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This is to certify that the Sarjana’s thesis of **DWI SULISTYORINI** has been approved by the Board of Examiners as the requirement for the degree of Sarjana in English Education.

Ponorogo, 9th of August 2013

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**MOTTO**

**‘‘Never put any limitation since you want to start something, but if you have done you know your limitation”**

**“Jangan meletakkan batasan ketika Anda ingin memulai sesuatu, sebab ketika Anda sudah mengerjakan, Anda akan mengetahui sendiri sejauh mana batasan Anda”**

**DEDICATION**

**This thesis is dedicated to:**

* **My beloved husband who always encourage and motivate me to finish this thesis. You always support me to reach my deep goal.**
* **My beloved parent, thank for the prayer.**
* **My friends (have fun club), who always give me support and motivation.**
* **My lecturers and friends in Muhammadiyah University of Ponorogo**

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The writer realizes that this thesis has some weaknesses. Therefore, the critiques and suggestions that can build or develop this thesis are expected for the perfection. The writer hopes that this thesis can be useful for the readers.

Ponorogo, 2013

Writer

**ABSTRACT**

**Sulistyorini, Dwi**.2013. *The Application of a Collaborative Story Telling to Improve Student’s Speaking at the Eight Grade Students of SMPN 2 Dolopo.* Thesis. English Education Department Teacher Training and Education Faculty. Muhammadiyah University of Ponorogo. Advisors: (1) Bambang Harmanto, M.Pd. (2) Ana Magfiroh, M.Pd.

**Key Words:** Speaking Ability, Collaborative Story Telling

There are so many languages in the world. One of them is English. It is an international language, so all people over the world must master and learn it. In Indonesia, English is foreign language. As a foreign language, English is not used in daily life of Indonesian. This condition makes many Indonesian do not know how to speak or write in English. The skill of English consists of speaking, reading, listening, and writing. Every language skill will influence each other, so it cannot be separated. Speaking and writing are active or productive skill. Speaking is one of four language skill is considered difficult and complicated.

In this case, this research made Collaborative Story Telling. Collaborative Story Telling is a competitive activity that makes exciting atmosphere for children and allows them to speak in the LS without fear of making mistakes. The context of small group is not threatening, and children know how they have the support of others in the group, because the children are learning to evaluate the stories of the other groups. They are in turn learning to be more discerning in the development of their own stories.

The research was done in SMP Negeri 2 Dolopo. It was started on May, 6th until 14th, 2013. The subject of this research was class VIII that consisted of 28 students with 2 male and 26 female. The researcher used Kemmis and Taggart’s model of classroom action research. There were four important steps in this research, they are planning, acting, observing, and reflecting. During the research, the researcher used three research instruments. They were questionnaire, test, and observation checklist.

The research was done in two cycles. The score result of the students’ test in the first cycle was ≤ 70. It was still below the target of minimum mastery criteria of 70. But, after the researcher conducted the second cycle, the result of students score increased ≥ 70. The result of questionnaire proved that the students liked and agreed with teaching speaking through Collaborative Story Telling method. They were interested in and enjoyable during the treatment. Besides, the result of observation checklist proved that the students were more active in the class. So, they could do the test well and finish it on time. They were easier to learn speaking.

In conclusion, the result of this research shows that Collaborative Story Telling method could improve the students’ motivation to speak English at the eighth grade student of SMP Negeri 2 Dolopo. Yet, the teachers have to create new methods in order their students can be enjoyable and not bored with the materials.

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