a lot of space. 5) Animation and imagination were closely connected which makes it possible to use animation even with the youngest pupils. 6) Animation made “moving in time” easy. 7) An animation production could combine the physical and the virtual worlds. 8) Animation strengthens the creative mind.

Based on the explanation about the advantages of using animation, it could be concluded that animation was very helpful for teachers to motivate students in learning and to improve students’ imagination or creative mind. Meanwhile, the teacher should choose an appropriate animation and he or she should consider the duration. Short animated stories, therefore, were the most effective media to use.

## **B. Conceptual Framework**

The research would be conducted in Eighth grade of SMP Swasta Muhammadiyah 08 Medan. Teacher and the writer will use Pre-test and Post-test to check the effect of students’ speaking skill by story books application. The steps of the research would be made in two classes they were control and experimental class include pre-test, activity by story books application and the last post-test.

The conceptual framework could be seen in the following figure.



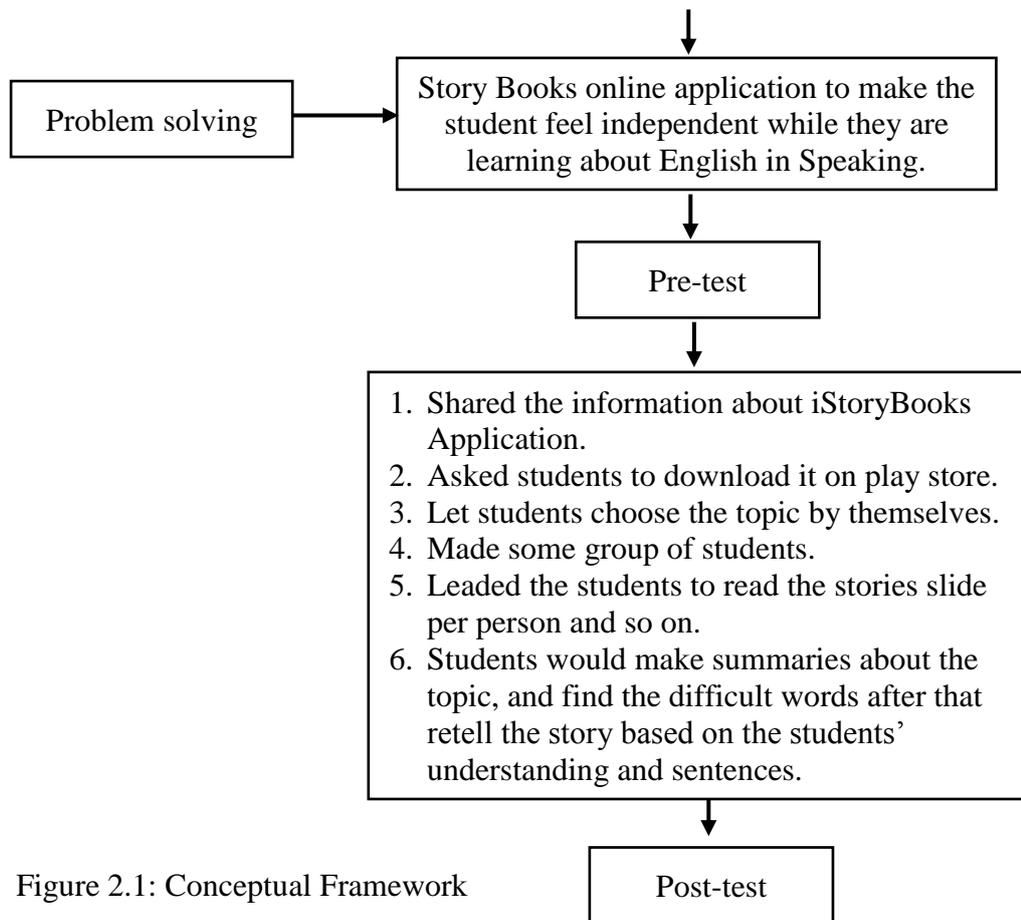


Figure 2.1: Conceptual Framework

### C. Related Study

According to Bimo Walgito (2010), that some information that it needed many information and integrity data which was obtainable from the other method to get the deepest information according to related study which was planning to do. Besides, the writer hoped to analyze what the point was focused on, information, design and conclusion of the previous research, that of:

1. Siti Munawaroh, she was an alumnus of State Islamic collage (STAIN) Tulungagung. She focused on the using story book technique to improve speaking skills of the students of MTs Al-ghozali Panjerejo. Research method

was applied in this study was collaborative classroom action research with the setting of this study was at MTs Al-Ghozali Panjer and the subjects of this study were the students of the second year of Mts Al-Ghozali Panjerejo in the academic year of 2011/ 2012. Meanwhile, the research instruments were observation sheet, list of students' names, questionnaire sheet, and test.

The result of data analysis showed that the speaking skills of the students improves after being taught by storytelling technique. The students were more imaginative and felt free to show their understanding about the story. It made they motivated to learn and they could improve their speaking skills. The score of mean of the students before implementing of storytelling was 65, 37. And the score of mean of the students after implementing storytelling was 75, 9. It can be concluded that there was an improvement in speaking skills of the students of MTs Al-Ghozali Panjer. The result of questionnaire shows that most of the students were quite interested in implementation of storytelling technique. Those mean that storytelling technique was effective to improve speaking skills of the students of MTs Al-Ghozali Panjer.

2. Ayu Widyawati, she was an alumnus of University of Nusantara PGRI Kediri, she focused on the effect of story completion technique to the students speaking ability at 11<sup>th</sup> grade of SMA Muhammadiyah Kediri in Academic year 2016/2017. The research conducted here was quantitative. This research was in the area of experiment where the researcher used pre-test and post-test. There were two variables, dependent and independent variable. The dependent variable was students' speaking ability and the independent

variable was story completion technique. The subject of the research was the eleventh grade of SMA Muhammadiyah Kediri in academic years 2016/2017. By using clustering sampling, the researcher used the 22 students of IX IPA. The result showed that the mean of post-test (52) was higher than pre-test (41.4545). It means that the student score was increasing. The result of the t-test was (9.566). Furthermore, the result of the calculation then consulted to the value of t-table in accordance to the degree of freedom (dt) 21 and level of significant 5% and the value was 2,074. The result showed that t-test (9.566) was  $>$  t-table (2.074). It means that null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. Based on the research finding and discussion, it could be concluded that story completion technique was effective to improve the students speaking ability at 11th grade students of SMA Muhammadiyah in academic years 2016/2017.

#### **D. Hypothesis**

Based in the conceptual framework, the researcher formulated of hypothesis, which still needed to be investigated as follow “There was significance effect of story books application to students’ speaking achievement”.

$H_a$  : there was significant effect of using Story books application to students’ speaking achievement.

### CHAPTER III

#### METHOD OF RESEARCH

##### A. Location of Research

The research was conducted at SMP Muhammadiyah 08 Medan, Jl. Utama No.170 ABC Medan. This research focused on the second year of 2017/2018 and eight grade class. The reason to choose the school because the researcher found the problem there.

##### B. Population and Sample

The population of this research was in 2017/2018 Eight grade SMP Muhammadiyah 08 Medan, Jl. Utama No.170 ABC Medan with total students 57 which was divided of 2 classes (VIII A & B). Class VIII A consisted of 29 students and class VIII B consisted of 28 students, so the total of sample were 57 students.

Cluster random sampling would be the method of responden determining to be sample based on the certain classes which would be chosen by random class. By making Sample cluster random sampling, so the chosen class were VIII.A and VIII.B

**Table 3.1**  
**Population in Eighth Grade of SMP Muhammadiyah 08 Medan**

No	Class	Population
1.	VIII A	29
2.	VIII B	28
<b>Total</b>		<b>57</b>

**Table 3.2**  
**Sample in Eight Grade of SMP Muhammadiyah 08 Medan**

No	Class	32	Population	Sample
1	VIII A		29	29
2	VIII B		28	28
<b>TOTAL</b>			<b>57</b>	<b>57</b>

### C. Research Design

The research was conducted by using experimental research, which consisted of two groups name experimental group and control group. The experimental group taught by using Story Books Application. Meanwhile the control group taught by using conventional method. The design of this research could be showing below:

**Table 3.3**  
**Research Design**

Group	Pre-test	Treatment	Post-Test
Experimental VIII 1	✓	X	✓
Control VIII 2	✓	Y	✓

X : The experimental group, where the samples by using tory books application

Y : The control group, where the sample by using Discussion Method.

### Procedure of Treatment

Pre-test would make the groups, control group and experimental group.

The post-test would be given to both of group, they were:

1. Students downloaded some topic on their smartphones.
2. Students read a story and they would try to get information on it.
3. Students were given a few topics and read it individually as a slide.

4. The students discussed the topic with their friends to understand the story all about.
5. Students tried to retell the story by using their own understanding in front of their group.
6. After doing their task then the students practiced in front of the class as well as possible
7. While they did the teachers' instruction, the researcher recorded all the students' words and give score on it.

While in control group researcher was given the same topic as in experimental group. But in this case, the researcher asked to all the students for making conversation and practices with their partner in front of the class, then the researcher took pictures about their the students' activities.

The experimental group was exposed to the influences of the treatment {X} that was story books application with expectation that the treatment had given positives effect on the speaking achievement.

#### **D. Instrument of the Research**

The instrument of this research, the researcher gave some activities with the students, and students needed to retell the story by having good pronunciations, vocabulary, accuracy and fluency. Funochiaro and Sako (1984:223-228) stated that there were four components to evaluate the test, they were:

**Table 3.4**  
**The four Components to Evaluate Speaking Achievement**

1. Vocabulary

<b>Level</b>	<b>Explanation</b>
19 – 25	Very good, Rarely has trouble
13 – 18	Good, Sometimes use in appropriate terms about language
7 – 12	Fair: Frequent use wrong words speech limited to simple vocabulary
1 – 6	Unsatisfactory: Very limited vocabulary and make the comprehension quite difficult.

2. Accuracy

<b>Level</b>	<b>Explanation</b>
19 – 25	Very good, Few noticeable errors
13 – 18	Good, Occasional grammatical errors do not obscure meaning
7 – 12	Fair: Error of the basic structure, meaning occasionally obscure by grammatical errors
1 – 6	Unsatisfactory: Usage definitely unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure.

3. Pronunciation

<b>Level</b>	<b>Explanation</b>
19 – 25	Very good, Understandable
13 – 18	Good, Few noticeable errors
7 – 12	Fair: Error of basic pronunciation
1 – 6	Unsatisfactory: Hard to understand because of sound, accent, pitch, difficulties and incomprehensible

4. Fluency

<b>Level</b>	<b>Explanation</b>
19 – 25	Very good, Understandable
13 – 18	Good, Speech is generally natural
7 – 12	Fair: Some define stumbling but manage to rephrase and continue
1 – 6	Unsatisfactory: Speed of speech and length of utterances are far below normal, long pauses, utterances left unfinished

## E. Technique for Collecting the Data

In collecting the data, some steps would be applied as follows.

1. Giving questioner and pre-test for both of classes.
2. Giving treatment to the experimental group by using Story Books Application.
3. Giving treatment to the control group by using Discussion Method.
4. Giving post-test to both of classes.
5. Evaluating the effect of Story Books Application. .

## F. Technique of Data Analysis

After collecting the data, the researcher would implement to analyze the data:

1. Scoring the students' answer for value of the test.
2. Listing their score in two tables, first the score for experimental class and second for control class scores.
3. Calculating the normality and homogeneity test by using Lilifors test to know the normality and homogeneity of the test.
4. The calculating was concluded by using t-test as show below, according Sugiyono :

### Testing Hypothesis

(Sugiyono,2010:121)

$$t = \frac{\overline{X_1 X_2}}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} + 2R\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}}$$

$H_a = t_0 > t\text{-table}$

$H_0 = t_0 < t\text{-table}$

In which :

$S_1$  : Standard Deviation of Experimental Group

$S_2$  : Standard Deviation of Control Group

$\bar{X}_1$  : Mean Score of Experimental Group

$\bar{X}_2$  : Mean Score of Control Group

$N_1$  : The Amount of Sample in Experimental Group

$N_2$  : The Amount of Sample in Control Group

## CHAPTER IV

### DATA AND ANALYSIS

#### A. Data Collection

The data was taken from students' speaking test. The research took place at SMP Muhammadiyah 08 Medan. This research used total sample 57 students were taken as the samples. The samples were divided into two groups, Such as experimental group and control group, for which each of consisted of 29 and 28 students.

The following table 4.1 showed the score of experimental group in pre-test and post-test.

**Table 4.1**  
The score Pre-test of Experimental Group

NO	Initial	Indicator				Pre-Test
		Vocabulary	Accuracy	Pronunciation	Fluency	
1	ASP	13	15	13	12	53
2	AMP	20	14	18	10	62
3	AHP	14	20	16	12	62
4	FDA	10	18	20	8	56
5	FTA	15	20	15	7	57
6	FTR	13	16	11	13	53
7	FAN	15	21	15	8	59
8	GIA	19	24	15	13	71
9	MAN	18	14	20	8	60
10	MRF	10	15	8	10	<b>43</b>
11	MIA	20	24	15	14	73
12	MIH	14	20	16	12	62
13	NMS	21	15	12	15	63
14	RFA	19	23	20	12	74
15	RFN	18	15	18	14	65

16	SSP	13	15	13	11	52
17	SFZ	22	14	18	8	62
18	SFN	14	20	16	12	62
19	SNW	14	18	20	6	58
20	SRA	15	20	15	6	56
21	SCA	13	16	10	13	52
22	SYA	15	21	15	7	58
23	SYL	20	24	15	13	72
24	TNH	18	14	20	8	60
25	TAW	15	15	8	10	48
26	UHS	20	24	15	14	73
27	WSP	14	20	16	12	62
28	WKS	21	15	7	15	58
29	YSA	20	23	20	15	<b>78</b>
<b>Total</b>						<b>1764</b>
<b>Mean</b>						<b>60.82</b>

**Table 4.2**  
The score Post-Test of Experimental Group

NO	Initial	Indicator				Post-Test
		Vocabulary	Accuracy	Pronunciation	Fluency	
1	ASP	23	20	22	20	85
2	AMP	22	23	20	17	82
3	AHP	23	21	18	21	83
4	FDA	20	18	20	19	77
5	FTA	22	20	18	16	<b>76</b>
6	FTR	20	20	19	18	77
7	FAN	22	21	21	20	84
8	GIA	22	24	22	18	86
9	MAN	23	22	20	18	83
10	MRF	20	16	20	18	74
11	MIA	20	24	22	19	85
12	MIH	22	20	20	19	81
13	NMS	23	22	20	19	84
14	RFA	22	23	25	20	90
15	RFN	23	20	24	22	89
16	SSP	22	21	20	18	81

17	SFZ	22	21	22	20	85
18	SFN	20	22	23	22	87
19	SNW	22	19	23	19	83
20	SRA	23	20	23	19	85
21	SCA	20	20	21	20	81
22	SYA	22	21	23	19	85
23	SYL	21	24	23	20	88
24	TNH	22	20	23	19	84
25	TAW	22	23	23	20	88
26	UHS	24	24	23	20	91
27	WSP	24	20	19	21	84
28	WKS	21	18	22	19	80
29	YSA	23	23	24	23	<b>93</b>
<b>Total</b>						<b>2431</b>
<b>Mean</b>						<b>83.82</b>

**Table 4.3**  
The Score Pre-Test of Control group

NO	Initial	Indicator				Pre-Test
		Vocabulary	Accuracy	Pronunciation	Fluency	
1	AAZ	12	13	15	15	55
2	AML	16	15	15	10	56
3	AMS	12	10	8	5	<b>35</b>
4	ARF	10	10	10	17	47
5	CPS	18	14	10	8	50
6	DDS	15	18	10	9	52
7	DSS	13	17	11	9	50
8	FZA	12	16	15	10	53
9	ITU	18	17	17	10	62
10	IPS	13	15	12	14	54
11	MIN	12	10	10	5	37
12	MFZ	20	23	15	20	<b>78</b>
13	MPN	18	22	15	18	73
14	MFD	13	13	15	17	58
15	MIR	16	15	18	11	60
16	MIS	14	15	12	14	55
17	MPR	20	16	16	15	67
18	MRQ	18	14	10	8	50

19	MRV	15	20	10	8	53
20	MFN	16	15	18	12	61
21	MHA	13	17	14	11	55
22	NFT	16	15	18	11	60
23	NRA	18	20	18	8	64
24	RDM	14	15	12	14	55
25	RAV	19	14	10	8	51
26	RHM	16	15	18	11	60
27	SEN	15	12	14	8	49
28	SBZ	16	18	16	9	59
<b>TOTAL</b>						<b>1559</b>
<b>Mean</b>						<b>55.67</b>

**Table 4.4**  
The score Post-test of Control group

NO	Initial	Indicator				Post-Test
		Vocabulary	Accuracy	Pronunciation	Fluency	
1	AAZ	18	19	17	16	70
2	AML	19	20	22	18	79
3	AMS	18	17	18	16	69
4	ARF	18	19	18	16	71
5	CPS	15	14	16	15	60
6	DDS	20	18	22	18	78
7	DSS	19	17	18	19	73
8	FZA	19	16	18	13	<b>66</b>
9	ITU	20	18	22	18	78
10	IPS	22	17	18	19	76
11	MIN	23	19	17	16	75
12	MFZ	25	23	20	19	<b>87</b>
13	MPN	20	24	21	19	84
14	MFD	20	18	22	21	81
15	MIR	20	19	22	17	78
16	MIS	20	23	20	19	82
17	MPR	25	24	20	18	87
18	MRQ	16	17	16	18	67
19	MRV	19	18	22	19	78
20	MFN	19	18	22	19	78

21	MHA	20	19	18	16	73
22	NFT	20	18	22	20	80
23	NRA	20	24	20	19	83
24	RDM	20	18	22	19	79
25	RAV	23	17	19	18	77
26	RHM	23	19	18	17	77
27	SEN	17	19	18	17	71
28	SBZ	20	20	22	19	81
<b>TOTAL</b>						<b>2138</b>

Beside on the data in the table above, the name of the students (sample) and the students scores in the pre-test and post test of two groups could be seen in the table 4.5. The data in experimental group of pre-test was 78 as the highest score and the lowest score was 43, while the highest score of post-test was 93 and the lowest was 74. And the data in table 4.6 showed that the highest score of the pre-test in control group was 78 and the lowest was 35. While the highest scores of the post-test was 87 and the lowest was 60.

**Table 4.5**  
The score of pre-test and post-test in Experimental group.

NO	Initial	Pre-Test(T1)	Post-Test(T2)
1	ASP	53	85
2	AMP	62	82
3	AHP	62	83
4	FDA	56	77
5	FTA	57	76
6	FTR	53	77
7	FAN	59	84
8	GIA	71	86
9	MAN	60	83
10	MRF	<b>43</b>	<b>74</b>
11	MIA	73	85
12	MIH	62	81

13	NMS	63	84
14	RFA	74	90
15	RFN	65	89
16	SSP	52	81
17	SFZ	62	85
18	SFN	62	87
19	SNW	58	83
20	SRA	56	85
21	SCA	52	81
22	SYA	58	85
23	SYL	72	88
24	TNH	60	84
25	TAW	48	88
26	UHS	73	91
27	WSP	62	84
28	WKS	58	80
29	YSA	<b>78</b>	<b>93</b>
<b>Total</b>		<b>1764</b>	<b>2431</b>
<b>Mean</b>		<b>60.82</b>	<b>83.82</b>

Based on the table above or table 4.5 showed that the mean of Pre-test in experimental was 60.82 and the mean of Post-test was 83.82. The highest score in Pre-test of the experimental group was 78 and the lowest score was 43. While in Post-test the highest score was 93 and the lowest score was 74.

**Table 4.6**  
The score of pre-test and post-test in the control group

NO	Initial	Pre-Test (T1)	Post-Test (T2)
1	AAZ	55	70
2	AML	56	79
3	AMS	<b>35</b>	69
4	ARF	47	71
5	CPS	50	<b>60</b>
6	DDS	52	78
7	DSS	50	73
8	FZA	53	66
9	ITU	62	78

10	IPS	54	76
11	MIN	37	75
12	MFZ	<b>78</b>	<b>87</b>
13	MPN	73	84
14	MFD	58	81
15	MIR	60	78
16	MIS	55	82
17	MPR	67	87
18	MRQ	50	67
19	MRV	53	78
20	MFN	61	78
21	MHA	55	73
22	NFT	60	80
23	NRA	64	83
24	RDM	55	79
25	RAV	51	77
26	RHM	60	77
27	SEN	49	71
28	SBZ	59	81
<b>TOTAL</b>		<b>1559</b>	<b>2138</b>
<b>Mean</b>		<b>55.67</b>	<b>76.35</b>

Based on the table above or table 4.6 showed that the mean of Pre-test in control group was 55.67 and the mean of Post-test was 76.35. The highest score in Pre-test of the experimental group was 78 and the lowest score was 35. While in Post-test the highest score was 87 and the lowest score was 60.

After seeing both of table (4.5 and 4.6) showed that the mean score of Post-test in experimental group was 83.82 and the mean score of control group was 76.35. The data showed that the mean score of student in experimental group who were taught by storybooks application was greater than the mean score of students in control group who were taught by using conventional technique in discussion method.

## B. Data Analysis

### 1. Normality Test

Normality test used to determine if a data set well. modeled by a normal distribution and to compete how likely it was for random variable underlying the data to be normally distribution.

#### a. Normality Test of X variable

The normality test of variable X used Liliefors test:

1. Listing the students' score from the lowest to the highest
2. The score made to  $Z_1, Z_2, Z_3, \dots, Z_n$  by using formula:

$$Z_i = \frac{X - \bar{x}}{s}$$

$$3. F(Z_i) = \frac{F_{kum}}{n} = \frac{1}{29} = 0.034$$

#### Standard Deviation of X variable

$$S_x = \frac{\sqrt{N \sum X^2 - (\sum X)^2}}{N(N-1)}$$

$$S_x = \frac{\sqrt{29 \times 204337 - (2431)^2}}{29(29-1)}$$

$$S_x = \frac{\sqrt{5925773 - 5909761}}{812}$$

$$S_x = \frac{\sqrt{16012}}{812}$$

$$S_x = \sqrt{19.71} = 4.43$$

**Table 4.7**  
**Normality Test of X variable**

No.	Xi	F	F kum	Zi	F(ZI)	S(ZI)	F(ZI)-S(ZI)
1	74	1	1	-2.216704289	0.0122	0.034482759	-0.022282759
2	76	1	2	-1.76523702	0.0401	0.068965517	-0.028865517

3	77	1	3	-1.539503386	0.0606	0.103448276	-0.042848276
4	77	1	4	-1.539503386	0.0606	0.137931034	-0.077331034
5	80	1	5	-0.862302483	0.1977	0.172413793	0.025286207
6	81	1	6	-0.636568849	0.2578	0.206896552	0.050903448
7	81	1	7	-0.636568849	0.2578	0.24137931	0.01642069
8	81	1	8	-0.636568849	0.2578	0.275862069	-0.018062069
9	82	1	9	-0.410835214	0.3264	0.310344828	0.016055172
10	83	1	10	-0.18510158	0.4404	0.344827586	<b>0.095572414</b>
11	83	1	11	-0.18510158	0.4404	0.379310345	0.061089655
12	83	1	12	-0.18510158	0.4404	0.413793103	0.026606897
13	84	1	13	0.040632054	0.5199	0.448275862	0.071624138
14	84	1	14	0.040632054	0.5199	0.482758621	0.037141379
15	84	1	15	0.040632054	0.5199	0.517241379	0.002658621
16	84	1	16	0.040632054	0.5199	0.551724138	-0.031824138
17	85	1	17	0.266365688	0.5987	0.586206897	0.012493103
18	85	1	18	0.266365688	0.5987	0.620689655	-0.021989655
19	85	1	19	0.266365688	0.5987	0.655172414	-0.056472414
20	85	1	20	0.266365688	0.5987	0.689655172	-0.090955172
21	85	1	21	0.266365688	0.5987	0.724137931	-0.125437931
22	86	1	22	0.492099323	0.6736	0.75862069	-0.08502069
23	87	1	23	0.717832957	0.7734	0.793103448	-0.019703448
24	88	1	24	0.943566591	0.8289	0.827586207	0.001313793
25	88	1	25	0.943566591	0.8289	0.862068966	-0.033168966
26	89	1	26	1.169300226	0.8749	0.896551724	-0.021651724
27	90	1	27	1.39503386	0.9115	0.931034483	-0.019534483
28	91	1	28	1.620767494	0.9505	0.965517241	-0.015017241
29	93	1	29	2.072234763	0.9798	1	-0.0202

Based on the data in table 4.7  $L_{hitung}$  was 0.095 and the Lilifors test in significant  $\alpha = 0.05$  with  $n = 29$   $L_{table}$  was 0.161. So the  $L_{hitung} < L_{table}$  (0.095 < 0.161). So it could be concluded that the data was normally distributed.

#### **b. Normality Test of Y Variable**

The normality test of variable Y used Lilifors test :

1. Listing the students score from the lowest to the highest
2. The score made to Z1.Z2.Z3.....Zn by using formula :

$$ZI = \frac{X - \bar{x}}{s}$$

$$3. F(Zi) = \frac{Fk}{N} = \frac{1}{28} = 0.035$$

Standard Deviation of Y Variable

$$Sy = \frac{\sqrt{N \sum Y^2 - (\sum Y)^2}}{N(N-1)}$$

$$Sy = \frac{\sqrt{28 \times 164336 - (2138)^2}}{28(28-1)}$$

$$Sy = \frac{\sqrt{4601408 - 4571044}}{756}$$

$$Sy = \frac{\sqrt{30364}}{756}$$

$$Sy = \sqrt{40.16} = 6.34$$

**Table 4.8**  
**Normality Test of Y Variable**

No.	Yi	F	F kum	Zi	F(ZI)	S(ZI)	F(ZI)-S(ZI)
1	60	1	1	-2.578864353	0.0054	0.035714286	-0.030314286
2	66	1	2	-1.632492114	0.0495	0.071428571	-0.021928571
3	67	1	3	-1.474763407	0.0735	0.107142857	-0.033642857
4	69	1	4	-1.159305994	0.1251	0.142857143	-0.017757143
5	70	1	5	-1.001577287	0.1469	0.178571429	-0.031671429
6	71	1	6	-0.84384858	0.1977	0.214285714	-0.016585714
7	71	1	7	-0.84384858	0.1977	0.25	-0.0523
8	73	1	8	-0.528391167	0.2912	0.285714286	0.005485714
9	73	1	9	-0.528391167	0.2912	0.321428571	-0.030228571
10	75	1	10	-0.212933754	0.4013	0.357142857	0.044157143
11	76	1	11	-0.055205047	0.4801	0.392857143	0.087242857
12	77	1	12	0.102523659	0.5596	0.428571429	<b>0.131028571</b>

13	77	1	13	0.102523659	0.5596	0.464285714	0.095314286
14	78	1	14	0.260252366	0.5987	0.5	0.0987
15	78	1	15	0.260252366	0.5987	0.535714286	0.062985714
16	78	1	16	0.260252366	0.5987	0.571428571	0.027271429
17	78	1	17	0.260252366	0.5987	0.607142857	-0.008442857
18	78	1	18	0.260252366	0.5987	0.642857143	-0.044157143
19	79	1	19	0.417981073	0.6736	0.678571429	-0.004971429
20	79	1	20	0.417981073	0.6736	0.714285714	-0.040685714
21	80	1	21	0.575709779	0.7088	0.75	-0.0412
22	81	1	22	0.733438486	0.7734	0.785714286	-0.012314286
23	81	1	23	0.733438486	0.7734	0.821428571	-0.048028571
24	82	1	24	0.891167192	0.8023	0.857142857	-0.054842857
25	83	1	25	1.048895899	0.8531	0.892857143	-0.039757143
26	84	1	26	1.206624606	0.8944	0.928571429	-0.034171429
27	87	1	27	1.679810726	0.9505	0.964285714	-0.013785714
28	87	1	28	1.679810726	0.9505	1	-0.0495

Based on the data in table 4.8  $L_{hitung}$  was 0.131 and the Lilifors test in significance  $\alpha = 0.05$  with  $n = 28$   $L_{table}$  was 0.161. So the  $L_{hitung} < L_{table}$  ( $0.131 < 0.161$ ). So it can be concluded that the data was normally distributed.

## 2. Homogeneity

Homogeneity test performed to determine whether the variances of data equal from two distribution group.

The data of variable X and variable Y:

a. Variable X

$$\bar{x} = 83.82$$

$$S_x^2 = 19.71$$

$$N = 29$$

b. Variable Y

$$\bar{y} = 76.35$$

$$S_y^2 = 40.16$$

$$N = 28$$

$$F = \frac{\text{THE HIGHEST VARIANCE}}{\text{THE LOWEST VARIANCE}}$$

$$F = \frac{19.71}{40.16}$$

$$F = 0.49$$

The value of  $F_{\text{table}}$  with the significance  $\alpha = 0.05$  with  $n = 28$  was 2.56 those scores got in the constant table in  $F_{\text{table}}$ . And the  $F_{\text{hitung}}$  was 0.49. So the  $F_{\text{hitung}} < F_{\text{table}}$  ( $0.49 < 2.55$ ). So it can be concluded that the data was homogen.

### C. Testing Hypothesis.

After calculating the data. the result was showed the rules of statistics normality and homogeneity was fulfilled so the next is testing hypothesis.

**Table 4.9**  
**The Calculation Table**

No.	X	Y	$X_i(x-x)$	$Y_i(y-y)$	$X_i^2$	$Y_i^2$	$X_i Y_i$
1	74	60	-9.82	-16.35	96.4324	267.3225	160.557
2	76	66	-7.82	-10.35	61.1524	107.1225	80.937
3	77	67	-6.82	-9.35	46.5124	87.4225	63.767
4	77	69	-6.82	-7.35	46.5124	54.0225	50.127
5	80	70	-3.82	-6.35	14.5924	40.3225	24.257
6	81	71	-2.82	-5.35	7.9524	28.6225	15.087
7	81	71	-2.82	-5.35	7.9524	28.6225	15.087
8	81	73	-2.82	-3.35	7.9524	11.2225	9.447
9	82	73	-1.82	-3.35	3.3124	11.2225	6.097
10	83	75	-0.82	-1.35	0.6724	1.8225	1.107

11	83	76	-0.82	-0.35	0.6724	0.1225	0.287
12	83	77	-0.82	0.65	0.6724	0.4225	-0.533
13	84	77	0.18	0.65	0.0324	0.4225	0.117
14	84	78	0.18	1.65	0.0324	2.7225	0.297
15	84	78	0.18	1.65	0.0324	2.7225	0.297
16	84	78	0.18	1.65	0.0324	2.7225	0.297
17	85	78	1.18	1.65	1.3924	2.7225	1.947
18	85	78	1.18	1.65	1.3924	2.7225	1.947
19	85	79	1.18	2.65	1.3924	7.0225	3.127
20	85	79	1.18	2.65	1.3924	7.0225	3.127
21	85	80	1.18	3.65	1.3924	13.3225	4.307
22	86	81	2.18	4.65	4.7524	21.6225	10.137
23	87	81	3.18	4.65	10.1124	21.6225	14.787
24	88	82	4.18	5.65	17.4724	31.9225	23.617
25	88	83	4.18	6.65	17.4724	44.2225	27.797
26	89	84	5.18	7.65	26.8324	58.5225	39.627
27	90	87	6.18	10.65	38.1924	113.4225	65.817
28	91	87	7.18	10.65	51.5524	113.4225	76.467
29	93	-	9.18	-	84.2724	-	-
	2431	2138	0.22	0.2	552.14	1084.43	699.936

The table 4.9 above, calculating table that explained formula for post-test in experimental and post-test in control group was implemented to find t-critical value both groups as the basic to the hypothesis of the research.

The following formula of t-test was implementing to find out the t-observed value both groups as the basic to test hypothesis of this research :

**a. Coefficient r**

$$R_{xy} = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{\{n \sum s_x^i - (X_i)^2\} \{n \sum s_y^i - (Y)^2\}}}$$

$$R_{xy} = \frac{29(699.94) - (0.22)(0.2)}{\sqrt{\{29(552.14) - (0.22)^2\} \{28(1084.4 - (0.2)^2)\}}}$$

$$R_{xy} = \frac{20298.26 - 0.044}{\sqrt{\{(16012.06) - (0.0484)\} \{(30363.2 - 0.04)\}}}$$

$$R_{xy} = \frac{20298.216}{\sqrt{(16012.0116)(30363.16)}}$$

$$R_{xy} = \frac{23504.5}{\sqrt{(486175270.13)}}$$

$$R_{xy} = \frac{23504.5}{22049.38}$$

$$R_{xy} = 1.066$$

## b. Examining the Statistical Hypothesis

Ha : There is significance effect of the storybooks application to the students' speaking achievement.

$$t = \frac{\overline{X_1 - Y_2}}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2R \left( \frac{S_1}{\sqrt{N_1}} \right) \left( \frac{S_2}{\sqrt{N_2}} \right)}}$$

$$t = \frac{83.82 - 76.35}{\sqrt{\frac{19.71}{29} + \frac{40.16}{28} - 2(1.066) \left( \frac{4.43}{\sqrt{29}} \right) \left( \frac{6.34}{\sqrt{28}} \right)}}$$

$$t = \frac{7.47}{\sqrt{0.67 + 1.43 - 2.132 (0.82)(1.19)}}$$

$$t = \frac{7.47}{\sqrt{2.1 - 2.08}} = \frac{7.47}{\sqrt{0.02}}$$

$$t = \frac{7.47}{0.141} = 52.98$$

After measuring the data above by using t-test formula. it showed that t-observed value was 52.98. after seeking the table of the distribution of t-observed as the basis of accounting in certain degree of freedom (df). the calculation showed that :

$$\begin{aligned} \text{Df} &= N_1+N_2-2 \\ &= 29+28-2 \\ &= 55 \end{aligned}$$

In the line of 55. showed that  $t_{\text{-table}}$  was 1.67 .  $t_o > t_{\text{-table}}$  which was  $52.98 > 1.67$ . the fact hypothesis  $H_a$  was accepted.

**Table 4.10**  
**The Table distribution percentage t-table (df 41-80)**

df \ Pr	0.25	0.10	0.05
	0.50	0.20	0.10
41	0.68052	1.30254	1.68288
42	0.68038	1.30204	1.68195
43	0.68024	1.30155	1.68107
44	0.68011	1.30109	1.68023
45	0.67998	1.30065	1.67943
46	0.67986	1.30023	1.67866
47	0.67975	1.29982	1.67793
48	0.67964	1.29944	1.67722
49	0.67953	1.29907	1.67655
50	0.67943	1.29871	1.67591
51	0.67933	1.29837	1.67528
52	0.67924	1.29805	1.67469
53	0.67915	1.29773	1.67412
54	0.67906	1.29743	1.67356
→ 55	0.67898	1.29713	<b>1.67303</b>
56	0.67890	1.29685	1.67252
57	0.67882	1.29658	1.67203
58	0.67874	1.29632	1.67155
59	0.67867	1.29607	1.67109

#### **D. The Findings**

It was found that the application of storybooks application in speaking achievement gave a significant effect. The students were taught by using storybooks application got higher score than those taught by conventional technique as discussion method . The result of the t-test showed that the  $t_{\text{observed}}$  was higher than  $t_{\text{table}}$  ( $52.98 > 1.67$ ). It means that storybooks application gave a significant effect on students' speaking achievement.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

1. Based on the findings and analysis data, there were some conclusion that could be described the result of the pre-test and post-test the researcher found there was a significant effect of using Storybooks applications on students' speaking achievement, which is proven from the result of the test  $t_{\text{observed}} > t_{\text{table}}$  or  $52.98 > 1.67$ . The fact hypothesis  $H_a$  was accepted.
2. The result from students who were taught by using Storybooks Application got higher score than those who were taught by using conventional technique as disscussion method, because the students taught by using storybooks application become more enjoyable, cheerfull, active and interesting in speaking.

#### **B. Suggestions**

Related to the conclusion above, some suggestions were stated as following :

1. English teacher could apply storybooks application in speaking achievement.
2. Teacher could be easier to organize and manage the instruction technique in teaching English.
3. The students were being expected to use storybooks application by themselves to encourage their confidence in order to improve their achievement in speaking.

4. It was suggested to the researchers using these findings as source of information for further related studies. And
5. It was also suggested to school activity to apply this model toward their students to improve their teaching and learning skills. Neither by using storybooks application but also other technique that were believed to give better understanding for students in their effort to learning speaking.

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