

**IMPROVING STUDENTS' SPEAKING ABILITY THROUGH
STORYTELLING TECHNIQUE AT SECOND GRADE OF SMPN 19
BANDAR LAMPUNG**

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Abstrak: Penelitian ini bertujuan untuk meneliti apakah ada kemajuan signifikan dari kemampuan berbicara siswa yang diajarkan dengan *storytelling*. Data diperoleh dari pre-test dan post-test. Teknik analisis data menggunakan Repeated T-Test. Hasil menunjukkan bahwa terdapat peningkatan signifikan secara statistik pada pencapaian pemahaman berbicara siswa dengan tingkat signifikan 0.00 (<0.05). Hal menunjukkan bahwa *storytelling* membantu memudahkan siswa untuk meningkatkan kemampuan berbicara.

Abstract: This research was aimed to find out whether there is statistically significant improvement of the students' speaking ability after the students were taught through storytelling. The data were obtained from the pre-test and the post-test. The data were analyzed by using repeated T-test through SPSS. The result showed that there was statistically significant improvement of the students speaking ability with the significant level of 0.00 (<0.05). This indicates that storytelling facilitates the students to improve their speaking achievement.

Key words: *storytelling technique, teaching speaking, narrative text.*

INTRODUCTION

Speaking is one of language skills. The students of junior high school need to master (curriculum 2013). Indonesian government explicitly emphasizes that the aim of teaching and learning English is to make the students have a good speaking ability in order to achieve the objectives of English teaching and learning as stated in the current curriculum. Furthermore, According to Richards (2008) as foreign language learners, we should master speaking skill in English as our priority.

In learning, the students often made some problems. The problems frequently found were that their native language causes them difficult to use the foreign language. Another reason was that they lack motivation to practice the second language in daily conversation. Students who need such skills and find them lack that they sometimes feel awkward when they find themselves in situations that require talking for interaction.

Up to now, most of students in junior high school still have difficulties in learning speaking. They always think speaking as a hard work and not enjoyable. Perhaps the students' problems are caused by low motivation, lack of vocabulary or no self-confidence So that, when the teachers ask them for practicing speaking, they do not brave enough to speak up, especially in front of the class.

The problems above are important to be investigated. Speaking is one of important language skills for students in learning language because it is one of the abilities to carry out a conversation in language. Speaking is communication or conversations between two people are exchanging information or they have a communication or conversation needs Doff (1988: 45).

To overcome the problems above, there are many techniques that can be applied in teaching speaking, storytelling is one of the techniques that can be applied in the teaching and learning of speaking. Storytelling involves a two-way interaction between a storyteller and one or more listeners. So, active skill (speaking) is needed to be taught.

This method is the interactive activity using words and action to make the listeners imagine the story. Storytelling can improve students speaking skill, it has many benefits such as to build students self-confidence, communication skills, increase students vocabulary and to manage students ideas. It improves articulation of words and fluency with language. It is also easy to implement this method in the classroom and with easy steps.

It also has elements that have to be noticed, they are plot, characters, and narrative point of view. Hopefully, through this writing, teachers who are concerned with students' weakness in their speaking can recognize the effective way to improving students' speaking skill. Based on the reasons above, the researcher was interested in conducting the current research.

METHOD

This research was a quantitative study. It was conducted at the second grade of SMPN 19 Bandar Lampung in 2017/2018 academic year. The samples of this research were VIII B and the data were collected through a pre-test and post-test. One group pretest posttest design was used in this research. It means that the students were given pretest (T1) before the treatments and in the end, a posttest (T2) was conducted. This research was conducted in five meetings: pretest, first treatment, second treatment, third treatment, posttest.

In order to meet the content validity, the researcher used material taken from students book based on curriculum. The instruments of this research was speaking test (Hatch and Farhady, 1982).

RESULT

According to the scores of pretest and posttest, it can be seen that the students' got the different scores after treatment. The mean score of the post-test was 75, improving from the pre-test score, 52.8. All the students got better score after getting the treatment. The lowest gain was 4 and the highest gain was 4.62. The table of data analysis below shows the significant improvement.

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 posttest - pretest	2.21250 E1	3.21037	.56752	20.96754	23.28246	38.9866	31	.000

The hypothesis testing is the last step in this research to prove whether the hypothesis proposed by the researcher was accepted or not. The hypothesis are:

H₀: There is no significant improvement of students' reading comprehension before and after being taught by storytelling.

H₁: There is a significant improvement of students' reading comprehension before and after being taught by storytelling.

Table above shows that t value is 38.986. Therefore, t-value > t-table (38.986 > 2.040). It can be concluded there is difference between score of pretest and posttest. The mean of posttest was higher than pretest.

In this research, the students showed their best performance and ability during pretest and posttest. After getting treatment, the students' speaking ability became better than before.

DISCUSSION

The results of the research shows that teaching speaking through storytelling significantly improved students' speaking in class VIII B of SMPN 19 Bandar Lampung. The treatment was implemented in three meetings.

In the first meeting, to start the lesson, the teacher built the students' brainstorming by asking what they already heard about the story. Most of them already known about the story, teacher gives a videos and asked what they already know about the story. One of them shared what they known about the story, it means that they already enough about the story In while teaching, the students divided into some groups. the teacher gave the story and they should discuss and share their ideas with their partners and try to remember the story in 15 minutes. The teacher asked the students to write down the difficult word based on the story.

Next step, the teacher told the story as a guide . Then, she asked the students to tell the story. It is done to know how far the students pay attention and understood when the teacher told the story as a guide and the students can tell the story enough well. To make the students tell in a good way, the teacher repeated once again. Finally, to measure the students' skills, she asked the students to performance in a group.

In post activity, the teacher gives the comments and correction for the students how to tell the monologue. The students have to pay attention in five complex points in speaking skills, such as grammar, pronunciation, vocabulary, fluency, and comprehension.

After that, the teacher let the students ask questions related to material, and one of the students asked how to retell the story by using a good fluency. The teacher explained "in retelling story, fluency is a part important thing to make people enjoy in hearing the story. To make a good fluency, we have to understand the meaning of the sentence, after that we can know when we have to stop, to speak louder, or speak slowly".

Then, the teacher asked the students about lesson and the problem during the lesson, but there was no question from the students. In the second and third meeting, the same steps were done to begin the class as what the researcher had

done in the first meeting. After being taught through storytelling technique, five aspects in speaking skills improved.

The result shows that there is a significant improvement of the students' speaking ability from the pretest to posttest after the implementation of storytelling. The researcher concluded that using storytelling to help students can make them produce speaking more fluently and comprehensible.

The finding of this research confirmed the notion delivered by Vale and Feunteun (1995) state that story-retelling is a technique or an approach in teaching language. It demonstrates the value of practical tasks as social, motivational, and language teaching tools in the learning situation. It also makes students enjoy learning language.

Furthermore, the students also seemed enjoyable to speak up. Most students looked interested, cooperative and active. This finding was supported by Cameron (2001:160), storytelling is an oral activity, it can improve students speaking skill, it has many benefits such as to build students self-confidence, communication skills, increase students vocabulary and to manage students ideas.

Based on result and finding above, it can be concluded that storytelling gave some positive effects in improving students' speaking ability. Based on the mean score of the students score, it also can be concluded that Storytelling gave a better improvement towards students' speaking achievements. By using this technique, the students are helped to share their ideas and to be fluent in speaking to express their ideas in front of the class or with their friends in English.

CONCLUSION AND SUGGESTIONS

Referring to the discussion of the research findings, the use of storytelling could improve students' speaking achievement. There was a significant improvement on students' speaking skills after being taught through storytelling technique at the second grade of SMPN 19 Bandar Lampung. It can be seen from the mean score of pretest and posttest. Mean score of posttest is higher than mean score of pretest. It happens because storytelling technique has been found to build students ability to speak. This can be identified from the increase of the students' achievement in speaking class, their mean score of pretest (52.87) and mean score of posttest (75.00) with an increase 22.12 points.

And, the aspects of speaking skills that improved the most ranging from the highest to the lowest aspects are: comprehension, pronunciation, fluency, vocabulary and grammar

Referring to the conclusions above, the researcher would like to recommend some suggestions as follows:

Suggestions for English Teachers

1. English teachers are recommended to apply storytelling as one of the ways in teaching speaking of narrative text because it can help the students in comprehending the text easier. It can make the students enjoy the teaching learning activity in narrative text and stimulate the students' speaking achievement. This is proved by the result of students' speaking score .

Suggestions for Further Researchers

2. In this research , the researcher had applied Storytelling to increase the students' speaking ability of narrative text achievement. Further researchers should apply other kinds of texts, i.e., descriptive, exposition, spoof, recount, report text etc. In implementing this technique, the teachers are suggested to give more attention to students' awareness in grammar because grammar was the lowest score.
3. Since the researcher just conducted her study at the second year of Junior High School. Further researchers are suggested to conduct Storytelling technique on different level of student in order to investigate whether there is any significant improvement of the students' increase in speaking achievement.

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