

Fostering Students' Speaking Ability Through Storytelling Technique At The Tenth Grade Of SMA Negeri 13 MBD

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ABSTRACT

The objective of this study was to foster the speaking abilities of the tenth grader students at SMA NEGERI 13 MBD, which amounted to 22 students. This research used Classroom Action Research. The steps were preliminary study, planning, implementation, evaluation and reflection. The data were collected through pre-test and post-test, teacher observation and the students' feedback through questionnaire. This study occurred over two cycles and consisted of nine meetings. The data showed that the first cycle was not successful because it only achieved 22.27% therefore it continued to second cycle and there was an increase to 86.3%. Based on the outcomes, the storytelling technique had a significant positive impact on students' speaking proficiency especially in four main aspects, performance, pronunciation, grammar and vocabulary. Through storytelling technique, the students were able to deliver a story in an innovative and imaginative way, giving them the courage to express themselves in front of the class.

Keywords: *Speaking ability, Storytelling.*

INTRODUCTION

As a human being, the people have to interact and communicate to each other. Language as the bridge to communicate that occurs where there is conversation and it's linked human activities. English is the language that used by the people almost worldwide and has become an international language. English as a foreign language in Indonesia but it still taught from the primary schools up to the university although some teachers feel challenged in teaching English. However, the capacity and the part of English are still important.

There are four skills of English that need to know such as reading, listening, writing and speaking. Among those skills speaking is considered as one of the most essential skills to be mastered. According to Richard (2008), communication ability is the most crucial factor for all second language and foreign language students. In addition, Bahadorfar and Omidvar (2015: 9) assert that speaking ability to convey a message orally and it takes every day in our life. There is a gap happened in a communication between the speaker who deliver and a listener who receives. Therefore, students should master English speaking, so they can carry a conversation sufficiently (Amru, 2016:198). However, the most of the students are not able to speak in English caused by the following factors: no partners to talk to, they don't have enough time to practice English, lack of vocabulary, method that applied by an English teacher was boring, speaking content not relate to their real life (Dewi

2016:342). Furthermore, students are reluctant to make a mistake, which is one of the issues with speaking activities, according to Ur (1996), as referenced by Inayah (2015). Some students find it difficult to talk because they are embarrassed to do something in English and worry that they will make a mistake and receive criticism. Low student speaking participation. Only a few students who want to participate to speak English while others choose to be silent or just speak a little, and many still lack of interest in learning. Most of them didn't like to learn English because it was boring and uninteresting. Meanwhile everyone else is passionate about learning English because they want to improve their careers, work for foreign companies, or continue their studies abroad. Since they spend the majority of their time speaking Indonesian, many believe it is not natural to speak English. The situations in the classroom will get worse if the group has someone who dominates the discussion who tend to switch back to Indonesia (mother tongue) because they find it awkward to talk to others in a foreign language.

Based on a preliminary study the researcher conducted in the SMA NEGERI 13 MBD at the tenth Grade, there were some findings. When the researcher was allowed by the English teacher to share the researcher's experience in learning English, she mentions about what they have heard but they were afraid to say something in English. This was due to lack of not practice speaking at school. They lacked of vocabulary and they exposed many grammatical errors. It was found that some of the students have strong motivation to learn English. Some of them wanted to make friends with people overseas, being an English teacher and so on. Focusing on those problems, the researcher is encouraged to carry out research to assist the students in fixing their speaking problems. Thus, the researcher proposes the teaching strategy named storytelling strategy.

The researcher chose storytelling based on the previous research which was conducted by Devina Nizzu, entitled "Improving Students' Speaking Skill by Retelling Story by Using Picture Series at SMAN 7 Bandar Lampung," was published in 2016. Second grade made up the researcher's sample of SMAN 7 Bandar Lampung's students. The study findings showed that students' speaking abilities improved when stories were retold using picture books. It was proven from the fact that the mean score on the posttest was greater than the mean score on the pretest. It happened as a result of the students' capacity to talk more fluently using their own words to the picture series' aid in improving their storytelling skills. The second previous research by, Dr. Akhyak and Anik Indramawan, M.Pd., entitled "Improving the Students' English speaking competence through Storytelling in Pangeran Diponegoro Islamic College (STAI) of Nganjuk, East Java, Indonesia." Students from semester 1A of Pangeran Diponegoro Islamic College (STAI) in Nganjuk, East Java, Indonesia, represented the research group for the researcher. There were 25 students in this class, 11 of whom are men and 14 of whom are women. The researcher of this study comes to the conclusion that storytelling is effective because it makes students feel as though the teacher or lecturer is giving them something very personal, and it is frequently simpler to comprehend a story when it is being told than when it is being read aloud. Through storytelling, students reinforce desire, purpose, competency, and linguistic consciousness in speaking.

Storytelling is one of way to retell again a story using other words after explained by the teacher (Safradian, 2013:208). While Zaro and Saberri in Zuhriyah (2017: 4-5) categorize storytelling as an activity entailing communication between the narrator and the listeners, as well as between a person and the listener at a particular level. Thus, storytelling

can be described as the conveying of ideas and feelings through gestures and words.

RESEARCH METHOD

This research used classroom action research. According to Latief (2011), classroom action research is an efficient way of increasing the standard of English teachers' teaching along with students' competence in learning English in the classrooms. It is appropriate research to apply storytelling technique for students' speaking competency because speaking competency needed many times of practicing for the improvement.

This Classroom Action Research was conducted to foster student' speaking ability through storytelling technique at the tenth grade of SMA NEGERI 13 MBD which consisted of 22 students. This research followed four steps in the whole research process as stated by Borgia (2003) namely planning, implementing, evaluating and reflection.

1. Planning

The first step to do the research contained some activities that prepared first by the researcher with the English teacher before coming to implement the technique. There are five steps namely preparing the lesson plan, research schedule, the material and preparing media and facilities.

2. Implementation

The implementations of this research based on the lesson plan using storytelling technique and collaborate with an English teacher.

3. Evaluation

Evaluation means that to come to judgments about students' speaking competence through their oral presentation in retelling a story individually.

4. Reflection

Reflection stated that correction. The data collected would be analyzed by the researcher and made a decision whether the cycle must be stopped or must be continued. It depends on the result of the research.

For this research, the data collected by test and questionnaire. The cycle was going to stop if the target of the research reaches 75 % of the total students. Speaking test used scoring rubric by Douglas Brown to analyze students' ability in retelling story.

ASPECTS	DESCRIPTION	PERCENTAGE	SCORE
Performance	Costume, property, expression, gesture	0-40 %	
Pronunciation	Clear pronunciation and Fluent in retell the	0-25 %	

	story		
Grammar	Students are able to use formal and informal language and know the use of tenses in retelling.	0-15 %	
Vocabulary	Using appropriate vocabulary and easy to understand.	0- 15 %	
Time	Max 5 – 10 minutes	0- 5 %	

Table 1. Scoring Rubric.

While for the questionnaire the researcher uses Arikunto’s (2008) formula as follows:

$$F \frac{f}{n} \times 100$$

Where: F = answer frequently
 N = amount of corespondence
 100 % = constant number

RESULT AND DISSCUSION

Result

The successfulness of the implementation of the storytelling as the teaching technique in fostering speaking ability at the tenth grade of SMA NEGERI 13 MBD could be seen on their result performance of the speaking test. In doing this research the researcher did two cycles. Cycle 1 and cycle 2 consisted of nine meetings. The first meeting in the first cycle was pre test and the last meeting was the post test. The first cycle was held on the 6th to 15th February where the students’ speaking did not get improvement target. Therefore the researcher continued to the second cycle on 17th to 27th then through students’ performance and the researcher’ scoring rubric the students’ speaking was improved.

No	Name	ASPECTS					Score	Category
		Performance	pronunciation	Grammar	Vocabulary	time		
1	C S	25	16	10	12	5	68	QUITE GOOD
2	E U	25	14	10	14	5	68	QUITE GOOD
3	M L	26	13	10	16	5	71	GOOD
4	J M	23	15	10	12	5	65	QUITE GOOD
5	N T	23	17	10	12	5	67	QUITE GOOD
6	D T	20	10	10	10	5	55	POOR
7	T L	20	10	10	15	5	60	POOR
8	M.A.A.P.S	22	10	10	10	5	57	POOR
9	D P	20	15	10	11	5	61	QUITE GOOD

10	MR	21	10	10	10	5	56	POOR
11	T B		10	10	10	5	55	POOR
12	R R	20	10	10	12	5	57	POOR
13	P K	20	10	10	11	5	56	POOR
14	M W	20	12	12	12	5	61	QUITE GOOD
15	E N	25	10	10	14	5	64	QUITE GOOD
16	C S	25	15	15	10	5	70	QUITE GOOD
17	F W	30	15	15	10	5	75	GOOD
18	C H	30	15	14	10	5	74	GOOD
19	V E	25	15	14	14	5	73	GOOD
20	Y F N	30	14	14	13	5	76	GOOD
21	T T	23	10	11	11	5	60	POOR
22	J U	22	15	10	10	5	62	QUITE

Tabel 2. The students' result of the first cycle

In teaching and testing students' speaking during implementing the storytelling technique. The results of the speaking performance criterion were evaluated by both the researcher and the English teacher. They discovered that the students in this cycle had not yet fulfilled the criteria. This indicates that the technique's development was unsuccessful and caused a number of issues during its implementation in the first cycle.

No	Name of students	ASPECTS					Score	Category
		Performance	pronunciation	Grammar	Vocabulary	time		
1	C S	31	15	11	15	5	77	GOOD
2	E U	31	15	12	14	5	77	GOOD
3	M L	32	16	13	14	5	80	GOOD
4	J M	32	15	11	12	5	75	GOOD
5	N T	32	16	11	12	5	76	GOOD
6	D T	26	12	10	12	5	65	QUITE GOOD
7	T L	30	14	11	12	5	72	GOOD
8	M.A.A.P.S	31	14	10	12	5	72	GOOD
9	D P	32	14	11	12	5	74	GOOD
10	MR	31	13	11	11	5	71	GOOD
11	T B	31	11	12	11	5	70	QUITE GOOD
12	R R	32	13	11	12	5	73	GOOD
13	P K	30	14	11	11	5	71	GOOD
14	M W	30	16	11	12	5	74	GOOD
15	E N	35	12	11	12	5	75	GOOD
16	C S	36	15	12	12	5	80	VERY GOOD
17	F W	35	20	15	15	5	90	VERY GOOD
18	C H	30	20	15	15	5	85	VERY GOOD
19	V E	35	15	15	15	5	85	VERY GOOD

20	YFN	35	19	16	15	5	90	VERY GOOD
21	TT	30	12	12	11	5	70	QUITE GOOD
22	JU	33	12	12	11	5	73	GOOD

Tabel 3. The students' result of second cycle

Based on indicators of success, if students have reached the target of 75 percent or scored between 71 and 100, when it comes to speaking categories, it falls somewhere between good and very good. From the column above that in this second cycle the indicator of success had already achieved 86,3 % where combined the number of students between Good and Very Good categories, while 13,6 % was in Quite Good category. In other words, this action research had already conducted. This indicated that the storytelling technique was successfully used to enhance students' ability to develop their speaking abilities. As a result, the researcher stopped her research and proposed a report.

DISCUSSION

This study researched students' improvement in speaking by using storytelling technique. The researcher was successful in collecting data by tests, observation checklist, and questionnaires. The first research question was how effective storytelling technique be applied in speaking class? ". Storytelling technique conveys to assist students' speaking skills in terms of enriching their enriching vocabulary, enhancing creativity, improving pronunciation, improving grammar and organizing ideas. As cited by Ikramudin (2017), storytelling not only helps in encouraging children's imagination and understanding of the world, but also in fostering children's language skills and literature appreciation. The researcher gave several treatments to the students on how to apply storytelling technique in speaking. Based on test results of each cycle, it could be seen that students' speaking competence improved through this technique. The second research question was 'what are the students' responses toward storytelling technique'? After the researchers analyzed the questionnaires, they discovered that most of the students were eager to learn to speak by using the storytelling technique. In view of the foregoing explanation, the researcher would like to highlight that the storytelling technique could be applied in language classrooms to encouraged students' speaking skills.

CONCLUSION

Based on the result above it can be concluded that storytelling techniques in a speaking class could help students become more proficient speakers. The result revealed that this strategy has worked to enhance students' speaking abilities. Students may be forced to improve their points based on the results of the storytelling technique test as they progress from the first to the second cycle. The speaking, teaching, and learning processes included strong participation from the students. Students responded well to this technique when the researcher used it in class, as shown by their comments on the questionnaire. The use of the storytelling technique allowed students to deliver stories in an innovative and imaginative way, giving them the courage to express themselves in front of the class. Although there were still two drawbacks, such as the crowd outside the classroom and the limited learning time, the application of this technique was still more interesting and entertaining during the learning process.

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