

THE EFFECTIVENESS OF USING STRIP STORIES TECHNIQUE IN TEACHING SPEAKING TOWARD STUDENTS' SPEAKING ACHIEVEMENT

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Abstract

Strip Stories adalah salah satu teknik yang efektif dalam pembelajaran speaking/berbicara. Menyediakan *Strip Stories* dapat meningkatkan minat siswa dan merangsang partisipasi siswa didalam kelas speaking/ berbicara. Berdasarkan asumsi diatas rumusan masalah penelitian dapat diformulasikan sebagai berikut: 1) Bagaimana kemampuan siswa dalam berbicara sebelum diajar menggunakan teknik *Strip Stories*? 2) Bagaimana kemampuan siswa dalam berbicara setelah diajar menggunakan teknik *Strip Stories*? 3) Adakah perbedaan yang signifikan antara sebelum diajar menggunakan *Strip Stories* dan sesudah diajar menggunakan *Strip Stories*?

Metodologi dari penelitian ini menggunakan penelitian pre-eksperimental sebagai desain penelitian, populasi dalam penelitian ini adalah semua siswa kelas sebelas MAN Tulungagung 1 sebanyak 9 kelas, sampel penelitian ini adalah kelas sebelas IPA 4 (kelas excellent) yang siswanya berjumlah 30 siswa, alat penelitian ini menggunakan tes. Teknik analisis datanya menggunakan teknik statistik untuk mengetahui perbedaan antara kedua variable. T-test digunakan untuk mengetahui apakah H_a diterima atau ditolak. Jika nilai T-test lebih kecil daripada tabel T, maka H_0 ditolak. Jika nilai T-test lebih besar daripada nilai tabel T, maka H_a dapat diterima.

Hasil dari penelitian ini menunjukkan bahwa nilai siswa sebelum diajar menggunakan teknik *Strip Stories* masih jelek sedangkan nilai siswa setelah diajar menggunakan *Strip Stories* meningkat. Nilai rata-rata siswa sebelum diajar menggunakan *Strip Stories* adalah 11.77. Sedangkan nilai rata-rata siswa setelah diajar menggunakan teknik *Strip Stories* adalah 14.17. hasil hitung dari T adalah 10.304 sedangkan tabel 0.05% dengan tingkat signifikan 1.699. Jadi T count lebih tinggi dibandingkan dengan T table. Ini berarti bahwa H_a yang menyatakan bahwa ada perbedaan skor antara capaian berbicara siswa sebelum menggunakan *Strip Stories* dan setelah menggunakan *Strip Stories* terhadap siswa Sebelas IPA 4 di MAN Tulungagung 1. H_a diterima sedangkan H_0 ditolak. Dengan kata lain, teknik *Strip Stories* (Potongan Cerita) dapat digunakan untuk mengajar berbicara siswa tingkat SMA dan MA.

Keywords: Keefektifan, Teknik *Strip Stories*, Pencapaian Speaking (Berbicara)

A. Introduction

English as an international language has gained its popularity all over the world. Many countries in this world have spoken English and there are many literatures written in English. It means that English constitutes a means of international language communication. And the fact shows that English as an international language plays several important roles in our society (country). As a developing country, Indonesia needs to learn more new things from the developed country about new advanced ideas, research findings, and experiments. English becomes important because many

branches of science are written in English and students should learn English to get information from them. Beside language as a means of communication, language is also an instrument to make an interpersonal relationship, changing information and enjoying the aesthetics of language in the western culture.¹

Education has important role in human life, because education is useful to increase and develop human knowledge and skill. Indonesia government has been resolving to sharpen and to develop the societies' life standard by proposing educational system as stated in UU RI no: 20, year 2003 mentioning that:" The pur-

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¹Nurhadi,dkk, *Pembelajaran Konstektual (contextual teaching and learning/ CLT) dan Penerapan dalam KBK*, (Malang: UM press), hlm. 200.

pose of the national education is to develop the students' potency in order to become faithful human and to increase devout unto God, God-fearing, health, erudite, capable, creative, independent, and become democratic citizen of a country, and be responsible ". From statement above, Indonesia has a high expectation in education, system of education, and training in order to build high quality of man – power that is able to compete at international should. It is expected that the society become prosperous, rich and have the same level as other countries either in technology and knowledge.

In our country, English placed as a foreign language. Government also put English as a subject material in formal and informal institution start from kinder garden even from play group until the university. This is the way from the Government to internalize English in our life. According to the 2006 school based curriculum in Indonesia, the objective of the teaching English for junior high school is to develop students' communicative competence orally and written at functional literacy level. In such a case, the teaching of English as one of the obligatory subjects should cover the four language skills, namely, listening, speaking, reading and speaking.²

Speaking becomes one of the most important components to be mastered. Why that is important components? That is because our live can't be separated with communication. And from communication itself we will use language both oral language or body language. To face the modern era, the students should be able to speak using English, because after graduating from Senior High School or University they can use the ability in speaking to applying for a job. Nowadays, there are so many companies which use English Interview as an instrument to requirement becomes the employee.

Teaching speaking toward students is rather more difficult. In conducting speaking class, one of the important things should be consider for the teacher is that they have to let

their students to speak, speak and speak. Then, how if they difficult even do not want to speak because of some reasons? It will become the big problem for the teacher. In fact, many students feel reluctant when they are asked to speak up in English. They are shy and have so much anxiety of being false when they speak English. This problem is happened because the students are lack of practice. They considered being shy when the teacher ask them to speak aloud, and finally they just keep silent. Of course the speaking lesson is not run well. In contrast, speaking is considered to be one of the effective ways of communicating the ideas, feelings, thought, etc.

From the problem above, English teacher have to pay attention of how they treat their students so that speaking class will be more fun for them. By using the appropriate technique, students will enjoy and active to follow the teaching and learning process in the classroom. Besides, the teacher also should create the effective situation which allow the students to speak as comfort as possible, so that they feel free to express their thought.

Dealing with this, the researcher interests in conducting the study about those certain problem. The researcher would like to use "Strip Stories technique" in teaching speaking. Strip story technique using a piece of paper is initially triggered by Prof. R.E. Gibson in TESL Quarterly magazine which was then further developed by Mary Ann and John Boyd in TOSEL Newsletter and described with field experience by Carol Lamelin in the same magazine. Technique trough this media start from an approach that prioritizes the real creativity of communication so that later students can easily and do not hesitate to communicate with a foreign language. This technique is chosen to help students in exploring their ideas toward certain strip of story. By using strip of stories in their hand, all of students in the class have the opportunity to speak up. Strip stories are also very useful to ask all students in the class become active. It is because each student has the different strip of story. So, there is no chance

²Depdiknas, *Pedoman Penilaian Hasil Belajar*, (Jakarta: Dirjen), hlm. 6

for student to copy their friend's ideas in exploring and explaining their strip of story. It helps students to collect the information from other friends in order to arrange and decide the right story. In this technique, students will interact to speak freely, because they will face their own friends. This activity can be done both in small or whole group. The use of Strip Story technique is expected to give good contribution to improve students' ability in speaking mastery especially to the students of MAN Tulungagung 1. MAN Tulungagung 1 is one of Islamic school that stands as a school which has a good quality in teaching and learning toward its students.³

Based on the background of the study, the problems are formulated as follows: (1) How is the students' speaking achievement before being taught by using strip stories technique? 2) How is the students' speaking achievement after being taught by using strip stories technique? 3) Are there any significant different scores before and after being taught by using strip stories technique?

Strip story technique was introduced by Prof. Robert E. Gibson in "Strip Story: A Catalyst for Communication" which was then further developed by Mary Ann and John Boyd in TOSEL Newsletter and described with field experience by Carol Lamelin in the same magazine. While it was initially created to help foreign student deal with the problems of oral communication in real situations. Technique through this media start from an approach that prioritizes the real creativity of communication so that later students can easily and do not hesitate to communicate with a foreign language.⁴

According to Oxford Pocket Dictionary, "Strip" is part. So, strip story is part of the story. The part or strip of story is written in the pieces of paper to be spread to all of students in the class. Gibson stated that:

³Robert E. Gibson, "The Strip Story: A Catalyst for Communication. Teacher of English to Speakers of Other Languages, Inc. (TESOL)", hlm. 149-154

⁴Gibson, "The Strip Story: A Catalyst for Communication. Teacher of English to Speakers of Other Languages, Inc. (TESOL)", hlm. 149-154.

*"The strip story is an adaptation of the scramble sentence type of exercise in which each student memorize on sentence of a story for which the proper sequence is not known. With each student being the sole source of one piece of information, his sentence, the story is put back together strictly through verbal interaction of the class. Many otherwise difficult - to - teach grammatical items are learned and pronunciation problem overcome surprisingly easily and quickly, without the direct aid of a teacher. The reasons for the success of this technique are discussed along with some of the ways the procedures can be extended to include related skills areas of ESL."*⁵

From the theories from Gibson above, it can take the conclusion that strip story is a story which is divided into some strips in which each student is given some sentence of a story at random, and then the sentences must be re-arranged to form a story through verbal interaction. By using the strip story in teaching speaking, it will help the teacher developing students' speaking ability through the real communication activity and it will also help the students to improve their speaking ability through the comfortable way of mastering English. The goals of using strip story are to build fluency with known language and to practice communication in speaking English.

Related to the teaching speaking, Strip Stories technique has some advantages. They are as follows: (1) The strip story activity provides a fun and useful way of introducing new texts and/or new vocabulary and grammatical items; (2) Strip stories give students an opportunity to speak up freely. It also helps students to develop ideas to speak/ retelling the story; (3) It also brings good impact on increasing the learning process and they can work not only individually but also in a group; (4) In the strip stories activity, the students speak with occasional hesitation, use adequate vocabulary, use comprehensible pronunciation, and use complex sentence in asking and responding. Most of the students started to speak more bravely and without feeling shy anymore.

⁵Gibson, "The Strip Story: A Catalyst for Communication. Teacher of English to Speakers of Other Languages, Inc. (TESOL)", hlm. 149.

We all know that every technique has its advantages and disadvantages. The use of strip stories technique also has its disadvantages as described below; (1) It spends time to organize and understand the students; (2) The writer must have a will to spend her own spare time at home for searching the suitable materials.

According to Gebhard in applying the Strip Stories Technique in the classroom, there some steps that should be implemented in the teaching and learning activities in general as follows :

- 1) Pre – activity. Before the main activity in Strip Story technique, it is helpful to activate the background knowledge that the student have and to prepare them for new vocabulary and grammatical structure they are going to encounter in the text. To do so, the teachers can use the activity likes ‘Vocabulary Bingo’ or they write down the vocabularies in to the whiteboard and discuss together with the students;
- 2) During – activity. It is the main activity in using Strip Story Technique. The Strip Story activity is done by the students in a group. The stages of speaking activity by using strip story technique as like stated by Gebhard, such as; (a) The students are put into small groups and given one or two lines of short story; (b) They are told not to show their lines to other students to put the story together; (c) They have to negotiate who has the first line, second line, and so on; (d) An alternative way is take the strips away and having the students put the story together from memory. The other variation of Strip Story activity that can be used by the teacher is as follow: (a) First, the teacher and the students decide the groups and also the members of the groups; (b) Second, the teacher distributes the strips to the students; (c) Third, the teacher gives students time to read the strips and comprehend the sentences; (d) Fourth, the students have to comprehend it, hand-writing is not allowed here; (e) Fifth, the teacher collects the strips from each student; (f) Sixth, each student

have to retell what they already understood from their strip to their friends, then they discuss and works out how the strips should be assembled to form the correct sequence of the story through oral communication; (g) Finally, they have to present their discussion in front of the class

- 3) Post – activity. In the post – activity is giving feedback from the teacher to the students. The feedback is about the activity that they have already done before.⁶

The Teacher’s Considerations in using Strip Story Activity as follow; (a) Choice of story (or other suitable text); (b) Choose a story or sequenced text that is appropriate for your students, for example, a legend, recipe; (c) It should be one that students have not heard before (except if you need to make the task easier); (d) It should have words and grammar that the students already know; (e) Students must only read their own sentence, and not read the sentences distributed to other students; (f) The teacher does not take part in the activity, but may prompt suitable phrases for the students to use to negotiate with each other.

B. Research Methodology

This research was a pre-experimental design using quantitative approach with One-Group Pretest-Posttest design. In this study the experimental research will be done in the class with taking students as population Experimental research is unique in two very important respects: It is the only type of research that directly attempts to influence a particular variable, and when properly applied, it one or more dependent variables. An experimental usually involves two groups of subjects, an experimental group and a comparison group, although it is possible to conduct an experiment with one group (by providing all treatments to the same subjects) or with three or more groups.⁷

⁶Jerry, Gebhard, *Teaching English as a Foreign or Second Language*, (The University of Michigan Press), hlm. 140

⁷Jack R. Frankel & Norman E. Wallen, *How to Design and Evaluate Research in Education* (3rd ed.), (New York, NY: McGraw-

This study used pre-experimental with One –Group Pretest-Posttest design. According to Arikunto there are three kind of Pre-experimental design, those are: one shot case study, pre test and post test group and static group comparison. In pre test and post test group the observation do two times, those are: before experiment call pre test and after experiment call post test.⁸

This study is classified as pre-experimental design because it is little or no control of extraneous variables. In the One-Group pretest-posttest design, a single group is measured or observed not only after being exposed to a treatment of some sort, but also before. In this study the teaching speaking by using “Strip Stories” is independent variable. In this study the dependent variable is students’ achievement in speaking ability.

This research was conducted in the eleventh grade of one school in Tulungagung. The population of this study is the students of the eleventh grade at that school in the academic year of 2011/2012. The total numbers of the population are 270 students divided into 9 classes. In this research, sampling was selected randomly. The researcher took XI Science 4th Excellent class. In XI Science 4th Excellent class, there are 31 students consist of 9 boys and 22 girls.

Data in this study only uses primary data. Ary stated that the primary data is data which are collected directly from the sample. Primary data source of this study is students XI Science 4th Excellent class of one Islamic School. The data was get from the result of pre-test and post test conducted by the students.⁹

According to Fraenkel the device the researcher uses to collect data is called instrument. The instrument in this study is test. According to Subagiyo actually there are two kinds of instrument, those are: Test instrument is to measure students’ achievement and Non

Hill), hlm. 248

⁸Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta), hlm. 85.

⁹Donald, Ary, *Introduction to Research in Education*, (America: CBS College Publishing), hlm. 205.

Test instrument used to measure attitude. In this study the researcher used test as instrument, therefore, the researcher applied pre-test and post-test test. Pre-test was given before doing an experimental research study or before teaching by using strip stories^{10,11}

Harris states that all good tests possessed two qualities, i.e. validity and reliability. That was to say, any test that we use has to be appropriate in terms of our objectives, dependable in the evidence it provides, and applicable to our particular situation.¹²

In this research, content validity was used. This kind of validity depends on careful analysis of the language being tested and of the particular treatment activity. The test should be so constructed as to contain representative sample. The relevancy of the objective of the test and the content of the test items are show the content validity of the test. The question constructed and represented the formulation of the objective and syllabus of the test. Moreover, from the scores achieved by the students in the test retest, it shows that the student had performed the ability that is being measured. Thus it can be concluded that the test of speaking has met the criteria of content validity.

According to Sugiyono, to measure the reliability of the instrument, the researcher can use some methods. One of the methods to measure the reliability of instrument is by using test/retest. In this study, the researcher was tending to use test/retest method. The research instrument which is tested by the test-retest is done by trying out that instrument few times to the respondents. So, in this case the instrument is same, the respondents are same but the time is different. The first test is done on 17th March 2012 and the retest was done on 24th March 2012.¹³

¹⁰Frankel & Wallen, *How to Design and Evaluate Research in Education (3rd ed.)*, (New York, NY: McGraw-Hill), hlm. 248.

¹¹Ahmad, Subagiyo, *Studi Kelayakan Teori dan Aplikasi*. (Jakarta: PT. Elex Media), hlm. 37.

¹²Dale B. Harris, *Children’s Drawing as Measures of Intellectual Maturity*, (New York: Harcourt, Brace & World, Inc), hlm. 13

¹³Sugiyono, *Metode Penelitian Pendidikan*. (Bandung: Alfabeta), hlm. 354

By using The Pearson Product Moment Correlation Coefficient the researcher correlated the test and retest value. To help the researcher in measuring the correlation between test and retest, she used SPSS 17.0. The computation can be seen in Appendix 2. The result showed that r value is 0,910 and the r table is 0,367. Because $0,910 > 0,367$ and r value is between 0, 80 and 1, 000, it can conclude that these instruments are very reliable and can be used for research.

Data of this study is collected by administering test. Test in simple terms, a method of measuring a person's ability, knowledge, or performance in a given domain. Brown states that researcher uses two kinds of tests those are Pre-test and post-test. In this research, the researcher used test by giving an oral test to measure the students' speaking ability. There are two kinds of test, namely: Pre-test and Post-test. Pre-test was done for about 2 meetings. It was conducted on March, 19th and 22nd 2012. Pre-test was done by using the group discussion technique. While post test was conducted on April, 9th and 12th 2012. The post test was given after the researcher gave treatment to the students. In the post-test, the researcher used the strip stories technique. The strip stories technique was conducted in a group by spread out the strip of stories to the each student. In these activities the students forced to work individually but still in group.¹⁴

In this research, the writer uses a quantitative data analysis technique. The quantitative data of this research is analyzed by using statistical method. This technique is used to find the significant difference on the students' achievement after taught by using strip stories as technique.

C. Result and Discussion

Based on the test administered on March, 19th and 22nd 2012, it shows that each student already measured by using rubric which has 6 components in testing speaking (Task

Completion, Communication of message, Fluency, Pronunciation, Vocabulary, and Grammar). For about 30 students, there are 13 students who get score under 12 (passing score) and 17 students get score up to 12. It means that 13 students didn't pass the test (before being taught by using strip stories).

Based on the test administered on April, 9th and 12th 2012, the result shows that from 30 students, there are only 2 students who get score under 12 (passing score) and more than 85% students pass the test. It means that the students score after they were taught by using strip stories is improve.

To know the difference students' speaking score before being taught by using strip stories and after being taught by using strip stories, the researcher tested the hypothesis as seen in Table 1.1 to the computation.

After the researcher found the difference score between pre - test and post - test, then she had to find the average of the difference of the score. The formula is below:

$$Md = \frac{\sum d}{N} = \frac{72}{30} = 2,4$$

Mean of deviation (Md) above is used to measure the Xd.

After the researcher got the result of the $\sum X^2d$, then she can start to find the "t". the formulation as bellow:

$$t = \frac{M_d}{\sqrt{\frac{\sum X_{2d}}{N(N-1)}}}$$

$$t = \frac{2,4}{\sqrt{\frac{47,2}{30(30-1)}}} \quad t = \frac{2,4}{\sqrt{\frac{47,2}{870}}}$$

$$t = \frac{2,4}{\sqrt{0,0543}} \quad t = \frac{2,4}{0,233}$$

t-count= 10,304

to know the degree of freedom, we can find the result from the formula as follows:

$$\begin{aligned} \text{Df} &= N - 1 \\ &= 30 - 1 \\ &= 29 \end{aligned}$$

From the computation above, it can be seen that the t-count is 10,304 with the d.f is 29. The

¹⁴Douglas H., Brown, *Teaching by principles*, (Longman: San Francisco State University), hlm. 3

Table 1.1. Testing Hypothesis

No	Sub ject	Pre – test (X)	Post – test (Y)	d (Y – X)	d ²
1	A	15	18	3	9
2	B	10	12	2	4
3	C	7	10	3	9
4	D	8	13	5	25
5	E	13	15	2	4
6	F	8	13	5	25
7	G	19	23	4	16
8	H	12	15	3	9
9	I	15	16	1	1
10	J	12	13	1	1
11	K	14	14	0	0
12	L	10	12	2	4
13	M	12	14	2	4
14	N	8	12	4	16
15	O	9	13	4	16
16	P	8	12	4	16
17	Q	10	11	1	1
18	R	13	15	2	4
19	S	15	17	2	4
20	T	9	12	3	9
21	U	9	12	3	9
22	V	10	13	3	9
23	W	13	14	1	1
24	X	12	14	2	4
25	Y	11	12	1	1
26	Z	12	13	1	1
27	A2	16	18	2	4
28	B2	17	20	3	9
29	C2	14	15	1	1
30	D2	12	14	2	4
		$\Sigma X =$ 353	$\Sigma Y =$ 425	Σd = 72	Σ d ² = 220

Table 1.2. Computation of Standard Deviation

No	D (Y – X)	d ²	Xd (d – Md)	X ² d
1	3	9	0,6	0,36
2	2	4	-0,4	0,16
3	3	9	0,6	0,36
4	5	25	2,6	6,76
5	2	4	-0,4	0,16
6	5	25	2,6	6,76
7	4	16	1,6	2,56
8	3	9	0,6	0,36
9	1	1	-1,4	1,96
10	1	1	-1,4	1,96
11	0	0	-2,4	5,76
12	2	4	-0,4	0,16
13	2	4	-0,4	0,16
14	4	16	1,6	2,56
15	4	16	1,6	2,56
16	4	16	1,6	2,56
17	1	1	-1,4	1,96
18	2	4	-0,4	0,16
19	2	4	-0,4	0,16
20	3	9	0,6	0,36
21	3	9	0,6	0,36
22	3	9	0,6	0,36
23	1	1	-1,4	1,96
24	2	4	-0,4	0,16
25	1	1	-1,4	1,96
26	1	1	-1,4	1,96
27	2	4	-0,4	0,16
28	3	9	0,6	0,36
29	1	1	-1,4	1,96
30	2	4	-0,4	0,16
	$\Sigma d =$ 72	$\Sigma d^2 =$ 220	$\Sigma Xd =$ -2,665	$\Sigma X^2d =$ 47,2

score of speaking before being taught by using strip stories is bad because the mean of total score of 30 students is only (11, 77). After getting treatment, the mean score of speaking is (14, 17). It improved, with the t-test analysis that is used by the researcher, the result of t count is (10, 304). The negative which is appear in t-count above mean that the mean before treatment is lower than the mean after the treatment. Therefore, by using strip stories

technique improved the speaking achievement of the students.

Then the researcher gave interpretation to t_0 . First the researcher considered the $d.b$. $d.b = N - 1$ with the $d.b$ is 29. The researcher consulted to the score in the “t-table”. At the significance level of 0, 05, the score of t-table is 1,699. By comparing the “t” that the researcher has got in calculation t count = (10,304) and the value of “t” on the t-table $t_0, 05 = (1,699)$.

It is known that t-count is bigger than t-table = (10,304 > 1,699)

Because the t count is bigger than t table the alternative hypothesis (H_a) is accepted and the null hypothesis is rejected, it means that there is different speaking score of the eleventh students excellence science 4th class in MAN Tulungagung 1 between before being taught by using strip stories and after being taught by using strip stories technique. The difference is significant, the total score before taught by using strip stories is 353 after the students taught by using strip stories technique the total is improved 425.

Related with the research finding, strip stories as teaching technique surely shows the real effectiveness, because it can help the students to improve their speaking ability also motivate the students to speak. The used of strip stories as a treatment is appropriate with the theory which was stated before that the strip stories technique was initially created to help foreign student deal with the problems of oral communication in real situations. Technique trough this media start from an approach that prioritizes the real creativity of communication so that later students can easily and do not hesitate to communicate with a foreign language.¹⁵

D. Conclusion

Based on research finding, reviewing literatures and data analysis, the researcher can draw some conclusions. The conclusions are categorized to the empirical and theoretical conclusions as briefly elaborated in the next paragraphs.

1. Empirical Conclusion

The teaching and learning process was divided into three steps. First step is preliminary study by which the researcher conducted a preliminary study to know the students' speaking ability by administering pre-test, the result of pre-test showed that the student's speaking ability is low. They still had the big problems

¹⁵Gibson, "The Strip Story: A Catalyst for Communication. Teacher of English to Speakers of Other Languages, Inc. (TESOL)", hlm. 149.

in speaking. The second was given treatment to the students. When given treatment, the students are more enthusiastic in the class. By using strip stories as a treatment, the students more enjoy for make a conversation, giving and asking information and express their ideas to their friends. And the last step was given a post-test. In the post- test, the researcher wants to prove how effective the treatment she used. The result in the post test showed that the student's speaking ability was significantly improved.

Related with the research findings, the students score of speaking before being taught by using strip stories technique is bad where the mean of the total score of students is only 11,77. It is because the technique used make the students fell uncomfortable and do not enjoy the activity. They are still reluctant to be shy and afraid to speak freely. While the students' score of speaking after being treated by using strip stories is improve where the mean score of students speaking achievement is 14,17. There is any significance different speaking achievement before and after treated by using strip stories. The statistical test by using t-test shows that the t-test empiric value (t-count) is 10, 304. And the t-critic value (t-table) at 0, 05 level of significance is 1,699. It means that the t-empiric value (t-count) was upper than t-critic (t-table) with degree of freedom (df) 29 and the level of significance 5%.

Finally, based on the explanation above, it means that the Null Hypothesis (H_0) is rejected and the alternative hypothesis is accepted.

2. Theoretical Conclusion

Related with the explanation in the empirical conclusion above, strip stories as teaching technique surely shows the real effectiveness, because it can help the students to improve their speaking ability also motivate the students to speak. The used of strip stories as a treatment is appropriate with the theory which was stated before that the strip stories technique was initially created to help foreign student deal with the problems of oral communication in real situations. Technique trough this media start from an approach that prioritizes the real crea-

tivity of communication so that later students can easily and do not hesitate to communicate with a foreign language.¹⁶

Referring the finding, the researcher is in the opinion that in order to succeed in teaching English, teacher should design class activities that not only activate the teacher but also the learners. Strip stories technique help the students maximize the limited time they have in speaking class to practice their English competencies. It is one alternative that has been proven to be able to stimulate the students' participation in the classroom activities. Because, by using the strip stories technique, the students will be active in the class to speak up and do not feel shy and afraid anymore. As an English teacher, the teacher should be creative in searching and selecting the stories in strip stories technique. It should be suitable with the students need and conditions in the class.

Finally, this research is not perfectly yet, it is suggested for the future researcher to conduct further research on the similar area, especially on using strip stories as technique in teaching speaking. The researcher hopes that this research will be helpful for the other researcher in the future research on the same problem.

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¹⁶Gibson, "The Strip Story: A Catalyst for Communication. Teacher of English to Speakers of Other Languages, Inc. (TESOL)", hlm. 149.

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