IMPROVING STUDENTS' SPEAKING SKILL THROUGH STORYTELLING TECHNIQUE

(An Experimental Study in a Senior High School in Bandung)

Ratih Inayah

STKIP Siliwangi Bandung

ABSTRACT

In senior high schools, the objective of the speaking skill is challenging, so it is not easy to achieve. The teachers and students may face some problems in the teaching and learning of speaking. Thus, this study attempts to investigate the effect of storytelling on students' speaking ability and students' attitudes toward its implementation of storytelling technique. This research was conducted at the tenth grade of a Senior High School in Bandung. It used a quasi-experimental design involving 30 students in the experimental group and in the control group respectively. The experimental group was given the treatment with storytelling technique, while the control group with conventional technique. The instruments used were speaking test (pre-test and post-test) given to both groups, and questionnaires to the experimental group only. The result of this study shows that : 1) the storytelling technique had an effect on improving students' speaking ability because there was a significant difference between the post-test scores of students in experimental and control groups with the level of significance 0f 0,05 the t-observed (2,106) was higher than t-table (1,684). 2) Overall, students' attitudes toward the implementation of storytelling technique were positive because they enjoyed the learning process and they were interested in the story. Moreover, the storytelling technique could help them to improve their speaking ability.

Keywords: Speaking ability, Storytelling, Technique.

A. Introduction

Speaking is part of the language skills which is important for language learners to be developed. Furthermore, According to Richards (2008) as foreign language learners, we should master speaking skill in English as our priority.

The Indonesian government explicitly emphasizes that the aim of teaching and learning of English in Indonesia is to make the students do something good with English.

The aim in the speaking skill is challenging, so it is not easy thing. The teachers and students may face some problems in the teaching and learning of speaking. The inconvenient condition was appeared by the monotonous teaching technique used by some teachers. Also sometimes the classroom activities tended to be teacher centered. Some students sometimes were only passive in the teaching and learning process. This is the challenge for the teachers to control the students' success in learning, they should be more creative.

Related to the problems above, it can be considered that in the EFL classroom, teachers should try to develop speaking activities. The teachers should help their students by providing written texts to be learned to add their knowledge. The teacher should create a good learning situation in making the students fun, interested, and motivated in learning English. The motivation of learning the language can be enhanced by creating good media , conducive situations, creative activities, in which the students will be actively engaged in the learning process.

There are many techniques that can be applied in teaching speaking, storytelling is one of the technique that can be applied in the teaching and learning of speaking.

B. Literature Review

1. The Nature of Speaking

According to Thornburry (2005) speaking is a part of daily life that we take it for granted. Brown (2001) defines speaking as an interactive

process of constructing meaning, involving producing , receiving, and processing information. Its form and meaning are dependent on the context in which it occurs, including the participant, their collective experience s, the physical environment, and the purpose of speaking. Related to the process of interaction, they who are involved in interaction will get valuable feedback from each other.

Harmer (2001) explains , in many situations productive skill is combined with the practice of receptive skills. The conversation between two or more people is a blend of listening and speaking where the comprehension of what has been said is necessary for what the participant says next.

The two kinds of language skills: receptive and productive skills should be taught to the students in language instruction. Receptive skills are the ways in which people extract meaning from the discourse they see or hear. Speaking as one of the productive skills should be mastered by the students in order they can carry out a conversation with other people in a good way.

2. The Importance of Speaking in Language Learning

Speaking is considered as a very important aspect of learning a foreign language. As stated by Bailey and Savage (in Celce and Murcia, 2001) that speaking in a second language or foreign language has often been viewed as the most demanding of the four skills.

Teaching speaking means to teach students to produce the English speech sounds and sounds patterns, to use word and sentences stress, intonation patterns, and the rhythm of the second language, to select appropriate words and sentence according to the proper social setting, audience, situation and subject matter, to organize their thoughts in a meaningful and logical sequence, to use language as a mean of expressing values and judgments, to use the language quickly and confidently with few unnatural pauses, which is called as fluency (Nunan: 2003)

In line with Nunan (2003) Burns and Joyce state that one of the most important aspects of speaking is that it always occurs within context. When we speak we are both using language to carry out various social functions and choosing forms of lnguge which relate in relevant wy to the cultural and social context.

Nunan (1991) says learning to speak in a second or foreign language will be facilitated when learners are actively engaged in attempting to communicate. Speaking is closely related to self-realization; much of impression about people comes from what they say and how they say it. For the reason, the teaching of speaking should be able to give contribution to the improvement of students' abilities.

3. The Problems in Teaching Speaking Skill

Students sometimes have some problems when they actually want to talk in front of public, or in this case is talk in front of the classroom. According to Ur (1996) the problems in speaking activities are s follows :

1. **Inhibition.** Students are often inhibited about trying things in foreign language classroom, afraid to make mistakes or to be criticized, and shy to utter words.
2. **Nothing to say**. Students sometimes find fault that they do not have something to say. In other words, they cannot express themselves.
3. **Low or uneven participation**. Only one participant talks because of some learners dominate, while other speaks a little or not at all.
4. **Mother tongue use**. In the class, all students share the same mother tongue, so they feel unnatural to speak in the foreign language. They are also less exposed and les disciplined or motivated one.

Burns and Joyce (1999) identify three factors that may cause students reluctant to take part in classroom tasks involving speaking. They said learners are unwilling to participate in spoken tasks due to cultural factors, linguistic factors and psychological or affective factors.

1. **Cultural factors**. Cultural factors derive from students' prior learning experiences and expectations created by these experiences. Bern (2002) emphasize that each language has its own rules of usage as to when, how, and to what degree a speaker may impose a given verbal behavior on his or her conversational partner.

2. **Linguistic factors**. Linguistic factors that inhibit students to speak include (1) difficulties in transferring from the students' first language to the sounds, rhythms, and stress patterns of English, (2) difficulties with the native speaker pronunciation of the teacher, (3) lack of understanding of common grammatical patterns in English and how these may be different with from their own language, (4) lack of familiarity with the cultural or social knowledge required to process meaning.

3. **Psychological or Affective Factors**. The psychological or affective factor is one of the dominant factors that can affect language learning especially speaking. The factors include (1) culture shock, especially where new arrival are coming to a new country, (2) previous negative social or political experiences , such as war or personal trauma, (3) lack of motivation, especially where they may not have chosen to learn, have negative views of the target language culture or do not see a purpose in learning the language, (4) anxiety or shyness in class, especially if their previous learning and language learning experiences were negative, and (5) perceptions, some of which may also be cultural (e.g. they are too old to learn a new language).

To sum up, the problems in speaking might happen to the students in the teaching-learning process, especially the feeling of anxiety. Thus, in teaching speaking, teachers should always encourage the students , not allowing students to become discouraged when they make mistakes. They have to understand that making mistakes is part of the learning process.

4. The Classroom Speaking activities

The teaching of speaking in target language should enable the students to use the language orally for many purposes. The success of the teaching-learning process can be achieved if the teacher can present the materials in such a good way that can increase the students' interest. The teacher should be creative in presenting English to the students. They also have to practice various techniques of teaching, carefully select the materials, and use interesting instructional media that are

suitable for the students in order to help them to speak in the language. Harmer (2001) states that there are many classroom speaking activities that can be used in teaching a language, such as acting from the script, communication games, discussion, prepared talks, as well as simulation and role play.

5. Definitions of Storytelling

Coconi (2013) defined Storytelling is the communicating of events through the use of words and sounds. This is an art of expression and improvisation, which revolves around a plot and/or narrative point of view. There are a number of different types of storytelling that are shared within many different cultures of the world, aiming to spread moral values, entertainment, inspiration and advice.

Maynard(2005) defined stories as the way people communicate their experience, the way they understand the experience of others, the way they liberate their imaginations, the way they make sense of the world and their own position within it. Maynard (2005) stated that stories are important to people, politics, and education. Stories are how people make sense of themselves and their worlds.

"Storytelling is a task shared by storyteller and story listeners, it is the interaction of the two that makes a story come to life" (Baker and Greene, 1985) I emphasize that the story has its own components; storyteller , story listener and a topic , and most of the stories are taken from real life .

Baker and Greene(1985) stated several characteristics of a good story to have a single theme, clearly defined , a well developed plot ; the style should contain vivid words and pictures, having pleasing sounds and rhythm , should have characterization , be faithful to source , have dramatic appeal , be appropriate to listeners , be short and contains simple words and sentences , be effective, contain active verbs , avoid adjectives, contain expressions of opinion , cite quotes, facts, sources , be edited with appropriate punctuation, grammar and capitalization.

Barzaq (2009) defined storytelling as a knowledge management technique, a way of distributing information, targeted to audiences and a sense of information, she added that stories provide natural connection between events and concepts.

There are some types and purposes of storytelling,Coconi (2013) divided it into cultural storytelling, family storytelling, personal storytelling, and apocryphal storytelling.

1. Cultural Storytelling

Cultural storytelling is defined by the transmitting and conveying of certain values, morals and beliefs. These stories are passed down from generation to generation in an engaging and memorable form. The stories that are given to children in an attempt to teach them the meaning of religion might be understood as cultural stories.

2. Family Storytelling

Family storytelling is thought of as the spoken history of a family, maintaining and preserving a long line of various events and experiences, while keeping traditions and expectations alight. Storytelling that concerns a family heritage allows for a family identity to emerge, often bringing with it the finest traits of an ancestral history as a reminder to live up to something. This type of story can provide those who hear it with the motivation to live up to past family achievements.

3. Personal Storytelling

Through living, everyone is in the constant and ongoing process of composing a personal story. The stories are formed personally and concern individual lives. They are composed to remember, change and find meaning to life. Through personal storytelling, the teller is able to share his experiences with others and possibly motivate and inspire. Personal storytelling might also take the form of a biography or a biographical novel.

4.Apocryphal Storytelling

Apocryphal stories are presented to the listener as unlikely and often unbelievable truths, or doubtful stories told as fact. These stories are more commonly known as "urban myths." "Apocryphal" derives from the Greek word "apocrypho", meaning "hidden." Generally, this is a

type of storytelling that revolves around things of fear or things that cannot be fully understood.

C. Research Methodology

As this research addressed both quantitative and qualitative questions, the methods used in this research falls under mixed methods. According to Creswell (2003) mixed methods procedures developed in response to a need to clarify the intent of mixing quantitative and qualitative data in a single study.

Research question number one is answered quantitatively. This research is conducted to find out the significance of pre recorded narrative text in developing students' listening comprehension. Since experimental method is chosen to test the hypothesis provided, this research tangled two groups; the first group will be control group and the second group will be an experimental group.

This research used experimental method because in an experiment, investigators may also identify a sample and generalize to a population, this is inline with Cresswell (2003) stated that the basic intent of an experiment is to test the impact of a treatment (or an intervention) on an outcome, controlling for all other factors that might influence that outcome .

The research design for this experimental research is the quasi-experimental design. In this design, a popular approach to quasi-experiments, the experimental group A and the control group B are selected without random assignment. Both groups take a pretest and posttest. The experimental group receives pre recorded narrative text treatment, while the control group receives other technique. The other technique is direct oral story reading. According to Nunan (1992), there are times when, if we are to carry out an experiment at all, it will have to be with intact groups of subjects, that is, subjects who have been grouped together for reasons other than the carrying out of an experiment. In these situations, while the internal validity of the experiment is weakened, it may still be thought desirable to proceed with the research.

Furthermore, as Hatch and Farhady (1982) mentioned that due to some limitations it is difficult to construct a true experimental design, however it does not meant that the researcher can abandon the research and let it invalid. That is the reason why, the researcher has to reach the

goal as closely as possible to meet the standards of true experimental design. In cases like this, the research speaks of quasi-experimental design rather than another design.

The variables investigated are independent and dependent variables. Nunan (1995) states that the variable which the experimenter expects to influence the other is called the independent variable while the variable upon which the independent variable is acting is called the dependent variable. In this research, the dependent variable is students' achievement in speaking skill, while, the independent variable is storytelling technique.

Hypothesis

This research is begun with Null Hypothesis (H_0) where experimental and control group are similar.

$H_0 : \mu_{experimental} = \mu_{control}$

It means that there is no difference between the experimental group and the control group in the *mean* adjustment level (Gerald Kranzler and Janet Moursund;1999). Hatch and Farhady (1982) stated that whenever we hope that some techniques have helped our sample so that they can perform better than the population from which they were selected, we use null hypothesis.

By using null hypothesis, every possibility of the research can be shown. If the hypothesis is rejected, it can be concluded that experiment works. While, if the hypothesis is accepted, the experiment doesn't work. So, the null hypothesis arouses in this research that storytelling technique is not effective in improving students' speaking skill in learning English.

Population and Samples

The population of this research is the tenth grade students of SMA X in Bandung which is grouped into 5 classes. Each class consisted of 30 students, so the total population is 150 students.

The samples of this research are two classes (B1 and B2). The first class is the experimental group and the other is the control group. It assumed that both classes have the same range of ability based on the classification made by the school. Each class consisted of 30 students. So, the total number of the sample is 60 students. During the experiment, the experimental group was treated by using story telling, and the control group was treated by other technique.

D.Result

In conducting the experimental research, both groups taken, experimental group and control group, both should have no difference in means adjustment level at the beginning of the experiment. In order to find out whether or not both groups were homogenous, the result of pretest score of both classes was then calculated by using t-test for independent samples.

Below is the finding of high achiever students and low achiever students.

Neni's answer

Dimension	PROGRESS						
	Session 1 (Pre test)	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7 (Post test)
Theme	70	70	75	80	80	80	90
Plot	60	70	70	70	70	70	80
Setting	70	70	80	80	80	80	90
Characters	60	70	70	70	70	70	80
Dialogue	60	70	70	70	70	70	80
Point of view	50	60	60	60	60	60	70
Style	70	70	80	80	80	80	90

Hari's answer

Dimension	PROGRESS						
	Session 1 (Pre test)	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7 (Post test)
Theme	40	40	45	50	50	60	60
Plot	30	40	40	40	40	50	50
Setting	50	50	60	60	60	70	70
Characters	40	40	50	50	50	60	60
Dialogue	60	70	70	70	70	70	80
Point of view	30	40	40	40	40	50	50
Style	40	40	50	50	50	60	60

After doing the statistical computation, this research finds the pretest data to be analyzed:

Table 4.2 Group Statistics

Class	N	Mean	Std. Deviation	Std. Error Mean
Pretest Experimental	30	75.60	9.107	1.663
Pretest Control	30	75.67	6.424	1.173

Table 4.3   Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Diffe-rence	Std. Error Diffrence	Lower	Upper
Pretest Equal variances assumed	2.938	.092	-.033	58 52.131	.974 .974	-.067 -.067	2.035 2.035	-4.140 -4.149	4.006 4.016

After computing the pretest scores obtained by the experimental and control group, this research discovers that the mean of the experimental group is 75.60, standard deviation 9.107 and the standard error mean 1.663. Whereas, the mean score of control group is 75.67, standard deviation 6.424 and standard error mean 1.173. , and sig (2tailed) was 0.974.

The analysis of posttest data is performed by doing similar steps as the pretest data.

Table 4.5 Group Statistics

Class	N	Mean	Std. Deviation	Std. Error Mean
Posttest Experimental	30	79.30	8.039	1.468
Control	30	75.40	6.185	1.129

Table 4.6 Independent Samples Test

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | F | Sig. | T | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
								Lower	Upper
Posttest Equal variances assumed	2.514	.118	2.106	58	.040	3900	1.852	.193	7.607
				54.421	.040	3900	1.852	.188	7.612

From the computation of the posttest scores of both the experimental and control groups, the research shows that after being given some treatments, there are several differences between the scores. The mean score of experimental group is 79.30, with standard deviation 8.039, and standard error mean 1.468. In addition, the control group's mean score is 75.40, with standard deviation 6.185, and the value of standard error mean is 1.129.

In the table t-test for Equality of Means, it is found that the t_{obt} of the posttest is 2.106 with df =58, and tcrit = 1.684 at the 0.05 level of significance . Here, the research shows that t_{obt} is greater than t_{crit}, so the null hypothesis is rejected , or the different scores on the posttest are statistically significant. In other words, it is assumed that storytelling technique is effective in improving students' speaking skill.

E. Conclusions

Based on the result of the research, it can be concluded that storytelling technique works effectively in improving students' speaking skill. The result of the research proved that the students who were taught by using

storytelling have better performance in speaking skill than those who were taught by conventional technique.

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