The Implementation of Storytelling Method to Improve Students' Speaking Achievement

Penerapan Metode Storytelling untuk Meningkatkan Prestasi Berbicara Siswa

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ABSTRACT

This research aimed to increase students' speaking ability by using Storytelling method at second grade students of MA Belang-Belang Maros. This research used quasi-experimental research with quantitative and qualitative method (mixed-method). The population of this research was the second grade students at MA Belang-Belang Maros. There were 25 students in experimental group and 25 students in control group. The research sample was taken by using cluster sampling technique in quantitative method and purposive sampling in qualitative method. The data of this research was obtained by using speaking test, questionnaire, and interview. This research used t-test, N_Gain score and KKM score to analyses the data operated by SPSS 25. The result of experimental class of t-test (4.99) was higher than t-table (2.01), and sig. (2-tailed) was lower than α = .005. Nevertheless, mean score of experimental group (76.23) was higher than control group (64.56). Moreover, Minimum Completeness Criteria of students was increase from 16% to 88% in experimental class. The researcher used questionnaire and interview to find out students' response in Storytelling method. The researcher found that Storytelling method increased students felt enjoy and confidence. It means that storytelling interests students in learning speaking class activity. It signifies that the all hypothesis is accepted.

Keywords: Speaking achievement, Storytelling method

ABSTRAK

Penelitian ini bertujuan untuk meningkatkan kemampuan berbicara siswa dengan menggunakan metode Storytelling pada siswa kelas II MA Belang-Belang Maros. Penelitian ini menggunakan penelitian eksperimen semu dengan metode kuantitatif dan kualitatif (mixed-method). Populasi dalam penelitian ini adalah siswa kelas II MA Belang-Belang Maros. Ada 25 siswa dalam kelompok eksperimen dan 25 siswa dalam kelompok kontrol. Sampel penelitian diambil dengan menggunakan teknik cluster sampling dengan metode kuantitatif dan purposive sampling dengan metode kualitatif. Data penelitian ini diperoleh dengan menggunakan tes berbicara, angket, dan wawancara. Penelitian ini menggunakan uji t, skor N_Gain dan skor KKM untuk menganalisis data yang dioperasikan oleh SPSS 25. Hasil uji t kelas eksperimen (4,99) lebih tinggi dari t-tabel (2,01), dan sig. (2-tailed) lebih rendah dari = .005. Namun demikian, rata-rata skor kelompok eksperimen (76,23) lebih tinggi daripada kelompok kontrol (64,56). Apalagi KKM siswa meningkat dari 16% menjadi 88% di kelas eksperimen. Peneliti menggunakan angket dan wawancara untuk mengetahui respon siswa dalam metode Storytelling. Peneliti menemukan bahwa metode Storytelling meningkatkan rasa senang dan percaya diri siswa. Artinya storytelling menarik minat siswa dalam pembelajaran kegiatan kelas berbicara. Ini menandakan bahwa semua hipotesis diterima.

Kata Kunci: Prestasi Berbicara, Metode Bercerita

1. INTRODUCTION

Language is a fundamental use for communication and interaction. There are many languages around the world. Those different languages are used in different country. English is chosen as international language that we used to communicate to another people around the world. In Indonesia English is taught as foreign language. There are four skills that have to be mastered in English; listening, speaking, reading, and writing.

Speaking is very essential because the people speak to express their ideas, feeling, message and all that they want to. (Burns & Joyce, 1997) said that most language programs aim to integrate both spoken and written languages but the emphasis is given to speaking. The emphasis that is given to speaking in a language program varies according to the needs and goals of the students and the focus of the course. In addition, (Richards & Renandya, 2002) stated that a large percentage of the world's language learners study English in order to develop proficiency in speaking.

As the prior observation, the researcher found that a lot of students were hard to express their ideas and feeling, or what they wanted to say to deliver their message in English. There were some problems that found by the researcher. First, students felt afraid and nervous when they wanted to speak or communicate using English in front of their classmates. Second, the students did not have any idea or initiative to speak unless he asked questions, or when they had ideas, they did not know how to express the ideas. It was due to the lack of vocabulary, lack of understanding of grammatical patterns, and lack of practicing English speaking. Third, the students still frequently made mistakes in pronouncing the English words. It was caused by their pronunciation which was still influenced by their native language. Fourth, their problem with prosodic features such as intonation, stress, and other phonological nuances still caused misunderstanding or led to communication breakdown. Those problems made the students reluctant and unmotivated to speak.

Based on the problem above, (Brown, 2001) stated that techniques are the specific activities manifested in the classroom. In addition, (Sharma, 2018) said that students' problem in speaking can be fixed by giving a lot of activities to practice their English either in the classroom or out of the classroom. Speaking activity in the classroom has to be fun and interesting for students with appropriate technique. By choosing appropriate technique hopefully the teacher can improve students' ability in speaking. It has a very essential role in supporting the success of teaching and learning process.

There are a number of techniques which can be used to ensure that students not only understand the meaning of a language form but they are also able to use it in exchanging or producing ideas and feelings. (Brice, 2004) believed that storytelling is a great technique that can be used to increase EFL learners' oral skills. (Marzuki et al., 2016) also confirmed that the implementation of interactive storytelling strategy increased the EFL learners' speaking ability and the classroom activities. Retelling story made the speaking activity became joyful since it could help students tell the chronological events of the story easily. (Hidi, 1990) said that, "being interests in a topic is a mental resource that enhance learning, which then results in better performance and achievement". Also (Hamilton & Weiss, 2005) stated that a story can also bring positive environment for the learning process where the students are actively being a part of learning communities. Furthermore, storytelling can evoke the students' emotions. Through storytelling technique, students can demonstrate their comprehension of the story. 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.

The aims of this research was to find out whether or not there is an improvement in speaking achievement using storytelling method and to find out the students' interest in learning Speaking toward the implementation of storytelling method.

2. LITERATURE REVIEW

Speaking is a productive skill of language learning. It cannot be separated from language, so that student has to be master in this aspect in order to communicate in English fluently and clearly. According to (Hornby, 1995) speaking is making use of words inan ordinary voice, offering words, knowing and being able to use a language expressing one-self in words, and making speech. Another statement by (Luoma, 2004) stated that speaking is interaction and a social and situation based

activity. Therefore the researcher infers that speaking uses the word and produces the sound to express ourselves either ideas, feeling, thought and needs orally in an ordinary voice. Furthermore, success in communication often depends on speaking skill.

The Components of Speaking According to (Syakur, 1987), there are some components of speaking skill; such as:

Pronunciation is an essential aspect of learning speaking as foreign language. It is the way of students to make their speaking clearer. If the students' pronunciation in speaking is not clear, the listener will be difficult to understand. Pronunciation includes many aspects that include articulation, rhythm, intonation and phrasing, and more peripherally gesture, body language and eye contact.

Grammar is needed to help speakers how to arrange sentences correctly, what tense will be used, and how to use appropriate utterance.

Vocabulary is a basic building block of language learning. Students need to know words, their meaning, how to spelt and pronounced well. Therefore, teacher have to make sure to explain the meaning of the word correct and clear as well as the pronunciation and the spelling in teaching process.

Fluency in speaking means how to express our feeling, ideas etc. without interruption. In teaching and learning process, the teacher have to allow the students to express themselves freely without correct immediately whereas the ideas have much correction interferes with the flow if conversation. The aim is to help students speak fluently and with ease.

Comprehension refers to the speakers' understanding about what are they saying to the listeners in order avoid misunderstanding information; in addition, its function is to make the listeners easily to catch the information from the speaker.

Storytelling is the communicating of events through the use of words and sounds. Based on (Jianing, 2007) using storytelling in English classroom is one of good activities to encourage students to study English. According to (Strong, 1996), storytelling is a process that offers opportunities to practice organizing, categorizing, and remembering information.

Storytelling is a procedure that enables students to play a large role in reconstructing stories. It underlines both social and academic development. When they tell a story, they use language for an extended period of time. They construct the story. This activity increases their language development.

There are three steps of teaching by using storytelling technique adapted from (Morrow, 1986), they are;
1) *Pre storytelling.* Teacher begins the class with an introduction to the lesson objective and the contents that students must study each lesson and students try to think about storytelling. Teachers should familiarize students with storytelling introduction, how to focus on the main idea and how to support students. Then, teacher asks the students to read a simple narrative text and also ask them to think about the story they read.
2) *Guideline storytelling or while storytelling.* Students will learn story structures which consisted of plot, point of view, setting, characteristic, and ending. Teachers also provide students with the questions for guideline. At last in guideline storytelling, discussion (sharing ideas) is needed to supports the ability of storytelling by doing the previous and post discussion from stories.
3) *After storytelling or post storytelling.* Students retell the stories independently in class and teacher give feedback to the students after they finish storytelling the story.

3. RESEARCH METHOD

This research used a mixed method research type (quantitative-qualitative). This research was about quasi experimental type by using two classes as experimental and control class. For quantitative, the researcher did pre-test and post-test to both classes to show the effectiveness of storytelling method to improve students' speaking achievement. While for qualitative type, this research used questionnaire and interview to show students' response of the storytelling method in the Speaking class. Students as subject for data interview were chosen from the highest, medium, and lowest achievement students.

The sample and the object of the research ware used sampling technique by the teacher consideration. The sample of this research was the students of the second grade students at MA BelangBelang which consist of 50

students (25 in the experimental class and 25 in the control class).

The students' oral test from pre-test and post-test had been scoring using the following criteria level introduced by (Hughes, 2003)

Table 1. The students' oral test from pre-test and post-test

No	Aspects	Score	Descriptions
1	Pronunciation	1	Pronunciation frequently unintelligible
		2	Frequent gross errors and very heavy accent make understanding difficult, require frequent repetition.
		3	"Foreign accent" requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary
		4	Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding
		5	No conspicuous mispronunciations, but would not be taken for a native speaker
		6	Native pronunciation, with no trace of "foreign accent"
2	Grammar	1	Grammar almost entirely inaccurate except in stock phrases
		2	Constant errors showing control of very few major patterns and frequently preventing communication.
		3	Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding
		4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding
		5	Few errors, with no pattern of failure
		6	No more than two errors during the interview
3	Vocabulary	1	Vocabulary inadequate for even the simplest conversation
		2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family etc..
		3	Choice of word sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics
		4	Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocutions
		5	Professional Vocabulary broad and precise; general vocabulary adequate to cope with complex practical problem and varied social situations.
		6	Vocabulary apparently as accurate and extensive as that of an educated native speaker
4	Fluency	1	Speech is so halting and fragmentary that conversation is virtually impossible
		2	Speech is very slow and uneven except for short or routine sentences
		3	Speech is frequently hesitant and jerky; sentences may be left uncompleted
		4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words
		5	Speech is effortless and smooth, but perceptively non-native in speed and evenness

		6	Speech on all professional and general topics as effortless and smooth as a native speakers
5	Comprehension	1	Understand too little for simplest type of conversation
		2	Understand only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing
		3	Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing
		4	Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition and rephrasing
		5	Understands everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech
		6	Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

All the students' score was converted based on the following formula:

Students' score $= \dfrac{The\ gain\ score}{The\ maximum\ score} \times 100$

The researcher found the data of mean score, standard deviation, frequency and rate percentage of students' pre-test and post-test as well as the value of t-test and N_Gain in experimental and control group by using SPSS 25 software.

The data through questionnaire used Likert Scale and had been analyzed in average. The score were given below:

Table 2. Data Through Questionnaire

Positive Statement	Categories	Negative Statement
5	Strongly Agree	1
4	Agree	2
3	Undecided	3
2	Disagree	4
1	Strongly Disagree	5

(Arikunto, 2006)

The interval used in deciding the students' category will be formulated as follows:

$$Interval = \dfrac{The\ highest\ score - the\ lowest\ score}{amount\ of\ categories}$$

(Nurkancana et al., 1992)

So the rating score ranges from 20-100 (interval 80). Since the questionnaire get five categories, the interval

that was used to determine the category is 80/5 = 16. The following is the rating score of the category:

Table 3. Data Through Questionnaire

Score	Classification
85-100	Strongly Interested
69-84	Interested
53-68	Moderate
37-52	Uninterested
20-36	Strongly Uninterested

(Sugiyono, 2018)

To calculate questionnaire data into percentage, the researcher used the percentage technique using this formula:

$$P = \dfrac{fq}{N} \times 100\%$$

(Sudjana, 2005)

The interview result, in particular, was used to strengthen the questionnaire data. This had been transcribed, then the code to find out the relevant spoken answers by interviewees. Then, the researcher had done the further understanding about the data. After having much understood the data, the researcher presented the data. The data presented through explanation. Finally, the researcher made a final interpretation about the data.

4. FINDINGS AND DISCUSSION

The description of the data collected through the speaking test which covers pronunciation, grammar, fluency, vocabulary, and comprehension. It was related

to Syakur (1987) who said that there are some components of speaking skill; such as; pronunciation, grammar, vocabulary, fluency, and comprehension. The aim of the test was to know the students' improvement in speaking through the implementation of Storytelling method. The experimental and control classes have the same level of speaking ability as indicated by the speaking pre-test that have been given before the treatment. The mean score of pre-test in experimental group was 61.92 and the mean score of control group was 60.64. Furthermore, the score of Minimum Completeness Criteria (KKM) of the students in experimental and control class were in the same level, low criteria. There were only 16% students who were passing the KKM score.

Based on the result of the research, the following interpretation was presented to strengthen the value of the research. After doing the post-test, the result showed a statistically significant effect in speaking ability between students who were taught by Storytelling and those who were not. Students' mean scores from both groups have been explained in the previous section. It can be seen that using *Storytelling* method is positively affect the students speaking achievement. It can be seen from the mean score of experimental group was higher than the mean score of control group. The mean score of the students pre-test from experimental group was 61.92 and standard deviation was 8.411, while in control group, the mean score of the students' pre-test was 60.64 and standard deviation was 10.881. Therefore, the students post-test mean scores from both groups were increased after the treatment was conducted. The mean score of the students' post-test from experimental group after treatment was 76.32 with standard deviation 6.303, in contrary; the mean score of the students' post-test from control group was 64.56 with standard deviation 9.967. It can be seen that the students' post-test mean score from the experimental group higher than control group (76.32<64.56).

The score of Minimum Completeness Criteria (KKM) of the students in experimental were increased dramatically from low criteria to very high criteria. There were 88% students who were passing the KKM score and only 22% students who were not. Therefore, the students' speaking score of KKM in control group were increased but still in the low criteria. There were 28% of students who were passing the KKM criteria.

After analyzing the result of post-test of the data analysis, the researcher found that ϱ-value was lower than α (0.000 < 0.05). It can be seen the ϱ-value (0.000) at the level of significance (0.05), the degree of freedom (df) was 24 (Appendix 9).

Moreover, the data from N_Gain showed that the score of students' speaking achievement of experimental class were equally elevated. Based on the data that has been calculated by SPSS 25 software, N_Gain from the experimental group were 0,379 or in medium criteria. N_Gain score from experimental group were extremely different from the control group that was in the low criteria. It could be concluded that using storytelling method were effective to improve students' speaking achievement. Five components of speaking were also improved differently. The N_Gain data of speaking categories after using storytelling method showed that grammar, and comprehension improved the students achievement the most. It means that, storytelling method were more effected the students achievement speaking especially in grammar and comprehension.

Based on the explanation above, the researcher concluded that the treatment with *Storytelling* method gives a good improvement to students' speaking achievement. González (2010) also stated that students can get the benefits from storytelling, because stories help them to develop the ability to understand spoken language and engage their thinking skill.

Based on the hypothesis testing, the researcher concluded that *Storytelling* significantly improves students' speaking achievement. This finding also agreed with Marzuki et al. (2016) who confirmed that the implementation of interactive storytelling strategy can increase the EFL learners' speaking ability and the classroom activities.

In the questionnaire, the researcher found three findings related to the implementation of storytelling method in speaking class. The first finding was students' motivation. The questionnaire result showed that, the students felt happy and enthusiast to tell a story and learnt speaking by using storytelling method. Dornyei (2001) said that the students' enthusiasm in learning process increased their motivation. Motivation has a very important role in determining the success or failure in any learning situation. It means that if they were happy, it motivates them and had positive affect.

The second finding was the students' ability to create ideas. National Storytelling Association in Krismawati (2018) said that storytelling has three meaning; a) design and creative, b) nature, personal, interpretive, unique, c) process, sharing, interpreting and offering content. The questionnaire result showed that, the students agreed that they can be easy to create idea through storytelling. They also agreed that storytelling increased their vocabulary list that could help them to tell a story. It was relevant to Hayes & Ahrens (1988) who said that storytelling is important for children and it can increase the child's vocabulary.

The third finding related to grammar and pronunciation. Luoma (2004) stated that the most important thing in delivering information to other is the listeners get the point and understand it. Based on the result of the questionnaire, most of the students disagreed to focus in grammar while they were speaking. The most important things for students were they could speak many sentences in English and the listener could understand their speaking. The students realized that English is important to help them in many things. Using storytelling method could help them to practice how to pronounce English correctly. They also agreed that their speaking ability will be better if they use English for their daily activities. Through the storytelling, the researcher tried to apply English in students' daily life. It started from telling stories which the researcher already chose. Hopefully, it can be a story from the students' daily life. It related to Burton (1994) who described that there are several criteria to evaluate the learning activities; a) related to students' interest and needs, b) provide naturally for use materials dealing with places, people, and times, c) provide a great variety for individual and group works.

The interview result showed that most of the students have dared to express their opinions even though there are some of them still fell nervous, and pauses for a new idea. Based on this research, researcher found there are six advantages of the implementation of storytelling method. Namely;

The first advantage is the students' reason. The implementation of storytelling method is helpful for the students' achievement on speaking skill. Jianing (2007) also stated that using storytelling in English classroom is one of good activities to encourage students to study English. Most of the interviewees said

that they were very helped in learning and more active in the class during the method.

The second advantage is the students' feeling. The interview result showed that the implementation of storytelling made the students feel enjoy during the method in learning Speaking activity. It was related to Samantaray (2014) who said that storytelling can change the environment of a tedious classroom into an exciting one.

The third advantage is the strategy by the teacher to improve students' speaking achievement. The method helped the students improve their speaking achievement, the method is easy to understand and the students able to speak. It was related with Dujmovic (2006) who stated that storytelling is one of the best methods to help students in learning language. Moreover, Brice (2004) believes that storytelling is a great method that can be used to improve EFL learners' speaking skill.

The fourth advantage is the students' opinion. Students' opinion about the implementation of storytelling was not shortcomings during the speaking learning in the classroom. Rossitter (2002) said that Storytelling enroll students on a standard that other teaching method do not. This statement was similarly with Abrahamson (1998) and Morgan & Dennehy (1997) who stated that storytelling made students involve in the story in deeper and richer stage through emotional and personal connection.

The fifth advantage is the students are more confident. The implementation of storytelling was able to solve the students' problem about lack of confidence. The students become more confidence to speak English especially in the classroom. It related to Skinner (1957) who said that the environment will influence language development. Students' achievement will be increased if they are confident in the learning process.

The last advantage is the students become more active in speaking English. The students become accustomed to express their idea in the classroom using English. The implementation of storytelling automatically made the students think and spoke more actively. This finding related with Sharma (2018) who said that students' problem in speaking can be fixed by giving a lot of activities to practice their English either in the classroom or out of the classroom.

Based on the data of the questionnaire and also combined with the result of the students' interview, it can be seen that the most of students were highly interested using Storytelling in Speaking learning activities. This finding was related to Hidi (1990) who said that, "being interests in a topic is a mental resource that enhances learning, which then results in better performance and achievement". It can be said that the students declared if the implementation of storytelling was successful (H1). It meant that teaching speaking by storytelling method can created positive classroom activity where the students can give their opinion in speaking in order to achieve the teaching and learning objective related to standard competence and basic competence of school based on curriculum.

Based on the explanation above, it can be said that storytelling method gave contribution to the teaching and learning speaking in MA Belang-Belang Maros. In conclusion the use of storytelling method is effective in teaching Speaking of the second grade students of MA Belang-Belang Maros. It also can help students to increase their ability.

The result of this research was same with some researches. First research was from Ikramuddin (2017), he reported that using storytelling method in teaching speaking could help students' speaking ability. Moreover, the students gave positive response to this method. His theory was based on the theory form Aiex (1988), Cooper (1989), Koki (1998), Zobairi & Gulley (1989) who said that stories can help children in imagination and world perception. Stories can also improve children's ability in language and literature. He conducted the storytelling method by using pre-experimental design while this research used quasi-experimental design with experiment and control class. The other difference was the material of storytelling. He used students' wish and hope as the material while the researcher used narrative text to be retold by the students. Furthermore, Ikramudiin only use questionnaire to receive students' perception in storytelling method, while the researcher used questionnaire and interview to get their perception about storytelling method.

The second research was from Muna (2011) she concluded a theory that a video from Youtube could advance students' speaking aspects skill and made understand the content. The use of Youtube video changed the situation in the class for the better. Her theory was based on Gower, Phillips, and Walters (1995) who said that video can make students easier to understand the content because they see the facial expression, the gestures, physical background and all the additional information from the video. She used Class Action Research with two cycles. She used Youtube stories as the material while this researcher used narrative text without video.

The third research was from Putri (2020). She concluded her research that using storytelling by youtube can improve students' speaking ability. Her theory was based on Brook (2011) who stated that Youtube is a media to help teaching and learning, confidence booster, and increase students' activities in the class. . He conducted the storytelling method by using pre-experimental design while this research used quasi-experimental design with experiment and control class.

5. CONCLUSION

Based on the research that carried out the second grade students of MA Belang-Belang Maros in academic years 2021/2022, it can be concluded that using Storytelling method can improve students' speaking ability. It can be seen from previous chapter before that there was significant difference between students who were taught by using storytelling method and students who were not. The statistical analysis by using SPSS 25 in both experimental and control group showed that both of groups have a positive effect on the students' speaking achievement. Even thought, Based on the analysis by using SPSS 25, it was also shown that there is significant difference between mean score in speaking of the both experimental and control group. The mean score of experimental group was higher than control group. The data from the students' KKM were more improved significantly in experimental class than the control class. It means that using Storytelling method was more affect the students speaking achievement than CTL method. The researcher concluded that the hypothesis accepted. It means that using Storytelling can improve students' speaking achievement at the second grade students of MA Belang-Belang Maros.

The researcher also conducted this research to find out the students' response after using Storytelling method in their learning activities. After analyzing the result of

the data, the researcher made the conclusion that the second grade students of MA Belang-Belang Maros were interested to the implementation of storytelling method in learning Speaking. This method can increase their confidence and motivation and enhance their ability in learning speaking. On other hand, the data of interview also showed that the students fell enjoy and confident in the class. The students also learn how to retell the story using their own words. Besides, the students also said that they could improve their vocabularies and grammar through this method.

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