

THE INFLUENCE OF STORYTELLING TOWARDS THE STUDENTS' SPEAKING SKILL

Nurul Lita Akmalia
Program Studi Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Subang
Nurullita966@gmail.com

Abstract

Some of the difficulties in learning English in the Speaking aspect in class X SMA Negeri 1 Subang. Researchers assume that students are not used to speaking in English which is caused by many factors. Therefore, by looking at these conditions, researchers conducted research using a method that could hone students' speaking skills, namely the Storytelling method. The purpose of this study was to determine whether there was an effect of storytelling on students' speaking skills, using the Quasi-Experimental method, using 2 classes, namely the Control class and the Experiment class. The method developed in this study has a positive impact on students, one of which is that students become more confident when they start speaking in English, while also making students more responsive and enthusiastic in learning. Hopefully this research can be a means of developing students' talents and abilities, especially in speaking English.

Keywords: Speaking, Storytelling, Method, Skill

INTRODUCTION

English is a universal language, everyone around the world uses this language as the language of liaison between countries. This is because English is an international language that is used almost all over the world and plays a very important role in people's lives, for the absorption of knowledge. Because, most of the incoming science, technology and information use English. In Indonesia, English lessons are one of the things that must be learned. This fact can be seen from the input of English subjects at every level of education in Indonesia, from elementary, junior high, high school and even in college. Therefore, English is in great demand by Indonesians and also English is the first foreign language that is widely studied compared to other foreign languages. It is included in Indonesia's curriculum there are four major skills that must be learnt in English teaching and learning process. Those are listening, speaking, reading and writing.

Speaking is considered the most important part in a language. Because the function of language is as a means of communication, communicating with others requires an important

role, because through speaking everyone can express their opinions, express ideas and convey their desires to others.

There are various characteristics that make speaking a difficult language competence, according to (H.Douglas Brown, 2000). Clustering, redundancy, reduced forms, performance variables, colloquial language, rate delivery, emphasis, rhythm, English intonation, and interaction are among the topics covered. Aside from a lack of vocabulary, students' lack of confidence in speaking and their perception of English as a difficult subject make speaking a tough language competence.

Storytelling can be called telling stories, so storytelling is an activity to tell a story. Usually this is often done by children. This activity is very fun because we can hone our speaking skills, also in this storytelling we can also train self-confidence, so that when we convey something we no longer feel ashamed. Currently, there are many methods used to improve speaking skills in English, one of which is by using the storytelling method. In this regard, to improve speaking skills using this method is considered very appropriate, seen from the many benefits that can be taken from the storytelling method. The use of the storytelling method which is well applied as a lesson to improve students' abilities, especially in speaking English at school.

Finally, storytelling is a pleasurable hobby. Furthermore, the practice of telling stories is ingrained in all of us, even if we aren't aware of it. Of course, storytelling has a lot of beneficial aspects and can help the storyteller gain confidence.

The purpose of this study was to determine whether there was an effect of the storytelling method applied to the students' speaking ability in English.

METHOD

In this study the researcher used a quantitative method with a quasi experimental refers to a study design in which two groups are tested. The organizations that are currently present at the study site should have about the same capability. As a result, the researcher joins in two classes that are almost similar in ability and are already available at the school. The researcher investigates the influence of storytelling technique towards students speaking skills. The experimental group is one class, and the control group is another. The experimental group receives some treatment regarding speaking material of expression via storytelling technique, while the control group does not receive any treatment regarding speaking material of expression via storytelling technique.

In this study data collection using the data from the pre-test and post-test. After the subjects received the treatment, a pre-test was conducted to assess their quality or features. Before each group received a different treatment, the researcher conducted a pre-test to determine their speaking ability. The purpose of the post-test is to assess the nature or characteristics of the participants after they receive the treatment. The post-test was conducted after the researcher treated the experimental group with storytelling techniques and the control group with traditional education.

This study is aimed at students who aim to find out whether there is a significant influence on the use of storytelling by using silent movie media as a learning technique. To increase oral production and increase students' learning motivation to speak directly when given a certain topic. There are 5 topics that will be given by the researcher to the students, 2 of which are used as pre-test and post-test test questions. 3 more are used for treatment. The steps taken during the treatment are as follows:

1. Students are divided into 3 groups. One group consists of 6 people.
2. They watched a silent film that had been prepared by the researcher, with a duration of 5-7 minutes.
3. After that, the researcher asked them to explain a little about the film they had seen. Then, giving researchers about how to retell films that have already been watched using storytelling teaching techniques.
4. After that, students were asked to discuss with their groups to retell the film they saw. Every week the group members will be divided. The first week consisted of 6 people, the second week of treatment consisted of 3 people, the third week consisted of 2 people. And lastly, in the post-test students were asked to retell independently.

a. Link video will be use for Experiment class

Keterangan	Title Movies	Link Youtube
Pretest	-	(Siswa diminta untuk membuat video storytelling dengan teks narrative)
Treatment	The Exam	https://youtu.be/9LhLjpsstPY
	Oyster Nightmare	https://youtu.be/vWb58bM34rA
Post-test	-	(Siswa diminta untuk membuat video storytelling kembali dengan teks narrative.)

In the research instrument in the control class, the researcher intends to take the technique of storytelling with image media. Here the researcher has prepared 5 pictures that have been arranged. The steps taken during the treatment are as follows:

1. Students are divided into 3 groups. One group consists of 6 people.
2. They observe the pictures that have been provided carefully,
3. After that, the researcher asked them to explain a little about the pictures they had seen. Then, the researcher gave directions on how to retell the images that had been analyzed using storytelling teaching techniques.
4. After that, students are asked to discuss with their groups to retell the pictures they have seen and observed.
5. Every week the group members will be divided. The first week consisted of 6 people, the second week the treatment consisted of 3 people, the third week consisted of 2 people. And lastly, in the post-test students were asked to retell independently.

b. Pictures for control class

Pretest	-	(Siswa diminta untuk membuat video storytelling dengan teks narrative.)
Treatment	<p style="text-align: center; color: blue; font-size: small;">Perhatikan gambar berikut ini!</p>	Three boys were playing together, their hands were so dirty from playing. Then, they feel hungry, soon they will eat together, one of them does not wash his hands and then the next day the friend who does not wash his hands before eating is sick.
		The picture shows our daily activities that we often do from waking up to going to school.
Posttest	-	(Siswa diminta untuk membuat kembali video dengan teks

		narrative.)
--	--	-------------

Dan untuk post-test siswa diminta untuk

Although according Sugiyono ((Sugiyono, 2012)), a generalization region is made up of objects or subjects that have specific numbers and characteristics that researchers have specified should be examined and conclusions drawn. The students in this study were all in tenth grade at SMA Negeri 1 Subang. There are 353 pupils in the population, with 60 students taking part in the population.

There are 2 data that the researcher analyzes, namely: holistically and analytically. Holistic analysis adapted from the opinion of Brown ((H.Douglas Brown, 2000)) oral proficiency scoring categories, divided into five stages: (1) beginning speaking, (2) developing speaking, (3) competence speaking, (4) accomplished speaking, and (5) advanced speaking. Analytically Rubric by Choi ((Choi, 2005)) there are five categories are: pronunciation, discourse, vocabulary, grammar, and sentence complexity. Each category has scores from 1 to 5.

a. Rubric Holistic according to Brown ((H.Douglas Brown, 2000))

Score	Level	Criteria
5	Advanced Speaking	<ul style="list-style-type: none"> ✓ In a story, speech is well-structured; information is realistic and precise, and it is presented logically and with proper transitions. ✓ Idioms, colloquialisms, and cultural references are all included in the vocabulary. ✓ Individual sounds should be pronounced with fluency and accuracy. ✓ The majority of sentences contain more than 12 words.
4	Accomplished Speaking	<ul style="list-style-type: none"> ✓ The information is relatively realistic, and the speech is often ordered in a plot. ✓ It's clear and concise, and it's presented in a logical order. ✓ The vocabulary is diverse, including colloquial terms, and it is precise to a great degree.

		<ul style="list-style-type: none"> ✓ There are a few non-native pronunciation problems here and there, but the speaker is always understandable. ✓ Each sentence consists of at least 12 words and includes embedded clauses or phrases.
3	Competence Speaking	<ul style="list-style-type: none"> ✓ Speech is somewhat organized story; information maybe imprecise or implausible. ✓ Vocabulary in general is varied, including some use of idiomatic expressions. Some problems with speech rate and intonation but these do not cause serious problems with intelligibility. ✓ Each sentence has embedded clauses or phrases and contains at least 8 words.
2	Developing Speaking	<ul style="list-style-type: none"> ✓ Speech may be weak, and basic thoughts may be poorly arranged; information may be unclear or improbable. ✓ Rather than using a range of words, a large number of vocabulary words are repeated. ✓ Numerous phonemic mistakes and foreign stress render the speaker unrecognizable at times. ✓ A few sentences contain at least 5 words and feature embedded clauses or phrases.
1	Beginning Speaking	<ul style="list-style-type: none"> ✓ Limited opportunity to respond to the story; irrelevant or erroneous information ✓ There are very few vocabulary terms utilized, and single words rather than whole thoughts are used. ✓ Significant phonemic mistakes and foreign stress render the speaker incomprehensible. ✓ There are no embedded clauses or phrases in any of the sentences, and they are all under 5 words

		long.
--	--	-------

b. Analytically Rubric by Choi (Choi, 2005)

Score	Level	Criteria
Pronunciation	1	The speaker has many phonemic mistakes as well as foreign stress and intonation patterns, make him or her unclear.
	2	There are a lot of phonemic mistakes and unusual stress and intonation patterns, but the speaker is very clear.
	3	However there are some consistent phonemic mistakes as well as foreign stress and intonation patterns, the speaker is clear.
	4	There are some mispronunciations here and there, but the speaker is always understandable.
	5	With a nonnative accent, there are some nonnative pronunciation problems.
Discourse	1	Limited ability to respond to the story; information can be incorrect or wrong.
	2	Speech may be insufficient and badly structured with basic ideas; material may be scant and poorly organized is inaccurate or imprecise.
	3	Speech is limited and disorganized, and information may be erroneous or unclear.
	4	Speech is usually structured in the form of a tale; information is realistic and precise, and it is delivered in a logical manner.
	5	In a story, speech is well-structured; information is realistic and precise, and it is presented logically and with proper transitions.
Vocabulary	1	There are very few vocabulary terms utilized, and single

		words rather than whole thoughts are used.
	2	Rather than using a range of words, a large number of vocabulary words are repeated.
	3	The vocabulary is diverse in general, with certain idiomatic terms used.
	4	Idiomatic expressions are included in the vocabulary.
	5	Idioms, colloquialisms, and cultural references are all included in the vocabulary.
Grammar	1	Except in simple stock phrases, there is almost little grammatical or syntactical control.
	2	Basic grammatical construction is under control, however there are severe and/or frequent faults that make it difficult to understand.
	3	With grammatical mistakes that do not impede with overall intelligibility, there is often good control in all construction.
	4	Occasionally minor grammatical faults that native speakers may make unwittingly.
	5	There are a few grammatical faults that native speakers may make unwittingly.
Sentence Complexity	1	Each sentence is under 5 words long and contains no embedded clauses or phrases.
	2	A few sentences contain at least 5 words and feature embedded clauses or phrases.
	3	Each sentence has at least 8 words and includes embedded clauses or phrases.
	4	Each sentence comprises at least 12 words and includes

		embedded clauses or phrases.
	5	Most sentences have embedded more than 12 words.

RESULT AND DISCUSSION

Quoted from the journal by Soo Hee Kim (Kim, 2014) entitled Developing Autonomous Learning for Oral Proficiency Using Digital Stories able to improve oral skills by using storytelling techniques with silent films as learning media. the students have many advantages when starting to practice speaking in learning, they also explain that all students can improve their oral skills as well as increase their confidence.

Based on the article The Effectiveness of Digital Storytelling on Students Speaking Skills written by Andi Idayani (Idayani, 2019) said that digital storytelling can be used as a medium to improve speaking skills showed that the results of the pre-test and post-test shows that there is a significant effect to improvement of students' speaking.

And from the article The Effect Of Storyling on Students' Speaking Ability at X MA Class Students Nurul Haramain Boards by Yunita Hidayat (Hidayati, 2019) explained that the learning technique using storytelling greatly affects students' speaking skills. the results of the pre-test and post-test showed that there was an increase, between the results of the pretest and posttest scores. the effect is very significant.

The following is an example of using tables and figures. In this journal I will only enjoy the results of the Pre-test, because I am still in the research process. The table shows the pre-test results of the two classes, namely the experimental and control classes.

Table. 1.1 Experiment Class

No	N I S	NAMA SISWA	SKOR AKHIR	LINK YOUTUBE
1	212210001	ABDIANSYAH. A	(Unsubmitted)	(Unsubmitted)
2	212210002	AENA NABYSHA	79	https://youtu.be/-D63Lb68TLQ

3	212210003	ALFAJRI TEGAR	76	https://youtu.be/CN-fNgSkxgA
4	212210004	AMELIA.K	77	(Sent Video)
5	212210005	APRILIANI NURUL	90	https://youtu.be/IMCN_y3WucY
6	212210006	AZQIA.D	81	(Link Deleted)
7	212210007	DEA AMALIA.P	85	https://youtu.be/rRuv_23qF3l
8	212210008	DEL HENOKH P.S	80	https://youtu.be/4TF9mUwQS_Y
9	212210009	DWIRANI.S	79	https://youtu.be/sk9LCY5W43w
10	212210010	FADILLAH AZHAR	79	https://youtu.be/8h8jC2gKie4
11	212210011	FATHUR ALIA	75	https://youtu.be/yZQzuhMmy8Y
12	212210012	FIVTA DELLANI.F	78	https://youtu.be/apRWUnmTamc
13	212210013	GILANG ANGGA.R	(Unsubmitted)	(Unsubmitted)
14	212210014	INDIRA S.M	(Unsubmitted)	(Unsubmitted)
15	212210015	JESSY C.M	78	https://youtu.be/bI2VIRJIUuo
16	212210016	KHOIRUN NISA	76	https://youtu.be/4GG6H44pkos
17	212210017	LIRA VINA	76	https://youtu.be/coc4IJ-G40A
18	212210018	MAHRAN FARIS.A	(Unsubmitted)	(Unsubmitted)
19	212210019	M.IQBAL.R	90	https://youtu.be/WCvSYwenIww
20	212210020	MUNIFA SAHLA.A	78	https://youtu.be/LKahm2HV-Oo
21	212210021	NADIA NURUL.Q	78	https://youtu.be/StIENq_9QKU
22	212210022	NAYLA SALMA.P	81	(Sent Video)
23	212210023	NICO DWI SATRIO	78	(Sent Video)
24	212210024	NURFAUZIAH.F	82	https://youtu.be/MYLS_gUUnIY
25	212210025	RAHAYU MEILANI	80	https://youtu.be/OR7MKGtAqh4
26	212210026	REGY.M	79	https://youtu.be/JEXsOumIMIs
27	212210027	REKSA PUSPA.K	82	https://youtu.be/cEEOUa4DWec
28	212210028	RIZKY KURNIA.S	76	https://youtu.be/3A-13ptXMX8
29	212210029	SAKHI NATHAN.L	(Unsubmitted)	(Unsubmitted)
30	212210030	SALWA F.S	85	https://youtu.be/dP42D49yfTc
31	212210031	SHINTA ZAHRA.N	76	https://youtu.be/R9JGk88hglo

32	212210032	SUCHI N.F	82	https://youtu.be/Q-Kz6k_2iXw
33	212210033	SYAHDAN.S	78	https://youtu.be/H_Uc6J5rtQo
34	212210034	WILDAN AHMAD.F	80	https://youtu.be/pHPpVqmfmgu
35	212210035	WINDI DHEA.S	80	https://youtu.be/t4xypgkNzpw
Average			80	

Table.1.2 Control Class

No	N I S	NAMA SISWA	SKOR AKHIR	LINK YOUTUBE
1	212210144	ADRI AUDRIAN.D	(Unsubmitted)	(Unsubmitted)
2	212210145	AJENG SRI.W	78	https://youtu.be/kcMy5KfpPG4
3	212210146	ANNISA NUR.A	(Unsubmitted)	(Unsubmitted)
4	212210147	AURA M.S	75	https://youtu.be/rnq5z9JP6jg
5	212210148	BAGAS DWI.P	78	https://youtu.be/diC0r0Gwqrw
6	212210149	CHELSEA M.R	81	https://youtu.be/IDwKxE5stats
7	212210150	DHYVA RAHMA.M	(Unsubmitted)	(Unsubmitted)
8	212210151	DZAKIY AFANDI	(Unsubmitted)	(Unsubmitted)
9	212210152	FAHRI ALDORA	(Unsubmitted)	(Unsubmitted)
10	212210153	FARIDA NAZILAH.M	84	https://youtu.be/diC0r0Gwqrw
11	212210154	GARIN KRISNANDI	76	https://youtu.be/diC0r0Gwqrw
12	212210155	IBRAHIM N.A	(Unsubmitted)	(Unsubmitted)
13	212210156	KARINA MAHARANI	78	https://youtu.be/Ye10nMvO4fY
14	212210157	KGS RIZKY W.E	78	https://youtu.be/Bcre1ikEog0
15	212210158	LEXANDRA A.PU	80	(Sent Video)
16	212210159	MEGA AULIA PUTRI	79	https://youtu.be/GR161Ch0qCg
17	212210160	MUHAMAD IKHSAN	80	https://youtu.be/Mj1RD18JVFE
18	212210161	NABIL MUHAMMAD	90	https://youtu.be/-ydN-Tm5XOM

19	212210162	NABILA SEPTIANI	(Unsubmitted)	(Unsubmitted)
20	212210163	NAMIRA ALYA.L	79	(Sent Video)
21	212210164	NUR MUTIA A.P	80	https://youtu.be/y-zSw8Vn9Bk
22	212210165	PUTRI DYSA AYU	86	https://youtu.be/ql_9mOpxq2M
23	212210166	RAKHA DAMAR	76	https://youtu.be/qiXMh8-UGHY
24	212210167	RAYYA DHANIA	78	https://youtu.be/JeRLGNa7Xbo
25	212210168	RICO VERNANDO	81	https://youtu.be/aK1UAxk-76g
26	212210169	RIVA PUSPARIANI	82	https://youtu.be/TwfvFaCBKdk
27	212210170	RULLYANDIA	(Unsubmitted)	(Unsubmitted)
28	212210171	SALSA FEBRIYANTI	75	https://youtu.be/gAKh5p1bgZE
29	212210172	SELLY MEILANI	82	https://youtu.be/X8_bk1UJ4uU
30	212210173	SILVYA EKA.M	78	https://youtu.be/QgCnSKOwxN4
31	212210174	TALITHA SYAHDA.N	75	https://youtu.be/qDxGvuNVM1E
32	212210175	TEGAR EKA.P	80	https://youtu.be/mtfWV5kT9ZQ
33	212210176	VANIA ZAHRA N.R	75	https://youtu.be/FoTKhF309Fk
34	212210177	ZAHRA YANI	80	https://youtu.be/zQzQgATPUY4
35	212210178	ZULFIKAR ALI	78	https://youtu.be/zsNpHNe1Z_Y
Average				79

From the results of the pre-test, we can see the difference between the experimental class and the control class. the number of students in the experimental class as many as 35 students, while in the control class as many as 35 students. So far, in my opinion, students are very enthusiastic about learning English using the storytelling method. Judging from the number of experimental class students who collected videos totaled 30 people, while in the control class there were 27 students. It can be concluded that students are very enthusiastic about this storytelling method. The average value of the experimental class is 80, while the average value of the control class is 79. So we can conclude that there is a difference, although not too significant, between the experimental class and the control class.

CONCLUSION

Based on the pretest data that I have researched, that there is an influence of the storytelling method on students' speaking ability in English, students become more motivated in learning English, especially aspects of speaking. also students are very enthusiastic about this research.

The researcher would like to give some suggestions for the future researcher, for be used as a reference for further research. I hope that future researchers can conduct research by making more use of such technology as existing English learning applications, as well as with interesting learning methods. and also researchers can find any difficulties experienced by students and then these difficulties can be overcome with the technological media used then students can be more active and innovative in learning in class, so that the shyness and fear of speaking English disappears.

BIBLIOGRAPHY

- Choi. (2005). Measuring Residents' Attitude toward Sustainable Tourism : Development of Sustainable Tourism Attitude Scale. *Journal of Sage Publications, 2455 Telle(USA)*, Pg.07.
- H.Douglas Brown. (2000). [H._Douglas_Brown]_Teaching_by_Principles,_Second_(BookFi.org).pdf. In *Teaching by Principles An Interactive Approach to Language Pedagogy* (p. 491).
- Hidayati, Y. (2019). the Effect of Storytelling Towards Students' Speaking Skill At X Grade Students of Ma Nurul Haramain Boarding School. *Journal of Languages and Language Teaching, 7(2)*, 132. <https://doi.org/10.33394/jollt.v7i2.1961>
- Idayani, A. (2019). the Effectiveness of Digital Storytelling on Students' Speaking Ability. *Lectura : Jurnal Pendidikan, 10(1)*, 33–46. <https://doi.org/10.31849/lectura.v10i1.2409>
- Kim, S. (2014). *DEVELOPING AUTONOMOUS LEARNING FOR ORAL PROFICIENCY*. 18(2), 20–35.
- Sugiyono. (2012). *Memahami Penelitian Kualitatif*. Bandung(Alfabeta).