

Improving Students' Speaking Skill through Storytelling Technique at Tenth Grade Of SMAN 09 Kota Tangerang In Academic Year 2020/2021

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ABSTRACT

This research was conducted at SMAN 09 Kota Tangerang. The aim of this research was to find out whether there is a significant effect of storytelling technique on students' speaking skill. The population of this research was the tenth-grade students' of SMAN 09 Kota Tangerang. The samples are 36 students of X IPS 3. This research used Quasi-Experimental. The research data is collected through pre-test and post-test. It used statistical calculation by One-Sample Kolmogorov-Smirnov test. It is known the asymptotic significances of the pre-test and post-test in experimental class data. The result of this research showed that students' confidence in speaking was improved by using storytelling technique. Most of them are more active in the speaking classroom. Hence, it can be concluded that there is a positive impact of Storytelling Technique on students' speaking skill at the tenth grade of SMAN 09 Kota Tangerang in academic year 2020/2021.

Keywords: Speaking Skill, Storytelling

INTRODUCTION

In this era of globalization, many countries have used English as a priority language. It has important roles in communication media (Sudarmaji et al., 2020). It has been recognized as an international language by people around the world. It used for challenges of technology, sciences, and culture that require us to learn deeply.

Since English has been used universally as a communication tool, especially in the internet world, English language skills must be developed, especially in speaking skill. Speaking includes how to produce language with ordinary intonation sounds, say, and express

themselves through words, also understand and be able to use language well. (Raba, 2017) argued that speaking is an important part of everyone's life, also as a second productive language skill and an essential means of communication. Thus, speaking is one skill that has to be mastered in proper way while learning English.

In class X IPS 3 of SMAN 09 Kota Tangerang, most of the students still lack of speaking activities. When the writer interviewed there before doing the research, the English teacher said that there were some problems in teaching learning process of speaking. It happens because they are not accustomed

saying words in English. They are afraid of making mistakes related to correct pronunciation by grammar (Isnaniah et al., 2019). It was because they thought that English is a complicated language to learn, and also caused because students' lack of speaking activity. Thus, the teachers should create a good learning situation in making the students fun, interested, and motivated in learning English.

(Harmer, 2001) defines that a speaking activity is a process related to mental or social which includes a language, interaction with others, and an exchange of information. Therefore, it is important to master it, because by mastering speaking skills, we can do conversations with several people, also exchange information, and give some ideas to each other. Moreover, speaking is not only producing sounds, but also a process of achieving goals that involves transferring messages across. It was also supported by (Isnaniah, 2020) "As we know that the goal of communication is to inform, to request, to persuade, and to build relationship with others." Hence, we

METHOD

The design of this study is Quasi-Experimental One Group Pre-Test and Post-Test design because the aim of this study is to find out the effectiveness of using storytelling technique to enhance students' speaking skill.

The schema of quasi-experimental one group pre-test post-test design is shown in table 1 below:

Table 3.1 Design of the Research

Class	Pre-Test	Treatment	Post-Test
Experiment	Pre-	X1,2,3	Post-

Class	Test (O1a)	Test (O1b)
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Where :

- O1a : Observation in the experimental class before treatment (pre-test)
- X : Treatment is given to experimental class
- O1b : Observation in the experimental class after treatment (post-test)

The participants of this study were 36 students of X IPS 3 in SMAN 09 Kota Tangerang in Academic Year of 2020/2021. The writer chose this class because they had low proficiency, homogenous, and the sample was suitable for the purpose of the research. The class can be said to be had low proficiency because students in X IPS 3 is almost had the same learning achievements, intelligent, and abilities. This reason was based on the value of students by English teacher and the result when the writer did the observation at SMAN 09 Kota Tangerang.

In order to collect the data in this research, the writer took a test to collect data, these were pre-test and post-test. The tests focus in oral text and the writer will watch the students' speaking performance. This pre-test would be done in order to know the differences before and after the students being taught through storytelling. Then, the writer offer post-test after the treatments. It will be the same as in the pre-test, but it is aimed to see the development of the students after having the treatment.

The writer used speaking rubric to collect the scores of the students' speaking activity. The students' will be asked to concern on four elements of speaking, such as: pronunciation, grammar, vocabulary, fluency. The

writer was analyzed in quantitative analysis of the students' score. Furthermore, after the students' score had been collected, the writer analyzed the data using SPSS program to see the comparison between pre-test and post-test score. It aims to see the effectiveness of storytelling on students' speaking skill.

FINDINGS AND DISCUSSION

To know the result of students' speaking skill, the writer giving pre-test and post-test. After that, the writer analyzed the result to get the students' score. The result of the test was called data and it would be count by using SPSS 25 in interpreting the data. It was obtained to find out the differences of the effect of using storytelling technique to improve students' speaking skill.

Based on the result of using SPSS 25, the score of students' speaking skill in experimental class was obtained through testing in the form of oral test. The data shows the mean of the pre-test experimental class was 51, with the minimum score was 40, the maximum score was 69 and standard deviation was 8.797. After post-test the mean of experimental class was 61.45, with the minimum score was 42, the maximum score was 78 and standard deviation was 9.884. Thus, based on the significant difference from both the test, it can be concluded that the result was increased before pre-test and after post-test.

Before the writer did the testing and analysing the data, it is needed to know whether the data was normal and homogeneous. To test the normality data, the writer used One-Sample Kolmogorov-Smirnov test and to test homogeneity data, the

writer used One-Way ANOVA. The result of the significant value of pre-test was 0.42, while the post-test value was 160 which mean that H_a is rejected. So, it can be concluded that the data of experimental class is not normally distributed. Besides that, the result of homogeneity test is $.002 > 0.05$. It showed that the variant data of speaking score in pre-test and post-test is not homogeneous. Since the data was not homogeneous, also not normally distributed, so the testing and analyzing of hypothesis used non-parametric by Wilcoxon test.

After being tested for normality and homogeneity, the data normality was not normally distributed. Furthermore, the writer testing of hypothesis used non-parametric statistics by Wilcoxon test to find out the effectiveness of storytelling technique on speaking skill at the tenth-grade student. Based on the result of output test statistic in Wilcoxon that showed the result score Asymp. Sig (2-tailed) $.000$ is smaller than probability score 0.05 . It is concluded that H_a was accepted. In other words, there was a significant positive effect of using storytelling as technique to improve students' speaking skill.

Related to the result above, (Wardah, Regina, 2020) stated that "Storytelling is one of teaching techniques that can be applied to improve students speaking skill. It is believed to be one of the entertaining techniques that can be used with with students in order to develop their English language skill." Among the four language skills, the achievement of oral performance is thought to be highly correlated with self confidence. Establishing as much confidence and competence as

possible in the learners can improve their speaking skills to great extent.

According to (Akhyak, 2013) teaching speaking through storytelling was give good impact to the students' fluency, grammar, pronunciation, vocabulary, and content. It means that teaching speaking skill through using storytelling technique have many advantages. Furthermore, learning speaking through storytelling technique can give potential impact on foreign language learning. By using storytelling technique, the teacher would find an interesting way to teach speaking.

CONCLUSION

Based on formulation of the study, the research objective, the hypothesis testing and analysis result, it can be concluded, that the result showed

that there is a significant effect of study based learning on speaking skill at the tenth grade of SMAN 09 Kota Tangerang in academic year 2020/2021. The students' score of speaking skill in experimental class increased after applying storytelling technique. It was proved by the writer when she did he research at the tenth grade IPS 3 of SMAN 09 Kota Tangerang. The result of post-test score was higher than the pre-test score. The use of storytelling technique makes the learning activities more interesting and fun. It is because storytelling helps the students that have less confident became confident. It also developed to help their pronunciation well. In additional, it is enjoyable and most of the students agree that enjoyment can bring to the better learning.

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