

# ***THE EFFECT OF STORYTELLING IN IMPROVING THE STUDENTS' SPEAKING SKILLS AT SMA NEGERI 1 RENGAT***

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**Abstract:** *The research was conducted at SMA Negeri 1 Rengat with a purpose of examining the effect of storytelling technique in enhancing the students speaking skills. The method used in executing the research was pre-experimental design, specifically one-group pre-test post-test design. The tenth grade students that include 32 students were taken as the sample by using cluster random sampling technique. The procedures in conducting the research were started by delivering the pre-test, followed by applying the treatment, and then deploying the post-test as the last step. The treatment was conducted by teaching with storytelling method through an online platform (Zoom). The result of the data analysis showed that the mean score of the pre-test is 67.5 and the average score of the post-test is 85.5. Moreover, the value of the t-test is higher than the t-table ( $8.44 > 1.670$ ), which means the alternative hypothesis ( $H_a$ ) is accepted, whereas the null hypothesis ( $H_o$ ) is rejected. The difference between the mean score of the pre-test and the post-test as well as the hypothesis testing result clearly point out that there is a significant effect of storytelling in improving the students speaking skills.*

**Key Words:** *Speaking, Speaking Skills, Storytelling.*

# **PENGARUH STORYTELLING DALAM MENINGKATKAN KEMAMPUAN BERBICARA MURID SMA NEGERI 1 RENGAT**

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**Abstrak:** Penelitian ini dilaksanakan di SMA Negeri 1 Rengat dengan tujuan untuk melihat pengaruh teknik storytelling dalam meningkatkan kemampuan berbicara murid. Metode yang digunakan dalam pelaksanaan penelitian ini adalah metode pre-eksperimental, khususnya desain one-group pre-test post-test. Murid kelas sepuluh yang berjumlah 32 orang dipilih sebagai sampel penelitian melalui teknik cluster random sampling. Prosedur penelitian diawali dengan memberikan pre-test, lalu dilanjutkan dengan menerapkan treatment, kemudian memberikan post-test sebagai langkah terakhir. Treatment dilaksanakan melalui mengajar dengan metode storytelling secara online dengan aplikasi Zoom. Hasil penelitian menunjukkan bahwa nilai rata-rata pre-test adalah 67,5 dan nilai rata-rata post-test adalah 85.5. Terlebih lagi, nilai t-test lebih tinggi dibandingkan nilai t-table, hal ini berarti bahwa hipotesis alternatif ( $H_a$ ) diterima, sedangkan hipotesis nol ( $H_o$ ) ditolak. Perbedaan nilai pre-test dan post-test beserta hasil tes hipotesis dengan jelas menunjukkan bahwa ada pengaruh besar storytelling dalam meningkatkan kemampuan berbicara murid.

**Kata Kunci:** Berbicara, Kemampuan Berbicara, Storytelling.

## INTRODUCTION

Speaking, a method of how a language is taken into use is defined as a crucial action of people to carry out their ideas as a key of communication through the use of the mouth. Moreover, it is classified as one of the four English skills, which include listening, speaking, reading, and writing. As claimed by Wilkin in Octarina (2001), speaking skill refers to one's ability in constructing and expressing sentences since communication is formed by the use of sentences to present a variety of attitudes in different environments. So, speaking ideally within various conditions or situations shows an improved skill of speaking of a person. Relating to this, someone who correctly speaks English that is accepted to be a global language surely brings benefits under every circumstance.

Furthermore, speaking as one of the four skills of English has to be learned in the most strategic and creative way. Bailey and Savage in Celce and Murcia (2001) states that speaking ability has been regarded as the most skill in need compared to the other three skills. Thus, teachers as the manager of the class have to find a way to be able to achieve the purpose of an improved speaking ability of the students. This is considering the fact that an uninteresting learning method may lessen students' interest in learning.

Indonesian high school students barely speak English to express their ideas during English learning class. They find it difficult to deliver their thoughts through using English. Jenep and Suwadi (2010) stated that such a problem faced by the students is caused by two factors which are external and internal factors. An external factor, for example, can be seen from the Indonesian language influence in the surrounding environment such as family and society which makes students often mix up their English with their mother tongue. On the other hand, internal factors revolve around students' behavior toward English, for instance reluctance to speak English because of having no confidence in doing so as well as because having a fear of being criticized due to incorrect pronunciation, intonation, and spelling that they might produce.

One of the techniques that can be advantageous to be used as a way to resolve the problem as described above is storytelling. Storytelling is generally understood as a spoken presentation of a story by the assistance of supporting sounds, properties, and pictures. A storyteller may use such supporting elements in order to hook the listeners' interest. Moreover, it is undoubtedly useful to tell an interesting story. A fascinating story could make English learning enjoyable as the learners will be exposed to a fun learning technique. This is in line with what is stated by Craig et al., (2001), in which he says that storytelling is very essential in English teaching as it contains demonstrable, measurable, and positive value.

On the basis of the explanation above, the researcher intends to conduct a research entitled "The Effect of Storytelling in Improving the Students' Speaking Skills at SMA Negeri 1 Rengat" in order to see whether storytelling can improve the students' ability in speaking English.

## METHODOLOGY

In conducting the research, the one-group pre-test post-test design of pre-experimental research was selected. The research itself was conducted at SMA Negeri 1 Rengat and the subject of this research was the students of class 10 MIPA 5. The reason as to why the research was conducted at this school is because the researcher was a former student and a sense of familiarity allowed the researcher to have a little interview with an English teacher of the school in which she stated that the students are struggling in speaking English.

The instruments of this research were tests. The tests are classified into two types based on the time of when they are delivered. The first test is pre-test which was distributed before delivering the treatment and the other test is post-test that was delivered after establishing the treatment. The treatment was applied by conducting experimental teaching in four meetings. As the research aimed to know the effect of storytelling on students' speaking skills, the tests solely focused on speaking assessment.

## RESULT AND DISCUSSION

### Result

Five speaking skills namely pronunciation, grammar, vocabulary, and fluency of the students were assessed as to achieve the objective of the research. The scoring was done by three raters on the basis of a rubric adapted from Kuhs. Each component of the speaking includes several categories which start from the lowest, 1, up to the highest, 4.

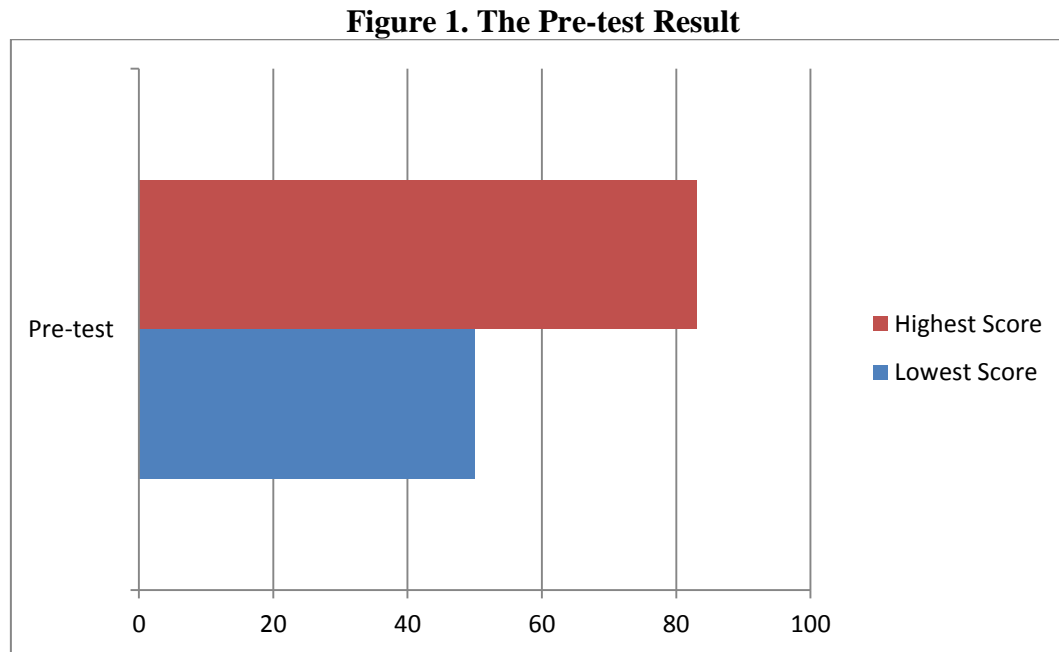
**Table 1. The Frequency of the Pre-test and Post-test Score**

Score	Pre-test		Post-test	
	Frequency	Percent (%)	Frequency	Percent (%)
50-55	3	9%	0	0%
56-61	8	25%	0	0%
62-67	3	9%	0	0%
68-73	8	25%	1	3%
74-79	9	28%	8	25%
80-85	1	3%	9	28%
86-91	0	0%	2	6%
92-100	0	0%	12	38%

It is shown in the table above that a large number of the students obtained the score in the range of 50-79 in the pre-test. On the contrary, most students were centralized in the score range of 74 – 100 in the post-test. The comparison between the number of the students based on the score range they achieved in the pre-test and the

post-test strongly signifies that the treatment indeed improved the students' speaking ability.

Then, the result of the pre-test is presented in the chart below:



The figure above shows that the lowest score is 50, while the highest score is 83. After performing a calculation, it is revealed that the mean is 67.3.

**Table 2. The Post-test Result**

N	Lowest Score	Highest Score	Mean
32	73	100	85.5

Following the implementation of the treatment, the post-test was distributed to the students. The result of the said test is shown in the table above. It can be seen that the lowest score is 73; meanwhile, the highest score is 100. The mean is also displayed with the score of 85.5.

**Table 3. The Difference of the Tests Result**

	N	Mean	Difference
Pre-test	32	67.3	18.2
Post-test	32	85.5	

As displayed in the table above, there were 32 students participated in both pre-test and post-test. The mean score of pre-test is 67.3, while the post-test is 85.5. The difference is shown to be 18.2, revealing that the improvement happened according to the post-test result.

**Table 4. Hypotesis Testing Result**

<b>T-test</b>	<b>T-table</b>	<b>Comparison</b>	<b>Classification</b>
8.44	1.670	T-test > T-table	Significant

Furthermore, hypothesis testing that enables the researcher in examining the comparison between the result of the pre-test and the post-test which was used in order to determine whether or not the treatment has any effect in reinforcing the students' speaking skills shows that  $t_o$  was higher than t-table ( $8.44 > 1.670$ ) as it is seen in the table above, indicating that  $H_o$  is rejected, whereas  $H_a$  is accepted. The significant difference between the post-test and the pre-test score clearly reveals that an improvement in speaking is seen among the students.

## **Discussion**

On the basis of the description and the explanation of the result, it can be taken into conclusion that storytelling is beneficial to be used as a teaching technique, particularly for teaching speaking. The result of the post-test is higher than the pre-test, making it evident that the students' speaking skills were improved. The treatment of storytelling surely brings significant effect on the students' speaking ability.

Moreover, the finding of this research reveals that the mean score of post-test is higher than the average score of the pre-test ( $85.5 > 67.3$ ). Equally important is the result of the hypothesis testing in which the results shows that the value of the t-test is higher than the t-table ( $8.44 > 1.670$ ). Hence, the researcher made a conclusion that the alternative hypothesis is accepted; meanwhile, the null hypothesis is rejected. Hence, achieving the hypothesis, "There is a significant effect of storytelling in enhancing the students' speaking skills."

The outcome of this research is compatible with the result of the research conducted by Sulistianingsih, Raja Patuan, and Huzairin (2014) in which the speaking skills of the students were significantly improved, especially their fluency. In addition to this, a research done by Inayah (2015) showed that storytelling technique enhanced the speaking skills of the students. Moreover, Fikriah's research that was conducted in 2016 also strengthen the point that storytelling indeed reinforced the students' speaking skills as it was found that the students' accuracy, fluency, and comprehension on language production were increased after the storytelling method was applied.

The findings of this research are also in line with the results of the research conducted by Zuhriyah (2017) as well. According to her research, speaking skills that include comprehension, fluency, grammar, vocabulary, and pronunciation were found to be improved. Furthermore, the result of this research showed the relevancy to the findings of increased students' speaking ability based on the research conducted by Hidayati (2019).

## CONCLUSION AND RECOMMENDATIONS

### Conclusion

In reference to the results of the data analysis, the researcher found that the storytelling method is able to empower the students' speaking ability. The average score of the post-test was shown to be higher by 18.2 points in comparison to the pre-test score. Moreover, the hypothesis testing result shows that  $t_o$  was higher than t-table ( $8.44 > 1.670$ ), signifying that  $H_o$  is rejected, whereas  $H_a$  is accepted. The significant difference between the post-test and the pre-test score clearly reveals that an improvement in speaking was seen in the students.

The speaking skills of the students that were improved include pronunciation, grammar, vocabulary, and fluency. The results found in the post-test showed that the students' make a smaller number of pronunciation mistakes. Additionally, the students could create a more appropriate sentence structure according to the rules of the language. Furthermore, the students were able to produce various words with fewer pauses in the post-test.

Thus, the researcher concluded that storytelling has a positive impact in boosting the SMA Negeri 1 Rengat Students, particularly the class 10 MIPA 5 students as the research subject. Storytelling technique surely brought worthy results for the students in reinforcing their speaking skills. It is simple yet extremely valuable.

### Recommendations

Having obtained the result, the researcher would like to express several recommendations which are as follows:

1. Learning methods are various. Generally, students tend to be interested in learning with joyous activities. Such learning activities that include enjoyable aspects are surely effective for teachers to transfer knowledge. Storytelling offers amusing yet advantageous benefits as it makes the students produce sentences with logical sequence. It also sharpens students' speaking coherence. Hence, storytelling is an extremely useful method to be used by teachers.
2. Telling a story requires continuous thinking. Generating ideas in an appropriate order surely enhances students' thinking capability. For this reason, students' obviously need to take into account that storytelling empowers their minds and their speaking ability.
3. The researcher hopes that this study can be used as a reference to any research with a similar topic.

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