

IMPROVING STUDENTS SPEAKING ABILITY BY USING STORY TELLING TECHNIQUES AT THE TENTH GRADE OF SMA NEGERI 1 LUAHAGUNDRE MANIAMOLO

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Abstract

This research aimed at improving students' speaking ability by using Storytelling technique. This research was as kind of classroom action research (CAR). This research was carried out in the tenth grade of SMA Negeri 1 Luahagundre Maniamolo with 30 students' test. The data were analyzed by using qualitative and quantitative analysis to describe the students' improvement in speaking ability. It showed that before conducting the research, the percentage of the students who can achieved the MCC was only 30%. The students problem there are having low motivation to learn, lack of confidence, they are unmotivated during teaching learning process, the researcher concludes that most of the students' problem are in the technique of teaching. In collecting data the researcher using observation and test. Then after conducting the result, It can be seen from the students' result in two cycles of research, where in the cycle I was 37%, or 63% were failed. while in the cycle II it was 80%, whereas 20% were failed. The total score gained in this cycle was 1.939 with the average score was 65. Thus, it can be stated that the students problem in speaking is solved by using story telling technique. Story telling is one of teaching that can be used to improve the students' speaking. For the Students, English teacher in general suggested should be highly motivated to know a lot of vocabulary and use them in practicing their speaking, and to use of storytelling technique is significantly improving the students' speaking ability.

Key Words: *Technique; Speaking ability; Story telling*

Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan berbicara siswa dengan menggunakan teknik bercerita (storytelling). Penelitian ini merupakan penelitian tindakan kelas (PTK). Penelitian ini dilaksanakan di kelas X SMA Negeri 1 Luahagundre Maniamolo dengan tes sebanyak 30 siswa. Data dianalisis dengan menggunakan analisis kualitatif dan kuantitatif untuk menggambarkan peningkatan kemampuan berbicara siswa. Hal ini menunjukkan bahwa sebelum dilakukan penelitian, persentase siswa yang dapat mencapai MCC hanya sebesar 30%. Permasalahan siswa diantaranya adalah rendahnya motivasi belajar, kurang percaya diri, tidak termotivasi dalam proses belajar mengajar, peneliti menyimpulkan bahwa sebagian besar permasalahan siswa terdapat pada teknik mengajar. Dalam pengumpulan data peneliti menggunakan observasi dan tes,

kemudian setelah dilakukan pelaksanaan hasilnya dapat dilihat dari hasil penelitian siswa dalam dua siklus, dimana pada siklus I sebesar 37% atau 63% gagal. sedangkan pada siklus II sebesar 80%, sedangkan yang gagal sebesar 20%. Total skor yang diperoleh pada siklus ini adalah 1,939 dengan skor rata-rata 65. Dengan demikian, dapat dinyatakan bahwa masalah siswa dalam berbicara diselesaikan dengan menggunakan teknik bercerita. Bercerita adalah salah satu pengajaran yang dapat digunakan untuk meningkatkan kemampuan berbicara siswa. Bagi para siswa, guru bahasa Inggris pada umumnya menyarankan agar mempunyai motivasi yang tinggi untuk mengetahui banyak kosa kata dan menggunakannya dalam melatih berbicara mereka, dan menggunakan teknik bercerita akan meningkatkan kemampuan berbicara siswa secara signifikan.

Kata Kunci: Teknik; Kemampuan berbicara; Bercerita

A. Introduction

Speaking is the ability of someone in producing the sounds to communicate ideas, opinions, and feeling to others. Means that people can express ideas and opinion in conversation to adopt with environment. Fulcher (2014:23) states "Speaking is the verbal use of language to communicate with others". In brief, it can be demonstrated that speaking means the way of people to interact with others especially to convey and to understand of meaning between speaker and listener.

However, there are some types of speaking namely: 1). Imitative speaking is type of speaking by imitation. The activities emphasized in this type of speaking are students' ability to imitate or repeat what they hear, such as words, sentences, even conversations with correct pronunciation, for example the "repeat after me" activity. 2). Intensive speaking can be self-initiated or it can even forms part of pair work activity, where learners are "going over" certain forms of language. 3). Responsive speaking is a type of speaking that emphasizes

students' ability to speak English spontaneously, such as asking questions and answering briefly, such as short conversations, greetings and small talk, simple requests and comments. 4). Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. For example: may have more of a negotiative nature to them than does responsive speech: 5). Interpersonal (Dialogue)

The purpose of maintaining social relationship than for the transmission of facts and information. 6). Extensive oral production tasks includes speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

Based on the preliminary research conducted during PLP II above, The students have low ability in mastering all the components of speaking. Such as insufficient vocabularies, less knowledge to

build the grammatical statements, lack practice of pronunciation, low fluency and comprehension during expressing ideas. It showed that before conducting the research, the percentage of the students who can achieved the MCC only 30%.

Based on the problem elaborate above, it is expected the problem could be overcome by using storytelling technique. Safdarian (2013: 239), stated that storytelling technique would bring positive changes in the target students' language proficiency and would make them more motivated in pursuing their goals in learning a foreign language. Storytelling can support the students to think critical, analyze and creating own experience. In this case, the students have the ability to think critically, in order to share ideas, and their experience. Using storytelling technique will be running well. Let say that, the teacher ask students, in sharing, reporting and so forth in target language. These ways are foster the students should explore their mind in English, share each other in group, in doing exercises. Automatically, was beneficial impact for the students speaking ability.

Therefore, some of procedure of story telling technique Yappi and Astriana (2019:38). There are:

a) Pictures stories

Photo stories are combinations of still image and text. The researcher showing stories with the pictures include the text.

b) Free- writing

After that students can retell the stories with their group. They create the stories based on their language.

c) Video words

Here the researcher showed the videos word include the pictures, to more interest and not bored. The video words are useful in class, students can read it and can retell the story.

d) Discussion

Here the researcher divides the students in a group. Each group discuss and practice to speak with their friends based on their own language.

e). Presentation / Storytelling Performances Before their present their story, the students do to speak with their group. The story shown must interesting, so students not bored to create the story based on their own language.

Related to the explanation above, it is abvious that storytelling technique help and change the way students learn, It can change the way students learn by creating a relaxed environment and building their self-confidence during the learning process. According to Salaberri (1995:3), Storytelling can helps in the teaching of foreign language. So, it can be said that storytelling is a teaching technique in which the students are asked to retell the content that they got it in the stories in different word or using their own language.

Therefore, this research aimed at improving students' speaking ability by

using storytelling technique. Story telling is telling story to people, Story telling is a relaxed and entertaining activity and so it can become enjoyable for everyone which in turn creates a better attitude in the learner toward learning and using the language.

B. Research Method

This research was designed by applying classroom action research (CAR). The subject of research is at the tenth grade of SMA Negeri 1 Luahagundre Maniamolo, especially in tenth – MIA class. To obtain the data observation paper and test were used. the data for this research were used to collect of both quantitative and qualitative data. The quantitative data is the students' scores from the test, while the qualitative data is the result of observation papers used in the classroom

C. Research Finding and Discussion

Based on the data analysis, the result of observation paper and test in cycle 1.

**Table 1 . Result of Researcher's
Observation Paper in Cycle 1**

Aspect	First Meeting		Second Meeting	
Researcher's	Done	Undone	Done	Undone
Activities	13	5	12	3
	72%	28%	80%	20%

Source : The observation paper of researcher's activities in Cycle 1 (2023)

**Table 2. Result of students' observation
paper in cycle 1**

Aspect	first meeting		Second meeting	
	Done	Undone	Done	Undone
Researcher's	11	4	12	4
Activities	73%	27%	75%	25%

Source : The observation paper of students' in Cycle 1 (2023)

As has been showed in the table above, it can be seen that some undone activities In this cycle, some of students did not paid attention to respond to the opening discussion, the students did not ask some question related to the material, they also did not participate in group discussion by giving the conclusion process was not really effective.

Table 3. Result of Students' Test in Cycle I_____

Passed / not average	The amount of Students'		percentage
Passed	11	37%	45
Not Passed	19	63%	

source : Students' score in Cycle I (2023)

The table 4.3 shows that the percentage the students gained in the cycle I, it can be known that the students who already passed the minimum competence criterion (MCC) were 11 students or 37% whereas 19 students or 63% were failed.

The total score gained in this cycle was 1360 with the average score was 45. It can be said that the result of cycle I did not achieve the target of the teaching learning process was not really successful. Therefore, the researcher conducted the cycle II.

Based on the result that has been gained by the researcher, it showed that in the cycle I, students are afraid to try to practice speaking with their story or do conversations in English and it surely expressed their speaking skill was far from expectation. It was caused by the researcher still adjusting again to the class situation.

Based on the explanation above, it can be concluded that one of the reason why the students failed in English speaking. Because the teaching learning process in the classroom was not really effective and unsuccessful, so that the researcher decided to continue to the cycle II.

However, the result of cycle II it can be seen.

**Table 4. Result of Researcher's
Observation Paper in Cycle II_**

Aspect	First Meeting		Second Meeting	
	Done	Undone	Done	Undone
Researcher's	16	3	15	2
Activities	84%	16%	88%	12%

Source : The observation paper of Researcher's activities cycle II (2023)

**Table 5. Result of Students' Observation
Paper in Cycle II**

Aspect	First Meeting	Second Meeting
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	Done	Undone	Done	Undone
Students'	11	3	85%	15%
Activities	79%	21%	85%	15%

Source : The observation paper of students' activities in cycle II (2023)

Based on the table above, it can be seen that there was 79% activities which were done and 21% activities which were undone in the first meeting of cycle II. After that, in the second meeting of cycle II, the students' observation paper showed that there was 85% done activities and 15% undone activities.

Table 6. Result of Students' Test in Cycle II

Passed / The amount of	percentage	score
Not passed students		
Passed	24 80%	65
Not passed	6 20%	

Source : Students' score in Cycle II (2023)

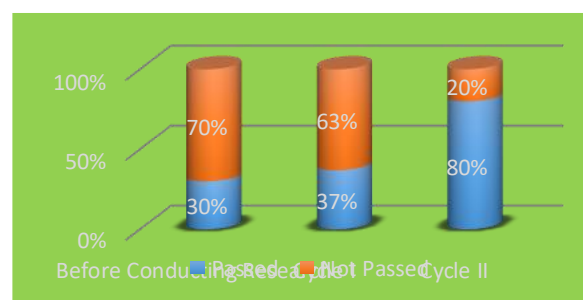
As has been stated in the table above, it can be seen that the students who passed minimum competence criterion (MCC) were 24 students or 80% while 6 students or 20% were failed. The total score gained in this cycle was 1.939 with the average score was 65. It means than the result of cycle II achieve the target and the teaching learning process was successful.

After conducting the cycle II, the researcher reflected the students' speaking ability by evaluating the result of the test and observation papers. The result of cycle II showed that the teaching learning process was successful in. It was caused by the implementation of Storytelling Techniques in teaching speaking was going well, and the students join the lesson

cooperatively: they worked together and practiced speaking in the classroom well. Based on students' test result, there were 24 students or 80% students who passed the MCC and there were 6 students or 20% students who did not passed the MCC, and the average score that students got was 65. It means that the students got improvement.

Based on the explanation above, it can be concluded that the students' speaking ability was improved by using Storytelling Technique, and we can also say that this technique is applicable in improving the students speaking ability in English.

Graphic 1
Students' Test Result in Cycle I and II



Source : The students test result improvement before conduct the research,

However, Based on the chart above, the application of storytelling technique in improving the students' speaking accuracy can be seen the difference by considering the result of the students' before conducting research and the students' achievement after taking action in cycle 1 and cycle II through the application of Classroom Action Researcher by using Storytelling Technique by improving the

students' speaking ability was found that students got improvement in mastering the elements of speaking, such as accent, grammatical expressions and vocabulary.

In addition, with the implementation of Storytelling Technique, the students enjoyed the teaching and learning process, and they became more confident to express their opinions, feeling, and ideas. This all happened because they were used to learning while tell the story based on their experience, so they could focus on practicing speaking with their friends in groups.

Then, this technique makes the classroom more comfortable because of the pictures with text posted by the researcher in the classroom that can stimulate students so that it can improve students' ability to speak and interact in groups.

Storytelling is the activity of telling stories. Telling stories using words to create new words and experience in the readers or listener's imagination. The storytelling technique is known to be one of the most effective teaching strategies. The main benefits of the storytelling technique are high motivation and active participation. Based on this result, it showed that storytelling technique could improve students' speaking ability especially their vocabulary, pronunciation, grammar, fluency, and comprehension.

The result of this technique showed that storytelling technique was appropriate in teaching speaking ability. By applying this technique, it trained the students to

actively learn and share knowledge together. The learning process become enjoyable and the students were active because the students practice speaking with their friend in group. Is similar with what Salaberri said.

He believed that storytelling is a relaxed and entertaining activity and so it can become enjoyable for everyone which in turn creates a better attitude in the learner toward learning and using the language. Story are motivating, rich in language experience depending in their imagination and creativity. Storytelling can helps in the teaching of foreign language (Salaberri, 2011:3).

Based on this result, it showed that storytelling technique could improve students' speaking ability especially their vocabulary, pronunciation, grammar, fluency, and comprehension. This finding is in accordance with the related research, Maylia, et al (20020:65) who stated that the act of applying storytelling technique brings many advantages, such as train students imagination, develop students skill, students train to concentrate and train their memories in the English language. The students looked so enthusiasm in following the every steps of this technique. They enjoyed their studying. The students could feel the nice, fun and also challenging atmosphere when the teaching learning process run. This proved that storytelling could arouse the students' motivation and interest in learning speaking.

D. Conclusion and Suggestion

Based on the result of the research, it could be concluded that the students speaking ability on recount text was improved through implementation of Storytelling technique. Storytelling is one of teaching that can be used to improve the students' speaking. This technique can attract the students in speaking. Then, the students can feel relax and have self confidence in learning English speaking in front of the class, retell what happened in the past and build conversation each other.

Briefly, storytelling is a technique to solve students problem in speaking. There are some suggestion for the students' and teachers in general, which are explained below.

1. For the Students suggested should be highly motivated to know a lot of vocabulary and use them in practicing their speaking. Than, the students should make English as daily conversations in their activities, even though they just speak little by little. Generally, there are so many students considered that English is difficult. The students have to consider that English is fun.
2. For the English teachers in general are suggested to use of storytelling technique is significantly improving the students' speaking ability. So it is strongly suggested to be applied n teaching English speaking in the

classroom in order to improve the students' speaking ability.

3. For the next researcher can make a new research about storytelling technique or they can complete this research in next time to progress education.

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