



**IMPROVING CLASS II SOCIAL 2 STUDENTS' SPEAKING ABILITY  
THROUGH FOLKTALES AT SMA NEGERI TEMPEH IN THE 2011/2012  
ACADEMIC YEAR**

**THESIS**

**By**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY**

**2012**

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Composed to fulfill one of the Requirements to Obtain the S-1 Degree  
At the English Language Education Study Program, Language and Arts Department,  
Faculty of Teacher Training and Education Jember University

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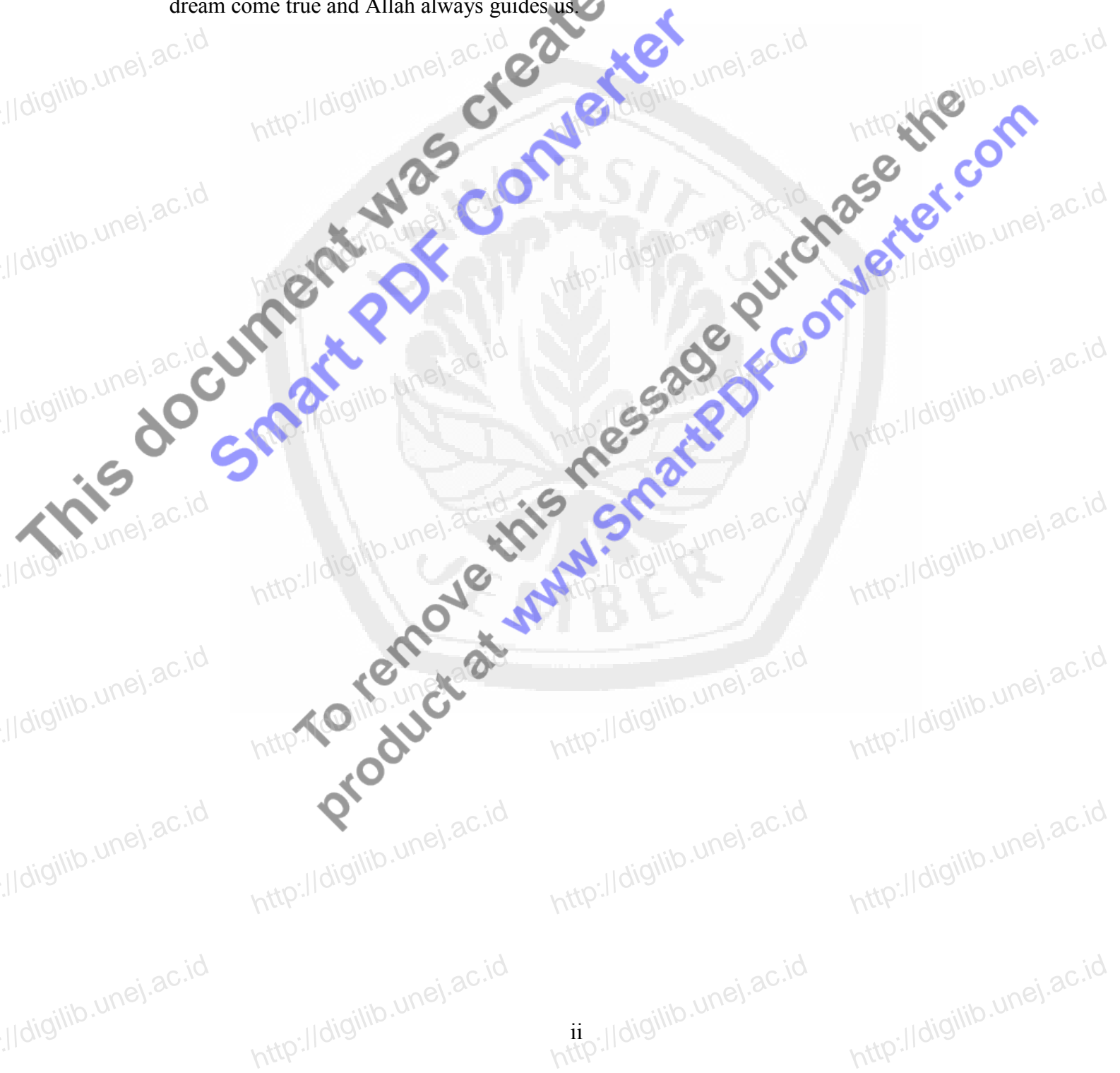
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**DEDICATION**

This thesis is proudly dedicated to my beloved mother, the greatest mother ever on this earth. My lovely husband, thank you for your endless love and patience. My lovely daughter, thank you for giving me power. My lovely brother and sister, thank for your support and patience. I will devote my love and endless prayers for you. May our dream come true and Allah always guides us.



**MOTTO**

They are able because they think they are able.

(Vergil)

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## CONSULTANT APPROVAL

### IMPROVING CLASS II SOCIAL 2 STUDENTS' SPEAKING ABILITY THROUGH FOLKTALES AT SMA NEGERI TEMPEH IN THE 2011/2012 ACADEMIC YEAR

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Composed to Fulfill One of the Requirements to Obtain the S-1 Degree  
at the English Language Education Study Program, Language & Arts Department,  
Faculty of Teacher Training and Education Jember University

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Jember, January 2012

The writer



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## SUMMARY

**Improving Class II Social 2 Students' Speaking Ability through Folktales at SMA Negeri Tempeh in the 2011/2012 Academic Year**, Agustin Tri Hidayat, 040210401270; 36 pages; English Language Education study Program of Language and Art Department of Faculty of Teacher Training and Education of Jember University.

Speaking is a very important skill because it is used to produce and express ideas, feelings and thoughts in the target language. Based on the preliminary study done by the researcher on October 12 in the form of interview with one of the English teachers of SMA Negeri Tempeh, it was known that the result of the speaking test has not been satisfactory yet, especially in class II Social 2. Based on the students' previous score, the mean score of the students speaking test could not achieve the criterion of score requirement (KKM=70). The mean score was 67.4. Additionally, the students tended to get bored in learning speaking. Most of them have the same problem in pronunciation.

Considering the condition above, this research was undertaken to overcome the problem of the students by using folktales as a material for teaching speaking. Folktales belong to stories. It has different characteristics with other stories. It is an interesting story and usually teaches us about the way to survive in our life. Teaching speaking through folktales is very motivating, challenging, and great fun for the students. Folktales can allow the students to be creative and imaginative. It is a great way to express their thinking freely.

This Classroom Action Research (CAR) with cycle model was applied in this research. The action was intended to improve the second grade students' speaking ability through folktales. This classroom action research was conducted in one cycle, the cycle covered four main stages of activities namely; preparation of the action, the implementation of the action, class observation and evaluation, data analysis and reflection of the action. Then, the cycle was conducted in three meetings. Two meetings for the actions and one meeting for the test. The primary data about the students' speaking ability were gained from the speaking test that was done after the actions in each cycle and classroom observation was performed. Meanwhile, the supporting data were gathered from interview and documentation.



From the result of students' speaking test score in the cycle one, it was known that the mean score was 72.4. The result showed that the mean score of the students' speaking test increased from 67.4 (students' previous mean score) to 72.4. Besides, the students' activeness in the teaching and learning process of speaking also improved from 72% in the first meeting to 84% in the second meeting. Thus, the percentage of students' activeness in the teaching and learning process of speaking through folktales achieved the targeted percentage of  $\geq 75\%$ .

Based on the results above, it could be concluded that the use of folktales could increase the students speaking ability and the students' participation in the teaching learning process of speaking. Then, it was suggested to the English teacher to use folktales as an alternative material in order to improve the students' speaking ability since the folktales could facilitate the students to speak more in an interesting way. Thus the students would be motivated in their learning.