THE EFFECT OF STORYTELLING TECHNIQUE ON THE SPEAKING ABILITY OF THE THIRD YEAR STUDENTS OF SMP N 1 BENAI

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Abstract: The purpose of this research is to know the effect of storytelling technique on student's speaking ability of the third year students of SMP N 1 Benai. This research was pre-experimental design involving 22 students as a sample chosen through cluster random sampling. The data were gained before and after the treatment implementing storytelling technique. The students were given pre-test and post-test. The average score for pre-test was 46.54 and the average score for post-test was 63.21. The data shows that there are an increass from the pre-test and the post-test. The data analysis shows that the t-test is higher than t-table (7.517> 2.08).The result of this research shows that storytelling technique had an effect on students' 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. Related to this research the aspect of fluency has the highest different score then, grammar and pronunciation has the lowest score. Thus, the learning process need to focus on that aspects.

Keywords: Effect, Ability, Storytelling.

PENGARUH TEKNIK BERCERITA TERHADAP KEMAMPUAN BERBICARA PADA SISWA TAHUN KETIGA DI SMP N 1 BENAI

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      Abstrak: Tujuan penelitian ini adalah untuk mengetahui pengaruh teknik bercerita terhadap kemampuan berbicara siswa siswa kelas III SMP N 1 Benai. Penelitian ini adalah desain pre-eksperimental yang melibatkan 22 siswa sebagai sampel yang dipilih melalui cluster random sampling. Data diperoleh sebelum dan sesudah perlakuan menerapkan teknik bercerita. Para siswa diberikan pre-test dan post-test. Skor rata-rata untuk pre-test adalah 46,54 dan skor rata-rata untuk post-test adalah 63,21. Data menunjukkan bahwa ada peningkatan dari pre-test dan post-test. Analisis data menunjukkan bahwa t-test lebih tinggi dari t-tabel (7.517> 2.08). Hasil penelitian ini menunjukkan bahwa teknik bercerita berpengaruh pada kemampuan berbicara siswa karena ada perbedaan yang signifikan antara post-test dan pre-test. Ini menunjukkan bahwa teknik mendongeng dapat membantu siswa untuk meningkatkan kemampuan berbicara mereka. Terkait dengan penelitian ini aspek kelancaran memiliki skor yang berbeda paling tinggi maka, tata bahasa dan lafal memiliki skor terendah. Dengan demikian, proses pembelajaran perlu fokus pada aspek itu.

Kata kunci: Pengaruh, Kemampuan, Bercerita.

INTRODUCTION

Language is a tool for communication in doing social interaction. As social people they need to communicate to each other to fulfill their necessity or desire. By using language people can give information, express feeling and ideas. Today, English is very important because it has become an International language. In other words, people use it as a media for communicating internationally. Therefore, people need to master it. Furthermore, when the learners want to learn English, there are four skill that they need to learn; listening, reading, speaking and writing.

Speaking is one of the important language skills that learners need to learn. Through speaking, they can communicate to each others to achieve particular goals, to express their opinions, intentions, hopes, or point of view. According to Fisher & Frey (2007), speaking is the uniquely human act or process of sharing and exchanging information, ideas, and emotions used in oral language. By speaking, people can communicate with others in order to share their feelings. The goal of speaking is to achieve an interactive communication between the listeners and speakers. Richards & Renandya (2002) state that speaking is a basic element of language proficiency and provides much of the basis for how well learners to listen, to write, and to read.

Based on writer informal interview with an English teacher who is at SMPN 1 Benai. According to her, teachers use scientific approach based on the curriculum 2013. In other words, students need to be more active then the teachers in English teaching and learning process. But in fact, some of the students seem to have low confident in speaking English because of their apprehensive about making mistakes.Furthermore, students think that there are some problems faced when they try to speak English such as students think English is hard to learn, students do not know how to pronounce the words, and the other problem deals with the lack of vocabulary.

According to Harris (1974),speaking is a complex language skill requiring the simultaneous use of different abilities which often develop different rates. To solve these problems, the teacher should choose an appropriate and interest technique so that the students are engaged in the course of English instruction. There are various technologies used in teaching speaking skill. In this respect, the writer would like to propose an alternative technique that is Storytelling.

Using Storytelling in teaching speaking gives the maximum opportunities for students to speak more than the teacher. Moreover, this technique helps the students to practice speaking more often. By using storytelling technique students are expected to gather the ideas of the story and to fluency in speaking.Thornbury (2005) states that storytelling is a universal function of language and one of the main ingredients of casual conversation that express the narrative story. By using storytelling, the students can search their memories for details about an event as they are telling orally. In line with this, Wright (2004) states that stories can motivate, stimulate imagination and arouse students interests.

For the explanation above, the writer conducted the research entitled "The Effect of Storytelling Technique on Speaking Ability of the Third Year Students of SMPN 1 Benai".

METHODOLOGY

Participants of the Research

The participants of this research were the third year students of SMAN 1 Benai. The researcher did the research on class IX C which consisted of 22 students. The sample was selected by using random sampling technique.

The Data Collection Technique

According to Nunan (1991), pre-experimental research is designed to collect data in such a way that threats to the reliability and validity of the research has ministered. The source of the data was taken from an oral test in retelling story of narrative text. Test is a method of measuring a persons' ability, knowledge, or performance in a given method (Brown, 2004).This research was conducted during 8 meetings. The first meeting was for a Pre-Test, six meetings for treatments and once for post-test.

The data were collected from pre-test and post-test. Pre-test was administered before the treatment and post-test was administered after the treatment. In data collection technique, the research procedure can be described as follows:

a. Pre-test

The pre-test is the test before administering the treatment. It was the first step to find out the students speaking ability before the treatment applies. The pre-test was in the oral test form. This pre-test was conducted by give a story for the students, give them time for 15 minutes to read the story and ask them to retell the story in narrative text without script. Thus, their performance was measured by raters.

b. Treatment

Treatment was conducted by explaining the material and applying storytelling technique in teaching learning process, this is the steps that students should be doing as long as the treatment is conducted. The treatment was conducted for six times. The procedures of storytelling was adopted from Samantaray (2014), the steps are: (1) The teacher prepares the outline of stories and writes them separately on colored papers and hangs them with the help of a thread on the whiteboard. (2) The students are formed into groups of 5 members. (3) Each group is asked to pick up a paper from the whiteboard. (4) Groups are then given 15 minutes time to develop a story from the given outline. (5) They are then asked to come along with their group members and narrate the story before the class. (6) The best group is awarded.

1. First meeting

   Pre-teaching
   - Teacher greets students
   - Check the attendance list
   - The teacher introduces the topic of storytelling

   While-teaching
   - Teacher introducing what is storytelling technique
   - Teacher gives story to the students and asks them about what they already know about the story.
   - The teacher explain the outline of the story
   - The students observe the outline of the story
   - Teacher gives the exercises to students and they should do it by themselves not group.
   - 2 or 3 students come in front of the class to retell the story

   Post-teaching
   - The teacher and the students point out the best speaker
   - The teacher explain why the best speaker become the best
   - Closing the lesson, saying goodbye and leaving the class

2. Second meeting

   Pre-teaching
   - Teacher greets students
   - Teacher invites students to prepare themselves for study
   - Check the attendance list
   - Teacher ask the students about their previous lesson

   While-teaching
   - Teacher introducing what is storytelling technique
   - Teacher gives story to the students and asks them about what they already know about the story.
   - The teacher explain the outline of the story
   - The students observe the outline of the story
   - Teacher gives the exercises to students and they should do it by themselves not group.
   - 2 or 3 students come in front of the class to retell the story

   Post-teaching
   - Teacher and students together reflect on what they have done during the lesson.
   - Asking the students if there is any question related to the lesson

d. Transcription

The writer used the performance record of the students' pre-test and post-test when they were retelling story in front of the class by using voice recorder. The students' production was measured by three raters. The voice recorder of students was distributed and assessed by the raters. The raters were English teachers in SMPN 1 Benai who have been teaching for more than 5 years.

The Data Analyzing Technique

The purpose of this research was to find out whether there is a significant effect of using Storytelling Technique on the students' speaking ability in retelling narrative text or not. Three raters were asked to assess the students' speakingperformanced in order to have valid, objective and reliable data. They were Rosmini S.pd, Yeni Fitri Misesya S.pd, Fitria Deliana Abadi S.pd.

The first rater was Rosmini S.pd. She was graduated from Universitas Riau. She has been teaching for 12 years at SMPN 1 Benai. The second rater was Yeni Fitri Misesya S.pd. she was graduated fromUniversitas Riau. she has been teaching for 7 years at SMPN 1 Benai. The Third rater was Fitria Deliana Abadi S.pd. She has been teaching for 7 years at SMPN 1 Benai. She was graduated from UniversitasRiau.

According to Brown (2004), there are five components of speaking would be scored; they were pronunciation, grammar, vocabulary, fluency, and comprehension. The classification of students scores as follows.

Table 1 Scores for Speaking Aspects

Aspect	Level	Description
Pronunciation	5	Clear pronunciation
	4	Easy to understand students' pronunciation.
	3	Pronunciation problem leads to misunderstanding
	2	Very hard to understand because of the pronunciation problem
	1	A serious problem in pronunciation, so it cannot be understood
Grammar	5	Make a few noticeable errors of grammar
	4	Sometimes makes grammatical errors and it influences the meaning
	3	Makes frequent errors of grammar and should re-arrange the sentence
	2	Grammar and errors make comprehension difficult
	1	Errors in grammar are unintelligible
Vocabulary	5	Correct use of vocabulary
	4	Sometimes uses inappropriate words but still can be understood
	3	Frequently uses the wrong words, conversation

		somewhat limited because of inadequate vocabulary
	2	Limitations of vocabularymake comprehension quite difficult
	1	Vocabulary limitation so extreme as to make conversation virtually impossible
Fluency	5	Speak fluently
	4	The speed of speech seems to be slightly affected by language problems
	3	Often stuttering, need to think first what to say
	2	Usually hesitant and stutter, the sentence may be left uncompleted
	1	Very stuttering
Comprehension	5	Appears to understand everything without difficulty
	4	Understands nearly everything at normal speed, although repetition may be necessary
	3	Understands most of what are students said with slower normal speed
	2	Difficulty to understand what the students talk about even with frequent repetitions
	1	Cannot understand most students say

The calculation of the students speaking ability could be seen in the following formula:

$$SA = \frac{\text{Total Score } (P + G + V + F + C)}{5}$$

Where:
SA = Speaking Ability
P = Pronunciation
G = Grammar
V = Vocabulary
F = Fluency
C = Comprehension

In analyzing the data, to find out the real score, this study used the formulas as follows:

$$RS = \frac{TS}{25} \times 100$$

Where:
RS = Real score each individual students
TS = Total score of aspects of speaking

Raters were asked to measure the students' speaking score. Then, the researcher calculated the score from the three raters.

$$T = R1 + R2 + R3$$

Where:
T   = Total Score of students
R1   = Score from Rater 1
R2   = Score from Rater 2
R3   = Score from Rater 3

After getting total score from the raters, the researcher calculated the real score using the following formula:

$$RS = \frac{TS}{MS} \times 100$$

Where:
RS   = Real Score for each Individual
TS   = Total Score of Speaking Aspects
MS   = Maximum Score

(Adopted from Harris, 1974)

To find out the effect of storytelling technique on the student's speaking ability, the writerused the T-test in comparing the results of the student's speaking test of pre-test and post-test, and also SPSS 23.0 (Statistical Product and Service Solution) for windows used to establish T-test score, the mean, variance, and accurately a test data.

Research Findings

The objective of this research is to find out whether there is a significant effect of Storytelling Technique on the speaking ability of the third year students of SMPN 1 Benai. The IXC class consisted of 22 students. To measure the students' speaking ability the data were collected through speaking test to the students. They had to retell a story in narrative text. A pre-test was given at the beginning of the research to find out the students' ability before the treatment and the post-test was given after the treatment.

The writer presents the result of the test showing the students' ability in terms of some components of speaking. The students were assessed in five components, namely: pronunciation, grammar, vocabulary, fluency, and comprehension. Each component has one to five categories using Brown's scale. The writer presents the result based on the data obtained from three raters. They were Rosmini S.pd, Yeni Fitri Misesya S.pd, Fitria Deliana Abadi S.Pd.

1. **The Result of Pre-Test**

Table 2. The Real Scores of Pre-Test

No	Name	Real Score			The Average of Three Raters
		R1	R2	R3	
1	Student 1	48	48	56	50,66
2	Student 2	40	44	44	42,66
3	Student 3	40	44	44	42,66
4	Student 4	48	40	40	42,66
5	Student 5	48	52	32	44
6	Student 6	48	44	44	45,33
7	Student 7	44	48	48	46,66
8	Student 8	56	44	52	50,66
9	Student 9	48	52	48	49,33
10	Student 10	48	48	52	49,33
11	Student 11	52	48	48	49,33
12	Student 12	36	56	32	41,33
13	Student 13	44	44	48	45,33
14	Student 14	48	48	52	49,33
15	Student 15	40	44	44	42,66
16	Student 16	44	44	48	45,33
17	Student 17	44	36	32	37,33
18	Student 18	56	44	52	50,66
19	Student 19	48	48	56	50,66
20	Student 20	40	60	40	46,66
21	Student 21	44	44	52	46,66
22	Student 22	56	56	52	54,66
Total		1020	1036	1016	1024
Average Score		46,36	47,09	46,18	46,54

As stated previously, the writer conducted a pre-test to get the basic score of the students before the technique was applied. After the test was collected and calculated by three raters, it was found that the average score of the students' speaking ability in the pre-test was 46.54. The data of the students' average score on the five aspects ofspeakingisshown in the table.

Table 3. Students' Ability in Term ofAspect of Speaking in Pre-test

No	Component of Speaking	Average (R1+R2+R3)
1	Pronunciation	45.15
2	Vocabulary	50.00
3	Grammar	39.09
4	Fluency	43.33
5	Comprehension	55.15
	Average Total Score	46.54

Table 3 shows that the average score in terms of pronunciation according to the three raters is 45.15. The average score for grammar is 39.09. The average score for vocabulary is 50.00. Then, the average score for fluency is 43.33 and in term of comprehension is 55.15. The highest average score in term of component is comprehension and the lowest average score is grammar.

2. The Result of Post-Test

Table 4. The Real Scores of Post-Test

No	Name	Real Score			The Average Score of Three Raters
		R1	R2	R3	
1	Student 1	48	48	56	52
2	Student 2	40	44	44	57,33
3	Student 3	40	44	44	73,33
4	Student 4	48	40	40	57,33
5	Student 5	48	52	32	60
6	Student 6	48	44	44	72
7	Student 7	44	48	48	60
8	Student 8	56	44	52	52
9	Student 9	48	52	48	60
10	Student 10	48	48	52	68
11	Student 11	52	48	48	60
12	Student 12	36	56	32	76
13	Student 13	44	44	48	76
14	Student 14	48	48	52	57,33
15	Student 15	40	44	44	62,66
16	Student 16	44	44	48	60
17	Student 17	44	36	32	74,66
18	Student 18	56	44	52	62,66
19	Student 19	48	48	56	57,33
20	Student 20	40	60	40	64
21	Student 21	44	44	52	70,66

| No | Name | Real Score | | | The Average Score of |
		R1	R2	R3	Three Raters
22	Student 22	56	56	52	57,33
	Total	1020	1036	1016	1390,66
	Average Score	46,36	47,09	46,18	63,21

The post-test was administrated after the treatment for six meetings. The pre-test and post-test are the same test to measure the difference before and after treatment using Storytelling technique. The results were also collected and calculated by three raters. It was found out that the average score of the students' speaking ability in the post-test is 63.21. The details can be seen on table 5:

Table 5. Student's Ability in Term of Aspect of Speaking inPost- Test

No	Component of Speaking	Average (R1+R2+R3)
1	Pronunciation	59.70
2	Vocabulary	65.45
3	Grammar	57.58
4	Fluency	64.55
5	Comprehension	68.79
	Average Total Score	**63.21**

Table 5 shows that the average score of pronunciation is 59.70. Then, the grammar score is 57.58, vocabulary score is 65.45, the fluency score is 64.55 and the comprehension score is 68.79. Based on the description above, the lowest score in the component of speaking is grammar with the average score is 42.42. The highest score in the component of the speaking is comprehension with the score of 68.79.

The average score of the students' ability in speaking with the total score in speaking aspect was 63.21. It increases from the average total score in pre-test whichwas 46.54.

3. The Comparison Between the 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 Term of aspect of Speaking

No	Component of Speaking	Pre- Test	Post- Test	Different Score
1	Pronunciation	45.15	59.70	14.55
2	Vocabulary	50.00	65.45	15.45
3	Grammar	39.09	57.58	18.49
4	Fluency	43.33	64.55	21.22
5	Comprehension	55.15	68.78	13.63

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

4. 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 hypothesis 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 hypothesis is required to see whether there is a significant difference after the technique was completely performed. The mean of the pre-test score achieved by the first year students is 46.54. The improvement could be seen in their mean score as shown in post-test results is 63.21. The margin of pre-test and post-test achieved is 16.67. Aside from the improvement score of pre-test and post-test, in order for the hypothesis 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

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Posttest	63,2121	22	7,53865	1,60724
Pretest	46,5455	22	4,07151	,86805

Table 7 shows that the mean score of the pre-test is 46.5455 and the mean score of post-test is 63.2121. The difference between the mean score of the pre-test and the post-test is 16.6667. 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 means 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 4.07151 while standard error of the mean is 0.86805. Besides that, the standard deviation and standard error for post-test are 7.53865 and 1.60724.

Table 4.7. Paired Sample Test

| | Paired Differences | | | | | T | Df | Sig. (2-tailed) |
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
				Lower	Upper			
P a i r 1 postt est – prete st	16,66667	10,39943	2,21717	12,05582	21,27752	7,517	21	,000

The value of the t-test is 7.517, while the value of the t-table is 2.08. 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 hypothesis of this research is accepted and the null hypothesis is rejected.

DISCUSSION

The teaching learning process was divided into three steps. The first stepis the pre-test. It aims to know their speaking ability before doing treatment. The second step isgiving the treatment to the students in six meetings. In this treatment, the writer introduced storytelling technique to the students. Then, divided the students into several groups that consist of four or five members. The students asked to pick up a paper from the white board. Next, the students were given 15 minutes time to develop a story from the given outline. The students then asked to come along with their group and retell the story.

The third step is post-test. The aim os post test is to see the effect of storytelling technique whether there is an increase or not. The result shows that the mean score of post-test is higher than the pre-test (63.21>46.54). Then, the data analysis shows that the t-test is higher than t-table (7.517> 2.08).

According to the result, thedifferent scoresof vocabulary is 15.45. It increases after the implementation of storytelling technique. When the students read a text theylearn new vocabularies. Moreover, theyuse the new vocabulary in their performance and it makes their vocabulary increases. Then, grammar is increased (18.49) after the implementation of storytelling technique. Vocabulary and grammar have a correlation between one to another. The relation to the statement above, grammar is needed by the students to arrange a correct sentence in speaking, while vocabularies needed to convey the meaning and communicate with each other. So, when the students had enough vocabulary, they are easy to understand grammar. In addition, fluency also increases (21.22) after the implementation of storytelling technique.In performing a story several small numbers of student pause and "us" 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 in the different score. Because of the limited time, the students did not practice 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 the component of grammar, vocabulary, pronunciation, fluency, and comprehension. If the students have the ability in the five components, we can make sure that storytelling takes an effect to the student and make the students become a good speaker. This result was line with the result of studies by Inayah Ratih (2015), Esti Purwaningsih Erdiyanti (2017), and M. Syukron Katsir (2011) indicated that using storytelling technique have an effect on students' speaking ability. Furthermore, the answer to the formulation of the problem is there is a significant effect of storytelling technique on the speaking ability of the third year students of SMPN 1 Benai. The finding supports the alternative hypothesis. The result of the finding did help improve students' speaking ability.

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 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 third year students of SMPN 1 Benai. This research was applied by using one group pretest-posttest. IX class C with 22 students 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 the pre-test, the average score was 46.54 and the average score for post-test was 63.21. It means that there was a significant difference between the results of pre-test and post-test. Therefore, the alternative hypothesis was accepted and the 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. Students

   To make students successful in the learning process and get a better result, the students should pay attention to the teacher's explanation. The students are expected to be more active in taking part in speaking activities. Based on the result the students are not used their time as good as they can.

2. The Teacher

Using storytelling can be as an alternative technique to improve the student's ability in speaking especially narrative text. Related to the findings of this research grammar and pronunciation has the lowest score. Thus, the teacher need to focus on that aspects to learn.

3. Other Researcher

Considering the methodology of the research, the writer suggests using another research design. In addition, they should organize the time as good as possible in conducting the research effectively in order to get satisfied result.

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