The Use of Story-Telling Techniques for Improving Students' Speaking Ability

Hendro Hermansyah[1]*, Tommy Hastomo[2], Abdulloh[3]
STKIP PGRI Bandar Lampung[123]
*hendrohermansyah@gmail.com

Abstract: This study aims to improve speaking skills through storytelling techniques for class VIII G students of SMP Negeri 21 Bandar Lampung. This research method is Classroom Action Research (CAR). Data collection techniques in this study were interviews, observations, questionnaires, and documentation. The data analysis technique was based on observation and speaking skill tests through storytelling techniques. From the analysis of observation data, speaking skills through storytelling techniques for class VIII G SMP Negeri 21 Bandar Lampung in the pre-action stage obtained an average score of 11.53, in the post-action cycle I increased to 14.13, and in the post-action cycle II also increased to 16.06. Based on the results of the study, it can be concluded that storytelling techniques can improve speaking skills in class VIII students of SMP Negeri 21 Bandar Lampung.
Keywords: speaking ability, storytelling technique, quantitative research

INTRODUCTION

The ability to speak is one of the language skills that need to be possessed by someone, especially students or someone who lives in the community. This ability is not an ability that is passed down from generation to generation, although basically, humans can speak scientifically. The practical teaching activity will directly impact other lessons because language is a tool for thinking, conveying knowledge, teaching skills, and instilling a directed attitude. However, Indonesian language teaching needs to be improved following the demands of the modern world, which includes the world of education in all aspects.

Language skills consist of four components: listening, speaking, reading, and writing (Hastomo, 2016). Each skill is closely related to other skills. Language skills are acquired in an orderly sequence. At first, in childhood, people learn to listen to the language, then speak, and after that, they learn to read and write. Listening and speaking are learned before school, whereas reading and writing are generally known in school. The four skills are

a unity, namely single chess.

The writer focuses on speaking skills based on the four language skills above. Speaking is one of the skills that has many benefits for students, especially speaking skills in a school environment. Students with good speaking skills will quickly understand the subject of the conversation with their communication partners. This is strongly influenced by the level of language skills, including vocabulary and the choice of words used when communicating (Sitorus, 2018).

The problems that are often encountered are problems that come from within the students themselves (internal factors) (Rahmawati & Ashadi, 2018). Many students are afraid when asked to speak in front of the class. Although in everyday life, every student can quickly talk. Students often experience anxiety in speaking or stage fright. He finds it difficult to control himself to remain calm in the face of many people. So all the preparations were made in vain.

The fundamental problem that also hinders the speaking skills of Class VIII students of SMP Negeri 21 Bandar Lampung is the lack of confidence when students speak. The leading cause of these problems is the lack of knowledge of students about the basic techniques of speaking skills. So far, the command received by students is still lacking. This is proven by the number of mistakes students make when speaking. These mistakes are not only caused by one or two students but by most students. When speaking in front of the class, students appear as if they are without the provision of speaking techniques. Knowledge of the basics of speaking skills, including posture, voice volume, and expression (gestures and expressions), is essential for students to know. Speaking technique material should be obtained by students in learning to talk so that students appear as a figure who lacks confidence when speaking (Sharma, 2018).

One of the efforts that can be made to overcome these problems is the application of storytelling techniques that are more effective and interesting for students. Storytelling is a systematic technique for developing Indonesian speaking skills, especially for students (Nguyen & Nguyen, (2018). The results of Indonesian speaking skills using storytelling techniques are expected for students to speak Indonesian with clear articulation or pronunciation, proper pauses, and good intonation in their speaking skills.

Storytelling is an activity to express the soul through spoken language (Abdelmageed & El-Naggar, 2018). Storytelling is a technique of conveying information to other people (listeners). Even school teachers often use storytelling techniques to deliver lessons to their students. Some of the reasons someone chooses to use storytelling techniques compared to other methods such as drama, discussion, or audio-visual equipment is because

storytelling has the advantage of being more flexible and accessible. This allows students to be more enthusiastic and assisted in learning speaking skills.

Learning strategies can be interpreted as tactics used by teachers to carry out learning on target. In other words, teachers' teaching and learning strategies are efforts to create conducive conditions for students to learn (Abidin, 2012). Many learning methods can be used to support the desired learning strategy. Minister of Education and Culture Regulation No. 65 of 2013 concerning Process Standards states that the learning process must

METHOD

The procedure in this study is based on the concept of Classroom Action Research (Wahyuningsih et al., 2019). CAR is one type of research that is very important to be carried out by teachers as teaching staff to improve the learning process. Arikunto (2009: 3) explains, "Classroom action research is an examination of learning activities in the form of an action, which is deliberately raised and occurs in a class together". The same thing was conveyed by Cohen, Manion & Morrison (2017), who explained that: "Classroom Action Research is defined as the process of studying learning problems in the classroom through self-reflection to solve these problems by carrying out various planned actions in real situations and analyzing any effects of the treatment".

Based on the two opinions above, the researcher concludes that CAR is an examination of problems in the learning process in the classroom in the form of actions and then analyzing the effects of these actions so that learning problems are solved. The objectives of classroom action research include three things: improving practice, professional development, and improving the situation in which practice takes place. Arikunto (2009: 61) also explains that the purpose of classroom action research is to "improve the quality of learning processes and outcomes, overcome learning problems, increase professionalism, and foster an academic culture".

Classroom action research is a procedure to improve teachers' professionalism in the classroom teaching and learning process by looking at various indicators of the success of the process and learning outcomes that occur in students (Ryan, Young & Kraglund, 2017). The teacher carries out classroom action research to obtain benefits. Implementing classroom action research benefits are that teachers can innovate learning, improve their reflective abilities, solve learning problems that arise in their classes, and develop creative and innovative learning approaches and curricula. Following the type of research chosen, namely action research, this research uses the action research model of Kemmis and Taggart (in Arikunto, S., 2010: 137),

which is in the form of a spiral from one cycle to the next. Each cycle includes planning (plan), action (action), observation (observation), and reflection (reflection). The steps in the next cycle are revised planning, action, observation, and reflection.

RESULTS AND DISCUSSION
Implementation of Cycle I

The results of the storytelling test showed that students had a better score when compared to the time before being given the action. However, the action in cycle I was not successful.

Table 1. The Results of Pre action-Cycle I

No	Aspects	Pre-action Mean	Cycle 1 Mean	Improvement
1	Content	2.44	3.22	0.78
2	Fluency	2.41	2.97	0.56
3	Pronunciation	2.34	2.75	0.41
4	Intonation	2.28	2.66	0.38
5	Movement and Expression	2.06	2.53	0.47
	Total	11.53	14.13	2.60

From the table above, it can be concluded that the ability in students' speaking skills has increased. In the pre-action, the average score of 11.53 increased to 14.13 in the first cycle. Improvements in every aspect of the assessment, starting from the aspect that experienced the highest increase to the lowest, namely content, fluency, pronunciation, intonation, movements, and expressions. An increase in students' speaking skills can not be separated from the storytelling techniques taught during the learning process.

Table 2. The Results of Cycle 1-Cycle 2

No	Aspects	Pre-action Mean	Cycle 1 Mean	Improvement
1	Content	3.22	3.59	0.37
2	Fluency	2.97	3.34	0.37
3	Pronunciation	2.75	3.13	0.38
4	Intonation	2.66	3.03	0.37
5	Movement and Expression	2.53	2.97	0.44
	Total	11.53	14.13	16.06

From the data above, it can be concluded that the ability in students' speaking skills has increased. At the stage of Cycle I, the average score of 14.13 increased to 16.03 in cycle II. Improvements in every aspect of the assessment, starting from the aspect that experienced the highest increase, namely movement, and expression, then aspects of pronunciation, content, fluency, and intonations. An increase in students' speaking skills can not be separated

from the storytelling techniques taught during the learning process.

Implementation of Cycle II

From the results of the research that has been done, the data on comparing the results of speaking skills through storytelling techniques for class VIII G SMP Negeri 21 Bandar Lampung students in cycle I and cycle II can be seen in the following table.

Table 3. The Results of Pre-Action- Cycle 1-Cycle 2

No	Aspects	Pre-action Mean	Cycle 1 Mean	Cycle 2 Mean		Improvement
1	Content	2.44	3.22	3.59	1.15	2.44
2	Fluency	2.41	2.97	3.34	0.93	2.41
3	Pronunciation	2.34	2.75	3.13	0.79	2.34
4	Intonation	2.28	2.66	3.03	0.75	2.28
5	Movement and Expression	2.06	2.53	2.97	0.91	
	Total					

Based on the tables above, it can be seen that the increase in students' speaking skill test scores through storytelling techniques that have been carried out from the pre-action stage was 11.53. After being given action in the first cycle, it increased to 14.13, and in the second cycle increased to 16.06. The increase in the average score from pre-action to cycle II was 4.53. In post-action cycle II, the highest to lowest increase occurred in content, fluency, movement and expression, pronunciation, then intonation.

Discussion

The first cycle process was focused on learning speaking skills based on storytelling techniques. Learning materials are adapted to Core Competencies (KI) and Basic Competencies (KD), namely (KD 4.14) Presenting persuasive texts (suggestions, invitations, directions, and considerations) in writing and giving assignments to come forward telling a persuasive text orally by paying attention to aspects -aspects of conformity of content, fluency, pronunciation, pause, and intonation as well as movement and expression.

In cycle II the researcher explained in depth the steps in storytelling, namely, the researcher gave examples of different themes on the subject of persuasion texts to attract students' interest. The researcher gave the task to come forward to tell the story of persuasive texts orally by paying attention to aspects of content suitability, fluency, pronunciation, pauses, and intonation, as well as movements and expressions.

According to Mudini & Purba (2009: 4), one of the goals of storytelling is to encourage and stimulate. Promoting and facilitating is when the speaker tries to give the listener enthusiasm and passion for life. The expected reaction

is to inspire or arouse the emotions of the listeners. Therefore, the researcher gave the task to students to tell stories in front of the class on the subject of persuasive texts about the spirit of learning, with the aim that other students would be encouraged to be more enthusiastic when studying to get better results. The application of storytelling techniques in speaking skills in this Classroom Action Research (CAR), because storytelling techniques are in the process of learning speaking skills

CONCLUSIONS

Based on the result and discussion, the researchers conclude that storytelling techniques can improve the speaking skills of class VIII G students of SMP Negeri 21 Bandar Lampung. The results can be enhanced by comparing the average score of students' storytelling in the pre-action, post-action cycle I, and post-action cycle II stages. The mastery of storytelling techniques indicates this increase. In the pre-action stage, the mean score was 11.53. Post-action cycle I increased to 14.13; in the post-test, the second cycle also increased to 16.06. Thus, the speaking skills of class VIII G students of SMP Negeri 21 Bandar Lampung have improved both process and results after being given action using storytelling techniques.

Furthermore, the storytelling technique can improve the quality of the speaking skill learning process for class VIII G SMP Negeri 21 Bandar Lampung. Students experience changes in behavior (improvement) in learning in the classroom on the subject of persuasion texts. The activeness of students shows the progress of students' speaking skills during the learning process, students' attention and concentration in listening to the subject matter presented by the teacher, student's interest and enthusiasm during learning, as well as the courage and confidence of students to tell stories in front of the class.

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