



## **Enhancing Students' Speaking Ability Using Story Telling Technique: An Action Research**

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**Abstract:** This research aimed to improve the students' speaking skills through Story Telling. This research aimed to identify whether implementing Story Telling can improve students' speaking skills and learning activities focused on descriptive text. The researchers used classroom action research. The research implementation was in 2 cycles in one class with 20 students. For the data collecting technique, the researchers used observation and tests. In analyzing the data, the researchers used descriptive analysis. The findings of this research showed that after teaching reading through Story Telling. The researchers found that Story Telling successfully improves students' speaking skills and learning activities. It can be seen from the average score of students' speaking skills. It was increased from cycle I to cycle II. The researchers found that the average score of students who passed the Minimum Mastery Criteria in cycle I was 45%, while in cycle II obtained 85%. The mean score of cycle I was 55.8, and cycle II was 71.3. The students' learning activity was also increased from the first cycle, 6.17, categorized as less active, while in the second cycle, 7.92, classified as active. Therefore, it can be concluded that the implementation of Story Telling can improve the student's speaking skills and the student learning activity in the tenth grade of SMP Negeri 14 Bandar Lampung in the academic year of 2018/2019.

**Keywords:** action research, speaking ability, storytelling

### **INTRODUCTION**

Speaking is a skill for interaction, among others. It is a skill where someone expresses their ideas and opinions and creates a good relationship that does directly. Speaking is the ability to communicate something, such as talking about, putting thoughts into words about someone's perceptions and feelings, and making others understand the message delivered. Everyone must be able to speak to express their ideas to make the communication go well. If they want something, they have to say it. That makes someone else know what they want. The students need to learn speaking skills to make them able to build good relationships and interact with others. Good speaking skill leads

someone to have a good relationship with whoever they want (Leong & Ahmadi, 2017).

Many language learners need speaking ability as the measure of knowing a language. It is the core of communication that the teacher is responsible for Maxime the students' speaking skills to make them fluent while speaking up. Speaking the basics can be said to be central for communication when learning English as a non-native speaker. This skill is essential because it is barely for communication purposes but can also help learners think creatively when speaking (Hussain, 2017).

Speaking skill enables students to think fast and be more active because when starting to speak, they must think about many aspects such as vocabulary, the structure of words or sentences, and the content of what they want to say. Speaking is not only about how to speak up but more than it. In other words, the students need to speak fluently, which means their ideas must be coherent with the theme of speaking. Speaking skills seem challenging to learn, but this skill is easy because there is no need to think about language structure in a non-formal situation or daily conversation. It does not matter as long as the speaker and listener understand the meaning of the conversation. Even in a formal condition, it would not matter as long as the importance of conversation is understood and delivered politely. Although the skill of speaking does not require the well-formation of words, the teacher should teach the students all of the speaking aspects which can make them fluent such as pronunciation, vocabulary, and comprehension (Ihsan, 2016).

The students need to pay attention to their pronunciation while speaking because English is not their mother tongue, so their language might not be as fluent as native speakers. Then, the students need to enrich their vocabulary and comprehension of the topic because it is essential to correlate their ideas to become sentences. The students must speak when they want to confirm something to change their knowledge. Learning speaking for non-native speakers must require many aspects, not only grammar and the sounds of words (Burns, 2016). The students must also get knowledge about how native speakers use the language. There are some reasons why the students have to speak in the classroom. First, speaking activities provide trial chances, which means speaking allows the students to try to speak up before they can deliver it in public. Second, the more students practice the elements of language, the better it will be (Darmuki et al., 2018).

Speaking plays a crucial part in mastering English. So speaking should be overwhelmed by the students. Each student must be active in class to come to enough skills. All of the students should be able to achieve sufficient speaking mastery. Therefore they could have good skills to express their feeling or ideas. The teacher has to provide a fun and exciting way to make the

students able to speak up and present their ideas in spoken language (Baidawi, 2016). Based on preliminary research in the eighth grade of SMP Negeri 14 Bandar Lampung, the researchers found that the students struggle to express their ideas in oral language. Most students are shy to start speaking. They do not find match situations for their speaking because there is no speaking English activity among their friends. These results were taken from an interview with an English teacher in the eighth grade. It was still hard for the students at this level to deliver their ideas orally.

Moreover, the English teacher said that speaking requires some indicators that make the students think that this skill is hard to be learned. The hands of well-speaking such as good pronunciation and having many vocabularies. The students are afraid and shy to test their pronunciation in front of other students and teachers. Also, they often stuck to making sentences because they lacked vocabulary. The students have fewer speaking activities and practicing, so their speaking skills are still low. Regarding the students' speaking problems, the researchers are interested in conducting research that aims to improve the student's speaking skills and try to cover up or decrease the students' speaking problems, especially about the issue of being shy and afraid to begin speaking activity. She would introduce a technique that matches the students' speaking problems in the eighth grade of SMP Negeri 14 Bandar Lampung: storytelling.

Storytelling is the art of telling stories through words and action. Someone who does storytelling can be in the form of words, action, or both (Khodabandeh, 2018). It is a technique that enhances the students' communication skills. Storytelling is about presenting part of speech with the combination of vocabulary knowledge and word structure in a meaningful context. It is appropriate to the students' problems that most are shy to start speaking and do not find match situations to express their speaking skills. Storytelling can help them to express their speaking talent in a fun and exciting way. They can start to tell a story through former experiences or by reading a story and then retelling it to the audience. These activities are helpful to increase the students' braveness and self-confidence because they will tell a story with action.

An exciting technique can make the classroom situation becomes enjoyable. The use of storytelling in this research was expected to be successful in case of improving the students' speaking skills. It has been proved by some researchers that the use of storytelling is effective (Zuhriyah, 2017; Firdaus & Amaniarsih, 2018). The researchers taught the students by using storytelling techniques and asked them to tell a story of their own experiences and can be by reading a story first and then present it to the audience in the form of storytelling. Therefore, this research aimed to improve

students' speaking skills through Story Telling at SMP Negeri 14 Bandar Lampung.

## METHOD

In conducting the research, the researchers used Classroom Action Research Design. This research aimed to improve the student's speaking skills by using storytelling. The object of this research was the students' speaking skills. The researchers conducted the study at the SMPN 14 Bandar Lampung in the second semester of 2018/2019.

The researchers conducted the research by following some steps of Classroom Action Research (CAR): planning, action, observation, and reflection (Wahyuningsih et al., 2018). The instrument of this research was speaking in the form of storytelling. The data collecting technique of this research were the test, observation, and documentation. The method that was used to analyze qualitative data was the Descriptive Qualitative Method.

## RESULTS AND DISCUSSION

After getting the scores from the reading test of cycle I, the researchers calculated the mean of the student's score, the percentage of the students who passed the Minimum Mastery Criterion, and the improvement of students' scores in speaking from the speaking test of a cycle I to cycle II.

### Result

#### *Result of Speaking Test in The First Cycle*

After the teaching and learning process of the cycle finished, the researchers also carried out the speaking test of cycle 1 to measure students' speaking skills that had been taught by using Story Telling. The result can be seen on the diagram as follows:

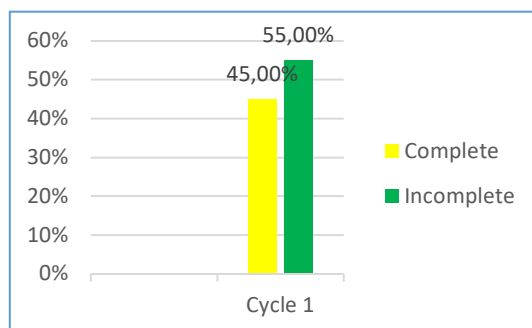


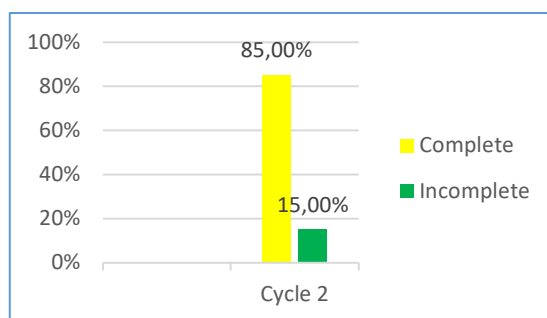
Figure 1. The result of Cycle 1

Based on the diagram above, it is clear that the use of storytelling was unsuccessful because it was just obtained 45%.

#### *Result of Speaking Test in The Second Cycle*

After the teaching and learning process of the cycle finished, the researchers

also carried out the speaking test of cycle 2 to measure students' speaking skills that had been taught by using Story Telling. The result can be seen in the figure as follows:



**Figure 2. The result of Cycle 2**

From the data that has been presented, it can be concluded that students' speaking skill has improved from cycle 1 to cycle 2. The result of the speaking test in Cycle 1 showed that the number of students who passed KKM was 9 or 45%, while the number of students who did not pass was 11 students or 55%. In Cycle 2, 17 students, or 85%, passed the KKM, while the number of students who did not pass was 3, or 15%.

### ***Result of Observation Sheet Cycle I and II***

In the second cycle, generally, the class condition in the teaching-learning process was better than in the previous cycle. The average score of students' activity based on the observation sheet in cycle I obtained 6.17, while cycle II received 7.92. It could be seen from the students who were ready to follow the lesson, and most of them were enthusiastic to answer some questions given by teacher. In doing the task of reading, they seemed enjoyable. In the last action of cycle two, the researchers, as the teacher, gave the students a test. Based on the observation sheet in cycle II, the data show that the students have improved their learning activity.

### **Discussion**

Based on the data obtained from the speaking test and observation sheet. It can be concluded that there was an improvement in students' speaking skills by using Story Telling. The students' speaking skills improved from cycle 1 to cycle 2, and the learning activity also enhanced from cycle 1 to cycle 2. For the students' speaking skills using a speaking test, 11 students did not pass the Minimum Mastery Criterion (KKM) with a mean score of 55.8, while in cycle 2 acquired, 17 students, or 85%, passed the KKM. In comparison, the number of students who did pass was 3 or 15%, and the mean score was 71.3.

The researchers conducted this research using Zoom because the school did not allow her to come to the classroom. It was conducted in two

cycles with a total of three meetings. The material taught in this research was descriptive text, especially about the person and things. The students were asked to describe orally because the researchers wanted to measure their speaking skills.

Speaking is an ability that can make people can produce sentences. The function of speaking is to make people can interact with each other by expressing their ideas and opinion and can have good relationships with others. It means that speaking is a skill to produce words or sentences orally and has many functions in case of interaction as a human being. It is supported by Setyarini et al. (2018), who stated that speaking is so much part of daily life it could cover many aspects that people need. It means that speaking is essential for everyday life and interaction with people everywhere.

The research findings showed that implementing Story Telling could improve students' speaking skills and learning activities. In other words, Story Telling was an excellent method to be applied to make the students easy to start speaking. It is supported by Muzammil & Andy (2017), who state that storytelling is an activity or the interaction between storyteller and audience or can be between the individual and the listener on a certain level by using their understanding. It means that storytelling can be defined as an act of telling the story after the comprehension of a passage, text, or topic.

Based on these explanations, the researchers conclude that Story Telling is the method that asks the students to tell the story based on their own words. It is suitable for teaching learning speaking because, in speaking, the students must be able to construct their own words to make them more accessible and not afraid to speak up. This method can be used for teaching learning speaking, and it makes the students more interested in learning.

## **CONCLUSIONS**

In summary, the researchers found that Story Telling successfully improves students' speaking skills and learning activities. It can be seen from the average score of students' speaking skills. It was increased from cycle I to cycle II. The researchers found that the average score of students who passed the Minimum Mastery Criteria in cycle I was 45% while in cycle II obtained 85%. The mean score of cycle I was 55.8, and cycle II was 71.3. The students' learning activity was also increased from the first cycle, 6.17, categorized as less active, while in the second cycle, 7.92, classified as active. Therefore, it can be concluded that the implementation of Story Telling can improve the students' speaking skills and learning activity in the tenth grade of SMP Negeri 14 Bandar Lampung in the 2018/2019.



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