



The Use of the Story Telling Method to Improve Student Speaking Ability

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Abstract. This study aims to find evidence of the method learning storytelling can improve students speaking ability at SMAN 5 Metro. A total of 59 students were included in the study. This research used a quasi-experimental methodology. Data analysis revealed that the post-test mean score was greater than the pre-test mean score (54.06 > 44.27). The results of the analysis show that the t value obtained is greater than the t table (17,067 > 2,048), and the second data shows that the t-test value obtained is greater than the t-table (3,269 > 2.021), so it can be concluded that learning to speak using storytelling in the even semester of class XI SMAN 5 Metro can improve abilities. Therefore, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. This means that the use of story-telling provides an improvement in students' speaking.

Keywords: *Story Telling, Speaking Ability, Senior High School*

Introduction

Speaking is a skill that may be used to effectively communicate thoughts and sentiments to a wide audience as well as directly foster social interactions, claim Dionar & Adnan (2018). It implies that by being proficient in speaking, we can interact vocally with a wide range of individuals in our daily lives. Speaking is one of the four key talents that students should develop, according to Fauziah (2019). Students in higher education are expected to be able to speak English fluently. They should be able to master all aspects of speaking, including pronunciation, grammar, vocabulary, fluency, and comprehensibility. According to Maulidar et al. (2019), a strong teaching style throughout the learning process may determine whether or not a teacher is effective in accomplishing the learning target. Anggraeni et al. (2020) assert that a teacher's inventive tactics and selection of materials can enhance their students' comprehension of the content being taught. The teaching tactics employed by the teacher might have an impact on the students' proficiency in English, particularly in speaking.

According to Sherine et al. (2020), the main obstacles faced by EFL students are the small number of speaking lessons available and the dearth of resources. Some other of the problems experienced by student are: 1) students are often apprehensive and perplexed about their desire to communicate in English. 2) students' lack the motivation to speak English as a result of a lack of vocabulary, grammatical patterns, and speaking practice. 3) Kids continue to make common errors while pronouncing English words. 4) They have issues with intonation,

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emphasis, and other factors. To solve this problem, the teacher should give more opportunity encourage students to speak English in class and show that they can do so.

When someone speaks fluently, there are few to no pauses in their speech (Marilyn & Harcourt, 2019). However, among the speaking skills in EFL, fluency is one of the hardest to achieve (Briesmaster & Molina, 2017). Through reporting, the storytelling technique seeks to strengthen children's values and communication abilities (Syafii et al., 2021). According to Safdarian in Zuhriyah (2017), storytelling is the students' approach of remembering tales in a new word structure after the teacher has told them. This is because children are very imitative (Ehrlich et al., 2020). The approach of investigating the storytelling of the LIFE session can enhance learning results, raise public awareness of particular concepts, and inspire and motivate people to feel confident in their ability to learn and form sound educational beliefs (Edel Roddy et al., 2020).

For the reason above, the writer wants to prove how storytelling techniques can enhance students' speaking ability. So, the writer is interested in conducting research entitled: "The Using of The Story Telling Method to Improve Student Speaking Ability to Senior High School 5 Metro Academic Year 2021/2022".

The following research question led this study in order to achieve these objectives:

1. Can the storytelling method improve speaking ability in the eleventh grade of senior high school 5 Metro?
2. How significant is the use of the storytelling method of speaking ability for eleventh-grade high school students?

Theoretical Framework

Speaking is the most crucial of the four skills in situations when the language is a second or foreign language. On the other hand, students find it extremely challenging to properly converse in English with others in Indonesia. Students typically have to or are required to communicate in English, but they are unable to do the work effectively for a variety of reasons, including anxiety or emotion, shyness, or a lack of proficiency in the language. The researcher believes that repeating the narrative again made the speaking exercise more enjoyable and appealing. She thinks that by using the tale-retelling technique, the students were initially stimulated to understand the story, which increased their motivation to speak English freely. Additionally, it makes learning enjoyable for the kids.

The researcher describes the figure of the frame of thinking as follows:

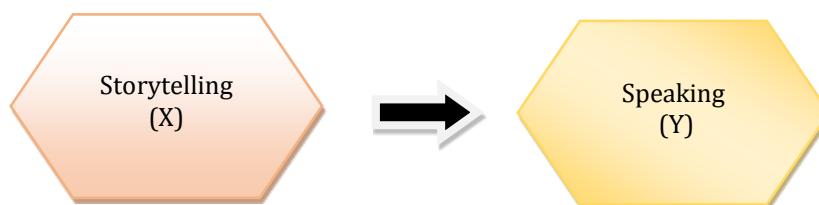



Figure 1.
Variable of Research

Note:
 X = Independent Variable
 Y = Dependent Variable
 = Influence

Material and Method

The research methodology utilized in this study According to Arikunto (2020), a research design is a program or plan created by the researcher as the completed activity aim. Because the data in this study is in the form of statistical and numerical analysis, quantitative research was applied. Experimental research is a part of it. The researcher employed quasi-experimental design as her method of experimentation. Quasi-experimental research, according to Sugiyono (2020), is study that mimics an actual experiment. The researcher employed two variables in this study: speaking as the dependent variable (Y) and storytelling as the independent variable (X) respectively.

A study variable, according to Sugiyono (2020), is a natural trait or value of a person, item, or activity that has a specific variation that is applied to it to be investigated and conclusions derived (Sugiyono, 2020). The population of this research included all eleventh graders from SMAN 5 Metro, namely class XI IPA, which comprised of four classrooms with a total of 142 students. The controlled group consisted of 29 students from XI MIPA 2 while the experimental group consisted of 29 students from XI MIPA 3. The researcher, who employed a test as the instrument in this study, chose the experimental group and the control group at random. The pre-test and post-test are used by the researcher to gather data. Creswell and co. The pre-test assesses some of the characteristics or attributes used to evaluate participants in an experiment before to treatment (Creswell, 2018). According to Creswell (2018), a post-test is a measure of some feature or attribute that is checked for trial participants after treatment.

The data was collected by the researcher via testing. There are many processes involved in gathering data for this research. It includes a pretest and a post-test. A two-question pre-test was administered to both the experimental and control groups. Following the completion of the pre-test, the researcher gave the students treatment. The purpose of treatment is to enhance students' speaking ability. Researchers use a variety of narrative texts as a therapeutic medium. The Post Test will be the same as the Pre Test. The experimental and control groups were given a post-test with a total of two questions, and each student improved significantly following treatment. The researcher used SPSS Statistics 25 to calculate the data and employed the t-test for data analysis to assess whether the storytelling method improved students' speaking abilities.

Results and Discussion

Result

Data description includes information on students' storytelling and non-storytelling speaking skill scores. This information was taken from the pre- and post-tests. Experiment and control group pre-test results are shown in the following table:

Table 1.
The Result of Pre-Test in Experiment and Control Group

Data Description	Score	
	Experimental	Control
Number of Cases	29	29
Mean	44.2759	41.5172
Std. Deviation	11.05472	6.36183
Range	48.00	24.00
Minimum	20.00	32.00
Maximum	68.00	56.00

Data description includes information on students' storytelling and non-storytelling speaking skill scores. This information was taken from the pre- and post-tests. Experiment and control group pre-test results are shown in the following table:

Table 2.
Data Description

Data Description	Score	
	Experimental	Control
Number of Cases	29	29
Mean	45.6552	54.0690
Std. Deviation	11.63822	7.53056
Range	52.00	28.00
Minimum	20.00	44.00
Maximum	72.00	72.00

Although the control group's post-test scores are lower than those of the experimental group. Because of the huge disparity in average, the experimental group outperformed the control group. Testing hypotheses is covered in the section that follows. The data must pass the normalcy and homogeneity tests before the t-test can be used to examine them in this hypothesis testing phase. While ANOVA is used in the homogeneity test, SPSS is used for the normalcy test, which involves evaluating the normality test and the Chi-square calculation.

For the preliminary hypothesis testing The researcher aims to determine whether there is an improvement in the narrative technique for teaching speaking skills to SMA Negeri 5 Metro class XI students.

Table 3.
The results of the first hypothesis testing

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig.
				Lower	Upper			
Pair 1 pretestexp - posttestexp	-12.551	3.960	0.735	14.058	11.045	-17.067	28	.000

Table 3 shows that at a significance level of 0.05, the calculated t-value (17.067) is more than the critical t-table value (2.048), but it is less than 0.05 (See Appendix). Taking a storytelling class during the second half of eleventh grade at 5 Metro State Senior High School may have a positive effect on students' abilities. Therefore, we accept Ha, the alternative hypothesis.

The second hypothesis demonstrates that there is a substantial difference in students' speaking ability before to and after being taught utilizing storytelling among eleventh-grade students at an even semester 5 Metro public high school.

Table 4.
The results of the second hypothesis testing

Levene's Test for Equality of	t-test for Equality of Means
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	Variance s		t	df	Sig.	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
	F	Sig.						Lower	Upper
Post-test Equal variances assumed	7.163	.010	3.269	56	.002	8.41379	2.57413	3.25720	13.57039
Equal variance not assumed			3.269	47.9	.002	8.41379	2.57413	3.23802	13.58956

The table indicates that the computed t value (3.269) is more than the t table (2.021) and has a significance threshold of 0.05, hence the significance (0.02) is less than 0.05 and the hypothesis is accepted. As a result, learning to communicate via narrative for eleventh graders in the even semester of 5 Metro public high school is crucial. As a result, the Alternative Hypothesis (Ha) is accepted, whereas the Null Hypothesis (Ho) is rejected.

Discussion

One of the most crucial abilities in learning English is speaking. Speaking is the capacity to apply linguistics knowledge to real-world communication, where students apply this ability in their day-to-day activities. It takes more than one person to communicate with in order to make a conversation; it is not only a matter of sending messages to other people. When people communicate, they put thoughts into words; convey their perceptions, emotions, and intentions, and help listeners understand what they are saying. One of the most crucial elements in the development of other English language abilities is speaking. Speaking can both be the basis for and the end of speaking. For instance, understanding different tenses will help you ensure that, when you speak, your vocabulary and grammar are correct. Similarly, when you listen to English being spoken aloud or while engaging in listening exercises, the other person can repeat what they have said.

A fantastic technique for assisting students in honing their speaking abilities is storytelling. The lack of visual signals during storytelling aids a child's ability to visualize and comprehend the narrative. They develop their speaking abilities to a whole new level as they start to tell stories; they become more purposeful, articulate, and considerate of their listeners. Additionally, they learn to listen intently to one another when working in small groups.

Responses from the students about using storytelling to practice in speaking. When questioned about the impact that narrative plays in improving their English-speaking abilities, students typically gave positive answers. According to the study, telling stories to students improved their understanding and retention of the material. All things considered, it is evident that the pupils were motivated, captivated, and enthusiastic about the storytelling method of teaching English. While the majority of students expressed satisfaction with the lesson when the method was applied, others found it difficult since they thought creating stories would require them to learn all of the words, be familiar with every aspect of story construction, and comprehend linguistic quirks.

Furthermore, they kept attempting to converse in English while incorporating Bahasa Indonesia. The Use of Storytelling to Improve Students' Speaking Ability is a previous study that the results of this study relate to. The findings demonstrated that using storytelling to teach speaking might encourage students to communicate in English, regardless of how poorly their language skills were, and to express their views freely. (Zaid & Sarjiyati, 2019).

Based on the study's findings, students' speaking abilities were significantly enhanced when they learned English through the narrative approach. The first hypothesis test

demonstrated that the experimental class's outcomes exceeded those of the control group. Using the storytelling method can help students become more proficient speakers for a number of reasons, such as:

First, the use of the storytelling method has a more positive influence on students, as a fun medium and can attract students' attention to learning English. Second, it helps increase students' interest in learning to speak by expressing and developing their imagination about a story and expressing it verbally. Students also gain knowledge in speaking, such as they get a lot of new vocabulary, and how to pronounce it properly and correctly. Then lastly, in learning English storytelling discusses students' daily lives, their big day stories, and students' unforgettable experiences, so learning is fresher and more fun than before, because besides that, students are also required to be creative.

Teachers may accomplish their aims in the classroom by using a variety of tactics, say Saragih et al. (2019). According to Sari and Zainil (2020), for learning to be effective and efficient, it is necessary for teachers as well as students to do their jobs properly. The goal of instruction is clear: for students to learn, teachers must provide them with suitable techniques, and students must respond correctly.

Conclusion

The researchers concluded in this part that there was a difference in the students' speaking abilities before and after treatment, as well as an improvement in the students' speaking abilities following the intervention. The researcher discovered that students benefited from applying the story-telling strategy. First, kids' capacity for self-expression can be enhanced through storytelling. It inspires people to express their ideas, feelings, and thoughts. Secondly, narrating stories serves as a foundation for further intellectual pursuits. Learning becomes easier and more natural as a result, which is an excellent method to get kids ready for school. Third, students get the ability to focus and actively listen to others when they are told stories. As they listen to others speak, they develop greater patience. Additionally, it helps them realize how different everyone's opinions are and opens their eyes to what other people are thinking. Results from the data analysis and the preceding chapter's explanation led the researchers to the conclusion that the students' speaking abilities differed before and after therapy. This is evident from the students' capacity to communicate before to therapy. For the first hypothesis, the t value produced is more than the t table ($17.067 > 2.048$), indicating that there is an improvement in storytelling approach in teaching speaking ability for eleventh graders of SMAN 5 Metro, indicating that H_a (Hypothesis Alternative) was accepted. The second hypothesis demonstrates that the t table value obtained is greater than the t table ($3.269 > 2.021$), indicating that there is a significant of using storytelling method in teaching speaking ability for eleventh-grade high school students, indicating that H_a (Hypothesis Alternative) was accepted. According to the findings of this study, the usage of the storytelling approach may increase students' speaking ability. Suggestions for teachers include using this storytelling method as one way to teach English, particularly speaking ability. Because this strategy may help students be more creative and have more fun while learning the language.

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