THE EFFECT OF USING STORYTELLING TECHNIQUE ON STUDENT'S SPEAKING ABILITY OF FIRST YEAR STUDENTS OF SMAN 2 PEKANBARU

Esti Purwaningsih Erdiyanti, Syofia Delfi, Masyhur
estierdi@gmail.com, syofia_delfi@yahoo.com, masyhurr20@yahoo.com
Contact: 085274141655

Student of English Study Program
Language and Arts Department
Faculty of Teachers Training and Education
Universitas Riau

Abstract: *The purpose of this research is to know the effect of storytelling technique on student's speaking ability of first year students of SMAN 2 Pekanbaru. This research was pre-experimental design involving 36 students as a sample chosen through cluster random sampling. The data were gained after before and after the treatment implementing storytelling technique. The students were given pre-test and post-test. The result of this research shows that storytelling technique had an effect to student's speaking ability because there was a significant difference between the post-test and pre-test. It shows that the storytelling technique could help the students to improve their speaking ability. This research suggests that the students should read and speak more to improve their speaking ability.*

Keywords: *Effect, Ability, Storytelling.*

PENGARUH DARI PENGGUNAAN TEKNIK STORYTELLING PADA KEMAMPUAN BERBICARA SISWA KELAS SATU DI SMAN 2 PEKANBARU

Esti Purwaningsih Erdiyanti, Syofia Delfi, Masyhur
estierdi@gmail.com, syofia_delfi@yahoo.com, masyhurr20@yahoo.com
Contact: 085274141655

Mahasiswa Program Studi Bahasa Inggris
Jurusan Bahasa dan Seni
Fakultas Pelatihan Guru dan Pendidikan
Universitas Riau

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui pengaruh teknik storytelling terhadap kemampuan berbicara siswa kelas I SMAN 2 Pekanbaru. Penelitian ini merupakan rancangan pra eksperimental yang melibatkan 36 siswa sebagai sampel yang dipilih melalui cluster random sampling. Data diperoleh setelah sebelum dan sesudah menerapkan storytelling. Hasil penelitian ini menunjukkan bahwa teknik storytelling secara parsial berpengaruh terhadap kemampuan berbicara siswa karena terdapat perbedaan yang signifikan antara post test dan pre-test. Ini menunjukkan bahwa teknik storytelling padat membantu siswa meningkatkan kemampuan berbicara mereka.. Selain itu, teknik storytelling dapat membantu siswa meningkatkan kemampuan berbicara mereka. Penelitian ini juga menyarankan bahwa siswa harus membaca dan berbicara lebih banyak untuk memperbaiki kemampuan berbicara mereka.

Kata kunci: Pengaruh, Kemampuan, Storytelling.

INTRODUCTION

Speaking is one of the language skills that students should master in learning English. Speaking is a way a person gets information from spoken. People speak for many reason, One may speak to inform or seek information, or persuade something. In other words, the purposes of speaking led the speaker to speak. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burn & Joyce, 1997).

Based on writers' observation and interview in SMAN 2 Pekanbaru, the first year students of SMAN 2 Pekanbaru learn English using scientific approach which is the students need to be active than the teacher. But many students in SMAN 2 Pekanbaru have difficulties in speaking and shy to talk. This is due to the fact that they are afraid of making mistakes, limited vocabulary, and difficulties in mastering the grammatical rules and poor in pronunciation. Those problems make the students passive in the learning process and unmotivated to speak. In order to solve the students' problem and increase the students' speaking ability, the teacher should provide some appropriate technique that can involve the students in practicing and learning English.

Storytelling, however, is the art of using language, vocalization, and/or physical movement and gesture to reveal the elements and images of a story to a specific, live audience (Haven, 2000). It also can be inferred that storytelling is a creative expression which are still important nowadays. Because it can explore students confidence especially in the kind of descriptive. Descriptive text, however, is a text that describes a person, place, or thing. It is create a verbal image so that the reader can see, hear or feel what they imagining. With imagining something, it can increase students' confidence. As Cockett and Fox (1999) say that telling stories offers a useful and enjoyable way of increasing the confidence and effectiveness between teller and listener, [storytelling] offers natural language experiences for students. Therefore, this research have effects on students' speaking ability of first year students of SMAN 2 Pekanbaru particularly on the topic of descriptive text.

METHODOLOGY

This is an pre - experimental research. According to Price and Oswald (2006), pre-experimental researchis a type of evaluation which is aimed to determine whether a treatment has the intended effect on participants. This research tries to see whether the treatment has an intended effect on the students' speaking ability. In this research, One Group Pretest - Posttest design will be used. One group pre-test – post-test design involves a single group that is pre-test, exposed treatment and post-test and one class will be involved in this research. The writer will compare the scores in pre-test and post-test to see whether the treatment is effective or not on the students' speaking ability.

The activity in performing this research can be shown in this schema;

Table 1. One Group Pre-Test Post-Test

Group	Pre-test	Treatment	Post-test
Experiment	O1	X	O2

(Sugiyono, 2011)

In a One Group Pretest – Posttest design, a single group participant will be measured on the dependent variable both before and after the manipulation of independent variable. In conducting the one group pre-test and post-test design, the writer needs to really understand the process in order to conduct the research well. This research process is : pre-test – treatment – post-test.

Table 2. The Population of the First Year Students of SMAN 2 Pekanbaru

Classes	Total of Students
X MIA 1	37
X MIA 2	36
XMIA 3	36
X MIA 4	35
X IIS 1	35
X IIS2	37
X IIS3	37
X IIS4	35
Total	288

(Source: Teachers office of SMA N 2 Pekanbaru 2017)

Since the number of the students is large, the sample will be selected to be representative of the population. Arikunto (2006) states if the population is more than 100, the sample should be 10-15% of the population. Because the number of the second year students is 297, it means 10% x 288 equals 28,8 or it can be regarded as 30 students minimally. Since every class has more than 30 students, the writer will take one class as the sample. Cluster random sampling will be used in this research.

In this research, the students' ability was observed and evaluated based on pronunciation, grammar, vocabulary, fluency and comprehension. Based on the syllabus, the teaching material are ,about Recount, Narrative and Descriptive text. In this research, the writer chose Descriptive Text to make the student focus and adjust the curriculum for speaking ability. This research will be conducted during 4 weeks or 4 meetings. The first meeting was for a Pre-Test, the writer collected the data to strengthen it. A pre-test and a post-test are used to collect the data in this research. In this research, the writer will using Gere (2002) By Word of mouth: A Storytelling Guide for the Clasroom and Samantaray (2014 In International Journal of Language & Linguistic)'s procedures. The pre-test was conducted in the first meeting in the class (pre-test was given before doing the experiment) to know students' knowledge and achievements of the speaking's material. The pre-test will be in the oral test form. This

pre-test will be conducted by giving a story for the student and ask the students to retell the story that have been given.

Treatment was conducted by explaining the material and also the steps that students must do as long as the treatment is conducted. The person who will teach the students is the writer herself. The treatment will be conducted four times. The treatment procedures were as following: first, the teacher show the outline of the story. Second, the students observe the outline of the story. Third, the teacher asked the students to say what they see in the outline. Fourth, the teacher and the students develop the story based on the outline. Fifth, the teacher shows the story. Sixth, 2 or 3 students narrate the story in the front of the class. Seventh, the teacher and the students point out the best speaker. Eighth, the teacher explains why the best speaker become the best. Ninth, the teacher remind the students about the students' story. For the following days, first, the teacher greets the students. Second, the teacher brainstorms and reminds the stories in the last meeting and ask the students together say about their understanding in last material. Third, the teacher divided students in group of 5 or in pair. Fourth, the teacher asks the students to choose the story that show in projector. Fifth, the teacher asks students to delevelop the story based on what students choose. Sixth, the teacher asks students to narrate their story in group or pair. Seventh, the teacher explain the material for the meeting. Eighth, the best group is awarded.

The data was scored by three raters. The data was analyzed using SPSS 23.0 and Microsoft Excel. The writer compared the result of pre-test and post-test student's speaking test through T-Test. To classify students' score, the writer was adapted Harris (1974) classification score.

Table 3. The Classification of Students' Score

Test Score	Level of Ability
80 – 100	Excellent
60 - 79	Good
50 - 59	Average
0 - 49	Poor

Adapted from Harris (1974)

RESULTS AND DISCUSSIONS

The writer presents the result of the test showing the students' ability in terms of components of speaking. The students were assessed in five components, namely: pronunciation, grammar, vocabulary, fluency and comprehension. Each component has 1-5 categories using Brown's scale. The writer presents the result based on the data obtained from the three raters who got Sarjana degree in order to make the data more objective, valid and reliable.

Results of Pre-Test

As the writer stated before, before using storytelling technique, the writer conducted a pre-test to get the based score of the students before the technique was applied. After the assessment were collected and calculated by the three raters, it was found that the average score of the students' speaking ability in the pre-test was 52.11. The data of the students' average score on the five aspects of speaking is shown in table.

Table 4. Students' Ability in Each Aspects of Speaking in Pre-test

No	Component of Speaking	Average (R1+R2+R3)
1	Pronunciation	52.22
2	Grammar	53.88
3	Vocabulary	50.18
4	Fluency	54.25
5	Comprehension	50.00
	Average Total Score	**52.11**

The table 4 shows the average score in the aspects of speaking in pronunciation based on three raters are 52.22. The average score for grammar is 53.88. The average score for vocabulary is 50.18. Then, the average score for fluency and comprehension is 54.25 and 50.00. Based on the description above, the highest average score of each component is fluency and the lowest one is comprehension.

The Result of Post-Test

A post-test was administrated after doing the pre-test and treatment for fourth meetings. The treatment is conducted for 4 meetings because following the applicable syllabus. The post-test used the same test with the pre-test in order to measure the difference before and after treatment that was taught by using Storytelling technique. The results were also collected and calculated by three raters. It was found that the average score of students' speaking ability in post-test is 69.59. The details can be seen in the following table:

Table 5. Student's Ability in Each Aspect of Speaking in the Post- Test

No	Component of Speaking	Average (R1+R2+R3)
1	Pronunciation	69.06
2	Grammar	72.22
3	Vocabulary	70.28
4	Fluency	71.45
5	Comprehension	64.65
	Average Total Score	**69.59**

Table 5 shows that the average score of pronunciation in the aspects of speaking is 69.06. Then, the grammar score is 72.22, vocabulary is 70.28, fluency and comprehension is 71.45 and 64.65. Based on the description above, the lowest score in the component of speaking is still comprehension with average score is 64.65. The highest score in the component of the speaking is vocabulary with the score72.22. The average score of students' ability in speaking is in good level with total score in speaking aspect was 69.593. It increases from average total score in pre-test which was only 52.11

The Comparison Between Pre-Test and Post-Test

The findings show a positive result from the pre-test to the post-test using storytelling technique in students' speaking ability. The comparison of each component in speaking is presented in the table below.

Table 6. Students' Average Score in Each Aspects of Speaking

No	Component of Speaking	Pre- Test	Post- Test	Different Score
1	Pronunciation	52.22	69.06	16.84
2	Grammar	53.88	72.22	18.34
3	Vocabulary	50.18	70.28	20.10
4	Fluency	54.25	71.45	17.20
5	Comprehension	50.00	64.65	14.65

Table 6 shows the students' average score in each of aspects speaking significantly increases. It proves that using storytelling technique in speaking improved speaking ability on students' average score in each component of speaking.

The Result of T-Test

In this research, T-Test formula was used to compare Pre-Test and Post-Test result in determining whether the hyphotesis is accepted and it also measures whether the instruments in the treatment can give an effect on the students' speaking ability or not. In performing pre-experimental research, a hyphotesis is required to see whether there is a significant difference after the method was completely performed. The mean of the pre-test score achieved by the first year students is 52.11. When the treatment had given to the students, the improvement of students' speaking ability happened. The improvement could be seen in their mean score as shown in post-test results is 69.59. The margin of pre-test and post-test achieved is 17.48. Aside from the improvement score of pre-test and post-test, in order for the hyphotesis could be accepted, the results of "t" test formula is also required. The 't' test formula can be seen in table 7.

Table 7. T-Test Table
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	69.5928	36	9.90492	1.65082
	Pretest	52.1114	36	8.37496	1.39583

Table 7 shows that the mean score of pre-test is 52.1114 and the mean score of post-test is 69.5928. The difference between the mean score of the pre-test and the post-test is 17.4814 . The difference of mean score shows the effect of students' speaking ability test after treatment. Standard deviation is a spread of values in the sample while standard error mean is an estimate of that standard deviation, derived from a particular sample used to compute to estimate. So, the spread of values in the sample of pre-test is 8.37496 while standard error of mean is 1.39583. Besides that, the standard deviation and standard error for post-test is 9.90492 and 1.65082.

Table 8. Paired Sample Test
Paired Samples Test

		Paired Differences							
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean			Lower	Upper	t	df	
Pair 1	Posttest - Pretest	17.48139	8.88923	1.48154	14.47370	20.48907	11.799	35	.000

The value of the t-test is 11.799, while the value of the t-table is 2.030. Therefore, it can be concluded that there is a significant difference between the pre-test and the post-test results. In other words the alternative hyphotesis of this research is accepted and the null hyphotesis is rejected.

After knowing the mean, the standart deviation and the standard error score, there was paired samples correlation table that explained thecorrelation of pre-test and post-test. The paired sample correlation can be seen on the table 9 below:

Table 9
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Posttest & Pretest	36	.538	.001

Considering the data shown on the table 9 the correlation coefficient is 0.538 which the number of students are 36 students.

Discussion

The first year students' speaking ability of SMAN 2 Pekanbaru has a significant effect after applying the storytelling technique. After applying the treatment, there was an improvement in students' speaking post-test. The result of the T-test table and the students' average score in each component of speaking shows that mean score of post-test was higher that pre-test. Then, the difference between before and after treatment reached a significant level after being examined by t-test. The data analysis showed that t-test was higher than t-table (11.799 > 2.030).

According to the result, the highest different score in post-test is vocabulary (20.10). It increases because the implementation of storytelling technique. When the students read a text that was given to them, they will learn new vocabularies. Moreover, they will use the new vocabulary in their performance and it makes their vocabulary increases. Because the students' vocabulary increases, their grammar are also increases because vocabulary and grammar have a correlation between one to another. The correlation, however, grammar is needed for students for arrange a correct sentence in speaking, while vocabularies needed to convey the meaning and communicate with each other. And so, when the students had enough vocabulary, they will be easy to understand grammar. Since vocabulary and grammar increase, fluency also increases. In perform a story, only a small number of student pause and "ums" or "aaa". This indicated that the students do not have to spend a lot of time searching for the vocabulary.

Pronunciation, however, is the second lowest after comprehension. Because the limited time, the students did not practise the text, the students only speak based on what they read and it makes them mispronounce the word. The lowest different score of the component of speaking in the pre-test and the post-test is comprehension. In the learning process, students were unable to comprehend English because some students still memorizing the text and not understanding the text.

Based on Harmer (2007), speaking concerned with component of grammar, vocabulary, pronunciation, fluency and comprehension. If the students have the ability in the five components, we can make sure that storytelling take an effect to the student and make the students become a good speaker. This result was in line with previous study conducted by Ratih Inayah (2015) and Inten Mujizat (2016) indicated that using storytelling technique have effect on students' speaking ability. Furthermore, the answer to the formulation of problem is there is a significant effect of storytelling technique on the speaking ability of the first years students of SMAN 2 Pekanbaru. The finding supports alternative hypothesis. The result of the finding did help improve students' speaking ability.

After doing all steps in the treatment, the research found some strength and weakness during the treatment. Besides, storytelling develop student's skill through listening other storyteller, speaking as a storyteller, raising students' self confidence and engages learners to learning more.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

In this research, the writer used storytelling as a technique to make students familiar to use English for communication with other students and improve their speaking ability. Thus, it has been stated in Chapter I that the objective of this study is to find out whether there is a significant effect of storytelling technique on students' speaking ability of the first years students of SMAN 2 Pekanbaru. This research was applied by using one group pretest-posttest. 36 students in class X MIA 2 were selected as the sample and taught speaking by using storytelling.

Based on the data, the result in pre-test and post-test showed that their ability in speaking was increased. It can be seen in pre-test, the average score was 52.11 meanwhile in post-test, the average score was 69.59. Moreover, the average level was in the Good level. It means that there was a significant difference between the results of pre-test and post-test. Therefore, the alternative hypothesis was accepted and null hypothesis was rejected.

Recommendations

Based on the results of the research, the writer would like to offer some recommendations for the following people.

1. The Students

The students may use storytelling to expressing opinion, ideas, feeling and expression when they are speaking in front of the class. They also need to pay attention to the teacher explanation. Therefore, they can understand the language feature and social function of a text. They also need to read more and speak more to improve their comprehension and their pronunciation.

2. The Teacher

The teacher may use storytelling as an alternative technique to improve the student's ability in speaking especially descriptive text. Then, the teacher should control and manage the students when they were working in groups to get an effective learning. The teacher's role is essential to train and guide the students in teaching learning process. The teacher also can give homework for the students. In this way, the students can develop and improve their speaking. Then, all of the students' work should be checked, corrected, and score, hence, the students' motivation can be built up.

3. Other Researcher

Considering the methodology of the research, the writer suggests to use control group and experiment group as the samples. They also may use other experimental research design and conduct a study on the use of storytelling in speaking with other kinds of text. In addition, they should they should organize the time as good as possible in conducting the research effectively in order to get satisfied result.

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