

Improving Students' Speaking Achievement by Using Storytelling Technique

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Abstract: *This study was aimed to improve the students' speaking achievement by using storytelling technique. The subject of the study was the eight grade students of Public Junior High School 22 Medan in academic year 2018/2019. This study was conducted by applying Classroom Action Research (CAR), which had been conducted in two cycles and each cycle consisted of three meetings. The instruments of collecting data were quantitative data (speaking test) and qualitative data (observation checklist and field notes). The result of the test shows that the mean score of pre test is 40, formative test is 46.34, and post test is 62.89. The percentage of the students' means score improve from pre test to post test 57.2%. The result of observation checklist and field notes showed that the students were interested in teaching and learning English especially speaking skill by using storytelling technique. These indicated that there was a significant improvement of the students' speaking achievement by using storytelling technique.*

Keywords: *Speaking Achievement; Storytelling*

I. Introduction

English in Indonesia is a foreign language. For this reason, students need lots of exposures since they are much less exposed to target language. There are four skills of English that should be mastered by students, namely listening, speaking, reading and writing. Speaking is considered as an important skill to be accomplished by students. As language is used as a tool of communication, the ability of speaking or communicating with others takes an important role.

According to Hughes (2002), the teaching of speaking depends on the existence of a classroom culture of speaking and that classroom needs to become "talking classroom." It can be inferred that during the teaching and learning process, the most active one is not the teacher, but the students. Foreign language learners need opportunities to develop their speaking skill by being exposed to situations where the emphasis is on using the language for communicating meanings as efficiently and economically as possible. The lack of exposure to a real English speaking setting can limit the quantity and quality of the input. The input in this case is the students' speaking skill.

Wu et al. (2011) states that in countries where there is not a surrounding population using English actively, the language is still often taught as a traditional classroom subject, with students rarely interacting with anyone except their teachers and classmates which is far from an authentic learning environment. The facts which show that teachers are still teaching speaking skills in traditional way and students rarely interact in English with anyone except their teachers make the students unable to speak English. As the result, they find difficulty in expressing their thoughts, opinions, feelings, and ideas through the language.

Based on the observation carried out by the researcher at Public Junior High School 22 Medan, it was found that students had difficulties in learning English especially when they were asked to express their opinions. In the researchers' opinion this was caused by several reasons. Firstly, the students had very limited vocabulary. Having limited vocabulary makes the students unconfident to talk in English. The second one, they were discouraged to talk in

English during learning English subject. They were afraid that their friends would laugh at them when they were talking.

Thirdly, the researchers assumed that the students considered English as a difficult subject to be mastered. This makes them unmotivated to learn English.

The problems regarding speaking mentioned above should be solved immediately. The writer is interested in solving the problem by conducting a research to improve students' speaking achievement by using storytelling. Storytelling is considered as an alternative way to improve students' speaking achievement. Students need to practice their speaking skill as natural as possible instead of sitting in the classroom and become passive learners. By retelling the story that they have been watching, students will have to demonstrate their mastery of a language. This is in line with Harmer (2007) who asserts that teacher's roles in the classroom during the teaching and learning process of speaking include assessor, prompter, participant and feedback provider. Thus, a teacher's role is creating an effective classroom speaking activity that encourages students to express their feeling and help them act as if they are in a real-life situation.

In line with the background of the research, the problems of the research are formulated as follows:

1. Can the storytelling improve students' speaking achievement?
2. What are the students' responses after being taught using storytelling?

Finding the answers to the problems of the research is the primary objectives of the research. Thus, the objectives of the research are:

1. To prove that storytelling can improve the students' speaking achievement
2. To describe the students' responses after being taught by using storytelling.

Therefore, the findings of this research are expected to give significant contribution theoretically and practically. Theoretically, the findings of the research are theoretically expected to be significant for strengthening and supporting the theories about speaking skills and giving a new perspective in relation to the teaching of speaking skills. Practically, the findings of the research are practically expected to be significant for the researchers, teachers or lecturers and the students in relation to teaching speaking by using storytelling.

Speaking is communication skill that enables a person to verbalize thought and ideas. It is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts (Chaney and Burk in Zainatuddar, 2015: 446). It means that speaking is a productive skill that requires the speakers to produce words or sentences with particular meanings that can be received and comprehended by listeners.

In learning speaking skills, there are some factors that make it difficult to be mastered. Al-Hosni (2014: 123) identifies that students are worried about making mistakes fearful of criticism, or simply shy. Students have no motivation to express themselves, only one participant can talk at a time because of large classes and the tendency of some learners to dominate while others speak very little or not at all- learners who share the same mother tongue tend to use it because it is easier and because they feel less exposed if they speak their mother tongue.

The factors mentioned above influence unsuccessful speaking skill lesson. It is needed an appropriate technique in teaching English that can encourage students to talk without worried of making mistakes.

Zaro and Saberri in Zuhriyah (2017: 4-5) defines that storytelling is an activity involving the interaction between storyteller and audience and between an individual and the listener in

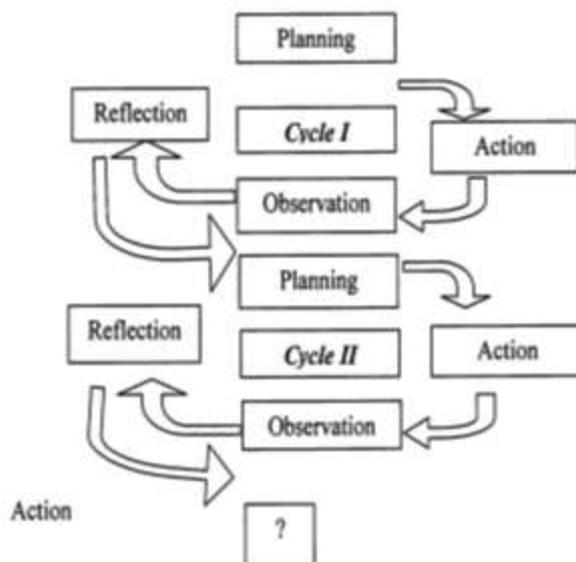
the certain level. Thus, it can be said that storytelling is sharing ideas and experiences through words and actions to communicate.

Stories are rich materials for students to learn about the world they live in. it combines all four skills: listening, speaking, reading and writing. By retelling the story or remembering the plot of the story can foster the learners' cognitive and social skills. Thus, they speaking skills will also improve.

II. Research Method

This research is conducted by applying Classroom Action Research (CAR). Wallace (2006) states, "Classroom Action Research is a type of classroom research carried out by the teacher in order to solve problems or to find answers toward context-specific issues." This study also involves four phases in each cycle which are essential as proposed by Kemmis and Mc Taggart (1988). Those phases are planning, action, observing and reflecting. Each cycle has three meetings. The action that the teacher does in first cycle influence the second cycle because it is needed to improve what missing is the first cycle. It makes the teacher prepares the action well so that the learning and teaching process can work better than before.

The process in action research is shown in the scheme taken from Kemmis and McTaggart (1988) as follows:



The study was conducted at Public Junior High School 22 Medan which is located at Jl. Pendidikan No.36 Marindal 1 Medan. The subjects of the research are the eighth grade students consists of 29 students at the school. The sources of the data in this research are qualitative data and quantitative data. Qualitative data are obtained from the observation checklist regarding the students activities and the field notes. Quantitative data are obtained from the students' speaking test before, during and after the learning process. In this data collection, the researcher needs a collaborator. A collaborator in classroom action research is person who helps the researcher to collect the data.

The instruments used by the researchers to collect the data were test, field notes and observation sheet. The tests used in the research consisted of pre test, formative test and post. They were used to measure the students' speaking achievement before and after storytelling is applied. The observation sheet was used to collect information during teaching and learning

process in the classroom and the field notes was used to get the students' responses after learning speaking skill by using storytelling. The scoring rubric to measure the students' speaking achievement is adopted from Maulany (2013: 35) which is divided into 5 criteria, i.e. comprehension, vocabulary, grammar, fluency and pronunciation.

III. Result and Discussion

In the data analysis, there are two types of data, i.e. Quantitative Data and Qualitative Data which were analyzed to prove that Storytelling technique could improve students' speaking competence and the students' responses towards the application of Storytelling technique. The study consisted of two cycles. Each cycle consisted of Planning, Acting, Observing and Reflecting.

3.1 Quantitative Data

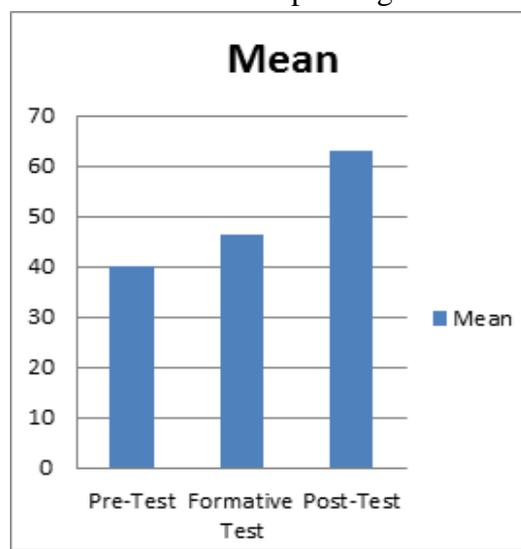
Before conducting the treatment, the pre-test was given to measure the students' speaking achievement. In the last meeting of cycle 1, the formative test was given to measure the improvement of the students. Then, the post test was given to the students at the end of the whole cycles to measure the students' improvement after they were taught by using Storytelling technique. The result of the students' score in pre test showed that the students' speaking achievement was very low. Therefore, the researchers started doing the classroom action research started by giving them pre test, continued into formative test and ended by giving them post test. The result of their score is calculated as follows:

In the pre-test, the total score of students is $\frac{1160}{29} = 40$

a. In the formative test, the total score of the students is $\frac{1344}{29} = 46.34$

b. In the post-test, the total score of the students is $\frac{1824}{29} = 62.89$

Thus, the students' mean score in pre test is 40, in formative test are 46.34 and in post test is 62.89. The improvement of the students speaking score is shown in the following histogram:



To find out the percentage of the students' improvement score from pre test to formative test, the following formula is applied:

$$P = \frac{y1 - y}{y} \times 100\%$$

$$= \frac{46.34 - 40}{40} \times 100\% = 15.85\%$$

y1 = the mean of students' score in formative test
 y = the mean of students' score in pre test

Meanwhile, to find out the percentage of the students' improvement score from formative test to post test, the following formula is applied:

$$P = \frac{y2 - y1}{y1} \times 100\%$$

$$= \frac{62.89 - 46.34}{46.34} \times 100\% = 35.71\%$$

y1 = the mean of students' score in formative test
 y2 = the mean of students' score in post test

Next, to find out the percentage of the students' improvement score from the pre-test to post test, the following formula is applied:

$$P = \frac{y2 - y}{y} \times 100\%$$

$$= \frac{62.89 - 40}{40} \times 100\% = 57.2\%$$

y2 = the mean of students' score in post test
 y = the mean of students' score in pre test

It can be concluded that then percentage improvement of the students' score from pre test to formative test is 15,85%, from formative test to post test is 35,71% and from pre test to post test is 57,2%.

Table 1. The students' mean and median score are presented

	Pre-test	Formative test	Post-test
Mean	40	46.34	62.89
Median	40	40	60

The table shows that the students mean score improve from pre test to formative test and post test. In pre test, the students' mean score is only 40, while in formative test it improves into 46.34 and finally it becomes 62.89 in post test. The improvement reaches more than 52.7%.

The same thing happened with the students' median score. In pre test, the students' median is 40, still 40 in formative test and becomes 60 in post test.

IV. Conclusion

Based on the findings and discussion, it can be drawn the conclusions as follows:

1. Teaching speaking skill by using storytelling can improve students' speaking achievement. It was found out that the students' speaking achievement improved from pre test to post test after storytelling technique was applied. It can be seen from the improvement of the students' score from pre-test to post test. The percentage of the students' means score improve from pre test to post test 57.2%.
2. Based on the result of field notes and observation sheets the students enjoy learning English especially learning speaking skill by using storytelling.

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