

THE EFFECT OF STORYTELLING TECHNIQUE TOWARDS STUDENTS' SPEAKING ABILITY AT CLASS XI OF STATE ISLAMIC SENIOR HIGH SCHOOL (MAN) SALIDO

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ABSTRACT

The main purpose of teaching English is students able to active or passive communicate in English well. This research is experiments research with using a quantitative approach. This research focuses on use storytelling techniques on speaking ability, to determine whether storytelling techniques give a significant effect towards students' speaking ability, and to determine components of speaking skill that improved by implementation of storytelling technique on students speaking ability. The populations in this research were all students in grade Salido, amount to 239 people in seven classes spread. Then the sample was selected class XI IPK 1 as are experiment classes totaling 30 students and the class XI IPK 2 as a control class with the number of students 35 people 's. The experiments class used the storytelling technique one time a week while the control class was not trained on this technique. The instruments in the researchers are used a pre-test and post-test of speak data collections was administered to all subjects for examining their ability in speaking skill. Independent sample t-test and paired t-test were performed for data analysis. The results showed that the story-telling technique gives a significant effect on students speaking ability. And components of speaking skill that can be improved by implementation of story-telling technique on students at class eleven are pronunciations. It can be concluded that the storytelling technique is very effective used in speaking of learning and positive implications for increasing students' speaking ability.

Keywords: Storytelling Technique, Speaking Ability

ABSTRAK

Tujuan utama pengajaran bahasa Inggris adalah siswa dapat berkomunikasi aktif atau pasif dalam bahasa Inggris dengan baik. Penelitian ini adalah penelitian eksperimen dengan menggunakan pendekatan kuantitatif. Penelitian ini berfokus pada penggunaan teknik bercerita pada kemampuan berbicara, untuk menentukan apakah teknik bercerita memberikan pengaruh signifikan terhadap kemampuan berbicara siswa, dan untuk menentukan komponen keterampilan berbicara yang ditingkatkan dengan penerapan teknik bercerita pada kemampuan berbicara siswa. Populasi dalam penelitian ini adalah semua siswa kelas Salido yang berjumlah 239 orang di tujuh kelas yang tersebar. Kemudian sampel dipilih kelas XI IPK 1 sebagai kelas eksperimen yang berjumlah 30 siswa dan kelas XI IPK 2 sebagai kelas kontrol dengan jumlah siswa 35 orang. Kelas eksperimen menggunakan teknik bercerita satu kali seminggu sementara kelas kontrol tidak dilatih tentang teknik ini. Instrumen dalam peneliti menggunakan pre-test dan post-test dari pengumpulan data berbicara yang diberikan kepada semua subjek untuk memeriksa kemampuan mereka dalam keterampilan berbicara. Uji-t sampel independen dan uji-t berpasangan dilakukan untuk analisis data. Hasil penelitian menunjukkan bahwa teknik bercerita memberikan pengaruh yang signifikan terhadap kemampuan berbicara siswa. Dan komponen keterampilan berbicara yang dapat ditingkatkan dengan penerapan teknik bercerita pada siswa di kelas sebelas adalah pengucapan. Dapat disimpulkan bahwa teknik bercerita sangat efektif digunakan dalam berbicara tentang pembelajaran dan implikasi positif untuk meningkatkan kemampuan berbicara siswa.

Kata kunci: Teknik Mendongeng, Kemampuan Berbicara

INTRODUCTION

Speaking is so much a part of daily life that we take it for granted (Thornbury, in Yashori Revola article : 2016: 459). Speaking is one of important skill in language learning. Through speaking, the students know how to interact and to share information about something with others. Then, the students can also express their ideas, opinions, comments, and suggestions orally. Besides, speaking is the oral communication where people can deliver information to each other in their communication. In school environment, the students must be able to speak English well. If the students do not have ability to speak, they will get difficulties to express themselves or to take part in classroom activities such as communication and interaction between teacher and students, express idea, speech, class presentation, discussion, and they will get low speaking achievement in the last examination.

Besides that, speaking is considered as a major skill to be mastered by students in terms of communication need. This is because the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. However, learning toward a good speaking competency is not an easy task for students. Students mostly find it difficult to communicate in English.

Speaking ability has been considered difficult for them. The students are not ready for real communication and cannot cope with all of the simultaneous demands in learning activity (Larzarton in S. Menggo : 2013). A few of them might want to express their ideas spontaneously in English but they do not know how to, so they use their body language and speak with lot of pauses.

Teaching speaking is an interaction between the teachers and students, which have some components namely goal, students and teachers, materials, methods, and evaluation (Celce in Benter Oseno Gudu article: 2015) An english teacher should be create her students to can speak english well, so that expected after they do learning the students can communicate using English both active and passive. Therefore, in order to realize a goal, the teacher must be able to build and design English learning well, using learning methods in accordance with the competencies that are taught, using the media as a tool to support the learning, creating a good and comfortable learning atmosphere, evaluating students and do the enrichment of learning materials that are considered incomplete.

In everyday life students always do the talking activities. But, the fact that learning to speak in schools cannot be said to be maximal. Problems in talking also occur in high school students Senior High

School of Salido Pesisir Selatan. The emphasis of language learning generally lies in listening, reading and writing skills. Speaking skills are more ruled out so there are often still students who cannot convey messages / information in spoken language well. It also shows that there are still many elementary school students who are less able to express themselves through speaking activities or in other words students' speaking skills are still low. Students are often embarrassed when asked to speak or tell a story in front of the class. Students are still afraid to stand up and talk in front of their classmates. In fact, not infrequently some students sweat cold, standing stiff, forget everything if standing in front of the class to speak. This condition is possible because of the low mastery of students on the topic discussed so that students are not able to focus the things that want to be spoken. As a result, the direction of the conversation becomes less clear that the core of the subject is not conveyed

In the implementation of teaching, methods and strategies and approaches used are very influential on the achievement of learning objectives. Some speaking activities are provide can be applied in English teaching classroom setting , especially in terms of teaching speaking students so many and various methods and strategies that can be used by teachers. They include role play,

discussing, storytelling technique, simulation, information gap, brain storming, reporting, review, playing cards (Staab, in Esmail Zare-Behtash Article on JJALEL: 2016)

In its most basic form, storytelling is a process where a person (the teller), using vocalization, narrative structure, and mental imagery communicates with other humans (the audience) who also use mental imagery and, in turn, communicate back to the teller primarily via body language and facial expression . According to Roney, R. Craig in Mr. sc. Mauro Dujmović articl : (2006) Storytelling, the art of narrating a tale from memory rather than reading it is one of the oldest of all art forms, reaching back to prehistoric times. Storytelling involves two elements – selection and delivery. Many EFL teachers are interested in storytelling as a resource in teaching. A successful storyteller chooses adequate stories and must be a good performer, for the delivery is crucial and requires both preparation and rehearsal. Storytelling is the original form of teaching and has the potential of fostering emotional intelligence and help the child gain insight into human behaviour. Storytelling also promotes language learning by enriching learners' vocabulary and acquiring new language structures. Moreover, storytelling can provide a motivating and low anxiety context for

language learning. The storytelling tips given in this article are meant to help the teacher-as-storyteller as s/he prepares for a storytelling "performance" for students. Storytelling is the interactive approach between students, teacher and material (Anita Lie in Mia Yulianti 2013). It is an integrated technique that combining four skill in english, like reading, writing, listening and speaking. Storytelling also called one of the activities that are regarded as the best choice which the researcher recommended for a better progress of the language learners. Telling a story or narration is a part of human's being nature. Haven in the Esmail Article: (2016) said that storytelling can be identified as a power, motivation and effective, stating that factual and conceptual information is learn faster and better, and will be remembered longer, recalled more readily, applied more accurately when that information is delivered as a well-told story. This technique includes some procedurs that we applied in the classroom. Firstly, the material or text is divide in to two parts. After brainstorming, students are assigned to work in pair and each of the members on the group will get difference part of the text. After reading the materials, students find and write the keywords based on the text they get and change over the keywords to their paired partner. Finally, students compose the

complete material, read the result and discuss it.

Therefore, in this study it attempted to answer follows: Does storytelling technique give significant effect toward students speaking ability and what components of speaking skill that can be improve by implementation of storytelling technique on students at class XI of State Islamic High School Salido?

LITERATURE REVIEW

a. Definition Speaking Ability

Brown in Azlina Kurniati article : (2016) states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test. Speaking in a classroom involves the interaction between teachers and students or among the students which depends on how classroom activities are organized.

When the person is speaking as foreign language there are times when the other person doesn't understand the speaker, or grammar and vocabulary are used mistake and sometime also in pronunciation, communication will be breakdown because the message encoded by the speaker doesn't decode well by the listener so between

speaker and listener is engage one. In another side, speaking is making use of words in an ordinary voice; uttering words: knowing and being able to use a language, expressing oneself in words making a speech. In short, speaking skill is the ability to perform the linguistic knowledge in the actual communication. By speaking with others, we are able to know what kinds of situation are in the world. Speaking can be says that the process of building and sharing meaning through the use of verbal and non-verbal symbol in a variety of context Chaney in [Ahmed Amin Awad Raba](#) article He adds that in speaking too as oral communication that used by someone to deliver her opinion and feeling in order messages can be clearly received by interlocutor. It's mean that when are speaking, the speaker not only communicate something that want the

b. Storytelling Technique

Based on the Mr. sc. Mauro Dujmović, in Pregledni rad UDK: 371.3:811.111–26: 2006 Argue that Storytelling is the art of narrating a tale from memory rather than reading it is one of the oldest of all art forms, reaching back to prehistoric times. Storytelling involves two elements-selection and delivery. Many EFL teachers are interested in storytelling as a resource in teaching. Stil Mauro said that A successful storyteller chooses adequate stories and must be a good performer, for the

delivery is crucial and requires both preparation and rehearsal. And more than its Storytelling is the original form of teaching and has the potential of fostering emotional intelligence and help the child gain insight into human behaviour. Storytelling also promotes language learning by enriching learners' vocabulary and acquiring new language structures. Moreover, storytelling can provide a motivating and lowanxiety context for language learning. The storytelling tips given in this article are meant to help the teacher-as-storyteller as s/he prepares for a storytelling "performance" for students.

Meanwhile, in another side Ann Koziouich, anthropological significance aside, give an argue about story-telling. He said that, storytelling is a compelling method of sharing experience in other to make sense of our world right here and now. Story-telling in any form is natural way for students to build literacy skills and learning how to tell a story by writing it down, talking about it and learning to actively listen to someone else's story. In short, story-telling is activity in which teacher and students may interact each other though story. In addition, also a method can be used in order to make students creative in using their language by involving imagination and the use of language and gestures to create scenes in the mind of the listeners

c. Characteristics of Story-telling

McWilliams states that there are some characteristics of good story-telling. Those are a single clearly theme defined, a well developed plot, style which consist of vivid word pictures and pleasing sounds, characterization, faithful to source, dramatic appeal, and appropriateness to listeners. Besides that story-telling needs simple, quiet, and direct voice. Teacher uses sufficient volume to be heard easily, be careful with enunciation, use low and pleasing tone quality Teacher's expression should express the feeling, and natural. Timing is also important part. It consists of pause, speed, pitch, emphasis, and the climax.

d. Component of Story-telling

According to Julie Knapp Components of story-telling is below.

1. Complication (what, partly why): What happened that set events in motion, what changed, when, where, why? News is change. What changed your characters?
2. Process of Responding/Resolving (more what): What "broke the window," set events in motion?, What happened next?, Who did what and why?, Did they know where their actions would lead?
3. Setting (where, when): Mood, Weather, Colors, Textures, Smells and Sounds

4. Characters (who): Central characters, supporting characters, Clothing, how they talk, Move, behave.
5. Resolution (how): How did characters solve the problem?, Sometimes this hasn't happened yet, What was resolved by deadline?, Follow up. Readers want to know.
6. Closure: How did characters solve the problem? Sometimes this hasn't happened yet, what was resolved by deadline? Follow up. Readers want to know.

e. Procedure of Story-telling

Shepard in Ari Nurhayati article : 2009 declares the following sequence to structure.

Storytelling unit

Step One: Getning Sarded

1. Select a story, read it, and memorizes it in the sequence events
2. Visualize the scenes
3. Imagine the action in the story

Step Two: Mime

1. The teacher should use suitable mime based on the character of the story
2. Children respond to physical movement and it enlivens the tales.

Step Tree: Sound Eflecr

1. The teacher should combine the sound effect to the mime. Make noises, but not words. Some effect are loud, some are silent

2. Encourage students' to experience with difference sound Step Four: Words.

METHODOLOGY

This research is experiments form research, research using a quantitative approach. Research focus on use Storey-Telling techniques, to determine whether Story-Telling techniques give a significant effect towards students' speaking ability, and to determine components of speaking skill that improved by implementation of story-telling technique on students, such as vocabulary pronunciation, Grammar, fluency, and understanding. The population in this research were all students in grade XI Salido, amounting to 239 people in seven local spread. Technique of sampling in this research is use cluster random sampling; where one each local has the same chance to be made as a sample. Then the sample was selected local XI IPK 1 as be experiment classes totaling 30 students and the local XI IPK 2 as a control class with the number of students 35 people, The researchers used a test of speak data collections. After which the post test administered six times to see the impact of treatment technique on Story-Telling.

RESULT AND DISCUSSION

1. Data Description

Based on data students pre-test and post-test, the following be descript research has been conducted of students' speaking ability. The data of this research was the score of students' pre-test and post test. The researcher gave pre-test and post test to all samples where the students were asked to retell story based on their own word in front of class. In this activity the each students got same time to retell story based on their own word in front of class by using picture-cued story-telling technique. The data were obtained by giving post test to experimenta l class. The speaking test of post test was the same; it was retell a story that has story before by English teacher. Speaking result was also evaluated by considering five components based on Nunan, in Yenny Rahmawati article :2014. pronunciation, grammar, vocabulary, fluency, and comprehension. All of the data were analyzed to found out the maximum and minimum scores, mean score (X) and Standard Deviation (SD) of post test of experimental class. Result of the pre-test in second grade IPK of Islamic State Senior High School Salido in tabulation and processed with SPSS 15.0 program.

Table 1. Description Data Pre-test

Description	Experiment Class	Control Class
N Valid	30	35
Missing	6	1
Median	24.0000	24.0000
Mean	23.2000	26.0571
Mode	20.00	24.00
Std. Deviation	4.38178	3.92535
Variance	19.200	15.408
Minimum	16.00	20.00
Maximum	32.00	36.00
Sum	696.00	912.00

Based on the data above can we look at that the gain score between mean (23.20), median (24.00) and mode (20.00) in the class experiment is not higher than the standard deviation (4.38). And the gain score between mean (26.05), median (24.00) and mode (24.00) on the control class is not higher than the standard deviation (3.92). it can that be concluded the pre-test score of students tends to contribute to normal in experiment class and control class.

Table 2. Description Data Post-test

Description	Experiment Class	Control Class
N Valid	30	35
Missing	35	30
Median	52.0000	36.0000
Mean	54.0000	38.6286
Mode	60.00	48.00
Std. Deviation	11.30151	10.03255
Variance	127.724	100.625
Minimum	32.00	20.00
Maximum	76.00	56.00
Sum	1620.00	1352.00

The gain score between mean (54.00), median (52.00) and mode (60.00) in the experiment class is not higher than the standard deviation (11.30). And the gain

score between mean (38.62), median (36.00) and mode 48.00) on the control class does is not higher than the standard deviation (10.03). Thus the Post-test score of students tends to contribute to normal. On the data above, it appears that the average student learning outcomes speaking on the experimental class is 54, while the control class had an average of 38. This indicated that the learning outcomes of students in the experimental class higher than the control class. Standard deviation of experimental classes 11 30, while the control class has a standard deviation of 10:03. This suggests that the distribution of values in the experimental class of mean values were greater than the control class.

Table 3. Description Gain Score

Description	Experiment Class	Control Class
N Valid	30	35
Missing	33	30
Median	30.8000	12.5714
Mean	32.0000	12.0000
Mode	32.00	8.00a
Std. Deviation	9.28625	9.61092
Variance	86.234	92.370
Minimum	12.00	-12.00
Maximum	48.00	32.00

From analysis of data acquisition scores in table 4.3 above, the gain score between mean (30.80), median (32.00), and mode (32.00) in the experiment class is not higher than the standard deviation (9.28). And the gain score between mean (12.57),

median (12.00) and mode (8.00) in the control class is not higher than the standard deviation (9.61). It can that be concluded, the gain scores of students speaking in

sample class tend to contribute normal experiment and control class.

Table 4. Homogenities Test

	Levine Statistic	df1	df2	Sig.
Value Based on mean	.253	1	63	.617
Based on Median	.169	1	63	.682
Based on Median and with adjusted df	.169	1	61.413	.682
Based on trimmed mean	.244	1	63	.623

Based on the table above, obtained a significant score based on the mean 0617. According to the criteria of testing that the data had homogeneous variances if

significant based on the mean score >0.05 , it can be concluded that the data in the study had a homogeneous variance.

Table 5. Normality Test

Class	Kolmogrov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Value Expreiment	.136	30	.167	.949	30	.157
Control	.146	35	.058	.945	35	.079

Lilliefors significance cprrection

The table above was obtained a significance value experimental class 0.058 and control class 0.167. The significance Score 0.05 and in accordance with the testing criteria that the data is normally distributed if the significance Score > 0.05 , it can be concluded the experimental class and control class score normally distributed.

DISCUSSION

Results of this research showed that the story-telling technique is more effective in improving students' speaking ability. This

technique can provide opportunities to learn speaking to students and to improve communication skills in English. Teachers can observe students' abilities to speak, which include pronunciation, fluency, vocabulary, grammar, and understanding individual. Teachers can improve students' motivation and increase students' confidence level to the maximum; it is not difficult to ask students to speak English. This technique can also provide a sense of comfort because of student learning to teacher-centered learning but did not provide extensive time for

students to express their ideas or opinions based on their own language, do not focus to the text. This is great technique applied to the student because it can make students more active in the learning process. Results of research showed that learning speaking through the application of story-telling technique can improve students' speaking ability. Based on the procedure Story-Telling, this technique can improve speaking ability that includes pronunciation, fluency, grammar.

Based on the results test can be seen that the learning outcomes of students who apply story-telling technique of speaking is higher than students who use the lecture technique. Although the factors affecting the high value of the experimental class students are also influenced by other factors, but other factors are ignored. Because in this study the factors that is to know the teaching technique that used by researchers. In addition the results of these tests have been through many trials, which test for normality and homogeneity. So it is known that the control and experimental classes are normally distributed and had homogeneous variance. Therefore has to be normally distributed and had homogeneous variance, then to prove the hypothesis in this study used the t test. Based on calculations using the t test was found that the working hypothesis in this study received.

CONCLUSION

Conclusions of this study are as follows:

Implementation of learning speaking at the State Islamic Senior High School Salido currently generally, unimplemented to the fullest. Implementation of learning speaking includes the preparation, implementation consisting of preliminary activities, core activities, and assessment activities cover.

There was a significant difference the achievements of learning outcomes (gain score) between grade students experiment with the control class. Those was evidenced by the average gain score of students who learn to use story-telling technique is higher than the average gain score of students who do not use a story-telling technique. It can be concluded that students speaking learning to use a story-telling technique can improve students speaking ability.

In addition, also there was a significant difference between the acquisition score on each component of speaking. Where the significant increase occurred in the pronunciation.

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