STORYTELLING AS AN APPROACH TO IMPROVE STUDENTS' SPEAKING ACHIEVEMENT

Abdul Aziz Rifa'at

Lecturer at STIK Siti Khadijah Palembang-South Sumatera
Aziz_lie2@yahoo.co.id

ABSTRACT

Speaking is the big problem of students in non-English major to be taught. Once the students are asked to practice speaking, they seem to be anxious and do not know what should be spoken. Storytelling is one of the alternative techniques to solve this problem. The aim of this study was to find out the significant difference between students' speaking achievement after they were taught by using storytelling technique. The quasi-experimental study was the method of the study. The one group pretest-posttest design approach was used in this study. The study was conducted to fourth semester S1 Nursing students at STIK Siti Khadijah Palembang. The population of the study was all fourth semester S1 Nursing students at STIK Siti Khadijah Palembang in 2017. The total number of the population was 96 students. The sample of the study was 24 fourth semester S1 Nursing students at STIK Siti Khadijah Palembang in 2017. Systematic sampling was used to collect the sample. The test was administered twice as pre-test and post-test. The results of the tests were analyzed by using t-test through SPSS (Statistical Package for Social Sciences) program. The result of the study showed that there was a significant difference in speaking achievement before and after applying a conversation class based on a *paired sample t-test.*

Keywords: speaking, storytelling

ABSTRAK

Berbicara adalah masalah besar siswa di jurusan non-Inggris yang akan diajarkan. Setelah siswa diminta untuk berlatih berbicara, mereka tampaknya gelisah dan tidak tahu apa yang harus diucapkan. Bercerita adalah salah satu teknik alternatif untuk memecahkan masalah ini. Tujuan dari penelitian ini adalah untuk mengetahui perbedaan signifikan dari prestasi berbicara siswa setelah mereka diajar dengan menggunakan teknik bercerita. Penelitian kuasi-eksperimental adalah metode penelitian. Satu kelompok pendekatan desain pretest-posttest digunakan dalam penelitian ini. Penelitian dilakukan pada mahasiswa S1 Keperawatan S-1 di STIK Siti Khadijah Palembang. Populasi penelitian adalah seluruh mahasiswa S1 Keperawatan S-1 di STIK Siti Khadijah Palembang pada tahun 2017. Jumlah keseluruhan populasi adalah 96 siswa. Sampel penelitian meliputi 24 mahasiswa S1 Keperawatan semester empat di STIK Siti Khadijah Palembang pada 2017. Sampel sistematis digunakan untuk mengumpulkan sampel. Tes diberikan dua kali sebagai pre-test dan post-test. Hasil tes dianalisis dengan menggunakan t-test melalui program SPSS (Paket Statistik untuk Ilmu Sosial). Hasil penelitian menunjukkan bahwa ada perbedaan yang signifikan dalam prestasi berbicara sebelum dan sesudah menerapkan kelas percakapan berdasarkan paired sample t-test.

Kata kunci: berbicara, bercerita

INTRODUCTION

People tend to speak their local language or Bahasa than English in many big cities in Indonesia including Palembang. This habit factually affects the students speaking skill in many high schools including some institutions in Palembang. Many students are anxious when they are asked or involved speaking in English even in daily conversation. The students' environment plays an important factor in this case.

Generally, English language teaching (ELT) in higher education is divided into two classifications as core subject (expertise subject) and as supporting subject (Indonesian Higher Education Standard of Content, 2010) cited in Akhiroh (2017). It is said as core subject in English department in some institutions and it is said as supporting subject in non-English department. Every institution might design the curriculum based on the need. Some departments usually give 4 credit hours for English subject depends on their needs.

In STIK Siti Khadijah, English as a compulsory subject is taught in every major. Special for S1 Nursing study program, the students are taught four semesters starting from academic year 2017-2018. The total of credits hours are 8 credit hours. It means that English seriously taught to face free-market. As Mr. President Ir. Joko Widodo states that

people in Indonesia must be ready to welcome ASEAN Economic Community. ASEAN Economic Community itself had been launched in 2015. One of the skills that should be mastered is English skill. However, English, especially on speaking skill is still being a horror mystery for many students at STIK Siti Khadijah Palembang.

Some factors might be caused this phenomenon. Internal factors or external factors could be possible effects for this problem. For example, students feel worry of having mistakes in speaking, lack of vocabulary, feel shy to express in English, and so on. These internal factors often appear to students at STIK Siti Khadijah especially students of S1 Nursing students. Other examples are from external factors. Unsuitability of teaching technique, failure of classroom management, and lack of media are examples of external factors.

Related to the problem above, teachers should vary the techniques to teach speaking as appropriate as possible. One technique could be suitable for a group of students but it maybe not suitable for other groups. The teacher as a creator in the classroom must be able to diagnose the problem in the classroom and find out the solution to solve the problem itself.

There are many techniques that could be tried in the classroom when the teacher teaches speaking. One of those techniques is

storytelling technique. This technique makes the students active in exploring their communication skill in speaking class. In another word, the teacher should be active as long as this technique is used by the teacher during speaking class. No matter the students speak by memorizing, as long as they speak in English, it means the students have been trying to explore their speaking skill.

Storytelling approach has many benefits in its implementation. According to Cameron (2001), storytelling can be an enjoyable tool for practicing both listening skills and for verbal expression. Besides, storytelling as a teaching technique has been extensively used in preschools and elementary schools up until university level where the teacher can choose stories from folk tales, guide books, literary tales, real life stories, festivals, and mythology. Students who act as story teller can make a bridge to communicate not only to the teacher but absolutely to their friends. This approach indirectly teaches the students the way of good interaction to many people. On the other hand, the listener could practice the listening skill.

There were two related studies that have been conducted related to the storytelling technique. The first study was done by As (2016). The objective of this experimental design study was to find out whether the storytelling technique is more effective than the conventional technique for developing speaking skills. The result of the study showed that there was a significant improvement in the performance of the students taught using the storytelling in the Experimental group compared to the students taught conventionally in the control group.

The second study was done by Inayah (2015). The objective of this study was to find out the effect of storytelling on students' speaking ability and students attitudes toward its implementation of storytelling technique. The quasi-experimental design was used in this study to find out the significant difference between the students that were taught using storytelling and the students that were taught conventionally. The result proved that the students who were taught by using storytelling have better performance in speaking skill than those who were taught by conventional technique.

Research Problem

Based on the description above, the problem of the study is formulated is the following question: Was there any significant difference in speaking achievement of the fourth semester S1 Nursing students at STIK Siti Khadijah

Palembang before and after implementing storytelling approach?

Research Objective

The objective of the study was: to find out whether or not there was a significant difference in speaking achievement of fourth semester S1 Nursing students at STIK Siti Khadijah Palembang before and after implementing story telling approach.

LITERATURE REVIEW

A. Speaking

There are two productive skills in English. One of them is speaking. When people speak, they produce words or sentence and sounds oral. Speaking is the process of interaction. Brown (2004) states that speaking as an interactive process of constructing meaning, involving, producing, receiving, and processing information. Additionally, Chaney and Burke (1998) further say that "speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts".

Some factors that could be possible to influence students' speaking ability as Khamkhien (2010) has proposed are native language, age, experience in learning English, phonetic ability, attitude, and motivation. Students tend to speak as the

way they speak as their native language for example. The character of the native language itself influences the ability of the students to speak. The characters of native language such as intonation and language accent very hard for the students to be changed.

Teaching speaking means teaching the process of interaction itself. The students should be given the chance to practice it. Klancar (2006) says that increasing oral emphasis should be included in our teaching (as English teacher) to give the students as much speaking time as possible. When the students are given a lot of chance to speak, the problems that described as factors above could be decreased and/or could be avoided.

B. Storytelling

Maynard (2005) defines stories as the way people communicate their experience, the way they understand the experience of others, the way they liberate their imaginations, the way they make sense of the world and their own position within it. Storytelling is the activity of retelling the story based on the experience of teller about what has read or heard before. Coconi cited in Inayah (2015) defines the storytelling as the communicating of events through the use of words and sounds. Storyteller brings or delivers the story not only through the word but also create some sounds to make the

listener of the story more interested to the story. The sound that is produced by the storyteller could be the intonation of the word and sentence or the imitation sound of things.

There are some benefits of storytelling. Mello (2001) demonstrated that the literacy of the participants was enhanced in the academic areas of fluency, vocabulary acquisition, writing, and recall. Additionally, she found that storytelling served to improve self-awareness, visual imagery, and cultural knowledge.

Moreover Stone (1996), an experienced Australian teacher/storyteller cited in As (2016), describes how using the techniques of storytelling can bring other benefits, such as introducing children to a range of story experiences; providing young students with models of story patterns, themes, characters, and incidents to help them in their own writing, oral language, and thinking. Teaching speaking through storytelling must be well planed. The teacher needs to prepare as well as possible to make sure that the students surely ready to join the activity. The students also must know what they should do to join the activity. Samantaray (2014) describes the procedures of storytelling as follows:

- The teacher hangs different written stories with colorful papers on the whiteboard.

- The teacher asks the students to make groups of five (depends on the situation)
- The teacher asks every group take a paper from the whiteboard
- The teacher asks them to develop a story in 15 minutes
- The teacher asks them to retell their story based on the group discussion
- Finally, the teacher gives award to the group considered as the best group as a reward for the group.

METHODOLOGY

This study was a quasi-experimental study. One group pretest-posttest design approach was used in this study. The writer used the speaking test to collect the data. It was distributed twice as a pre-test and post-test. The pre-test was given to the sample students before treatment and the post-test was given after treatment. The schema of one group pre-test-post test design is shown in figure 1 below:

Pre-test	Treatment	Post-test
T1	X	T2
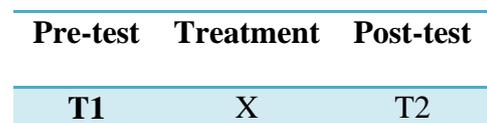
Figure 1. One group pretest-posttest design

T1: The first test that is given before Treatment

X: The treatment that given to the sample study through storytelling

T2: The final test that was given after the treatment

The population of the study was all fourth semester S1 Nursing students at STIK Siti Khadijah Palembang in 2017. The total number of the population was 96. The sample of the study was 24 fourth semester S1 Nursing students at STIK Siti Khadijah Palembang in 2017. Systematic sampling was used to collect the sample. There were three stages in analyzing the collected data. They were scoring the tests, finding the means of each group and comparing the means. The writer scored the students based on the test that is given as pre-test and posttest. After scoring the student's tests, the writer categorized the scores based on its interval. The students who got the scores from 25 to 30 were considered as Excellent, who got the scores 19 to 24 were considered as Good, who got 13 to 18 were considered as Fair, and who got 12 were considered as Poor. The oral storytelling rubric was used to score the students' test. Finally, the writer analyzed the students' score by using paired sample t-test through SPSS (Statistical Program for Social Sciences).

FINDINGS AND INTERPRETATION

a. Findings

Since an approach of this study was one group pre-test and post-test design, the pre-test and post-test were given before and after the treatment of the experimental group. The pre-test was given at the first meeting before the writer conducted the treatment. The post-test was given at the final meeting after the writer conducted the treatment. The result of the test was presented in form of table 1 and table 2.

Table 1. The score of pre-test

No	SI	V	EC	FE	BL	VD	C	TS
1	A	2	2	2	2	2	2	12
2	B	2	2	2	2	2	2	12
3	C	3	2	2	2	3	3	15
4	D	2	2	2	2	2	2	12
5	E	2	2	2	2	2	2	12
6	F	2	2	2	2	2	2	12
7	G	2	3	2	2	2	2	13
8	H	3	3	3	3	3	3	18
9	I	3	3	2	2	3	3	16
10	J	2	2	2	2	2	2	12
11	K	2	2	2	2	2	2	12
12	L	3	2	2	2	2	2	13
13	M	3	2	2	2	2	2	13
14	N	3	2	2	3	2	3	15
15	O	2	3	2	2	2	2	13
16	P	2	2	2	2	2	2	12
17	Q	2	2	2	2	2	2	12
18	R	2	2	2	2	2	2	12
19	S	2	2	2	2	2	2	12
20	T	2	3	2	2	3	3	15
21	U	3	2	2	2	2	2	13
22	V	2	2	2	2	2	2	12
23	W	2	2	2	2	3	2	13
24	X	2	2	2	2	2	2	12

Notes:

SI   : students' initial

V   : Volume

EC   : eye contact

FE   : facial expression

BL   : body language

VD   : voice and delivery

C   : content

TS   : total score

Table 2. The score of post-test

No	SI	Aspect scored						TS
		V	EC	FE	BL	VD	C	
1	A	3	4	2	2	2	3	16
2	B	2	3	2	2	2	3	14
3	C	3	3	2	2	3	3	16
4	D	2	2	2	2	2	3	13
5	E	3	3	3	2	2	2	15
6	F	2	2	2	2	2	2	12
7	G	4	3	3	2	2	3	17
8	H	5	4	4	3	3	5	24
9	I	4	4	4	3	3	5	23
10	J	2	2	2	2	2	3	13
11	K	3	3	2	2	2	3	15
12	L	3	2	2	2	2	3	14
13	M	3	3	2	2	2	3	15
14	N	2	2	2	2	2	3	13
15	O	3	3	2	2	2	2	14
16	P	3	3	3	3	3	3	18
17	Q	3	2	2	2	3	3	15
18	R	2	2	2	2	2	3	13
19	S	3	2	2	2	2	3	14
20	T	3	3	3	2	3	3	17
21	U	3	3	3	3	3	4	19
22	V	2	2	2	2	2	2	12
23	W	3	2	2	2	2	3	14
24	X	3	2	2	2	3	3	15

The students' score then categorized as below:

Table 3. students' range score and category

Score Range	Category
25-30	Excellent
19-24	Good
13-18	Fair
0-12	Poor

b. Interpretation

The result of pre-test in the experimental group showed that the lowest score was 12 and the highest score was 18. The mean score was 13.0 and standard deviation was 1.60. The result of the post-test in the experimental group showed that the lowest score was 12 and the highest

score was 24. The mean score was 15.4 with standard deviation was 3.05. Moreover, the output showed that the correlation between pre-test and post-test in the experimental group was 0.717 and the significant level was 0.00. Since 0.00 was lower than alpha value 0.05, it was inferred that the storytelling approach implemented in the experimental group was effective. The results of both pre-test and post-test in the experimental group were analyzed by using paired sample t-test. The analysis was done by using SPSS (Statistical Package for Social Science) program

The data showed that there was progress from the total scores of pre-test to post-test in the experimental group. The data from the pre-test showed that there were 13 students at the poor category, 11 students at the fair category, and no student at good category nor excellent. After the students were given treatment trough storytelling approach, the post-test was given. The data showed that there were only 2 students at the poor category, there were 19 students at the fair category, there were 3 students at the good category, and there was no student at the excellent category. The progress can be seen in Figure 2.

However, there were some factors that possibly influence this progress. The factors could be from external factors or internal factors such as factors were students'
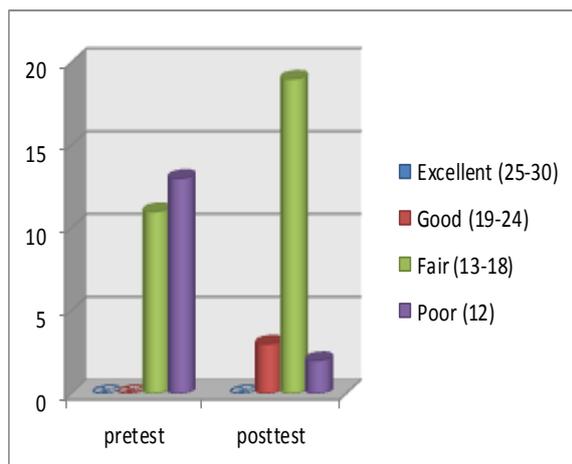
Figure 2: the diagram of students' progress
from pre-test to post-test

participation of local English course out of institution, students' pretention to upgrade the English skill, and so on. Additionally, as the students of S1 Nursing program, the students need to continue their study to the higher level as Nursing profession program. One of the requisite to take this program is that they have to pass English Test Proficiency that held by institution otherwise they cannot pass the program. One of the tests is oral presentation test. The practice of storytelling could be the practice event to speak in front of many people.

CONCLUSION

There were some conclusions in this study. First, there was a significant difference in speaking achievement of fourth semester S1 Nursing program students at Siti Khadijah Palembang after implementing storytelling approach. The students got a

better score after implementing storytelling approach. It can be seen from the students score before taking this program and their score after taking this program. In relation to these conclusions, the factors above might influence student's speaking scores or in another way it could be said that there could be some external variables that influence students' progress.

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