

The Effectiveness of Story Telling on Junior High School

Students' English Speaking Skill

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Abstract

Speaking is one of the important skills that should be mastered in learning English. One of the effective techniques to improve speaking skill was by using storytelling technique. Storytelling is an activity where some people re-tell a story that they have created. The purpose of this research was to investigate the effectiveness of storytelling on Junior High School students' English speaking skill. This research used a quantitative method specifically quasi-experimental design. To attain the aim of this research, the participants took pre-test and post-test. The pre-test and post-test used to know the students' English speaking skill. The populations of this research were eight grade students in one state Junior High School in Godean. The sample of this research consisted of 62 students (30 students in experimental class and 32 in control class). In experimental and control class the researcher taught seventh meetings, and the researcher used storytelling as the treatment. The result of this research indicated that there was significant difference between the mean score of the pre-test and post-test in experimental and control class. The mean score of gained score in experimental class was 8.50 and control class was -.62. The students' speaking skill in experimental class improved. The result of independent sample test showed that $0.000 < 0.05$ and $11.30 > 1.67068$. It means that H_a was accepted and there was significant difference between students in experimental class and control class. It can be concluded that storytelling had significant improvement in speaking aspect.

Keywords: Speaking skill, Storytelling, Teaching speaking using storytelling

Introduction

One of the important skills that should be mastered in learning English is speaking skill. Speaking can be one of evidences whether or not a learner has success of learning English. Richards and Renandya (2002) said that “A huge percentage of the language learners study English in order to develop their speaking proficiency” (p.201). Shumin (2002) argued that speaking is one of elements of communication. In his study, he said that speaking is an aspect that needs special attention and instruction in EFL teaching. It is necessary for EFL teachers to examine the factors, condition, and components that underlie the effectiveness of speaking skill. It can become effective from language input and speech. Then, it will gradually help learners to speak English fluently and appropriately.

Learning speaking is not simple and easy. There were some difficulties that

student face in teaching and learning of speaking. Yesilyurt & Dincer (2013) argued that the difficulty in speaking is because it contains linguistic and non-linguistic elements like vocabulary, intonation, articulation, formal and informal expression, and also gesture. The fourth is the unsupported environment to speak up. Then, the other factors such as clustering, redundancy, reduced, forms, performance variable, colloquial language, rate of delivery, stress, rhythm and intonation, interaction, and affective factors (Brown, 2001). Brown said that affective factor can be one factor which can make learning speaking is difficult.

To solve the students problem in speaking, ne of effective techniques that the teacher can use in teaching and learning speaking is story telling technique. with Pravamayee (2014) who stated that “ story telling is one if the best tehniques that can be used to develop skill of English language

learners". Story telling is a way to communicate, to understand the experience of others, to liberate people imagination and make sense the world on their position (Maynard as cited in Pravamayee, 2014).

The objectives of this study were to investigate the students' English speaking skill before and after the implementation of storytelling in experimental class. Then, To investigate the students' English speaking skill before and after the implementation of storytelling in control class. The last was investigating the effectiveness of the storytelling in improving students' English speaking skill.

Literature Review

Speaking Skill

Speaking is when someone expresses their ideas in their mind by producing some words. Nunan (1991) argued that mastering speaking is the most important aspect of foreign language learning, and the success is

measured from the ability to bring a conversation in the language. There were some problems in speaking that students often face. Wardani (2017) stated that there are three factors that influence students speaking skill. The first factor is affective factors such as the students afraid of doing some mistakes, afraid if they become a center of attention, and unconfident to speak up. The second factors is cognitive factor such as less of practice and difficult to understand what the other people say. The last factors is linguistic factor. In linguistic factor it showed that the students less of English proficiency. Furthermore, there were some important components of speaking. According to Harmer (2001) speaking is complex skill that concerned with components of grammar, vocabulary, pronunciation, fluency, and comprehension. Some experts in previous studies mentioned about some aspects in assessing speaking skill. Knight (1992) expressed that the detail

criteria in assessing speaking are grammar, vocabulary, pronunciation, fluency, content, and sociolinguistic skill.

Storytelling

Storytelling is way to retell an story that the people have read or heard by using their own words. Safdarian (2013) stated that “storytelling is way of students to retell an story in different words construction after being told story by the teacher” (p.218).

Some components of storytelling were plot, setting, character, and theme. According to

Research Methodology

This research used quantitative as a research method. Quantitative method used to quantify the problem which focused on gathering numerical data and analyzing it by using computational technique. According to Creswell (2012), quantitative research is used to test some objective theories by examining the relationship of the variables.

Furthermore, the researcher used experimental research design under

Diana (2003) as cited in Novia (2017) argued that four components of narrative text are plot, character, setting, and theme. Some previous studies already discussed the effectiveness of storytelling in teaching speaking skill. Sharma (2018) argued that storytelling increased the students’ speaking proficiency. It improved some aspects those are vocabulary, grammar, comprehension and fluency. It indicated that by using storytelling was the effective technique in teaching speaking skill.

quantitative approach. Experimental research was any exploration led with a logical methodology, where a lot of factors are kept consistent while the other arrangements of factors are being estimated as the subject of test. Cohen, Manion, and Marison (2011) stated that experimental design makes a change in the value of one variable.

This research was conducted during February and March 2019. The participants

of this research were all of students of eight grades in one State Junior High School in Yogyakarta in academic year 2018.2019. In this research, the researcher used purposive sampling. Purposive sampling is a technique used to take samples based on criteria that have been determined. Purposive sampling is chosen for a specific purpose, to achieve representativeness, focus on specific, uniqueness issues or case (Cohen et al., 2011). . In selecting the sample, the researcher used the suggestion from English teacher at the school. The researcher had worked together with the teacher to decide which one the experimental class and control class were. From four classes, it was decided to take VIII C and VII D as experimental and control class. The researcher used speaking test as the

Result and Discussion

This study was conducted in One State Junior High School in Yogyakarta. In experimental class (VIII D), the treatment

instrument. The components that the researcher used were pronunciation, fluency, and comprehension. For the data analysis, the researcher used descriptive statistics and inferential statistics to analyze the data. To answer the first and second research questions, the researcher used descriptive statistics. Cohen et al (2011) argued that descriptive statistics is the description of the data such as frequencies, measure of dispersal, measure of tendency, standard deviation, crosstabulation and standardized scores. To answer the third research questions, the researcher used inferential statistics. Inferential statistics was used to know the result of t-test and t-table through computation of the correlation of the two mean scores.

included the comprehension of reading material with some exercises, make a story based on the questions guidelines, make a

story based on correct structure, and speaking practice. In control class (VIII C), the researcher taught the students by using a story and some questions only in every meeting. The researcher taught seven

meetings with time allocation of 40 minutes for every group. After that, the researcher did the post-test in experimental and control group.

Result 1

Table 1					
<i>Mean score of pre-test and post-test Experimental class</i>					
Descriptive Statistics					
Variable	N	Mean	Std. Deviation	Minimum	Maximum
PRE TEST D	30	66.93	3.118	62	75
POST TEST D	30	75.47	4.392	68	88

Table 1 above the mean score from the pre-test was **66.93**, and the mean score from the post-test was **75.47**. It meant that the mean score of post-test was higher than

the mean score of pre-test. Therefore, it indicated that the students' scores increased in post-test. It was because the researcher gave a treatment to the students.

Result 2

Table 2					
<i>Mean score of pre-test and post-test Control class</i>					
Descriptive Statistics					
Variable	N	Mean	Std. Deviation	Minimum	Maximum
PRE TEST C	32	68.88	3.554	62	75
POST TEST C	32	68.25	1.984	63	72

Table 2 above described the mean score of pre-test and post-test in control class. The mean score of pre-test was **68.88** and the mean score of post-test was **68.25**. It meant that the mean score of the pre-test was higher than the post-test. The participants of

control class were 32 students of VIII C whereas both of pre-test and post-test had the same total of participant. Based on the result, it was indicated that the students' score decreased from pre-test to post-test.

Result 3

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Score									Lower	Upper
	Equal variances assumed	.604	.440	-11.308	60	.000	-9.12500	.80698	10.73920	-7.51080
	Equal variances not assumed			-11.221	55.131	.000	-9.12500	.81318	10.75456	-7.49544

The output of *Independent Samples Test* above, it showed that the score of Sig (2-tailed) was 0.000 and the score of *t*-value was 11.308. The requirements were if *t*-value was higher than *t*-table, whereas *t*-table for df60 is 1.6706, then H_a was accepted or if the number of significance is lower than 0.05 (Sig. <0.05) then the data

were significant. According to table 12, it indicated that $0.000 < 0.05$ and $11.308 > 1.6706$. It meant that H_a was accepted or there was significant difference of the gained score in experimental and control class. The mean difference in post-test of experiment could be seen on the column of *Mean Difference*. It showed that

the mean difference was 9.125 and it was negative value. It implied that the gained score of control class was lower than experimental class. Consequently, storytelling was the effective technique in teaching students' English speaking skill.

Recommendation

For students. Storytelling is one of techniques which used for speaking activities. It is not only helpful in teaching learning process but also useful in other speaking activity to generate and organize ideas, opinion and thoughts. The researcher suggests that the students who want to improve their speaking ability may try to use storytelling. The researcher thinks that by using storytelling, it can give the students a lot of opportunities to be creative and brave to speak up.

For English Teachers. In order to develop students' English speaking skill, it

This research also gave the significant and positive result for the students in experimental class in which their pronunciation, fluency, and comprehension improved after given treatment by using storytelling

is better for the teacher to guide and make students interested in teaching speaking skill by using storytelling. It is recommended for the teacher to apply storytelling in the teaching learning process because storytelling are simple, fun, and challenging activity which lead the students more independent.

For Future Researchers. The results of this research will become the reference in the future researcher's study, when the future researcher dealing with a similar topic or problem to this research. The future researcher can use this research as the references.