

## Using Story Telling Technique to Improve The Speaking Ability of The Second Year Students of SMK Muhammadiyah 2 Pekanbaru

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**Abstract:** *This classroom action research was aimed to find out if the story telling technique could improve the speaking skill of the second year students of SMK Muhammadiyah 2 Pekanbaru. The participants were 28 students. The data was collected by using observation sheet, speaking tests, and field notes. The research finding indicated that the application of using story telling technique could improve students' speaking ability both at the first cycle and second cycle. The result of pre-test shows the average score of students speaking ability was 48.2. It improved to 64.9 on the post-test 1 and 76.1 on the post-test 2. It was also proved that applying story telling technique in teaching speaking could improve students' interest and motivation to speak and share ideas with their friends in groups. In addition, applying story telling technique could also improve students' ability to speak English in terms of grammar, vocabulary, pronunciation, fluency, and comprehension.*

**Keywords:** *Story Telling Technique, speaking Ability*

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**Abstrak:** Penelitian tindakan kelas ini bertujuan untuk mengetahui apakah teknik mendongeng dapat meningkatkan keterampilan berbicara siswa tahun kedua SMK Muhammadiyah 2 Pekanbaru . Para peserta adalah 28 siswa. Pengumpulan data dilakukan dengan menggunakan lembar observasi, tes, dan catatan lapangan. Hasil penelitian menunjukkan bahwa pelaksanaan penerapan teknik mendongeng sebagai teknik mengajar dapat meningkatkan kemampuan siswa berbicara baik pada siklus pertama dan siklus kedua. Temuan ini juga membuktikan bahwa dalam skor rata-rata siswa pre-test hanya 48,2. Meningkat menjadi 64,9 pada post-test 1, dan 76,1 pada post-test 2. Hal ini juga membuktikan bahwa penerapan prosedur teknik mendongeng dalam mengajar berbicara bisa meningkatkan minat dan motivasi siswa untuk berbicara dan berbagi ide dengan teman-teman di dalam kelompok. Selain itu, menerapkan teknik bercerita juga bisa meningkatkan kemampuan siswa berbahasa Inggris dalam hal tata bahasa, kosakata, pengucapan, kelancaran, dan pemahaman.

Kata kunci: Teknik Mendongeng, Kemampuan berbicara Siswa

## INTRODUCTION

Language is one form of communication in doing social interaction. As a social human someone needs to communicate to fulfill what she or he needs and wants. By using language someone can express their ideas. In the globalization era, English as an international language is very important as media to communicate. Because of its importance, English is taught in all formal school level, starting from elementary school up to senior high school.

Among the four skills of language, speaking is one of the basic skills that has been learnt by students. Richard (2008) states the mastery of speaking skill in English is a priority for many second-language or foreign language learners. Speaking is a basic skill to tell and share ideas in communication. Abbs and Freebairn (2000) states that speaking is a complex skill to be learned by learners because they have to think the ideas or thought they wish to express only if they are eager to know about sounds, structure, and vocabulary system of language.

As stated before speaking is one of the language skills that must be learnt by the students in the school. Therefore, the students need to practice their speaking in the school. Speaking is fundamental to human communication. In our daily lives, most of us speak more than write. The students can listen to English at home, read English at home, and even write English at home. But, most of them have few opportunities to speak English at home. So that, speaking skill should be taught and practiced in the language classroom. To make the students learn to speak English, each student must have a lot of opportunities to speak during the lesson. They need practice in the classroom.

Based on the curriculum 2013, speaking is also one of the skills to be learned by the students. However in SMK Muhammadiyah teaching and learning speaking in the classroom has some problems. Based on the writer's observation at the school and small test administered to some students from second year, the writer found some problems in speaking class. The problems were from both the teacher and the students. The problems from the teacher are mostly about the technique and the material used. The problems from the students are generally about the lack of vocabulary and not confidence to speak.

In addition, teaching method which are commonly used by the teachers in teaching speaking is a little bit inappropriate. Based on the English teacher information, they said that in teaching speaking, the teachers generally ask the students to read the conversation on the text book and then find the difficult words. In another words, the way of teaching speaking is in the same way as teaching reading.

The writer also found information in that observation and interview with some English teachers that their students were asked to do task in written form rather than spoken one. For example, when the teacher taught about expression of agreement, the teacher asked the students to make a conversation in pairs. After that the teacher asked some of the students to perform in front of the class. The lesson activities were not effective to students.

Basically, the problems did not only depend on the teachers as a facilitator in teaching and learning process but also on the students. Students had difficulties in speaking, most of them were afraid to make mistakes while speaking. This could be proven from the small test that had been done on May 2014 by the writer. The result score of the test was 62.5. It was lower than KKM which should be 75. It means that the learning material was not totally mastered yet. So, students still had difficulties.

From the explanation above it is necessary to find out an appropriate technique to solve the problems. The writer thinks that storytelling can be one of good technique for teaching speaking. In storytelling students can express ideas and use their own word to tell the story. It can be the solution for the students to make them feel confident while speaking.

According to Harmer (2007) Storytelling is one of the way in teaching speaking. Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. So, the students can share their ideas in storytelling.

For the reason above, the writer want to prove what storytelling technique can improve speaking ability of the students. So, the writer interested in conducting a research entitled: Using Storytelling Technique to Improve Speaking Ability of The First Year Students of SMK Muhammadiyah 2 Pekanbaru.

## METHODOLOGY

### *Participants*

The participants of this research were the second year students of SMK Muhammadiyah 2 Pekanbaru. The writer used class XI AK 3 to be as the participants of the research. This class consisted of 19 female students and 9 male students so that there were 28 students at all.

### *Instrumentation and Analysis*

Two methods of collecting data were used in this research. There were quantitative and qualitative data. The research instruments of the research are: speaking test as the quantitative data, observation and field note as the qualitative one. The speaking test is designed and collected by the writer in spoken form. The test consists of pre-test and post test. Observation was organized by a collaborator that is the English teacher of SMK Muhammadiyah 2 Pekanbaru. The collaborator helps the writer to observe the students by giving checklist into the teacher observation sheet and students observation sheets at the same time. Since it is impossible to remember all activities in the classroom, the writer needs a collaborator to write some important events happened during teaching and learning process in a field notes. Collaborator writes the specific things happen in the classroom.

The writer gave treatment as a way to improve the students ability to speak English. The writer believed that the application of storytelling technique was an effective way to solve the students' problems in speaking. In addition, the writer prepared the lesson plans for two cycles, teaching materials and media, observation sheets and field notes to note specific things, weakness, strengths or suggestions related to teaching and learning process as well. The writer used the score in Pre-test as a guidance for him to conduct this research.

The steps of applying storytelling technique were drawn as follows; (a) dividing the students into some groups, (b) distributing the story to each group, (c) asking the students to read story in the group, (d) giving times to students to think about what they want to say, (e) asking the students to retell the story in front of the class continuously among the member of each group.

## FINDINGS AND DISCUSSION

The objective of the research was to find out students ability in speaking after being taught by using storytelling technique. The data was collected by giving speaking tests to students individually after they worked in group and were taught storytelling technique for three meeting in one cycle. There were two cycles. In speaking, the students were assessed in five items: pronunciation, grammar, vocabulary, fluency and comprehension. In this research, there are three raters who helped the writer to score the speaking test both the pretest and the two posttests.

The writer gave the students a post test 1 at the end of cycle 1. The purpose of giving the post-test was to know the ability of the students after being taught by storytelling technique. If the result of the quantitative and qualitative data in the cycle 1 did not show a significant improvement yet, the writer decided to continue to cycle 2. Consequently, the writer gave the students post-test 2 at the end of cycle 2.

The Pre-test was administered before respondents were given a treatment by applying information gap technique. The number of students who took the tests was 28 students. The result of Pre-test showed that all of students in this class had poor ability in speaking (oral skill). From 28 students no student got 'good to excellent' level. There was only 1 student got 'average to good' level, 5 students got 'poor to average level' and 22 students who got 'poor' level. As assumed before, the average of pre-test score was lower than the minimum passing criteria (75). The total score of the pre-test was 1348 and the mean score was only 48.2. The level of ability was poor. So that, the treatments were needed to increase students' speaking ability.

In cycle 1, the students' ability in speaking was still low because most of them were still reach the Minimum Passing Criteria (KKM) 75. The total score of the post test 1 was 1817.36 and the mean score was 64.9 that ranged in average to good level. There were 27 students (96.4%) got average to good level and 1 student (3.5%) was in poor to average level.

Based on students' score in the pre-test and post test 1, there was an improvement. The average score in pre-test was 48.2 (poor), while the average score in the post test 1 was 64.9 (average to good). It means that the students' achievement in speaking became better after implementing storytelling technique which would improve the speaking skill. The improvement can also be seen from the five aspects as well. The students' pronunciation on pre-test was 50.5, while on cycle I was 68.8. Grammar on pre-test was 46.2, while on cycle I was 63.1. Next, Vocabulary on pre-test was 48.1, while on cycle I was 62.4. Fluency on pre-test was 46.7, while on cycle I was 60.7. Finally, comprehension on pre-test was 49.3, while on cycle I was 69.5. However, based on the mean score of the post test 1, it was still below of KKM that means the research should be continued to cycle 2.

The result of cycle 2 indicated that the total score of post test 2 was 2131.98 and the mean score was 76.1 or in average to good level. The level of the students' ability in this cycle was better than in the previous cycle. It could be presented here that there were 26 students (92.8%) who reached average to good level, and 2 students (7.1%) who reached good to excellent level, there was no student who reached poor to average level or a poor level. In other words, the improvement occurs in the post test 2.

Based on the aspects of speaking, the students' speaking ability in pronunciation which was the lowest score on cycle I, 68.8 (average to good) improved to 76.2 (average to good) on cycle II. The students' speaking skill in grammar was better than cycle I. It was 63.1 (average to good) on the cycle I while on the cycle II was 76.2 (average to good). The students' speaking ability in vocabulary was 62.4 (average to

good) on the cycle I while on the cycle II was 75.2 (average to good). Then, the students' speaking ability in fluency was 60.7 (average to good) on the cycle I while on the cycle II was 76.9 (average to good). Finally, students' speaking ability in comprehension was 69.5 (average to good) on cycle I while on the cycle II was 76.2 (average to good).

It means that this method could improve students' speaking ability and it did not need to be rearranged the next cycle. This evidence showed that the writer has been success to help students at SMK Muhammadiyah 2 Pekanbaru to increase the student's speaking ability by applying storytelling technique.

## DISCUSSIONS

As shown on the table, the researcher presents the score of the students' speaking ability by applying information gap activities technique to see the improvement of student's speaking ability in five aspects of speaking on base score and score in each cycle. The improvement of students' speaking ability from pre test to post test in cycle 1 and cycle 2 can be seen in the table below:

**Improvement of student's speaking ability in each cycle**

Score	Ability level	Pre-test (%)	Cycle 1 (%)	Cycle 2 (%)
80 – 100	Good to Excellent	0%	0%	7.1%
60 - 79	Average to Good	3.5 %	96.4%	92.8%
50 – 59	Poor to Average	17.8%	3.5%	0%
0 - 49	Poor	78.5%	0%	0%

## CONCLUSIONS

The purpose of the research was to find out whether the teaching speaking by applying storytelling technique could improve speaking ability. From the research findings, it can be concluded that: First Storytelling technique can improve the speaking ability of the second year students of SMK Muhammadiyah 2 Pekanbaru. It could be seen from the increasing of the students average score at the end of research improvement (from 48.1 in pre-test to 64.9 and increased to 76.1 in post-test). Second, Storytelling technique could influence speaking ability of the second year students of SMK Muhammadiyah 2 Pekanbaru. By using storytelling, the students are more active and more often practice to express their idea by using their own word. Third, The five aspects of speaking, vocabulary, fluency and comprehension, pronunciation and finally grammar, were also factor influencing students' speaking ability.

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