

## The Effect of Using Storytelling On Student' Speaking Skill at the Eight Grades of SMPN 28 Muaro Jambi

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### ABSTRACT

**Purpose of the study:** Storytelling can help the learners becomes more confident to express their ideas spontaneously and creatively. So, the researcher thought that may be this technique could help the researcher to solve the students' speaking problems. The researcher gave a story and asked the students to retell the story with their own expression and language.

**Methodology:** This research used quantitative design. This research was to find out the effect of using storytelling on students' speaking skill. It was experimental research. The best type of testing hypotheses about cause effect is experimental research. It used quasi experimental design with were chosen two classes as two groups.

**Main Findings:** Storytelling have positive effect toward students' speaking ability. The result of the data analysis indicated that the students' speaking skill in terms of pronunciation, grammar, fluency, and vocabulary have increased from the pretest to posttest. The result of posttest in experimental class is higher than in control class.

**Novelty/Originality of this study:** The result of this research was expected to provide some significance and contributions in teaching and learning speaking English that had useful information. For students, storytelling could get input to develop students' ability in speaking. Students also learned how to speak English well by storytelling.

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## 1. INTRODUCTION

Speaking has an important role in communication [1]. Argues that to master in speaking is important for second language learners and its achievement is measure by the ability for speaking in second language learning [2]. This statement means that speaking was one of the important basic skills in teaching learning English [3]. Speaking can help someone in communication and also help the students in engaging their English achievement. Speaking skill was used to express someone ideas or used to transferring information with the oral communication, it takes places everywhere and has become part of our daily activity. Learning speaking skill was not easy and simple, either for the teachers or for the students [4]. They faced some difficulties in the teaching and learning of speaking. In learning speaking, sometimes the students felt afraid and nervous when they wanted to speak or communicate using English in front of their classmates, the students did not have any idea or initiative to speak unless the teacher asked them questions, or when they had ideas, they did not know how to express the ideas. It caused by the lack of vocabulary, lack of understanding of grammatical pattern, and lack of practicing English speaking [5].

Also, the students were still frequently made mistakes in pronouncing the English words. It was caused by their pronunciation which was still influenced by their native language. Similarly, the problems above also happened on students in SMPN 28 Muaro Jambi. Based on some interview with the teacher in SMPN 28 Muaro Jambi, the students at the eighth grade have lack speaking skill for English subject. Some students were extremely unconfident and unenthusiastic speaker. They weren't brave to express their idea using English. They were still shy if the teacher ask them use English language, because they were afraid of making mistake. Beside that, the students at the eighth grade of SMPN 28 Muaro Jambi have limited in vocabulary, so they get difficulties to speak. In appropriate, the researcher used storytelling as a technique in teaching speaking skill. stated that storytelling can help the learners becomes more confident to express their ideas spontaneously and creatively. So, the researcher thought that may be this technique could help the researcher to solve the students' speaking problems. The researcher have limit the research only for students at the eighth grade of SMPN 28 Muaro Jambi which used two classes as control class and experimental class. It focused on the implementation of using storytelling on students' speaking skill at the eighth grade of SMPN 28 Muaro Jambi. The result of this research was expected to provide some significance and contributions in teaching and learning speaking English that had useful information. For students, storytelling could get input to develop students' ability in speaking. Students also learned how to speak English well by storytelling. For English teacher, the result of this research could inform to teachers that using storytelling was able to increase the students' speaking skill. It was also could be used to help the teachers in developing students' speaking skill and for other researcher, storytelling could be used by other researchers who were interested to research speaking skill by using different variables could get basic information from this research to do the further research [6].

The researcher gave a story and asked the students to retell the story with their own expression and language. This technique was chosen because in storytelling the students can express the story with their own expression. It was also the effective and simple way for the researcher to train the students in speaking English. It was not only help stimulating of students' imagination and understanding of the words but also in students' speaking ability [7]. Also, the teaching learning process will be more interesting if the teachers can apply some kinds of techniques that fit the students' level. From the reason above, In this research, the researcher took a topic to do a research about "The effect of using storytelling on student's speaking skill at the eighth grade of SMPN 28 Muaro Jambi".

## 2. RESEARCH METHOD

This research used quantitative design. This research was to find out the effect of using storytelling on students' speaking skill. It was experimental research. that the best type of testing hypotheses about cause effect is experimental research. It used quasi experimental design with were chosen two classes as two groups. Quasi experiment is used when researcher wants to establish possible cause and effect between independent and dependent variable [8]. The design of this research involved two classes as control class and experimental class which gave pre-test and post-test. The different treatment was apply to the two groups (control group and experimental group). Pre-test was gave to experimental class and control class. In experimental class used storytelling as a treatment and in control class, it used traditional technique. Traditional technique was the technique that used of English teacher at the school. The topic that used in experimental class was narrative text. The test was apply in eight meeting, the first meeting was pre-test and the last meeting was post-test. Post- test was gave both of class, in order to know the students' ability after using storytelling.

There were two variables of this research, independent and dependent variable. The independent variable of this research was storytelling, dependent variable was the purpose or criterion variable presumed to be 'caused' or influence by the independent treatment conditions. It means that dependent variable was the part that influenced by independent variable. The dependent variable of this research was students' speaking ability. the variables were manipulate in the course of the experiment in an effort to understand the effect of treatment on outcome. This research applied to the eighth grade of SMPN 28 Muaro Jambi. The reason for chosen this class as the subject, it was based on the interviewed between the researcher and the teacher. The students' speaking ability at this school was still low and unsatisfying. According to the teacher, the students had lack of vigor, interest and motivation in speaking class. They were keep silence in the class. Most of them couldn't fluently communicate with their classmate. Teacher said that the students couldn't not express their ideas with suitable expression because of lack vocabulary, they were afraid of making a mistake, they spoke Indonesian, instead of English speaking class.

Population is a group of individuals who have the same characteristic. Population is complete elements such as person or object that possess some common characteristics define by the sampling criteria established by the researcher. Population is all subject of the research. The portion of the population to which the researcher has reasonable access may be a subset of the target population. The population of this research were the students at the eighth grade of SMPN 28 Muaro Jambi. The populations of this research were three classes VIIIA, VIIIB, and VIIC. Sample is the selected elements such as people or object chosen for participation in a study. Sample

as the target population that researcher plans to study for generalizing about the target population [9]. To get two classes for the sample, the researcher used purposive sampling. In purposive sampling the researcher only used her judgment to select a sample that she believed based on prior information provided the data she needed. The researcher assumed that she could use her knowledge of the population to judge whether or not a particular sample will be representative. The goal of using purposive sampling was to get rich information from selected students [10].

The data of the research was the students' speaking score. The data was got from the test that have given by the researcher. There are pre-test and post-test. Pre-test was the students' speaking score that was got before the treatment while post-test was the students' speaking score that was got after the treatment. The researcher taught in eight meeting, one meeting for pre-test six meeting for treatment and one meeting for post-test. This research used quantitative data that was got from students' score of speaking. To collect the data, the researcher used pre-test, treatment, and post-test. The first was pretest, pre-test was given to experimental class and control class, in order to know students' speaking skill before the treatment, after that, treatment by using storytelling was only given in experimental class. And finally, post-test was given for both of the class after the treatment. The students' score were collected to be analyzed.

### 3. RESULTS AND DISCUSSION

Pretest was held on January 09, 2017 to both classes, experimental and control classes. The number of students in each class is 20 students. In pretest the students were asked to describe one picture that was given by the researcher. The researcher gave some guiding questions in order to make students easier to do that. The result of pretest in experimental class shows in interval score that the lowest score was 5 and the highest score was 9, while in control class shows that the lowest score was 5 and the highest score was 8. the students' score of pretest in experimental class, it shows that the result of pretest in experimental class indicate that 100% of students' scores at interval score of 5-9 with categorized weak, it means that the students' speaking ability are still weak. 2 the students' score of pretest in control class, show that the result of pretest in control class indicate that 100% of students' scores at interval score of 5-9. Posttest was held on February 2, 2017 to both classes, experimental and control classes. The researcher gave posttest after conducting the treatment for six meetings. The aim of posttest was to know the significant different between students' score was taught by storytelling and without using storytelling. Same as it did at the time of pretest, students were asked to describe a picture. The researcher gave some guiding questions in order made the students easier to do that. The result of posttest in experimental class shows that the lowest score was 10.5 and the highest score was 16, while the result of posttest in control class shows that the lowest score was 9 and the highest score was 11.5.

The statistical data analysis is applied to verify the hypotheses propose. Descriptive statistic and T-test (independent sample T-test) is used in this research. It is used to find out whether there was significant difference on students' speaking score before and after treatment (storytelling). Moreover test validity and reliability were analyzed by inter-rater reliability. The researcher used Cohen's kappa in inter-rater reliability. score of pretest between experimental and control class are 7.37 and 7.42 with standard deviation of both classes experimental and control class are 1.34 and 1.29. Also, the mean score of posttest between experimental and control class are 13.15 and 10.25 with standard deviation of both classes experimental and control class are 1.94 and 0.81. Independent sample test of posttest score in experimental and control class, it shows that the result of Sig.(2-tailed) is  $0.00 < 0.05$ . The conclusion, that null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted. In other words, there was significant difference between students' speaking score after taught by using storytelling technique and conventional technique. In short, it can be conclude that the students get better achievement by using storytelling in speaking skill or there is significance effect of using storytelling on students' speaking skill.

This research was conducted to find out the effect of using storytelling on students' speaking skill at the eighth grade of SMPN 28 Muaro Jambi in academic year 2016/2017. Two classes were chosen as the sample of the research that used researcher' judgment that she believed based on prior information provided the data she needed, and also based on some criteria. Two classes were chosen were VIIIA as experimental class and VIIIB as control class. First, the researcher gave pretest to both of class (experimental class and control class). The students have asked to describe a picture, with some guiding questions by the researcher. In this test, the researcher used picture cue, based on the book "Teaching Technique in English as Second Language" pictures can be used with young children, and with young people or adults who have limited skill in English. After giving pretest, treatment was given for the students in experimental class for six meetings. Researcher used storytelling as the technique. During the treatment, researcher found many problems on students in terms of pronunciation, grammar, fluency and vocabulary. When pretest was doing in experimental class, almost of students had a lot of serious pronunciation error. For students' grammar, there were many basic grammar errors. For fluency, the problems were full of unnaturally long pauses and extremely limited expression. For their vocabulary, each word

almost impossible to understand. During the treatment, researcher also found many problems with students' ability.

The first and second meetings of treatment were the hardest part of the researcher to teach students because some of students had a problem in their prior knowledge of narrative text. The researcher gave topic about narrative text and gave them some story as the example of that. The researcher gave one story to the students and asked the students to perform or retell the story. The students felt nervous, afraid and shy, class' atmosphere was uncomfortable. Students gave flat respond with the lesson. In the third until the sixth meetings, the researcher gave the same way like in the first and second meeting. After the treatment, the researcher also found that most of students showed their interest in speaking activity. Most of students had been motivated to express their idea in speaking a story. They can minimize their shyness to speak in front of the class. They can enjoy in learning English. Then, the researcher gave the posttest both of the class. Same with in the pretest, the students were asked to describe the picture, but in different picture, in order made the students was not bored. In the result, that there was any progress on students' score, especially in experimental class (taught by using storytelling). Based on the table 4.16 it shows that null hypothesis (H<sub>0</sub>) was rejected and alternative hypothesis (H<sub>a</sub>) was accepted, it means that there was any significant difference between students' speaking score that was taught by using storytelling technique and conventional technique, in short, there was any significance effect of using storytelling on students' speaking skill. Based on the finding of this research, storytelling increases students' speaking skill in some aspect, such as, pronunciation, grammar, fluency and vocabulary. In pronunciation, storytelling gives good effect for this speaking aspect. Students' pronunciation is increased by storytelling. They have good pronunciation after learned by using storytelling, because during their study with storytelling technique, they are more often to speak English in front of the class. Thus, they are accustomed in speaking English. The students could produce English words with good pronunciation. Their pronunciation is also slightly influenced by their first language. Based on the table 4.7 students' score of pronunciation in experimental class and table 4.8 students' score of pronunciation in control class, it shows that students' pronunciation in experimental class have increased better than in control class.

In posttest score of experimental class, there were 32.5% students in good enough category, but in control class there were no students in good enough category. It means that the implementation of storytelling was successful. Storytelling is also increases students' grammar, students could speak English with good grammatical and just a little of grammatical errors because during the researcher gave treatment, the researcher also taught the students how to use tenses and studied about grammar. The students could arrange the words when they want to make some sentences. In the table 4.9 the students' score of grammar in experimental class and table 4.10 the students' score of grammar in control class, it shows that the percentage in experimental class better than in control class. In posttest of experimental class there were 27.5% students in good enough category, but in control class there were no students in good enough category. It means that storytelling gives effect on students' grammar. Students could speak English with good grammatical, and just a little of grammatical errors. Students' fluency is also increased by storytelling. The students' could speak English not in long pauses again.

They did not need long pauses to search for words of meaning and they also has unlimited expression when they were spoke English. It is because they always speak in front of the class and tried to retell the story. It can be seen on the table 4.11 and 4.12 students' score of fluency in experimental and control class, it shows that the students' increasing in experimental better than in control class. The percentage of posttest experimental class there was 7.5% students in good enough category, but in control class there were no students in good enough category. The last aspect is vocabulary. By teaching with storytelling, the students' vocabulary is increased because, when the students learned with storytelling, they could add their vocabulary that they want to use to express their story. Because of many stories that they have got and they have told, so they could produce many new vocabularies. After giving treatment, the students could speak with new words because they have many vocabularies. Based on the table 4.13 and 4.14 it show that students' improvement in experimental class better than in control class. In posttest score of experimental class there were any 37.5 % students in good category, but in control class there were no students on good category. In short it can be conclude that storytelling give effect for the students in all aspect of speaking. In pretest result of experimental class there were 100% of the students in weak category, but in posttest of experimental class, the students got score in fair and good categories. After given the treatment, the students in experimental class had better progress and confident in spoken English. Students felt that they had a new motivation when they learnt speaking by using storytelling.

They could increase their speaking skill became more active in the class although their pronouncing is still influenced by their mother tongue. Likewise, the result of this research was committed to the previous research that related to use storytelling technique in students' speaking skill. There were three previouses research had done had done the research about the effect of paired storytelling technique on students' achievement in speaking at Madrasah Aliyah Negeri 1 Medan. He found that the students' score after learning English by using storytelling was higher than the students' score who learned without it. . The result of the study showed that the reliability of the test was 0.63 categorized as high reliability. It can be conclude that paired storytelling technique had a significant effect on students' speaking achievement. Moreover, Syukron had done

the research about the effect of storytelling strategy toward students' ability of narrative text at the second year of MTs Muhammadiyah 02 Pekanbaru. The result of research showed that the mean of students' ability in speaking before being taught by using storytelling strategy is 54.4167 while after being taught by using storytelling was 68.2500.

It can be conclude that there is any significance effect of storytelling strategy toward speaking ability of narrative text at the second year of MTs Muhammadiyah 02 Pekanbaru. Also Sulistianingsih had done the research about the implementation of narrative storytelling in teaching speaking. The result of this research, firstly find that the average score in pretest was 47.67 and the average score in posttest was 60.90, the increase was 13.23. The result of analysis showed that the implementation of storytelling can increase students' speaking skill. In conclusion, the implementation of storytelling technique on speaking skill is successfull in experimental class. The students have progressed on their speaking skill. They more confident in spoken English, they have many vocabularies, they also have progressed in terms pronunciation, grammar, fluency and vocabulary. The students felt interest with this technique because they can express their opinion about the topics that have given by the researcher by their own language. Meanwhile, in control class that was taught without storytelling, they are not too increased in speaking skill because the researcher only explained the material and gave them the exercise. The students' score in control class is lower than the students' score in experimental class..

#### 4. CONCLUSION

Based on the result of the research, it conclude that Storytelling have positive effect toward students' speaking ability. The result of the data analysis indicated that the students' speaking skill in terms of pronunciation, grammar, fluency, and vocabulary have increased from the pretest to posttest. The result of posttest in experimental class is higher than in control class. The mean score of the students' speaking skill in experimental class is also higher than in control class. Storytelling makes students more active and creative in shared their ideas by speaking English. It indicated the treatment by using storytelling have positive affect for students' speaking skill.

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