

THE EFFECT OF STORYTELLING ON THE ELEVENTH GRADE STUDENTS SPEAKING SKILL

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh storytelling terhadap perkembangan keterampilan berbicara siswa dalam pengajaran bahasa Inggris. Sampel penelitian ini adalah siswa kelas sebelas. Sampel penelitian dipilih dengan menggunakan teknik convenience sampling. Penelitian ini menggunakan desain quasi-experimental. Pengumpulan data dilakukan melalui pretest dan posttest. Data dianalisis menggunakan t_{-test} untuk membandingkan skor rata-rata pretest dan posttest kelompok eksperimen dan kontrol. Hasil penelitian menunjukkan bahwa perbedaan rerata siswa kelompok eksperimen dan kontrol adalah (51.70) dan (52.75) pada pretest. Sedangkan posttest adalah (60.23) dan (54.50). Analisis lebih lanjut menunjukkan, $t_{-counted}$ (4.57) lebih besar dari t_{-tabel} (2.02). Kelompok kontrol mendapat skor yang lebih tinggi pada pretest sedangkan kelompok eksperimen mendapat skor yang lebih tinggi pada posttest yang berarti hipotesis penelitian gagal ditolak. Dengan kata lain, penggunaan storytelling untuk mengajar bahasa Inggris berdampak pada peningkatan kemampuan berbicara siswa.

Kata kunci: Storytelling, Keterampilan Berbicara.

ABSTRACT

The objective of this research is to find out the effect of storytelling on the development of students' speaking skill in teaching English. The sample of this research was the eleventh grade students. The research sample were selected using convenience sampling technique. The research applied quasi-experimental design. The data were collected through pretest and posttest. The data were analyzed using t-test to compare mean score of pretest and posttest of experimental and control group. The result showed that the mean differences of the experimental and control group students were (51.70) and (52.75) in pretest. While the posttest were (60.23) and (54.50). Further analysis indicates, $t_{-counted}$ (4.57) is greater than t_{-table} (2.02). The control group got the higher score on pretest while the experimental group got the higher score on posttest which is mean that the hypothesis of the research failed to be rejected. In other word, the use of storytelling to teach English has impact in improving students' speaking ability.

Key words: Storytelling, Speaking skill

INTRODUCTION

Speaking is one of important skill that must be mastered in learning English because by speaking people can communicate with other people in this world.

According to Harmer (2001) Speaking entails interaction with one or more participants. Thornbury (2005) states that speaking is so much a part of daily life that people take it for granted. Thus, speaking is important to be learned as early as possible especially in Senior High School. Speaking is the first way to interact with others in the social community also speaking skill can help people to convey information, ideas, thought or feeling. Speaking means the interaction between the speaker and listener in everywhere for example in classroom. They interact one another to convey message, idea and opinions by speaking. Richards (2002) said that speaking is the verbal use of language and a medium through which human beings communicate with each other. It is the most demanding skill that people need to communicate in everyday situation. In other words, speaking is seen as an interactive process of constructing meaning that involves producing and receiving information in order to get the particular end between speaker and listener.

Related to the importance of the skill of speaking, the national curriculum has set this skill to be taught and applied in the teaching and learning process. As a matter of fact, the national curriculum has put English as one of the important subjects to be taught at school beginning from junior high school, senior high school and up to university. Based on the current syllabus, known as *kurikulum 2013*, the teaching of speaking at junior and senior high school is based on genre or kinds of texts. In this case, the students are provided with competences as stated in core competence (*kompetensi inti*) and basic competence (*kompetensi dasar*) of the syllabus. However, even though the National curriculum obliges students to learn English, the implementation of teaching and learning of this skill at school is still problematic. Many students still have only limited ability to use English both inside and outside the classroom.

This research was conducted at SMA Negeri 1 Parigi Tengah to improve the students' speaking skill. The students faced many difficulties in speaking but in this research, the study focused on four components of speaking skill such as vocabulary, pronunciation, grammar and fluency. The problems were most of the students are afraid to make mistakes, they were shy to speak or do not want to speak. In the fact, there are students who are still unable to use English as it is expected. There are several factors causing problem of speaking skill that happened on high school students. Firstly,

students had difficulty in speak English words. Mostly, the students were not fluent in speaking since they usually had problem in grammar and pronunciation. Secondly, the students were lack of vocabulary knowledge thus they had difficulty in arranging a sentence in speaking even sometimes they got nothing to say.

To solve the problems above, this research used storytelling technique to improve students' speaking skill. Storytelling is one of the technique used in teaching EFL learners. According Ellis (2014), states that storytelling is telling story to people who are willing to listen. It means storytelling is to retell the story having read or heard by using the storytellers' own words based on their understanding about the story. According to Iverson and Lancey (1961:130), storytelling is "engaging students in storytelling activities develops communication skills and encourages shared learning experiences". Storytelling especially engages our narrative mind in the service of language learning in the classroom.

Story is a good way to get learners attention because it is fun to do and can make a good interaction in class room. In this way, not only will the teacher address students speaking ability, but also get the attention of the class. Moreover there are several aspects have to pay attention when applying storytelling technique related to the speaking Components. Based on As (2016: 197) "the aspects of speaking that were to be examined were the fluency, accuracy and comprehensibility of students in retelling the story". Thus, Storytelling is the most powerful forms of art/communication known to humans and explains why it possesses such great potential as teaching-learning tool. By using storytelling as a technique in teaching speaking, it is expected that the students are active, fun, cooperative, responsible and independent learner because in storytelling has some segments to be active learners of speaking class.

These several researchers had conducted research about using storytelling technique. The first research conducted by As (2016). This was an experimental design. The purpose of this research was to find out if there were any significant differences in speaking ability before and after the students were taught by using the storytelling technique. As a result, the experimental class students give a positive response toward the implementation of storytelling for teaching-learning EFL speaking. This was shown by the results from the questionnaire where most students (80% of the EC students) were excited to practice this technique while learning speaking. The second was

conducted by Zuhriah (2017) entitled '*storytelling to improve students speaking skill*'. The purpose of her research was to know whether or not storytelling can improve students' speaking skill. The method of this research was a collaborative action research. This research provides two posttest, namely post-test I and II. The post-test II could reach 75 % which means that cycle two was considered successful. The students' speaking skill got improvement in all aspects of speaking, such as comprehension, fluency, vocabulary, grammar, and pronunciation. In addition, this research was succeed, the use of storytelling could improve students speaking skill.

Astuti (2017) conducted a research about *The Effectiveness of Storytelling Technique in Teaching Spoken Narrative Text to Eleventh Grade of Senior High School Students*. This research used pre-experimental design. This research also using pre-test and post-test design. The result of the research is the implementation of storytelling technique in teaching spoken narrative text gave positive response. The improvement was proven by the calculation the different gain between the pre-test and the post-test of the experimental and control groups. The t-test result showed that t-value was 5.653 and t-table for $\alpha = 5\%$ was 2.018. It means that the t-value is higher than the critical value ($5.653 > 2.018$). The next research was done by Agustina (2019). Her research was about *improving student's ability through storytelling at second grade of SMP 19 Bandar Lampung*. This research was a quantitative research. The population of this research was the second grade students of SMPN 19 Bandar Lampung. The result showed that there was significant improvement on students' speaking skills after being taught through storytelling technique. It can be seen from the mean score of pretest and posttest. Mean score of posttest was higher than mean score of pretest. Therefore, the researchers concludes that storytelling facilitates the students' to improve their speaking achievement.

METHOD

This research Employ an experimental research to see the cause and effect relationship of the research variables, in which quasi-experimental design in order to identify a comparison group that is as similar as possible to the treatment group (Cohen et. all, 2005). This research divided into two groups which were one group as an experimental group and one group as control group. The experimental group taught using Storytelling technique while the control taught without that strategy. According to

the design of this research proposed by Cohen et all (2005:214) the quasi-experimental design represent as follow:

$$\begin{array}{ccc} \textit{Experimental} & O_1 & X & O_2 \\ \textit{Control} & O_3 & & O_4 \end{array}$$

The population of this research was the whole eleventh grade students of SMA Negeri 1 Parigi Tengah which divided into four classes, two classes for XI MIPA and also two for XI IPS. The sample of the research were selected using a non-probability sampling technique. In this context, convenience sampling technique was applied whereas samples were selected from the population only because they are conveniently available. Therefore experimental and control groups were selected. The Student of class XI IPS 2 as the experimental group and student of group XI MIPA 1 as the control group.

This research used the test as an instrument in collecting the data. The test type in this research was speaking test. The test was divided into pre-test and post-test. The pre-test was given in the first meeting for both groups to see the starting point before treatment while the post-test was given in the last session to measure students' speaking skill and progress after the treatment.

To find the result of both of the groups the researchers used statistical analysis. Firstly, rater 1 and rater 2 calculating the individual score to analyze the gained data by using formula as follow:

$$\Sigma = \frac{x}{N} \times 100$$

After obtaining scores from the two raters, the researchers discovered gained score of students' speaking test. The formula can be seen as follows:

$$R = \frac{r1+r2}{2}$$

Second, computed the mean score of the students in pre-test and post-test computed by using formula recommended by Hatch and Farhady (1982:55).

$$\bar{x} = \frac{\Sigma x}{N}$$

Moreover, after obtaining the mean score, the next step calculate the difference between each pair of scores-pre-test and post-test scores in the experimental and control

group with formula; $D = X_2 - X_1$. After calculating the difference of the scores, the next is calculate the standard deviation of differences of each group-experimental and control groups by applying the formula recommended by Hatch and Farhady (1982:116).

$$S_D = \sqrt{\frac{\sum D^2 - \left(\frac{1}{n}\right) (\sum D)^2}{n - 1}}$$

The next step is computing the student's error of differences of both groups using formula proposed by Hatch and Farhady (1982:105).

$$S\bar{D} = \sqrt{\left(\frac{S_1^2}{n_1}\right) + \left(\frac{S_2^2}{n_2}\right)}$$

Last, to get the value of t-counted in order to analyze the effectiveness of the treatment, the researcher applied t- test formula proposed by Hatch and Farhady (1982:117) as follows:

$$t = \frac{X_1 - X_2}{S\bar{D}}$$

DATA PRESENTATION AND DISCUSSION

DATA PRESENTATION

This part shows the general description of the students' scores in both the experimental group and control group. Pre-test was conducted in order to know the students' speaking skill before they got the treatment. After the pre-test, the treatment was conducted by using storytelling technique in four meetings to the experimental group, while the control group was not. After finishing four meetings, both experimental group and control group were given a post-test. The post-test was conducted in order to find out the progress of students' speaking skill after the treatment. Furthermore, the purpose of the post test was to compare the result of the students' achievement in speaking skill between the experimental group and the control one.

Table 1 Result of the Pre-test and Post-test of Experimental group

Experimental Group	Pre-test	Post-test
Total Score	1137.50	1325.00
Mean Score	51.70	60.23

Median	52.50	60.00
Mode	52.50	60.00
Minimum Score	35.00	50.00
Maximum Score	62.50	70.00

By looking the table above, the result of students' pre-test showed that the highest score is 62.50 while the lowest score is 35.00. The total score of students in the pre-test is 1137.50. Then, the mean score achieved by the experimental group in the pre-test is 51.70. After the applied of treatment, the post-test results of students in the experimental group had significantly changed. The table above indicated that the highest score of the post-test in the experimental group is 70.00, and the lowest score is 50.00. Then, the mean score achieved by the experimental group in the post-test is 60.23. The result of the pre-test and post-test of control group is presented on table 2.

Table 2 Result of the Pre-test and Post-test of Control Group

Control Group	Pre-test	Post-test
Total Score	1055	1090
Mean Score	52.75	54.50
Median	50.00	55.50
Mode	50.00	52.50
Minimum Score	45.00	42.50
Maximum Score	65.00	67.50

The data analysis above shows that the mean score of both experimental and control groups are different. The mean score of the pre-test in experimental group is 51.70 and control group is 52.75. The mean score post-test in experimental group is 60.23 while the mean score of the post-test in control group is 54.50. Furthermore, the highest score of the post-test in the control group is 67.50 and the lowest score is 42.50. Thus, the mean score of post-test in experimental group is higher than the mean score of the post-test in control group. The researchers concludes that the improvement of experimental group is more significant than control group. It means that the storytelling technique which used to improve the students' speaking skill is effective. After getting the mean score of pre-test and post-test, the next step was calculated the deviation and square deviation of both experimental and control groups. Based on the calculation, it was found that the total deviation score of the experimental group is 187.50 and the

square deviation score of experimental group was 2106.25. On the other hand, the total deviation score and the square deviation score of control group were 35.00 and 475. The result can be seen in the table 3.

Table 3 Result of Deviation Score and Square Deviation

Group	Deviation Score	Square Deviation Score
Experimental	187.50	2,106.25
Control	35.00	475

Then, the next step was computed the t-counted values of both groups in order to find out the significant difference between the pre-test and the post-test by using formula from Hatch and Farhady (1982:105). Based on the computation, the t-counted value was 4.57. After that, to determine whether the hypothesis is accepted or rejected, the t-table counted by applying the degree of freedom ($df = N_1 + N_2 - 2 = 22 + 20 - 2 = 40$) with the level of significance 0.05. The t-table value was 2.02. Based on the result, it was concluded that the hypothesis of this research was accepted because the t-counted value (4.57) was higher than the t-table (2.02). It means that the implementation of storytelling Technique is effective to improve the eleventh grade students' speaking skill of SMA Negeri 1 Parigi Tengah.

DISCUSSION

This research aims to prove that the use of storytelling can improve students' speaking skill. The test gave to experimental and control group in order to prove the effect of storytelling on students' speaking skill. The data collection process divided into two parts, they are pretest and posttest. The test was provided to measure quality of students' performance in some of component of speaking skill such as pronunciation, grammatical, vocabulary and fluency. This research was conducted for six meetings in which two meetings were for pre-test and post-test, while the four meetings were for the treatment that was only given to the experimental group. This research provide the pre-test in order to find out students prior knowledge in speaking skill. After conducting the pre-test, the treatment gave to students in experimental group for four meetings. The experimental group was taught using storytelling technique. The researchers divided students into small groups then provided the story text and then the students had to

understand the story and learned the story before they perform in front of class. It could be seen from their performance in front of the class. The classroom atmosphere became more enjoyable and all the students were actively involved in teaching and learning process.

After conducted the treatment, a post-test was given to both of experimental and control groups. The aim of post-test was to measure students' ability after the treatment. Based on the result, it shows that there was a significant improvement score of experimental group and control group in post-test, control group was increased in post-test session than in pre-test. But, for this session, the experimental group got the higher score than the control group. In addition, the result of post-test shows that the application of storytelling technique can improve students' speaking skill. It can be proved by the value of t-counted (4.57) which is higher than the value of t-table (2.02). By comparing the value of t-observation and t-table, it can be known that the result of calculation of t-observation is higher than t-table, so the null hypothesis is rejected and the alternative hypothesis is accepted.

In short, by seeing the data above, especially in the experimental group, it can be seen that the process of teaching speaking through storytelling technique applied well and effectively improve students' speaking skill. Regarding to the findings, this research in line with Agustina (2019), which entitled *Improving Students' Ability through Storytelling at Second Grade of SMP 19 Bandar Lampung*. The result showed that there was significant improvement on students' speaking skills after being taught through storytelling technique. It can be seen from the mean score of pretest and posttest. Mean score of posttest is higher than mean score of pretest. Meanwhile, the result of research conducted by Astuti (2017) about *The Effectiveness of Storytelling Technique in Teaching Spoken Narrative Text to Eleventh Grade of Senior High School Students*. The data showed that the score of the control group was 14.78 and the score of the experimental group was 24.55. The t-test result showed that the t-value is higher than the critical value ($5.653 > 2.018$). In addition As (2016) conducted a research entitled *the effectiveness of using story telling technique to improve the students speaking ability*. The results of the research were most students (80%) were excited to practice this technique while learning speaking. Also 75% of the experimental class students said that storytelling helped them to develop their oral language proficiency. Thus, the

result of those research confirm that the use of storytelling can improve students' speaking skill. Therefore the result of this research is in line with the result of those research in which there is significant different between the students' score in speaking test that using storytelling technique and the students' score in speaking test without using storytelling technique. It means that the use of storytelling is effective to enhance students' speaking skill at the eleventh grade students.

CONCLUSION

This Research had quasi-experimental design which was intended to get empirical evidence of the effectiveness of using storytelling technique to enhance students' speaking skill at the eleventh grade of SMA Negeri 1 Parigi Tengah. Based on the statistical analysis, the scores of experimental group in pretest were lower than the control group. It means that there was a difference between students' achievements of score in pretest. Moreover, there is also a significant difference between the experimental group and control group scores in posttest. The experimental group got the higher score than the control group. Thus, the Storytelling technique is effective to be applied in teaching speaking skill.

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