

**The Effect of Using Storytelling Technique on Students' Speaking Skill of
II Class at SMPS Plus Kasih Ibu Patumbak**

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ABSTRACT

The objective of this study was to ascertain the impact of employing narrative strategies on the oral communication abilities of students at SMPS Plus Kasih Ibu Patumbak. The employed research methodology is experimental. The study population consisted of 105 students from class VII SMPS Plus Kasih Ibu Patumbak. The experimental group, consisting of 35 students from class VII-A, received instruction on storytelling techniques in narrative texts. The control group, consisting of 35 students from class VII-B, did not receive instruction on storytelling. The research was carried out using the following procedures: administering tests, providing interventions, and conducting post-tests. The examination is conducted in the form of an oral test. The researcher poses inquiries pertaining to the subject matter, and the students respond verbally. The findings indicate a notable improvement in students' oral proficiency through the utilisation of storytelling methodologies. Upon performing the data analysis, the researcher determined that the t-observation value was 3.80, whereas the t-table value was 2.00. The t-observation value (3.80) is greater than the t-table value (2.00) with a sample size of 68 and a significance threshold of $\alpha=0.5$. Therefore, the alternative hypothesis (H_a) is deemed valid. Storytelling approaches have a notable impact on students' speaking abilities.

Keywords: *Storytelling techniques, speaking skills.*

INTRODUCTION

Language is a sociolinguistic tool that consists of a set of sound symbols derived from human speech. Human beings, being inherently social creatures, require methods to engage in social interactions with other individuals within a given culture. In order to facilitate social contact, it is imperative that we possess a means of communication known as language. The primary skill that necessitates cultivation is language, to be enhanced as a more efficacious medium of communication. The acquisition of speaking proficiency has long been regarded as one of the most challenging facets of language acquisition. A significant number of individuals learning a new language have challenges when it comes to verbal self-expression. In the era of globalisation, English has become a lingua franca, necessitating that individuals possess the competence and proficiency to comprehend and effectively communicate in English, as it serves as a universal language. The majority of individuals and collectives worldwide utilise English as their primary means of intercommunication. Effective communication is crucial in facilitating interpersonal connections and serving as a medium for language exchange. Proficiency in articulating thoughts, opinions, feelings, and ideas through language is vital.

Furthermore, speech is regarded as the primary proficiency that all pupils must acquire in order to effectively communicate. As speaking is the ability to use the same language, it is considered the fundamental method of human communication. Nevertheless, acquiring proficient speaking skills can be a challenging endeavour for many students. The majority of students encounter challenges when it comes to expressing themselves in the English language. They find speaking to be highly challenging. According to Larzarton in S. Menggo (2013), students lack the necessary skills for effective communication and struggle to handle many demands during learning activities. Some individuals may desire to freely articulate their thoughts in English, yet lack the necessary skills to do so. Consequently, they resort to employing body language and frequently halt when speaking.

Teaching speaking involves the dynamic exchange between the teacher and students, encompassing several elements such as goals, participants, resources, techniques, and assessment. The article "Benter Oseno Gudu: 2015" mentions Celce. An English teacher must cultivate their students' ability to speak fluent English. It is anticipated that students would be able to effectively communicate in both spoken and written English following their learning. Hence, in order to achieve an objective, educators must possess the ability to construct and formulate English courses effectively, employ instructional approaches that align with the targeted abilities, utilise media as an aid for learning, and establish a conducive and pleasant learning environment. The learning environment, assessment of pupils, and enhancement of deficient learning materials. Speaking proficiency poses a significant challenge for numerous students, particularly those who are learning English as a foreign language (EFL). Typically arises due to a dearth of engagement and the teacher's passivity in interacting with their students.

Multiple interconnected factors led to this situation. Initially, the requirement for the speaker to generate phrases spontaneously is a challenge for the learner to attain fluency in speaking the desired language. Foreign language learners often struggle to generate sentences accurately due to challenges with pronunciation, vocabulary proficiency, and understanding grammatical structures. Furthermore, a significant number of pupils exhibit a deficiency in self-assurance and have a fear of committing errors, coupled with an inadequate command of vocabulary. Consequently, in the absence of appropriate instructional techniques employed by teachers to foster engaging, interactive, and dynamic classroom sessions, the students remain quiet. Furthermore, many students studying English as a foreign language (EFL) face a shortage of opportunities to practise speaking due to limited class time. They completed the class quickly, leaving them with little opportunity to converse in English. Storytelling is an oral practice used for communication and preserving memories of life experiences. Storytelling can be defined as the act of verbally conveying acts or occurrences in a way that allows for repetition or retelling. The objective is to impart information, expertise, and wisdom to those who receive it. Storytelling is an enjoyable and stimulating activity that may be used to

engage English as a foreign language (EFL) learners. Speaking actions primarily serve as the major means for achieving competence mastery. Recent research conducted in the past five years has shown that storytelling is a highly effective and efficient technique for enhancing English proficiency and boosting self-confidence in producing English among junior school students in Indonesia (Firdaus & Amaniarsih, 2018; Marzuki et al., 2016; Zuhriyah, 2017). While there are various obstacles in the process of showcasing storytelling (Wardhani et al., 2020), it has been observed that storytelling effectively encourages foreign language learners to take learning risks and generally obtain cognitive and emotional advantages from the demonstration process they undergo (Yan, 2019).

Storytelling helps youngsters develop active listening skills and enhances their ability to draw conclusions from the stimuli presented in a story. Learning and cultivating storytelling skills in children is crucial for nurturing their creativity from a young age. Additionally, storytelling can enhance their confidence and communication abilities, as well as help them develop emotional resilience in the face of environmental and life changes. The students' proficiency in speaking improved through the utilisation of the narrative technique. Hence, the utilisation of storytelling approaches proves to be efficacious in enhancing the oral proficiency of the pupils in the given example. Given the aforementioned explanation, the researcher is intrigued to undertake the research in order to address the aforementioned issues. The researcher is studying the impact of a technique on students' speaking skill at SMPS PLUS KASIH IBU PATUMBAK.

LITERATURE REVIEW

In conducting the research, the theory is needed to explain some of the concepts in this research relates to this chapter to review related materials, the aim to provide some clarifications of terms used in this research.

Skills that must be mastered and really must be able to be practiced in the field with other people as speaking partners (Astrawan, 2013). In the education system, learning English using Speaking material will be taught by the teacher and usually the teacher uses discussion or dialogue techniques as the first step in teaching. In this speaking ability, one must really master the pronunciation well. Pronunciation is a rule in the pronunciation of English words or the way someone pronounces a word (Online Dictionary, 2016). And if the person is proficient in pronunciation, then when he speaks English it will be very clear and sound professional in every word he utters.

To master a lot of vocabulary requires as much practice as possible and this is the main key to speaking skills. Practice, practice and practice. Practice makes perfect, so says a saying. In addition, the ability to master grammar (grammar) is also very important so that we are fluent in English. Apart from all the aspects that must be considered in mastering speaking skills. The most important thing is that someone must have confidence in mastering speaking skills (Yanto, 2015). Feeling

embarrassed while speaking English is akin to placing shame where it is not. This inappropriate embarrassment has killed many dreams of thousands and even millions of people who want to learn English. As a result, later in life they regret, why should they be ashamed of learning English.

Speaking is the productive skill. It can not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking involve some skills such accuracy, fluency, vocabulary and pronunciation.

According to Echols "In Aliyah, 2011 Storytelling consists of two words, namely story means story and telling means telling. Merging the two words storytelling means telling stories or telling stories. In addition, storytelling is also called storytelling or storytelling as proposed by Malan, storytelling is telling stories based on oral tradition. Storytelling is an effort made by storytellers in conveying feelings, ideas or a story to children orally.

According to Loban "In Aliyah, 2011" Stating that storytelling can be a motivation to develop awareness, expand the imagination of children, parents or activate storytelling activities on various occasions such as when children are playing, children are going to bed or teachers are discussing themes, the storytelling method is used.

Speaking aims to give the expression of thoughts, feelings and ideas, as well as opinions is a form of internal encouragement of the individual. Talking like this is personal, meaning that humans have various reasons behind the emergence of ideas and ideas that will emerge. Thousands of thoughts, feelings, ideas, and opinions can come from the results of the response of the five senses or come from his mind. The results of these thoughts and feelings are deemed necessary to convey to others. This reason makes speaking activities carried out to communicate it to others.

While speaking with the aim of responding to other people's speech is a speaking activity caused by stimulation or response from outside. The response is in the form of approval of the meaning of other people's speech, but can also be in the form of rejection. Talking gives a response in the form of agreement can be done by expressing the same opinion. The expression of approval in the form of speaking can be interpreted more broadly, such as giving affirmation, supporting, and emphasizing. Responses in the form of rejection can be interpreted as disagreement, disagreement, disagreement, conflict, different opinion (in legal language it is called desenting opinion, and so on.

If viewed from origin of the word, the word "speaking" comes from the word speak, namely "speak is to express opinion; to say to communicate". So speak here is a way to issue or express opinions, the words we want to express. That's understanding speak simply and the origin of the word to speak. But in a broad sense speaking has a considerable scope in our lives. the day a lot of people in this world have voiced their opinion so we can listen, conclude and also take a stand from what they say teacher will recommend to use balance of fluency activities and accuracy and to use accuracy activities to support fluency activities. Accuracy work

can either come before or after fluency work. For example, based on students' performance on a fluency task, the teacher can assign accuracy work to deal with grammatical or pronunciation problems the teacher observed while students were carrying out of the task. An issue that arises with fluency work, however, is whether it develops fluency at the expense of accuracy. In doing fluency task, the focus is on getting meanings across using any available communicative resources.

In summary, the skill in speaking can be divided into two skills; namely, productive skill and receptive skill which are creative processes made by participants in an interaction. Productive skill is the skill in producing the language actively, while receptive skill is the skill to listen to the language produced by the speaker with understanding. Based on the explanation above, the researcher can conclude that in speaking skill, there are two main areas namely fluency, and accuracy. Fluency refers to the ability to express oneself intelligibly, reasonably, accurately, and without too much hesitation while accuracy is the use of language which depends on mastery of language system including grammar, vocabulary, and phonology.

Teaching speaking is really different, from teaching listening, writing, and reading. Speaking needs a habit formation because it is a real communication. Speaking only needs practice more over. So, if the students always practice the English everyday, they will be able to master English language easily.

A learning process must be practical and direct, meaning that if someone wants to learn something, he must interact with his environment. Basically learning events and the results obtained are determined by the individual himself, not by others. The more often individuals interact with their learning environment, the more experience they have in learning.

In addition to individuals who influence the success of learning, it is also inseparable from other factors, including places to study, study partners, and the atmosphere of the place to study. An unfavorable learning atmosphere causes the concentration of learning to be dispersed, resulting in unsatisfactory learning outcomes. Learning is a form of change or growth in a person which is expressed in new ways or patterns of behavior.

The learning steps taken by teachers and students in implementing this strategy are as follows. The first step is to show the benefits of teaching storytelling with visual aids for students. This departs from the thinking as described in the previous section, namely students will be enthusiastic about participating in learning if they are convinced that the learning carried out is beneficial to them. After students' attention can be focused and motivation in students appears.

Aims to determine the effectiveness of the application of storytelling and interactive learning models for students on speaking skills and the potential of multimedia devices to facilitate language learning. The results of this study illustrate that when there is a post-test, students who use the system make significantly more stories than other students who do not use it. This study illustrates that with a storytelling model using a support system, storytelling can be useful in improving one's speaking and language skills. By using animation, it is easier for participants to

remember and pay attention to vocabulary by practicing their English speaking skills to describe their animated stories so that the stories become more interesting. So that storytelling activities in learning which are supported by using a web-based multimedia system and its application in English learning classes can be useful for facilitating speaking skills. As well as making students more competent in speaking. Learning Storytelling Techniques to provide a clear basis and support in presenting learning.

The research was conducted by Amru Bin As (2016). This research is entitled STORY TO IMPROVE SPEECH SKILLS This research is a research with experimental design. The purpose of this research is first, to find out whether storytelling techniques are more effective than conventional techniques for developing ESL speaking skills. Second, to describe the perceptions of EG students towards the use of storytelling techniques in learning to speak ESL. When the means are compared through the Independent sample t-test, the results show that the difference between the two means is significant. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted which indicates a significant increase in speaking ability. EC students are taught using storytelling techniques. compared to CC, which is taught by conventional techniques.

The research was conducted by Cici Nurmawati (2022) This research is entitled THE EFFECT OF DIGITAL STORYTELLING ON STUDENTS' SPEAKING SKILL THROUGH VLOGNOW OF THE THIRD GRADE AT SMP NEGERI 6 SIAK HULU Speaking is importIVERSITAS ISLAMR to improve students' communication skills. Teachers must be more creative in developing technology-base learning media to attract students learning processes. The aim of this research was to found out there was any significant effect of digital storytelling toward students' speaking skills through VlogNow (VN) of the third Grade at SMP Negeri 6 Siak Hulu. The design of this research was experimental, the research used quantitative approach. The total population in this research was 124 students which consist of four classes. The sample of this research was third grade at SMP Negeri 6 Stak Hulu in class IX and IX. The researcher has given pre- test in the first meeting and treatment for five meetings by using digital storytelling through VlogNow such as (1)pre-teaching, (2) while-teaching. (3)while-teaching, (4)post-teaching. (5) post-test. And then, the last meeting the researcher has given post-test. The data in the research through pre-test and post-test. Analysis data with SPSS 24 version

The result showed that the students' means score in pre-test was 67,07 and post-test was 76,50. There was significant difference of the mean score. It had increase 9,43 after treatment with the significant level of 0.05. It was answered that H_0 and H_a because I observe was $11520 > 1$ table was 2,048. Finally, the researcher concluded that the H_0 is rejected and H_a is accepted. there was significant effect of digital storytelling through VlogNow toward speaking skill at third Grade SMP Negeri 6 Siak Hulu.

The research was conducted by Olin Risnawati Purba (2022) This research is entitledThe Effect of Story Telling Method on Student's Speaking Skills at The

Second Grade of Junior High School The study aimed of this research to determine whether the storytelling method affects students' speaking skills. This study used experimental research, which consist of two group, namely, Experimental group and control group. The populations of this research were 20 students and divided became 2 samples each sample consist of 10 students. The experimental group implied Storytelling method and used pre-test, treatment, and post-test while the control group implied conventional method and used pre-test, post-test and no treatment. From this method, the researchers found the difference of implementing the storytelling method towards students' achievement with the result was satisfying. The result of this research also provided the effectiveness of implementing the storytelling towards student achievement in speaking skill with compare the value that students' got from post-test and the storytelling method is considered successful. From the result, it is conclude that implementing the storytelling method has and effect toward students' speaking skill.

RESEARCH METHODOLOGY

This study used quantitative research. is the effort of a researcher to find knowledge by giving data in the form of numbers. The numbers obtained are used to analyze information, simply put quantitative research is scientific research that is arranged systematically on parts and to find causal relationships. Quantitative research explains phenomena by collecting numerical data which is analyzed using mathematical-based methods, especially statistics, but it could be statistics. In addition, this study uses an experimental design. In experimental design, there are several types, such as true experimental design, quasi-experimental, pre-experimental, and single subject. In this study the researchers conducted a quasi-experimental study. This study was intended to obtain information about the benefits of using

Techniques on students' speaking skills. In this study, researcher neededs two groups, namely the experimental group and the control group. The experimental group was treated with the storytelling technique, while the control group was not treated with the storytelling technique.

Group	Pre-Test	Treatment	Post- Test
Experimental	✓	Using storytelling technique	✓
Control	✓	Eithout storytelling technique	✓

Population is not only humans but also objects and other natural objects. The population is not just the amount contained in the object/subject under study, but includes the characteristics and characteristics possessed by the subject or object. The researcher stated that the population of this study were class VII students of SMPS Kasih Ibu Patumbak for the 2022-2023 academic year. Seventh

grade consists of 105 students. Seventh grade consists of three classes, VII A (35 students), VII B (35 students) VIII C (35 students).

In the research, the population is all the seventh- grade students at SMPS Kasih Ibu Patumbak. The number of students is 105 students which consist of three class.

Sample is a part of population which is chosen to participate in study. In this research, the sample are class VII-A as the experimental group and class VII-B as the control group. Both classes will the equal ability in English and consist of 35 students. At last, the total sample is 70 students.

Data collection techniques are the earliest steps in research, because the main purpose of research is to obtain and collect data. Without knowing data collection techniques, researchers will not get data that meets predetermined data standards. Data collection techniques can be carried out by means of observation (observation), interviews, questionnaires, documentation (Sugiyono: 2020 104-105).

Post Test is an evaluation or a series of test activities carried out after the learning material is given by the teaching staff. The aim is to obtain the final competency, how much mastery the students have of the learning material that has been delivered. Post Test is the final series to close learning activities. The success of a learning method can be known from the results of this Post Test. Students or students are considered successful if the Post Test scores increase. Vice versa, the failure of a learning activity can be seen from the decrease in the value of the Post Test when compared to the Pre Test. The increased Post Test score is an indication that the learning material is absorbed and captured by students.

Researchers analyzed the data using statistical analysis. In analyzing the data, the t-test was used to determine the effect of using storytelling techniques on students' speaking skills at SMPS PLUS Kasih Ibu Patumbak. In analyzing the pretest and posttest data, the researcher uses a statistical formula by following the formula below:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{dx^2 + dy^2}{Nx + Ny - 2}\right] \left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

Where:

Mx = Mean of experimental group

My = Mean of control group

Dx² = Standard deviation of experimental group

dy² = Standard deviation of control group

Nx = The total number sample of experimental group

Ny = The total number sample of control group

DISCUSSION

This chapter elucidates the findings of the investigation as presented by the researcher. The data collection instrument used in this study was a test, as stated in the preceding chapter. Data was gathered from the pretest and posttest scores of students in both the experimental class (VII-A) and the control group (VII-B) at SMPS Plus Kasih Ibu Patumbak. The outcome is as follows:

The researchers designated class VII A as the experimental group. The students in the experimental group received instruction in the art of storytelling using narrative text. The experimental group comprised 35 students in this study.

The researchers designated class VII-A as the experimental group. The students in the experimental group received instruction in narrative text storytelling. The experimental group comprised 35 students in this study. The researcher discovered a notable impact of employing the Storytelling Technique on students' speaking proficiency. A sample was collected from two classes in the eighth grade at SMPS PLUS KASIH IBU PATUMBAK. The overall sample size consisted of 70 students. The researcher discovered that implementing Storytelling in the eighth grade at SMPS Plus Kasih Ibu Patumbak was beneficial in enhancing students Speaking proficiency.

Malan asserts that storytelling is a deliberate endeavour by storytellers to orally communicate emotions, concepts, or narratives to children. The researcher deduces that employing the storytelling technique to enhance kids' speaking abilities yields a noteworthy impact. The data shown here is observable. The kids achieved a commendable score in their speaking abilities through the effective utilisation of the Storytelling Technique. Hence, the results of utilising the Storytelling Technique are highly advantageous for enhancing pupils' speaking proficiency.

CONCLUSIONS AND SUGGESTIONS

Through data analysis, the researcher discovered that implementing the storytelling technique led to an enhancement in the speaking abilities of students at SMPS Plus Kasih Ibu Patumbak. Due to the average results obtained from the pre-test and post-test provided. Researchers can infer that the speaking abilities of the experimental group, class VII-A SMPS Plus Kasih Ibu Patumbak, were deficient prior to receiving any intervention. They encounter numerous challenges in acquiring spoken language, including a lack of self-assurance and a limited vocabulary. However, pupils might enhance their oral communication abilities by acquiring storytelling strategies from legendary books. Evidence indicates that storytelling has the ability to create a sense of ease and enthusiasm among students. Students that possess a genuine passion in learning will have enhanced comprehension of the subject matter. Storytelling should offer kids the chance to develop problem-solving skills, excel in assignments, and expand their knowledge and information through oral communication. Storytelling-based study data analysis yields a substantial impact on students' oral communication abilities. The impact of students' speaking abilities is demonstrated by the findings that reveal a substantial improvement in

their speaking proficiency. The observed t-statistic has been calculated with 60 degrees of freedom (df). Students instructed by storytelling methods will exhibit enhanced confidence in spoken communication. When engaging in storytelling, students must possess the bravery to articulate and narrate stories in the presence of a large audience. Through the utilisation of narrative strategies, students get a heightened sense of confidence when communicating in the English language. Students who are not exposed to treatment utilising storytelling strategies may experience difficulty expressing themselves. Nonetheless, students who were not exposed to narrative strategies exhibited limited proficiency in English, whereas students who received instruction through storytelling techniques had enhanced ability to articulate their thoughts and viewpoints, resulting in improved oral communication skills. The alternative hypothesis (H_a) was accepted. Students instructed through the utilisation of storytelling methodology are likely to exhibit enhanced confidence in oral communication. When engaging in storytelling, students must exhibit courage by confidently speaking and narrating stories in front of a large audience. The students' confidence in speaking English increased as a result of practicing storytelling approach.

SUGGESTIONS

After conducting this research, the researcher proposed some suggestions that would be useful for teachers, students and other researchers who are interested in using storytelling technique to improve students' skill in speaking for their study or teaching:

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