The Influence of Storytelling to Improve Students' Speaking Skill

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Abstract

This study is aimed to discover whether storytelling can improve students' speaking skill or not of ninth-grade students in Bandung. The research method used is the experimental method, while the research instrument used is one group pre-test and post-test. The sample of this research is the students of class 9, with a total of 25 students. Based on data analysis results using SPSS, the result of the pre-test is 56.88. Meanwhile, the result of the post-test is 77.76. Two hypotheses guided the researcher: the Null hypothesis (H0:) storytelling can not improve students' speaking skills, and the alternative hypothesis: storytelling can improve students' speaking skills. In summary, the Null hypothesis is rejected which conclude that storytelling can improve students' speaking skill.

Keywords: Storytelling; Speaking

INTRODUCTION

In the process of improving the quality of education, teachers play an essential role fundamentally by inculcating good values in students in every teaching and learning activity, because teachers as educators, in addition to guiding students in teaching and learning activities, teachers must also be able to transform values that can shape student character and personality too. Teachers must be able to apply all their competencies to realize quality education in all subjects, including English as the international language (Sepyanda, 2017). One of the goals of teaching English in general is that students are not left behind in the competition in the industrial era 4.0 which requires people to speak English. In language teaching, there are four language skills that students need to achieve, namely listening skills, speaking skills, reading skills, and writing skills (Harmer, 2001). Speaking is a language skill that is brought from home. Students' are able to speak before they start learning to read and write since they were a child. Both students and teachers must use this way of communication more than writing. Tompkins and Hoskisson (1987) stated that speaking is the main model of language expression. Language learning is focused on improving reading and writing skills. Language learning which involves listening and speaking activities becomes less attention, and even tends to be ignored. Though speaking skills are very important in everyday life. Students use speaking to solve problems, complete goals, or generate new interpretations or knowledge in small group conversations (Hoskisson & Tompkins, 1987). By speaking students can achieve learning objectives to gain new knowledge and can improve their communication skills with others. Schools must be places where students can talk to explore and learn, not just to reproduce (Akos, Cockman, & Strickland, 2007). Therefore, teachers must be able to provide opportunities for students to develop their speaking skills. Teaching and learning activities today involve instructor innovation in the use of a number of attractive ways that might encourage students to take an active role. Students are provided with as many tasks as feasible that aid in their comprehension. The storytelling method is one technique that can be utilized to help pupils enhance their speaking abilities.

For students, storytelling is an effective and efficient method of learning to talk. Properly delivered stories can encourage action, foster cultural appreciation, and enhance pupils' knowledge. When told and listened to, stories can also be enjoyable, assisting pupils in comprehending their world and their relationships with others.Based on the elaboration above, the researcher is intrigued to research about the influence of storytelling to improve students' speaking skill. Tarigan (1986) stated that the capacity to pronounce articulated sounds or words in order to convey, communicate, and communicate information, thoughts, and emotions is referred to as speaking. As an extension of this definition, speaking is a system of audible and visual indicators that make use of a variety of muscles and muscular tissue in the human body to convey concepts or combinations of ideas.

Additionally, speaking is a kind of human activity that makes great use of physical, psychological, neurological, semantic, and linguistic elements, to the extent that it may be called the primary human instrument for social control. Brown (1981) stated that speaking is an interactive meaning construction process that includes generating and receiving information and processing it. Mulgrave (1954) argues that speaking is a means of sharing thoughts that have been collated and developed in response to the listener's or listener's demands. Speaking is a tool that almost immediately exposes to the listener whether the speaker knows both the subject of the conversation and the listeners; if he is calm and adaptive in communicating his views; and whether he is alert and eager in communicating his ideas. Based on these definitions, it can be concluded that what is meant by speaking is the ability to pronounce or pronounce an idea that exists in an individual which involves aspects of pronunciation, vocabulary, and structure. The primary function of speaking is to engage in conversation. To communicate successfully, the speaker must comprehend the meaning of everything he wishes to express; he must be able to evaluate the communication's effect on (the) listeners; and he must be familiar with the principles that govern every discussion setting, both publicly and individually. Whether as a social tool or as a corporate or professional tool, speaking has three general meanings, namely: 1) to inform, 2) to entertain , and 3) to persuade.

From the descriptions above it can be concluded that the purpose of speaking is to express an idea or feeling that exists in an individual obtained from listening to a material or teaching material. To achieve good learning objectives it is necessary to select the right method or according to the material to be delivered, so that the teaching material is easily absorbed and mastered by students. There are many learning methods that can be used in learning to speak and it is necessary to choose the right one in order to achieve the learning objectives to be achieved. Slamet (2007: 32) argues that the speaking learning method can be followed in the following explanation: (1) the repeating method, (2) the see-speech method, (3) the describing method, (4) the method of answering questions, (5) the method ask questions, (6) digging question method, (7) continuing method, (8) retelling method, (9) conversation method, (10) paraphrasing method (11) image story planning method (12) story telling method, (13) giving instructions, (14) reporting method, (15) interview method, (16) role playing method, (17) discussion method, (18) telephone method, and (19) dramatization method.

Storytelling is a method of learning that has been utilized since ancient times and has developed into a critical instrument for education. The teacher and students both use storytelling to convey a story or literary work. Storytelling is a delightful exercise that engages pupils' imaginations. Storytelling can help them improve their language abilities, delve deeper into the story's qualities, and extend their comprehension (Hoskisson & Tompkins, 1987). Story telling basically have a complete and comprehensive word and language structure in which a system of language rules includes phonology (sound system), morphology (rules for combining minimal units of meaning), syntax (rules for making sentences), semantics (meaning system), and pragmatic (rules of use in social settings) (Santrock, 2007).

The advantages of story telling include (1) helping students introduce the process and purpose of writing, (2) considering creative expressions of ideas and feelings, (3) increasing opportunities to build social skills, and (4) considering students to work with ideas and experiences (Wright, 1995). Another benefit of story telling according to Wright (1995) is that Storytelling can assist instructors in developing a deeper understanding of their pupils, addressing students' social and emotional needs, and developing a curriculum that is more sensitive to students' needs and interests. Another effect of story telling is that it is a very powerful tool to increase understanding of children and others around them. When the story is read, sometimes the words spoken are not only remembered but also spontaneously redrawn, there is a spirit of performance, which is assisted by audience participation and interaction (Isbell et al, 2004). Isbell et al (2004) explained that in story telling, the aspects that must be considered in order to run effectively are trying to be creative and having two-way communication (story tellers and listeners). In addition, eye contact with listeners is very important to pay attention to, if children see the story teller's eye contact, they make eye contact with each other in the interaction, in the end it will make the experience more personal than the story teller just reading story books (2004). Story telling that is used to improve children's intelligence must also be adjusted to the students' cognitive level. There are several research that study of the use of story telling to improve students speaking skill. First, a research conducted by Zuhriyah (2017). In her study, storytelling was able to improve the compehension skill of students', fluency, vocabulary, grammar, and pronunciation. Second, a research conducted by Zaid and Srijayanti (2019). In their study, it was found that students' easily express their opinion and they felt motivated to improve their speaking skill through storytelling considering the lack of their English speaking skill. Third, a research conducted by Fikriah (2016). By using classroom action research, she stated that storytelling effectively improve students speaking skill. It can be seen from the improvement form students' score that was taken from the pre and post test. Fourth, a research conducted by As (2016). In his study, he argued that storytelling method could improve students' speaking skill rather than the conventional method. Lastly, a research conducted by Megawati (2018). In her study, it was found an improvement towards students' speaking skill using storytelling. The distinction between previous five studies and this one is that this study was performed during the COVID-19 pandemic at a school-from-home (SFH) setting.

METHOD

This type of research is quasi-experimental research. Quasi-experimental is a type of research that does not allow the researcher to strictly control the existing research variables. In this study, what was tested for its effectiveness was the application of learning with the storytelling method on speaking skills in English subjects. In a quasi-experiment, the placement of subjects into the groups being compared was not done randomly. Subjects were already in the groups that were compared before the study was conducted. The population in this study were from grade 9 in Bandung with a total of 25 students. The sampling technique used in this study was the random sampling technique. The random sampling technique is carried out by drawing the subjects in the population so that all subjects are considered equal and have the same right to have the opportunity to be selected as sample members (Sugiyono, 2012). The random sample in this study was a class because in experimental research it was not possible to change the existing class.This research will be carried out using the normality test (one sample Kolmogorov Smirnov) after which it will be continued with hypothesis testing using a modification of the true experimental design which takes into account the possibility of the moderator variables affecting the treatment (independent variable) on the ability of storytelling (dependent variable)

The objective of this research is to find out whether storytelling can improve students' speaking skill or not. The researcher guided by following hypothesis:
Null hyphothesis (H0): speaking skill can not improve students' speaking skill.
Alternative hyphotesis: speaking skill can improve students' speaking skill

RESULTS AND DISCUSSION

Results

Table 1. The result of pre-test and post-test

Students	Pre-test	Post-test
Student 1	60	70
Student 2	44	65
Student 3	54	78
Student 4	54	80
Student 5	44	70
Student 6	66	75
Student 7	76	90
Student 8	46	67
Student 9	60	80
Student 10	50	85
Student 11	55	83
Student 12	56	73
Student 13	60	72
Student 14	65	82
Student 15	55	78
Student 16	67	86
Student 17	47	78
Student 18	65	82
Student 19	62	76
Student 20	60	75
Student 21	45	70
Student 22	66	79
Student 23	65	85
Student 24	45	76
Student 25	55	89

Table 2. Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre test	25	44	76	56.88	8.667
Post test	25	65	90	77.76	6.648
Valid N (listwise)	25				

According to table 2, the mean of the pre-test was 56.88 and the mean of the post-test was 77.76, indicating that the statistical data improved. Additionally, the standard deviation has dropped, indicating that the data has been enhanced.

Table 3. Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre test	.121	25	.200*	.944	25	.187
Post test	.078	25	.200*	.983	25	.933

Based on the table 3 above, the result of the normality test on post-testhad Sig score 0.93 > 0.05 which means hhat the data were in a normal distribution.

Table 4. Paired Samples Test

	Paired Differences							
		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
	Mean			Lower	Upper	t	f	Sig. (2-tailed)
Pre test - Post test	-20.880	7.333	1.467	-23.907	-17.853	-14.237	24	.000

The result of the table 4 showed that the sig. 2 tailed was. 000 with the level of significance level was .05. which means that the significance value was lower that the siginificange level. In other words, the null hypothesis was rejected, so that it means that storytelling has improved students' speaking skill.

Discussion

Based on the description of the research data, students who learn with the Storytelling method have better speaking skills than learning with conventional learning methods. This review is based on the average score of students' speaking skills which increased after the storytelling method was applied. Speaking skills are integrated productive skills. Productive, meaning that when people speak, they use language to produce something. It is called integrated, meaning that the conversation occurs because of the combination of a number of abilities which are components of speaking skills such as the use of spoken language, use of speech content, mastery of speaking techniques and appearance. These components must be mastered by students as assets to be able to interact with others. Of course, these components cannot be mastered by students just like that. Students need to train themselves in various opportunities. Thus, it is necessary to apply an appropriate method to train students' speaking skills, one of which is by applying the Storytelling method. In the storytelling method, students are invited to convey information, be it events, films, books or experiences that have been experienced which are packaged in a story that is conveyed orally, in writing, or acting. The application of the Storytelling method begins with the explanation of the benefits of the story by the teacher so that it can arouse a sense of wanting to tell stories from within students. The benefits of storytelling include students being able to develop vocabulary, speaking skills, expressing stories that are conveyed according to the characteristics of the characters read in pleasant situations, and training students' courage to appear in public. The benefits of storytelling are in line with the opinion of Arini et al (2006) which states that storytelling activities can provide entertainment and stimulate children's imagination. Storytelling activities also increase children's language skills and help them internalize story characters. Furthermore, the teacher provides options or alternative stories to be read and told by students. Alternative stories given by the teacher are stories that have often been heard by students and are still related to events that occur around students or experiences experienced by students. Such as volcanic eruptions, floods, epidemics, and so on. Stories that are light and often occur around students make it easier for students to understand these events, so they are able to retell the contents of the story. This is in accordance with the opinion of Nusantari (2012) which states that storytelling is the ability to retell an event, film, book, or experience that has been experienced and packaged in an interesting story.

CONCLUSION

Based on the findings and discussion above, it can be concluded that storytelling improved students speaking skill. It can be proven by seeing the result of the pre-test and the pro-test which increased after storytelling method was applied. For researchers who are interested in conducting further research on the Storytelling method, to get better learning outcomes, it is necessary to motivate and direct and stimulate students to be more active in every learning activity. The suitability of teaching material with the Storytelling learning method also needs to be considered for the success of this method. In addition, researchers who wish to apply the storytelling method are advised to pay attention to the number of students in the class. This is because the storytelling method requires good time management. Researchers can divide storytelling time into several parts or integrate it into other activities, or prepare separate time. So the challenge of storytelling is the limitations of time, time management, and the lack of self-confidence in students' shyness.

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