TEACHING STORYTELLING WITH SERIAL PICTURES AT THE SECOND YEAR OF SMA

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ABSTRACT

Penelitian ini bertujuan untuk mengetahui apakah ada perbedaan signifikan dari kemampuan berbicara siswa antara siswa yang diajarkan dengan *storytelling* dan siswa yang diajarkan dengan *storytelling with serial pictures*. Untuk membuktikan hipotesa, peneliti menggunakan *Control Group Pretest Posttest design*. Data dianalisis dengan menggunakan *Independent Group t-test*. Dalam penelitian ini, peneliti menggunakan SPSS 17 untuk membuktikan apakah hipotesa diterima atau tidak. Hasil dari *Independent Group t-test* menunjukkan bahwa *t-value* (7.394) lebih tinggi dari *t-table* (2.096). Berdasarkan perbedaan nilai rata-rata dari *experimental class* dan *control class*, dapat disimpulkan bahwa *Storytelling with serial pictures* memberikan perbaikan terhadap prestasi berbicara siswa.

This research was aimed to find out whether there is a significant difference of students' speaking ability between those who are taught through storytelling and those through storytelling with serial pictures. To prove the hypothesis, the researcher used Control Group Pretest Posttest design. The data were analyzed by using independent group T-test. In this case, the researcher used SPSS 17 to prove whether the hypothesis is accepted or not. The result of Independent Group T-test which showed that the T-value (7.394) was higher than T-table (2.096), however the difference is not statically significant. Based on the difference of the mean score of the experimental class and control class, it can be concluded that *Storytelling with serial pictures* gave a better improvement towards students' speaking achievements.

Keywords: speaking ability, story telling, story telling with serial pictures

INTRODUCTION

In Indonesia, the teaching of English is based on the School-Based Curriculum (KTSP). In reference to this Curriculum proposed by the Department of National Education in 2006, the objective of English teaching as a compulsory subject at junior high school level is to enable students to communicate in both oral and written forms. As the language is a means of communication, students have to be accustomed to speak utterances orally in the classroom, even in the very simplest way, such as greeting, answering, expressing ideas, giving responses, and the like. Thus, the students need to have a good speaking ability in order to achieve the objectives of English teaching and learning as stated in the current curriculum.

Based on the researcher's experience in PPL, most students cannot participate in speaking English to express their opinion because in daily teaching-learning process most teachers didn't concern to teach language about how to use it. Another problem was that the teachers usually taught the students based on the book available only in their school, so that they became too dependent on those books and the students did not have any chance to do exercise either in written or oral form. Therefore, it makes them hard to learn English and become passive participants.

There are many ways to make an interesting activity in teaching speaking in the classroom. Speaking means to make use of words in an ordinary voice, so

teaching speaking is giving instruction to a person in order to communicate (Hornby, 1995).

Using pictures, cards, and other visual aids usually add a great joy in the class. Language teachers use them as a meaningful teaching tool in order to attract students' attention and facilitate them to understand the lesson better.

The other ways are doing group discussion, conducting role-play, games and using storytelling. However, storytelling has not been fully explored or developed by school in Indonesia. There is a certain fear that storytellers may interfere with school curriculum, and belief that school can do better without them. This storytelling session offers a frame which make a storyteller can work over a period of time in a class. If there is no funds for more than one session with a class, the session still provides a model that I believe the teachers can draw on for their own story telling with students. Therefore story telling is very important for teaching speaking.

Regarding to the background above, therefore, this study aims at finding out whether there is significant difference of students' speaking ability between those who are taught through storytelling with serial pictures and who are taught story telling without serial pictures.

METHOD

In conducting this research, the researcher used *control group pretest-posttest* design (Setiyadi, 2006 : 143). This experimental method deals with two groups; one is an experimental class and another as control class. Each group received pretest, treatments, and posttest. Furthermore, the control class got treatment through *storytelling* and the experimental class got treatment through *storytelling with serial pictures*. The research was conducted at SMA N 1 Bandar Lampung. There were six classes at the second grade or class XI, and the researcher took two classes as the samples of the research. The researcher selected two classes randomly, the first class was the experimental class (XI E) and the second was the control class (XI C). The researcher conducted the research in two meetings for each class. The material was based on the school curriculum. *Narrative text* was used on the experiment. The instrument in this research was speaking test. The writer conducted speaking test for the pretest and posttest, these test was aimed at gaining the data of students' speaking ability score before treatment and after the treatments. In achieving the reliability of the pretest and posttest of speaking, inter rater reliability was used in this study. The first rater was the researcher herself and the second rater was the English class teacher of SMAN I Bandar Lampung. Both of them discussed and shared ideas of speaking criteria in order to obtain the reliable result of test.

Data analysis needs careful thinking because data analysis is aimed at organizing the data. It makes the readers able to understand the result of the research. Data

analysis is the process of organizing the data in order to gain the regularity of the pattern and form of the research. Data analysis will be done to create understanding for the data after following certain procedure final of result of the students can be presented by the researcher to the readers (Setiyadi, 2006). After collecting the data that is students' recording utterance in performing the activity, students' opinion about series pictures, the data will analyze by referring the speaking score based on aspects of speaking. Scoring for pretest – posttest is tabulating the result of the test and calculating the mean of the pretest and the posttest. Repeated Measure T – test will be used to draw the conclusion. The data computed through SPSS version 17. The hypothesis will be analyzed at the significance level of 0.05 in which hypothesis will approve if sig $<\alpha$.

RESULTS AND DISCUSSION

In scoring students' test, the researcher used inter-raters method. In this case, there were two raters who scored students' test. The scores were divided by two to get the mean. The table below presents the result of the pre-test. It is the average score of the two raters.

Table 1 The Descriptive Statistic of Pretest in Experimental Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	24	55	68	60.58	2.918
Valid N (listwise)	24				

From table 1 above we can see that the highest score was 68 and the lowest score was 55. The distribution of frequencies of the pretest in the experimental class presented on the table below:

Table 2 The Descriptive Statistic of Pretest in Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_Cont	24	45	63	52.71	5.279
Valid N (listwise)	24				

From table 2 above we can see that the highest score was 63 and the lowest score was 45.

The post-test was given after the experiments to both classes in order to know the students' achievement after they received treatments. In scoring students' test, the researcher used inter rater method. In this case, there were two raters who scored the students' tests. After that, the scores were divided by two to get the mean. The table below presents the result of posttest.

Table 3 The Descriptive Statistic of Posttest in Experimental Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest_Ex	24	69	75	72.33	1.404
Valid N (listwise)	24				

From table 3 above we can see that the highest score was 74 and the lowest score was 57. The distribution of frequencies of the pretest in the experimental class

presented on the table below:

Table 4 The Distribution of Frequencies of Posttest in Experimental Class

Posttest_Ex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	69	1	4.2	4.2	4.2
	70	1	4.2	4.2	8.3
	71	4	16.7	16.7	25.0
	72	7	29.2	29.2	54.2
	73	6	25.0	25.0	79.2
	74	4	16.7	16.7	95.8
	75	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

Table 5 The Descriptive Statistic of Posttest in Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest_Cont	24	57	74	64.21	5.397
Valid N (listwise)	24				

From table 5 above we can see that the highest score was 74 and the lowest score was 54. The objective of the research was to know the difference between two scores compared is significant or not. To test the hypothesis, the researcher used *Independent Group T-test* which is used to compare the means from two different groups (Experimental and Control Group) and the data from the two groups were

taken from different situations too.

After gaining the data of posttest, the researcher calculated the data using SPSS
17. The hypothesis of the test is described as follows:

Paired Samples Test

		Paired Differences						Sig. (2-tailed)
					95% Confidence Interval of the Difference			
			Std. Deviation	Std. Error Mean	Lower	Upper		
		Mean					t	df
Pair 1	Ex_Class - Cont_Class	8.125	5.384	1.099	5.852	10.398	7.394	23	.000

Null hypothesis is rejected if t-value > t-table with the level of significance at
<0.05. From the data above, it could be seen that 7.394 is lower than 2.064 and
0.00 < 0.05. Therefore, for the hypothesis, the null hypothesis accepted and the
research hypothesis was rejected. It means that there is a difference of students'
speaking ability between those who are taught through *storytelling* and those
through *story telling with serial pictures* but not significant.

From the result of the research, it can be seen that there is no significant
difference of students' achievement in speaking ability between those who are
taught by using *Storytelling* and those through *Storytelling with Serial Pictures*.
The sample of this research were only 24 students in each class it means that the
number of the students were so small, so that the researcher could not get a

significant difference for both techniques. In short, the effect of the implementation of those two techniques was the same both techniques could improve students' speaking ability but *Storytelling with Serial Pictures* gave a better effect on students' speaking ability which was proven by the comparison of mean score in posttest for both classes.

The finding showed that storytelling technique can improve students' speaking achievement score from pretest to posttest in control class after three times of treatments. It indicates that storytelling had an impact on students' speaking achievement. However, the improvement on the students' speaking achievement increased as the result of the implementation of storytelling in which the students could practice speaking communicatively. The finding of this research confirmed the notion delivered that the strength of speaking using storytelling are the students feel that the teacher/lecturer is giving them something very personal, It is often easier to understand a story being told than one which is read aloud because storytelling give motivation, meaning, fluency, language awareness, and stimulus for the students speaking.

Based on the research finding, storytelling as teaching technique is surely shows the real effectiveness, because it can help the student in improving their speaking ability. Story telling gives students the opportunity to speak at length, storytelling also helps developed oral language proficiency as well as reading comprehension. Storytelling allows students to internalize important aspects of story beginnings and endings, settings, characters, and plot lines. Storytelling encourages students

to experiment with voice, tone, eye-contact, gestures, and facial expressions (Kayi, H:2006).

As can be seen on the result and finding above, actually storytelling technique is good enough to improve students' speaking ability. But, in this research the researcher conducted another treatment by modifying storytelling by using serial pictures as a media to help the students become easier to tell the story that have been given to them. Brown (2008) stated that picture can be used in many stages of the instructional process, to introduce and motivate study of new topics, to clarify misconceptions, to communicate basic information, and to evaluate student's progress and achievement.

The result shows that there is a significant improvement of the students' speaking ability from the pretest to posttest in the experimental class after the implementation of storytelling with serial pictures. This improvement was higher than the improvement in control class who are taught by using storytelling only without using serial pictures as media. It means that serial picture can give a better improvement on students speaking ability when it is used as a media in applying storytelling technique in speaking class. The researcher concluded that using serial picture to help students in storytelling can make them produce speaking more fluently and comprehensible. Futhermore, the students also seemed enjoyable to speak up than previous learning. Most students looked interested, cooperative and active. This finding was supported by Harmer (2001) who said that using picture in teaching learning is very useful because it can help students

to remember and to recognize the meaning of object. It means that by looking at a picture, students become easier to be more familiar to speak.

Based on result and finding above, it can be concluded that both *Storytelling* and *Storytelling with Serial Picture* techniques gave some positive effects in improving students' speaking ability. Based on the difference of the mean score of the experimental and control class, it also can be concluded that *Storytelling with Serial Pictures* gave a better improvement towards students' speaking achievements.

CONCLUSIONS

In line with the results of the data analysis and discussions, the researcher draws the following conclusions:

1. There is a difference of students' speaking achievement between who are taught through *storytelling with serial pictures* and who are taught *story telling without serial pictures*. However the difference is not statistically significant. It was caused by the small number of the participants as the object of the research. Moreover, those technique derived from Active Learning are applicable in teaching to improve students' speaking ability at the second year of SMAN 1 Bandar Lampung. This can be identified from the increase of the students' achievement in experimental class, i.e., their mean score of pretest (50.35) and their mean score of posttest (85.50) with an increase 35.15 points. While in the control class, the mean score of the

pretest is 46.29 and the posttest is 65.68 with the increase was only 17.92 points.

2. *Storytelling with Serial Pictures* is more effective to help students improve their speaking ability. The data shows that the mean difference between experimental and control class is 19.82. This indicates that the experimental class has gained 19.82 points higher than the control class in the posttest.

Referring to the conclusion above, some suggestions can be listed as follows:

1. English teachers are recommended to apply Storytelling with Serial Pictures as one of the ways in teaching speaking of narrative text because it can help the students in comprehending the text easier.

2. Since the researcher just conducted her study at the second year of Senior High School. Further research can be conducted to get more evidence of the effectiveness of Storytelling with Serial Pictures on different level of student at senior high school in order to investigate whether there is any significant difference of the students' increase in speaking achievement.

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