

IMPROVING THE STUDENTS' SPEAKING SKILLS BY STORYTELLING AT SMP KARTIKA WIRABUANA XX-2 MAKASSAR

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Abstrak

Storytelling merupakan kegiatan sebagai cara menyampaikan cerita yang biasanya dilakukan secara lisan. Atau singkatnya, storytelling adalah kemampuan seseorang dalam bercerita. Peneliti menggunakan metode story telling karena story telling sangat cocok untuk siswa SMP, sangat menarik bagi mereka. metode ini mudah memahami dan menyenangkan untuk siswa. Selain itu, story telling mengandung nilai moral dan bahasa yang ringan.

Tujuan dari penelitian ini adalah untuk mencari keefektifan dari menggunakan Teknik storytelling untuk meningkatkan keterampilan berbicara siswa kelas delapan di SMP Kartika Wirabuana XX-2 Makassar. Desain dari penelitian ini adalah pra eksperimen. Populasi penelitian ini adalah seluruh siswa kelas VIII siswa SMP Kartika Wirabuana XX-2 Makassar. Tahun pelajaran 2022/2023. Peneliti menggunakan purposive sampling dalam menentukan sample. Siswa kelas VIII yang terdiri dari 30 siswa adalah sample dalam penelitian ini. Instrumen yang digunakan untuk mengambil data dalam penelitian ini adalah tes berbicara. Teknik analisis data yang digunakan adalah deskriptif analisis dengan bantuan SPSS 24.0. Hasil dari analisis data menunjukkan bahwa terdapat perbedaan nilai rata-rata antara pre test dan post test. Nilai pre test 57,52 dan nilai post test adalah 74,34. Terdapat peningkatan nilai rata-rata sebesar 16,828. Hasil dari paired sample test adalah $t_{test} = 10,909$ dan t_{table} adalah 2,048. Hasil t_{test} lebih tinggi dari t_{table} . Dengan demikian dapat disimpulkan H_a diterima dan H_0 ditolak. Berdasarkan hasil analisis tersebut menunjukkan bahwa penggunaan Teknik storytelling dalam keterampilan berbicara membawa pengaruh terhadap peningkatan penguasaan dan keterampilan berbicara siswa kelas VIII SMP Kartika Wirabuana XX-2 Makassar 2022/2023.

Kata kunci: Keterampilan Berbicara, Teknik Storytelling

Abstract

Storytelling is an activity as a way of telling stories which is usually done orally. Or in short, storytelling is a person's ability to tell stories. In this study Researchers use the story telling method because story telling is very suitable for junior high school students, it is very interesting for them. This method is easy to understand and fun for students. In addition, story telling contains moral values and light language.

The purpose of this study was to find out the effectiveness of using storytelling techniques to improve the speaking skills of eighth grade students at SMP Kartika Wirabuana XX-2 Makassar. The design of this research is pre-experimental. The population of this study were all students of class VIII students of SMP Kartika Wirabuana XX-2. Academic year 2022/2023. Researchers used purposive sampling in determining the sample. VIII grade students consisting of 30 students are the sample in this study. The instrument used to collect data in this study was a speaking test. The data analysis technique used is descriptive analysis with the help of SPSS 24.0. The results of the data analysis showed that there were differences in the mean scores between the pre-test and post-test. The pre-test value was 57.52 and the post-test value was 74.34. There is an increase in the average value of 16,828. The results of the paired sample test are $t_{test} = 10,909$ and t_{table} is 2,048. The results of the t_{test} are higher than the t_{table} . Thus it can be concluded that H_a is accepted and H_0 is rejected. Based on the results of this analysis, it shows that the use of storytelling techniques in speaking skills has an influence on increasing mastery and speaking skills of class VIII students of SMP Kartika Wirabuana XX-2 Makassar 2022-2023.

Keywords : Speaking Skills, Storytelling Techniques

1. Intoduction

In this era today, English has become a second language and has become an international language. English has a very important role and has a very influential role in life, especially in terms of communicating with foreigners from abroad. Because, speaking is one of the complex skills needed to be trained continuously and surely in a conducive situation. Speaking has become one priority in the English learning process. According to Gert and Hans in Efrizal (2012), speaking is a speech processing that involves the speaker and receiver to recognize what speech's contents. By speaking, the students can share their mind, thought, ideas, feeling and others.

Students should pay attention to the components of speaking. In speaking ability, the students have to master and know all of the elements for making good speaking such as pronunciation, grammar, vocabulary, comprehension and fluency. In the English learning process, the student cannot speak English well because of some factors that become a problem for them, such as their lack of vocabulary and pronunciation, lack of confidence, etc.

One way to get a student to talk is to use story' telling 'methods. Most people believe that the tradition begins when adults tell stories to children before they go to bed. In the children's bed time stories, parents, grandparents, or the other adults play a role as the storytellers who can tell so many kinds of stories to the children, such as: local folktales, national histories, or their family tree. Therefore, storytelling can be very helpful for foreign language teaching in Indonesia, especially in improving students' language skills. According to Collins (1997), storytelling provides a number of benefits in the classroom.

The reality in learning process, in learning process many of the researcher indicate that the students' speaking skill is not satisfactory yet, some students are still difficult to speak even in simple word. Learning speaking foreign language for students is not as easy as we might think. There are 7 problems faced by the students, as mentioned by Swary (2014) The first is awareness of the students about learning speaking English is too low. The second is, in the learning process, the teacher use Indonesian dominantly. The third is students are not having enough opportunities to practice English speaking. The fourth is students' vocabularies are too limited. The fifth is students do not know how to pronounce the words. The sixth is students are fear of making mistakes. And the last is students are feeling shy.

The students need storytelling to make the learning speaking funnier and enjoyable activity when learning foreign language especially when learning speaking. Melendez et al in Zuhriyah (2017) states that speaking is the main challenge for the beginners and often makes them frustration so that speaking strategies for the beginners are needed very much.

There are some techniques, method or media to improve students' speaking skill such as Guessing Game Technique, Storytelling Technique, Puppet Show Media, Short Drama, Information Gap Activities, and others.

The English teacher at SMP Kartika Wirabuana XX-2 Makassar reported that the students have low ability in learning English especially in speaking. The students felt hard in speaking English because English is a foreign language that so different with their mother tongue, the second is the way of most Indonesian students mention the alphabet or word with Indonesian spelling when speaking English, and the third is the students felt that learning foreign language is not important and not interesting. In addition, the teaching technique used by the teacher when teaching speaking is not interesting which makes the students unmotivated in learning speaking.

In accordance to the problems faced by the students above, the researcher used different technique to make students' speaking skill which better than before. The researcher used storytelling to improve students' speaking skill.

This study aims to examine the results of research on learning methods used in learning speaking or language results from stories, and the responses of teachers and students to the way they tell the story of learning speaking vocabulary language they do not know in communicating the language of use is Very important, the language is used to provide ideas, and opinions to people, both in the use of a mother or language of foreign languages.

2. Method

This research used an experimental design using quantitative research. The design of this research was experimental design because the researcher wanted to measure the effect of storytelling in students' speaking skill. According to Creswell (2012) stated that quantitative research divided into three designs: experimental, correlation, and survey. This research was conducted at Smp Kartika xx -2 Makassar. The population in this study was grade 8th Total number of them was 56 students, The result of the formula indicated that the researcher should take 30 students as the samples of this research. based on preliminary research there is a tendency for them to lack English. With the study sample was one class (VIII) consisting of 30 students, 17 men and 13 women.

The pre-experimental methodology employed that reasearcher have used is a quantitative descriptive methods, research with a quantitative approach, where this study aims to explain the phenomenon from the results of testing the theory and generally testing a hypothesis, which is formulated between no relationship or no difference or no influence between variables. The design of this research was one-group pretest-posttest design. The design was used to find out the significant improvement of students' speaking skill before and after using storytelling as teaching media. Based on the design, the students were given pre-test to measure students' speaking skill before the researcher gave treatments and post-test. Then the student's score is calculated based on the assessment rubric that has been made and using the SPSS v24.0 application.

3. Finding

This finding and discussion about the applied storytelling technique to improve students' speaking skill of SMP Kartika Wirabuana XX-2 Makassar.

1) The students' Scores of Pre-test

Interval	Frequency	Percentage	Classification
90 – 100	0	0%	Very good
80 – 89	5	16%	Good
70 – 79	9	30%	Fair
61 – 70	8	27%	Poor
≤ 60	8	27%	Very Poor
Total	30	100	–

Based on table 4.3 shows that students' speaking skills are in the pretest with proportions. There were 5 students (16%) explained that students' speaking skills were good, 9 students (33%) explained that students' speaking skills were sufficient, and there were 8 students (27%) explained that students' speaking skills had a poor classification score, and finally there were 8 students (27%) which explains that the students' speaking skills are very poor in the classification score.

2) The students' Scores of Post-test

Interval	Frequency	Percentage	Classification
90 – 100	4	13%	Very good
80 – 89	8	27%	Good
70 – 79	10	33%	Fair
61 – 70	5	17%	Poor
≤ 60	3	10%	Very Poor
Total	30	100	–

Based on table 4.5 shows that the students' speaking skill in posttest with percentage. There were 4 students (13%) explained that students' speaking skill were very good, there were 8 students (26%) explained that students' speaking skill were good, there were 10 students (33%) explained that students' speaking skill were in fair, and 5 students (16%) explained that students' speaking skill were low. and finally there were 3 students (10%) which explains that the students' speaking skills are very poor in the classification score.

a. Normality of Data

	Sig	The Criterion	Decision	Result of Normality Distributed
Pretest	0.135	Sig > 0.05	H ₀ is accepted	Normal
Posttest	0.178	Sig > 0.05	H ₀ is accepted	Normal

Table 4.6 above showed that the probability (Asymp. Sig) of the pretest is 0.135 and the posttest was 0.178. It illustrated that the probability scores are higher than the level of significance (probability value > 0.05), H₀ was accepted. Thus, it could be concluded that the data of pretest and posttest was normal distributed.

b. Homogeneity of Variance in Pretest and Posttest

Table 4.7 The Result of Homogeneity of Variance

	df 1	Levene df 2	Sig	Result of Decision		
	Statistic		Homogeneity			
Pretest and Posttest	3.202	1	56	0.079	Ho is accepted	Homogeneous

Table 4.7 above showed that the probability (Asymp. Sig) is 0.079. The probability was higher than 0.05, it indicates that H_0 was accepted. Therefore, the variances of pretest and posttest is equal. The result was concluded that the two tests of pretest and posttest are homogenous.

3) Mean Score and Standard Deviation of Pretest and Posttest

The result of this research was presented to know the mean score between the pretest and posttest score. If the mean score of posttest was significantly higher than the pretest, this learning tool proposed considered as an effective learning tool. The result of mean score and standard deviation of pretest and posttest was presented in table 4.8 as follows:

Table 4.8 Mean Score and Standard Deviation of Pretest and Posttest Score

Score	N	Mean	Std. Deviation
Pretest	30	57.52	16.679
Posttest	30	74.34	12.717

Based on table 4.8 above, the mean score was significantly different between pretest and posttest. The result in pretest showed that the mean score was 57.52 with standard deviation 16.679 meanwhile the result in posttest showed that the mean score was 74.34 with standard deviation 12.717. Based on the result between both of the test, it indicated that the students' score in posttest was higher than pretest.

4) Test of Difference

The researcher used Paired Sample T-Test to analyze the score of students' speaking skill in the pretest and posttest.

Table 4.9 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	57.52	30	16.679	3.097
	Posttest	74.34	30	12.717	2.362

Table 4.9 explains of paired sample statistic to present the description both of the variables which is analyzed by the researcher, the variables were pretest and posttest. Mean in paired sample statistic was used to find out the mean score before and after the treatment was given, the scores are 57.52 to 74.34. The number of population (N) in this research was 29 students. The standard deviation of paired sample statistic showed the variance of data and from tests score before and after the treatment was given to the students, the scores are 16.679 and 12.717. On the other hand, in measuring the appropriate mean score before and after the treatment can be seen in standard error, from the table above the result of Std. The Errors were 3.097 2.362.

Table 4.10 Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & posttest	30	0.874	0.000

The Table 4.10 explains of paired sample correlation to find out the result of correlation between the pretest and posttest. Based on the table, the result of correlation from both variables was 0.874 with the probability Sig. 0.000. It can be concluded that the probability value < 0.05 , in other word the data had significant correlation.

Table 4.11 Paired Samples Test

Paired Differences									
		95% Confidence Interval of the			Std. Difference		t	df	Sig. (2tailed)
		Mean	Std. Deviation	Std. Error	Mean	Lower			
Pair				Upper					
1	Pretest - Posttest	-16.828	8.307	1.543	-19.987	-13.668	-10.909	28	.000

The table 4.11 shows the result of pretest and posttest which was analyzed by using paired sample t-test. The value of t-test was (-10.909) while the value of t-table is 2.048. In this case, the df in t-test was 28 and for t-table was 2.048. It showed that the value of t-test was higher than t-table. On the other hand, the sig (2 tailed) was 0.00. It showed that the significant value was lower than the level of significant.

Regarding to the result above, there was significant difference of students' speaking skill between pretest and posttest after being taught by using storytelling technique. There were two types of hypothesis was used in this study, null hypothesis (H_0) and alternative hypothesis (H_a). H_0 was accepted if the used of storytelling technique was not effective in students' speaking skill in tenth grade students of SMP Kartika Wirabuana XX-2 Makassar. Meanwhile, H_0 was rejected if the use of storytelling technique was effective in students' speaking skill in tenth grade students of SMP Kartika Wirabuana XX-2 Makassar.

After the data had been analyzed by using SPSS 24.0 for windows, the researcher found there was significant difference before and after the students were taught by storytelling technique in teaching speaking in tenth grade students of SMP Kartika Wirabuana XX-2 Makassar. It indicates that H_a was accepted and H_0 was rejected.

4. Discussion

The objective of research was to find out the effectiveness of storytelling technique to improve students' speaking skill in the eighth grade students of SMP Kartika Wirabuana XX-2 Makassar. In order to achieve the objective of research, the researcher conducted the pre – experimental research with one group pretest – posttest design. The pretest was done before the researcher gave the treatment to the students, the purpose of pretest was to know students' speaking skill before being taught storytelling technique. After that, the treatment was taught by storytelling technique, the treatment was held in three meetings. The last was posttest, the purpose of posttest was to know students' speaking skill after given treatment by using storytelling technique.

As discussed in findings, it revealed that applied storytelling technique improved the students' speaking skill. It could be seen from the results of mean score in pretest was

57.52 meanwhile the mean score of posttest was 74.34. It meant the mean score of posttest was higher than the mean score of pretest. In this research, the researcher found the significant difference in the students' speaking skill before and after the researcher applied storytelling technique. In short, the students had improved in students' speaking skill. Furthermore, the result of computation t-test was 10.909. The degree of freedom (df) was 28 where the value of t-table at the level of significant 5% $p = 95\%$. Was 2.048. It indicated that the ttest was higher than t-table, the result of $t\text{-test} > t\text{-table}$, $10.909 > 2.048$. The computation between value of t-table and t-test at $p = 95\%$ $\alpha = 5\%$ used under this research, which it indicates that t-test was higher than the value of t-table, H_a was accepted and H_o was rejected. The result illustrated H_a than the hypothesis of two variables indicating that there was a significant difference in the mean score to both of them. So, storytelling technique was an effective way to improve the students' speaking skill.

The result of this study supported the findings of previous studies. This was consistent with the result Mujizat (2016) research on the effectiveness of using storytelling technique on students' speaking skill. Based on the result of descriptive statistics of the mean scores showed that the mean score of post- test in experimental class was 78.3 and the mean score of post-test in control group was 74.9. It means that there was a significant score of experimental class and control group in post-test, control class was increased in post-test session than in pre-test. But, for this session, the experimental class got the higher score than the control group. It could be concluded that there was statistical significant difference between the two groups in using storytelling technique and without using storytelling technique.

The result of the present study was in agreement with that of Erfiani (2017) research improving second semester students' speaking ability through storytelling learning model at English study program of Timor university. Based on the data analysis, there was a significant improvement in each cycle. The average of students' speaking ability in cycle I was 67%. That average was taken from vocabulary aspects 68%, pronunciation aspect 67% and grammatical aspect 66%. Then, in cycle II the average of students' mark increasing into 81% that consist of vocabulary aspect 83%, pronunciation aspect 79% and grammatical aspect 81%. Therefore, this research indicated that storytelling model can improve the speaking ability of second semester students in Universitas Timor.

The other study results which were supported of Purwatiningsih (2015) by the present study improving speaking ability through storytelling technique by using picture series. Based on data analysis the mean score of the preliminary test was 50.15 while the mean score cycle 1 was 68.5. It meant that there was slight improvement on the mean score when it was compared with the mean score of preliminary test. It could be concluded that storytelling as a technique in teaching speaking were successful improved.

Briefly, based on findings on test from discussion, it could be concluded that the implementing of storytelling technique could improve students' speaking skill in eighth grade students of SMP Kartika Wirabuana XX-2 Makassar. As a result, it could be stated that storytelling technique had an effect to be used in teaching to improve students' speaking skill.

5. Conclusion

Based on the result of finding and discussion which were presented in the previous chapter, some conclusions could be drawn. This research was to find out the use of storytelling technique in improving students' speaking skill in the eighth grade of SMP

Kartika Wirabuana XX-2. When implemented storytelling technique, the students could practice their speaking skill through storytelling, increase their pronunciation, vocabulary and excited to speak English, the last was the students could learn speaking in fun way.

Regarding to the result, the researcher found that the students had improved their speaking skill after the researcher implemented storytelling technique in teaching speaking. On pretest, the result of students' score was divided only three categories, low, fair and good. But on posttest, the result of students' score divided four categories, low, fair, good and very good. The result was also shown by the result of the mean scores both of the tests, 57,52 for pretest and 74,34 for posttest. The result from Paired Sample t-test showed that the result of t-test was 10.909 with the degree of freedom of 28 and the level of significance coefficient of 0.000. In other words, there was enough evidence to reject H_0 because the t-test was higher than t-table, 2.048. It indicated that storytelling technique was effective in improving students' speaking skill in eighth grade of SMP Kartika Wirabuana XX-2. Therefore it was better to implement storytelling as one of techniques in teaching of speaking.

6. Suggestion

1. For the English Teacher

The teacher should be updating their knowledge about techniques, methods, strategies, and any tools to help students in mastery English. Besides the teachers also have to be creative in delivering the material, thus students can be interested and excited to learn English.

2. For Student

Students can practice their speaking skill through any techniques, methods, strategies, one of them by storytelling technique. Students can practice this technique or the others with their friends although without supervision by the teacher.

3. Future Researcher

The future researcher can conduct similar research about storytelling technique in different variation. Besides, this research also can be used as a reference with a different part of teaching.

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