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THE EFFECTS OF STORY TELLING TECHNIQUE TOWARDS STUDENT'S SPEAKING SKILL IN NARRATING PAST EVENTS AT STATE ISLAMIC JUNIOR HIGH SCHOOL 2 BUKITTINGGI

Abstract

The purpose of this study was to determine the effect of storytelling techniques in improving students' speaking skills on retelling narrative texts at MTsN 2 Bukittinggi. A quantitative pre-experimental type was used in this study. The ninth grade students of State Islamic Junior School that were taken through cluster random sampling technique as the sample of the research. Speaking test was used as an instrument for data collection methods. Data analysis was t-test. The results of the data analysis showed storytelling techniques was better improving students' speaking skills in narrative texts. The speaking test included pronunciation, grammar, vocabulary, fluency, and comprehension. The average pre-test score was 72.4, and the post-test score was 82.8. It is concluded that the technique of storytelling has a significant influence on students' speaking skills in MTsN 2 Bukittinggi. It implies that English teacher can use this technique to improve students' English speaking skills.

Keywords

Speaking, Storytelling Technique, Narrating Past Events

A. INTRODUCTION

Nowaday the teaching and gaining knowledge of techniques in the speaking class have to be interesting which can motivate students to be active and completely satisfied to learn English. As stated (Nunan, 1991, p. 39) says that among the our language skills, speaking is considered the most important thing that must be mastered well in learning a new language, one of which is English. In general, mastering speaking skills is the most important thing in learning a foreign language, and success is measured by the ability to have conversations in that language.

As stated by (Richards and Renandya, 2002) says that effective verbal transfer requires the ability to use language appropriately in social interactions which also contains speaking paralinguistic factors such as tone, stress, and intonation. Often, students have difficulty speaking English well. Therefore, by using several techniques or methods in teaching and learning English, instructors can help students to improve their speaking skills.

Furthermore, the ability to speak is partly a reflection of who has mastered the language or not. Speaking is one of several essential skills that must be possessed by students to speak English well. Accordance to (Aminuddin, 2006:1-3) says that speaking is defined as an interactive process that builds meaning by involving the production, reception, and processing of information orally using the speech organs. An idea is a message someone wants to transfer to someone else. This means that the other person must understand the message well. To understand the message well, a person speaking must provide natural communication that has certain characteristics.

Moreover, some problems that make it difficult is students to learn speaking skills in the nine grade at MTsN 2 Bukittinggi. One of the problems is that students get difficulties speaking English and they prefer to speak to other people in a different language. It was induced by several factors, first, the problem was a lack of pronunciation. In pronunciation, students have trouble when they speak English; they do not know how to pronounce the word with good spelling. For example, when they tell a story, they are often false in speaking the word. Second, the problem was the student's lack of vocabulary. The students can not speak English because they only have a few words. This problem failed to develop their idea when talking about material speaking. So, they were difficulty answering questions dealing with their daily activities. Third, the problem was the lack of grammar, the student afraid to make mistakes when they speak. It caused they did not to master grammar yet.

Furthermore, based on the school curriculum (K13) in MTsN 2 Bukittinggi, students are required to understand several types of, one of which is narrative. Specifically for competency standards, it is stated that students are expected to be able to retell the narrative text. That is, they must understand the type and content of the text to reach a level of understanding including retelling correctly, and understanding the social function, generic structure, and linguistic features of the text.

The narrative text is a type of text that deals with experiences that happened in the past and focus on the sequence of events. The narrative text is a type of text that has the function to retell past events to inform or entertain. There are five generic structures of narrative text; orientation, complication, sequence of events, resolution, and reorientation.

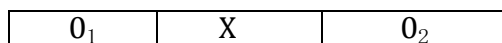
Based on the explanation above, the teacher has to make a technique to solve this problem. By choosing the proper technique, it is hoped that the teacher can change students' speaking skills by using storytelling techniques that can be used to improve students' speaking skill in narrative text material.

B. RESEARCH METHOD

This is a pre-experimental research type. Arikunto (2010:123) states that pre-experimental designs are frequently visible as unreal experiments. This statement was used to gather empirical evidence about the impact of storytelling techniques on students' speaking intelligence at some point during the pretest and posttest to obtain scores and statistical information. In this observation, the researcher used a pre-experimental layout. The type One Group Pretest-Posttest Design was used in conducting the research.

This one organization's pretest-posttest layout includes one predetermined organization. In this layout, the examination became performed twice, particularly earlier than being given remedy; it became known as the "pre-take a look at," and after remedy, it became known as the "put up-cates."

This diagram is referred to as the posttest-only format with non-equivalent groups. Previously, the treatment was only given to one group, this design also only applies pre-test-treatment-post-test. Desain one group pre-test post-test (Johnson & Christensen (2014)



Source : (John Creswell Donald T. Campbell and Julian C. Stanley, 1963: 7).

Note :

O₁ : Pre-test on speaking skill

O₂ : Post-test

X : Treatment

The quantitative technique is a way that makes a specialty of investigating using postpositive statements to increase knowledge using predetermined inquiry techniques along with experience, surveys, and information series contraptions to achieve positive statistical information. Also referred to as a method in studies that collects, analyzes, and displays information numerically rather than narratively.

C. FINDING AND DISCUSSION

This chapter presents the result of research that was done for five meetings of class IX MTsN 2 Bukittinggi. The study began on July 13th, 2022, and ended on August 1st, 2022. The analysis of the collected data was carried out to find out

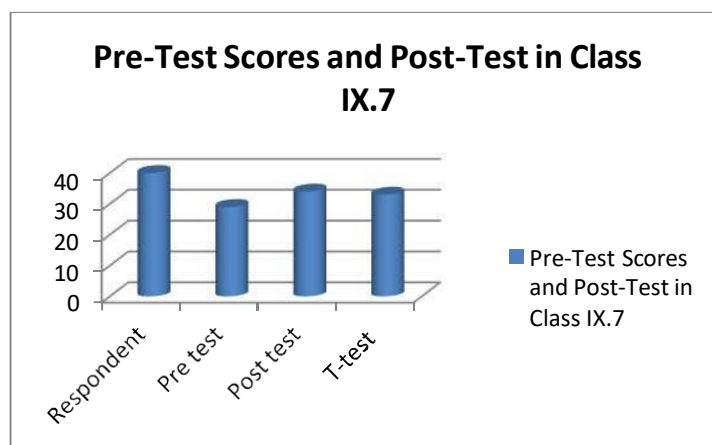
whether or not Story Telling Technique has a significant effect on students' speaking skills in class IX of MTsN 2 Bukittinggi.

This section shows an overview of student grades in class. The description is divided into several sections: pre-test, post-test, score acquisition, and data analysis. And the data is collected from the results of the students' pre-test scores and post-test in class IX.7, The following is a description:

Pre-Test Scores and Post-Test in Class IX.7

Table 4.1

Respondent	Pre-Test	Post-Test	T-Test
40	2.904	3.321	2.080



Based on the table above, it shows that after and before being given treatment, the total score is 2.904; after being given treatment, the total score is 3.321, and the total T-test score is 2.080, so there is a significant increase in the effect of using storytelling techniques on students' speaking ability.

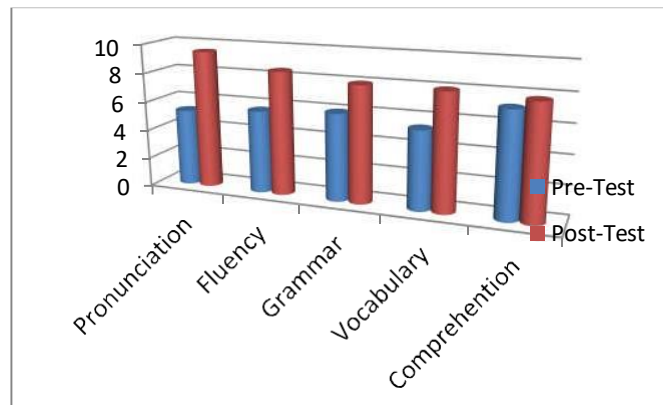
The data of pre-test and post-test scores can be seen in the **table 4.2** below:

The data of pre-test and post-test scores

Table 4.2

Respondent	Pre-Test and Post-Test	Mean of Speaking Components				
		P	F	G	V	C
40	Pre- test	5.9	5.7	6.0	5.4	7.2
	Post- test	9.5	8.5	8.0	8.0	7.8

It can be seen on the following chart :



The results of a test that shows the ability of students to talk. Students are assessed in five components, namely: pronunciation, grammar, vocabulary, fluency, and comprehension. The most improved is Pronunciation.

In the Hughes rubric, each component has 1–5 use categories. Researchers present results based on data obtained from pre- and post-test. After the data is obtained by the parties' researchers, it can be concluded that storytelling techniques have a significant effect on students' speaking skills. It is indicated once again that the researcher's hypothesis is now accepted.

The pre-test results show that the total score is 2.904, and this post-test is 3.321. The T-test result is 2.080, indicating that there is a significant difference between using and not using storytelling techniques. An independent sample t-test is calculated to analyze the effect of telling stories about students' speaking skills. The results show that sig. 2-tails 0.05 and the t-table is lower than the t-test (4.100 > 2.018). As a result, it can be interpreted that storytelling significantly influences students' speaking skills. The result of this analysis is that the pronunciation has improved due to students' repeated stories every time treatment is done.

In analyzing the data, she tried to find out the standard of differences (SD_D) with the formula:

$$SD_D = \sqrt{\frac{\sum (X_1 - X_2)^2}{n}}$$

$$SD_D = \sqrt{\frac{286.3 - 91.2025}{8}}$$

$$SD_D = \sqrt{286.3 - 91.2025}$$

$$SD_D = \sqrt{195.0975}$$

$$SD_D = 13.961$$

To find out the mean of differences (MD) between variable X and Y, the researcher used the formula:

$$MD = \sum \frac{\square}{\square}$$

$$MD = \frac{\square\square\square^2}{\square}$$

$$MD = -9.55$$

After gaining the result of $SD_D=8,61$ the researcher calculated the standard error from mean of differences (SE_{MD}) between variable X and Y:

$$\frac{\square\square\square}{\sqrt{\square - 1}}$$

$$\frac{\square\square\square}{\sqrt{40 - 1}}$$

$$\frac{\square\square\square}{\sqrt{39}}$$

$$\frac{\square\square\square}{6,24}$$

$$\square\square\square - 1.53$$

The last calculation is determining the result of t observation (t_o) of the test with formula:

$$\square_o = \frac{\square\square}{\square\square\square}$$

$$\square_o = \frac{\square\square,01}{\square1,00}$$

$$\square_o = 0,0056$$

The result -8,61 indicated that there was a difference of degree as much as 1,53. Regardless the minus, it does not indicate negative score.

Then, to complete the result of the research, the writer find out the degree of freedom (df) with the formula:

$$\square f = N - 1$$

$$\square f = 40 - 1$$

$$\square f = 39$$

df = 39 (see table "t" value at significance level of 5% and 1%) at significance level of 5% = 2,080

At the significance level 1% = 2.831 The result is $2,080 < 5,886 > 2,831$.

The results of data analysis using the above formula show that the coefficient is -9.55. This means that there is a significant increase after the storytelling technique is used for learning to speak.

DISCUSSION

Based on data analysis, it was discovered that using the storytelling technique could improve students' speaking skills; this is supported by previous research and theory. Based on Hugesh (1996), he spoke with regards to grammar components, vocabulary, pronunciation, fluency, and comprehension. If the student has ability in all five components, we can ensure that storytelling has an effect on students. and make students better speakers.

Siti Munawaroh (2012) she has conducted the research entitle "Using Story telling to improve speaking skills of the student of MTs AL-Ghozali Panjer". The result clearly pointed out that the students' ability in speaking, especially in finding specific information was categorized low. These, the study was proposed to answer the research questions: can the speaking skills of the second year students of MTs Al-Ghozali Panjer in academic year 2011/2012 be improved trough story telling technique ? The classroom action research was carried out through implementing Story Telling method in two planned cycles. The result of the post-test in each cycle obviously showed that there was significant improvement concerning the subjects' ability in speaking ability especially in finding specific information genre. This result can be seen from the progressing mean score of pretest (20,07%), post-test 1 (31,03%) and post-test 2 (86,21%).

To support this research, the researcher was administering the questionnaire and it showed that the quantity of the subjects who strongly agreed with the implementation of the technique. In addition, the present classroom action research proves that Story Telling Technique can improve students speaking ability at second grade of MTs Al-Ghozali Panjer in academic year 2011/2012. furthermore, the subjects also responded positively the 5 implementation of Story Telling Method.

Therefore the writer interest to do the rerearch by using Story Telling method in Insan Qur'ani Boarding School to measure the ability of the student and improve they skill as well as possible. The subject of this research is second grade student of senior high school at Insan Qur'ani Boarding School.

Toni Maharjo, together with his studies entitled "Teaching English Speaking Using Storytelling Technique at SMP Pasundan Purwakarta". The cause of the studies entitled "Teaching English Speaking Using Story Telling Techniques at SMP Pasundan Purwakarta" is to discover whether or not Teaching English Speaking Using Story Telling Techniques is powerful in enhancing college students' speaking talents. This observation makes use of a one organization pretest-posttest layout and quantitative studies methods. The studies' device is pretest and posttest.

The population of this research was 66 of the first grade students of SMP Pasundan Purwakarta and the sample was 33 students selected using simple random sampling technique. The data of this research were collected by giving the

pretest and posttest to the students' sample. The collected data were analyzed by using t-test formula. The results of data analysis showed that the mean scores of pretest was 54.54 and the mean scores of posttest was 71.51, the t-obs was 12.12. The tcri value with degree of freedom (df) was 32 and significance level at 0.05% was 2.042. Based on the data analysis the alternative hypothesis (H1) of this research was accepted because the t-obs was higher than t-table (12.12>2.042). It also meant that teaching English speaking using story telling technique was effective to improve the student speaking ability.

The significant difference between two previous relevant studies with the writer's research is about research design. Two previous studies used Classroom Action Research (CAR) to prove that the storytelling technique is effective and enhance students' speaking skill. Meanwhile, the writer in this study used Pre- Experiment

This means that there is a significant difference in student achievement in learning speaking skills using storytelling techniques. Based on the results of data analysis, it appears that the speaking scores of students who are taught using storytelling techniques have increased. This means that the use of storytelling techniques in teaching speaking is effective. Another reason promotes better learning attention and encourages them to participate in retelling the narrative text they read.

No	Procedures Used StoryTelling Technique
1.	<p data-bbox="475 1057 678 1088">Giving Pre-test</p> <p data-bbox="435 1097 1295 1339">To determine the condition of the research sample, namely all students of class IX at MTsN 2 Bukittinggi, the researchers distributed instruments in the form of English subject matter about narrative text. The instrument was used before students received treatment or were taught narrative text.(preliminary exam).</p> <p data-bbox="435 1348 1295 1630">The distribution of the pre-test was carried out only once at the first meeting, which was intended to determine the ability of all grade IX students of MTsN 2 Bukittinggi before they were taught narrative text using the Storytelling Technique in learning English. After the pre-test was done on all students in class IX, the treatment or implementation of learning was carried out using storytelling techniques.</p>
2.	<p data-bbox="475 1729 861 1760">Implementation of Learning</p> <p data-bbox="435 1769 1295 1843">The implementation of learning narrative text material for class IX students of MTsN 2 Bukittinggi with</p>

	storytelling techniques was carried out in six meetings with an allocation of learning time that was carried out for approximately 2x40 minutes for twenty days by repeatedly giving two indicators. After class IX students of MTsN 2 Bukittinggi were given treatment in the form of narrative text material with storytelling techniques, the next step was to collect data. The researchers distributed stories in the form of a post-test.
3.	<p>Give Post-test</p> <p>After the narrative text learning was carried out with storytelling techniques, the researchers distributed a post-test in the form of the same instrument as the pre-test. The distribution of the post-test was carried out at the next meeting, after the treatment. The distribution of the post-test aims to determine the students' speaking ability by taking representatives of several students to present to the class, after studying narrative text using storytelling technique.</p>

From the table above, it can be concluded that the post-test was carried out in one meeting. Finally, based on data analysis, found increasing student achievement in speaking skills. can be proven by pre test mean scores and post test. Based on the score, it can shows that the performance of students in a post-test is better than a pre-test. This result findings indicate a difference. pre-test and post-test scores after receiving care, on the other hand, means that.

The result shown once again is that storytelling effective for improving students' speaking skills.

D. CONCLUSION

Based on the results of the study, it can be concluded that storytelling techniques affect students' speaking ability, and the component of speaking that is improved is pronunciation.

SUGGESTION

In relation to the conclusion statement, the researcher makes several recommendations for the use of the story-telling technique. First, English teachers should consider using story-telling as an alternative method of teaching speaking. Then, the teachers are also advised to use the story-telling technique in teaching the English language to improve speaking skills.

Then, because this study only discusses the effectiveness of story-telling techniques in improving students' speaking skills, it is recommended that other researchers conduct additional research on the use of story-telling techniques and other techniques for improving students' speaking skills. refers to pronunciation, grammar, vocabulary, fluency, and comprehension.

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