

## **EFFECTIVENESS OF STORYTELLING METHOD IN STUDENTS' SPEAKING ABILITY**

Shella Fitri Ramadhani<sup>1</sup>

Universitas Islam Negeri Sumatera Utara

Sholihatul Hamidah Daulay<sup>2</sup>

Universitas Islam Negeri Sumatera Utara

Tien Rafida<sup>3</sup>

Universitas Islam Negeri Sumatera Utara

\*Corresponding author: (e-mail) [sholihatulhamidah@uinsu.ac.id](mailto:sholihatulhamidah@uinsu.ac.id)

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Received: 23 November 2024

Revised: 01 December 2024

Accepted: 31 December 2024

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### **ABSTRACT**

The purpose of this research was motivated by the difficulty of students in speaking. The method used in this research is a quasi-experimental method with pre-test and post-test research design. The population of this study were eighth grade students of SMP Karyawan Turangie Langkat with sample of 27 students of class VIIIA as the experimental class and class VIIIB with 27 students as the control class. The data obtained were analyzed using normality test using Shapiro-Wilk, homogeneity test, and t-test using Independent Sample T-test using SPSS version 22 software application. The results showed there is an effect of storytelling method in speaking ability at eighth grade of SMP Karyawan Turangie Langkat, it is because the mean score in the experimental class increased significantly from 30,67 to 40,59. Meanwhile, in the control class the average value obtained also increased although not significantly from 25,19 to 28,89, and the value of Sig. 2 tailed that calculated in finding section showed 0.000 lower than alpha score 0.050 ( $0.000 < 0.005$ ), which means the Null Hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

**Keywords:** *effectiveness, speaking, storytelling method*

### **INTRODUCTION**

English, as an international language, serves as a critical means of communication across the globe. Initially confined to traditional English-speaking countries, English has now been adopted by many nations as a

second or foreign language (Takagaki, 2022). Among the various skills required for proficiency in English, speaking stands out as particularly important. The significance of learning English today is widely recognized due to the numerous opportunities it presents in global

\***Sholihatul Hamidah Daulay**

PRIMACY: Journal of English Education and Literacy, 3 (2), 2024, 45-56

communication and professional development (Daulay, 2021).

Speaking ability in English involves more than just knowing vocabulary and grammar; it requires the ability to produce language that is appropriate to various contexts (Bygate, 2009). Teachers play a crucial role in enhancing students' speaking skills by employing effective teaching methods and suitable media. Research indicates that the use of multimedia, one of the ICT technologies, is highly effective in improving students' speaking abilities (Ampa, Rasyid, & Rahman, 2013). Consequently, selecting and utilizing the right media in the learning process is essential for developing students' speaking skills.

In Indonesia, the challenges are similar. Research conducted in various educational settings, including SMP Swasta Karyawan Turangie, has shown that many students struggle with speaking English due to a lack of confidence and awareness of the importance of mastering this skill. Previous studies have explored various methods to improve speaking skills, such as conducted in Malaysia by (Nadesan and Shah, 2020) examining the non-linguistic challenges faced by Malaysian students in improving their speaking skills. The aim of this study was to investigate the non-linguistic challenges faced by Malaysian students in improving their speaking skills. Research findings reveal students find speaking a difficult skill. Respondents face problems when speaking activities are given in a limited time.

A similar thing also happens in Indonesia, where there has been research discussing improving students' speaking skills through role play. The aim of this research is to improve students' speaking skills through the role play method (Mariani, Ruslin and Afifah, 2020).

The aim of this research was to describe: (1) the implementation of story completion in teaching speaking. (2) to describe the improvement in students' speaking skills after being given the completion of the story. (3) to describe students' responses to the implementation of story completion. Although there has been a lot of research conducted previously regarding improving students' speaking skills using the story telling method as a material for improving students' speaking skills, there is still little research that discusses efforts to improve students' speaking skills in eighth grade. It can be concluded that the research studied and the research conducted previously both took a research focus on improving students' speaking skills

The research that will be carried out aims to see the influence of storytelling which acts as a method to improve students' speaking abilities. Researchers hope that by conducting this research it can prove that story telling can improve students' speaking skills. Although in reality there are still many students who still experience difficulties in speaking English. Furthermore, the researcher concluded that students' speaking skills is very important to research. Therefore, researchers are interested in proving the effect of storytelling on the process of improving

students' speaking abilities with the research title "The Effect of Storytelling Method in Students' Speaking Ability At 8<sup>th</sup> Grade of SMP Swasta Karyawan Turangie Langkat."

## **METHODS**

In this research, researchers used quantitative research methods. Quantitative research is researching those tests theories, designs, hypotheses by examining the relationships between variables. Quantitative research is divided into three research designs, namely experimental, correlation and survey (Creswell, 2012). The research design used in this research is quasi-experimental design, because the researcher wants to research the effect of the storytelling method in improving students' speaking skills. Quasi-experimental is quantitative research that uses special settings for independent variables to evaluate their effects on the dependent variable (Creswell, 2013). This is done to find out whether an activity or material makes a difference in participant results.

A quasi-experimental research design involves two groups: the experimental group, which receives a treatment, and the control group, which does not. Participants are chosen randomly. Both groups are given a pre-test and a post-test to measure the effects of the treatment. Variables in this type of research refer to the specific characteristics being studied. The pretest is carried out to determine the results of students' skills before treatment and is assessed based on the assessment rubric.

Classes that have low scores will be given treatment to obtain an accurate comparison of results before and after treatment. After treatment is carried out, the next step is a posttest which is used to determine learning outcomes after being given treatment.

The research site of this study is SMP Swasta Karyawan Turangie Lamgkat, which located at Jln. Turangie Baru, Bahorok, Langkat, North Sumatera. This location was chosen because researchers found a problem, namely the lack of English speaking ability among students.

The Participant of this research that were observed in the two class in 8<sup>th</sup> and the research used pretest and posttest sampling as the sample selection technique.

## **FINDINGS AND DISCUSSION**

### **1.1.1. Description of the Data**

The researcher gathered data on students' speaking abilities by administering both a pre-test and a post-test in the control and experimental classes. The tests were conducted to assess performance in both classes. The descriptive statistics table below illustrates key data points, such as the maximum and minimum scores, average scores, and standard deviation for the pre-test and post-test results in both the experimental and control classes.

**Table 1**  
**Descriptive Statistics of Pre-Test and Post-Test of Experimental Class and Control Class**

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Control Class	27	20	36	25.19	4.412
Post-Test Control Class	27	20	44	28.89	5.800
Pre-Test Experimental Class	27	20	44	30.67	7.104
Post-Test Experimental Class	27	28	68	40.59	11.567
Valid N (listwise)	27				

Furthermore, the test result will be explained in the following section to see if there is an effect of storytelling method in students' speaking ability.

### 1. The Score of Pre-Test and Post-Test of Experimental Class

The researcher used class VIII A of SMP Swasta Karyawan Turangie Langkat as an experimental class. This class consisted of 27 students, 19 female students and 8 male students. Firstly, the researcher shared pre-test in paper form to measure how far the student's speaking ability by asking them to write the answers on the paper that consisted of some questions and asked them to memorize their answer then the researcher asked the questions one by

one orally and without text in front of the class. After did the pre-test. The researcher explained to students about narrative text, by using storytelling method. The researcher gave an example about narrative text and asked them to memorize about what the researcher told before, then asked students one by one to answer my questions about what the researcher told about narrative text and also the example in front of the class. After stimulated students about narrative text and the example by using storytelling method, the researcher did the post-test.

Table 4.2 below shows the outcomes of experimental class's pre-test and post-test.

**Table 2**  
**The Score of Pre-Test and Post-Test of Experimental Class**

No.	Students	Pre-Test Score	Post-Test Score
1	S1	24	32
2	S2	32	44
3	S3	28	44
4	S4	40	56
5	S5	28	32
6	S6	24	28
7	S7	32	32
8	S8	24	28
9	S9	20	28
10	S10	36	40

11	S11	32	44
12	S12	40	60
13	S13	40	56
14	S14	40	52
15	S15	44	60
16	S16	28	44
17	S17	28	40
18	S18	44	68
19	S19	28	32
20	S20	24	28
21	S21	28	40
22	S22	32	40
23	S23	28	32
24	S24	32	44
25	S25	32	32
26	S26	20	28
27	S27	20	32
<b>Minimum Score</b>		<b>20</b>	<b>28</b>
<b>Maximum Score</b>		<b>44</b>	<b>68</b>
<b>Mean Score</b>		<b>30,67</b>	<b>40,59</b>

From table 2 above, it can be explained that the minimum score of pre-test in experimental class was 20 and the maximum score of pre-test in experimental class was 44. Meanwhile, the minimum score of post-test in experimental class was 28 and the maximum score of post-test in experimental class was 68. Looking to the mean score of experimental class for pre-test 30,67 and for post-test is 40,59, it showed that there is any significant effect in students' speaking ability after using storytelling method.

## 2. The Score of Pre-Test and Post-Test of Control Class

The researcher used class VIII B of SMP Swasta Karyawan Turangie Langkat as an experimental class. This

class consisted of 27 students, 20 female students and 7 male students. Firstly, the

researcher shared pre-test in paper form to measure how far the student's speaking ability by asking them to write the answers on the paper that consisted of some questions and asked them to memorize their answer then the researcher asked the questions one by one orally and without text in front of the class. After did the pre-test. The researcher explained to students about narrative text, without using storytelling method. The researcher gave an example about narrative text and asked them to memorize about what the researcher told before, then asked students one by one to answer my questions about what the researcher told about narrative text and also the example in front of the class.

After this, the researcher did the post-test. Table 3 below shows the outcomes

of the control class's pre-test and post-test.

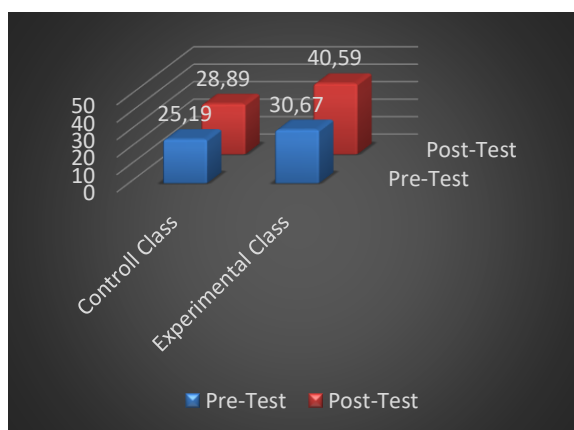
**Table 3**  
**The Score of Pre-Test and Post-Test of Control Class**

No.	Students	Pre-Test Score	Post-Test Score
1	S1	20	28
2	S2	20	24
3	S3	24	24
4	S4	24	28
5	S5	28	32
6	S6	20	28
7	S7	28	28
8	S8	24	28
9	S9	24	24
10	S10	28	32
11	S11	28	32
12	S12	24	32
13	S13	36	40
14	S14	32	28
15	S15	24	28
16	S16	24	24
17	S17	32	36
18	S18	28	32
19	S19	20	20
20	S20	24	28
21	S21	20	32
22	S22	24	28
23	S23	24	20
24	S24	20	24
25	S25	20	36
26	S26	32	44
27	S27	28	20
<b>Minimum Score</b>		<b>20</b>	<b>20</b>
<b>Maximum Score</b>		<b>36</b>	<b>44</b>
<b>Mean Score</b>		<b>25,19</b>	<b>28,89</b>

From table 3 above, it can be explained that the minimum score of pre-tests in control class was 20 and the maximum score of pre-tests in control class was 36. Meanwhile, the minimum score of post-test in experimental class was also 20 and the maximum score of post-test in experimental class was also 44. Looking at the mean score of

experimental class for pre-test is 25,19 and for post-test 28,89, it showed that effect in students' vocabulary mastery not too significant after not using storytelling method. A diagram below represents the progress of both the control and experimental class will be given in addition chart score.

**Figure 1**  
**The Difference between Students' Mean Score Experimental Class and Control Class**



Based on the diagram above, it can be explained that students in experimental class had higher mean scores than in control class, as seen as in Tables 2 and 3. In experimental class, the mean score of pre-test was 30,67 and the mean score of post-test is 40,59. Meanwhile, in control class, the mean score of pre-test was 25,19, and the mean score of post-test was 28,89. In addition, it can be concluded that the mean score in the experimental class, where the class was treated by using storytelling as learning method, had a significant increase, from 30,67 became 40,59, while in the control class which was not given treatment by not making storytelling as learning media, the mean value increased very little, from 25,19

became 28,89. To summarize, storytelling method has a significant effect in students' speaking ability.

### 3. Analysis of the Data

The analysis for this research was conducted using the T-test in IBM SPSS software version 22. However, before performing the T-test, it was necessary to first test for normality and homogeneity, as these are essential conditions for accurate T-test results. The pre-test and post-test data from both the experimental and control groups were examined to determine if they met the criteria of normal distribution and homogeneity. The results of this analysis are shown below.

**Table 4**  
**The Normality Test of Pre-Test in Experimental and Control Class**

		Shapiro-Wilk		
	Class	Statistic	df	Sig.
Students' Outcomes	Pre-Test	.885	27	<b>.006</b>
	Control Class			

Pre-Test Experimental Class	.929	27	<b>.065</b>
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Based on Table 4, the significance value of Shapiro-Wilk in experimental class was 0.065, while in control class was 0.06. Both significance values were higher than 0.05, which experimental class 0.65 and

control class 0.06. Because of the significance value higher or equal than 0.05, it can be said that the data of pre-test in experimental and control class distributed normal.

**Table 5**  
**The Normality Test of Pre-Test in Experimental and Control Class**

		Shapiro-Wilk		
Class	Statistic	df	Sig.	
Post-Test Control Class	.885	27	<b>.072</b>	
Students' Outcomes Post-Test Experimental Class	.929	27	<b>.006</b>	

According to Table 5, the significance value of Shapiro-Wilk for experimental class was 0.006 and for controlled class was 0.072. Significance values in experimental class was greater than 0.05, also the significance in controlled class was greater than 0.05. Because of the significance value higher than 0.05, it can be said that the data of post-test in experimental and control class distributed normal.

The result study from pre-test in experimental class and control class based on mean in significance was 0.001. This data proved that the pre-test and post-test scores were homogeneous, because the significance value was less than significance  $\alpha$  (significance level) =

0.05. It means the pre-test and post-test data in the experimental and controlled class were homogeneous, because its significance value is  $0.001 < 0.05$ .

The next step in the analysis is conducting a t-test to evaluate the research hypothesis, following the confirmation of data normality and homogeneity. This test is aimed at determining whether there is a significant difference between the effects of group work and individual work on students' reading comprehension of hortatory text. Similar to earlier computations, the t-test was carried out using IBM SPSS version 22.



**Table 6**  
**The Result of T-Test Calculation**

	Class	N	Mean	Std. Deviation	Std. Error Mean
Students'	Conventional	27	28.89	5.800	1.116
Outcomes	Story Telling	27	40.59	11.567	2.226

Table 6 showed that the differences result of post-test from experimental class and control class. With the same participants in both class, 27 students, experimental class got 40,59 as the mean score of post-tests which used storytelling method, while control class got 28,89 as the mean score of post-tests which used conventional method.

### Discussion

The findings from this research clearly show how the storytelling method positively affects students' speaking abilities compared to traditional teaching methods. First, normality and homogeneity tests were conducted to confirm that the data was suitable for analysis. The Shapiro-Wilk test showed that both the experimental and control groups had significance values greater than 0.05, meaning the data was normally distributed. This was further supported by the homogeneity test, which used Levene's Statistic, and yielded a significance value of 0.001. This suggests that the variances between the groups were similar, confirming that the comparison between the experimental and control groups is valid.

Looking at the performance of both groups, the results of the t-test reveal that the students in the experimental group, who were taught using the storytelling method, performed

much better. Their average post-test score was 40.59, while the control group, which used conventional teaching methods, had an average score of 28.89. This significant difference in scores indicates that storytelling had a direct and positive effect on improving students' speaking abilities.

Furthermore, the independent sample t-test provided additional evidence that the storytelling method is more effective. With a p-value of 0.000, which is lower than the threshold of 0.05, the null hypothesis (which states there is no difference between the methods) was rejected, while the alternative hypothesis (which suggests that storytelling improves speaking ability) was accepted. This statistical confirmation highlights the effectiveness of storytelling as a teaching strategy.

The implications of these results align with previous research, such as those by Irwan et al. (2017) and Waode Hamisa (2018), who found that interactive methods, such as daily practice and story completion, significantly enhance students' language abilities. Storytelling not only improves speaking skills but also boosts creativity, vocabulary acquisition, and student confidence. These findings suggest that teachers should consider incorporating storytelling and other engaging methods into their lessons to enhance language learning.

In summary, the results of this study underscore the benefits of using storytelling in language education. It is a powerful tool that helps students improve their speaking abilities, and it should be integrated into teaching practices to foster more effective language learning outcomes.

The findings of this research align with previous studies that emphasize the various factors contributing to students' speaking abilities. For instance, Irwan, Asrida, and Fadli (2017) identified several key factors influencing students' speaking performance, such as teachers, daily practice, family support, and learning materials. These factors play a crucial role in enhancing the learning environment, which supports students' overall language development. Current research, by using the storytelling method, reinforces the idea that innovative teaching techniques like daily practice (through storytelling) and engagement are essential for improving speaking skills, as outlined by Irwan et al.

Similarly, research by Waode Hamisa (2018) supports the conclusion of this study, as it highlights that interactive techniques like story completion encourage students to speak more confidently. This aligns with the current study's findings, where the storytelling method significantly enhanced students' speaking abilities. Waode's research emphasizes that using creative tasks in teaching can improve students' ability to communicate effectively, similar to how storytelling

fosters confidence and fluency in the present study.

Lastly, the strong correlation between self-confidence and speaking ability reported by Sumardi, Dollah, and Farahdiba (2022) is also reflected in this study. The storytelling method not only improved speaking performance but also likely boosted students' self-confidence, as students who practiced storytelling may have felt more comfortable and confident in their speaking abilities. This aligns with Sumardi et al.'s findings that self-confidence and speaking skills are significantly interconnected.

## CONCLUSION

This study employed a quantitative approach using a quasi-experimental design to assess the effect of the storytelling method on the speaking abilities of 8th-grade students at SMP Karyawan Turangie Langkat. The results indicated a significant improvement in the students' speaking skills after being taught with the storytelling method. The data were gathered through pre-tests and post-tests. The students in the experimental group, who used the storytelling method, achieved higher scores than those in the control group, who did not use the method. Before the storytelling method was introduced, the experimental group's average pre-test score was 30.67, which increased to 40.59 after applying the method. In contrast, the control group, which did not use the method, had a pre-test mean score of 25.19 and a post-test mean score of 28.89. The independent sample test results revealed that the p-value was 0.000, which is below the

significance threshold of 0.05. This indicates that the null hypothesis (H<sub>0</sub>) was rejected, and the alternative hypothesis (H<sub>a</sub>) was accepted, confirming that the storytelling method had a statistically significant positive effect on the students' speaking ability. Thus, it can be concluded that storytelling as a learning method significantly affects students' speaking performance.

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