

**IMPROVING STUDENTS' SPEAKING SKILL BY USING
STORYTELLING AT CLASS VIII G SMPN 15 MATARAM
ACADEMIC YEAR 2014/2015**



JOURNAL

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Jurnal skripsi dengan judul **“IMPROVING STUDENTS' SPEAKING SKILL BY USING STORYTELLING AT CLASS VIII G SMPN 15 MATARAM ACADEMIC YEAR 2014/2015”**. Telah disetujui oleh dosen pembimbing sebagai salah satu persyaratan untuk memperoleh gelar sarjana pendidikan, pada jurusan Pendidikan Bahasa dan Seni, program studi Bahasa Inggris.

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**MENINGKATKAN KEMAMPUAN BERBICARA SISWA DENGAN
MENGUNAKAN BERCERITA DI KELAS VIII G SMPN 15 MATARAM
TAHUN AKADEMIK 2014/2015.**

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ABSTRAK

Penelitian ini merupakan penelitian tindakan kelas yang digunakan untuk memperoleh informasi yang berkaitan dengan masalah penelitian. Hal ini bertujuan untuk meningkatkan keterampilan berbicara siswa dengan menggunakan bercerita. Subjek penelitian ini adalah siswa kelas VIII G SMPN 15 Mataram. Penelitian ini dilakukan oleh peneliti di kelas dengan empat langkah: rencana, tindakan, observasi, dan refleksi. Data dikumpulkan dari proses belajar dan mengajar, lembar observasi guru dan siswa, serta nilai yang didapat siswa tiap siklus. Berdasarkan hasil rata-rata skor dan indikator kinerja dalam dua siklus, dapat disimpulkan bahwa siswa mencapai skor yang lebih baik dalam berbicara setelah teknik yang diberikan. Hal ini dapat dilihat dari nilai rata-rata pada siklus I adalah 64,68, meningkat pada siklus II adalah 75,3. Juga, persentase indikator kinerja siswa pada siklus II (86,3%) lebih tinggi dari siklus 1 (47,22%). Hasilnya menunjukkan ada peningkatan dalam setiap siklus pada keterampilan berbicara siswa diajarkan melalui penerapan bercerita. Sebagai kesimpulan, bercerita meningkatkan keterampilan berbicara siswa di kelas VIII G SMPN 15 Mataram tahun akademik 2014/2015.

Kata kunci: Penelitian tindakan, meningkatkan, keterampilan berbicara, bercerita.

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YEAR 2014/2015.**

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ABSTRACT

This study is a classroom action research used to obtain information related to the research problems. It aims to improve the students' speaking skill by using storytelling. The subject of this study was the VIII G class students of SMPN 15 Mataram. This research was conducted by the researcher in class with four steps: plan, action, observation, and reflection. The data were collected from teaching and learning process, teacher and students' observation sheet and students' achievement in every cycle. Based on the result of mean score and performance indicator in two cycles, it can be concluded that the students' achieved better scores in speaking after the treatments given. It can be seen from the mean score in cycle I was 64.68, increased in cycle II was 75.3. Also, percentage of students' performance indicator in cycle II (86.3 %) was higher than the cycle 1 (47.22 %). The result shows there was an improvement in every cycle on the students' speaking skill taught through the implementation of storytelling. As the conclusion, storytelling improves students speaking skill at VIII G class of SMPN 15 Mataram academic year 2014/2015.

Keywords: Action research, improving, speaking skill, storytelling.

A. INTRODUCTION

Based on the researcher's experience while teaching English in classroom and had an interview with the English teacher, there was a problem found on students speaking skill. The students often found the difficulties in speaking skill, since their first language differs from English. Students' speaking skill at class VIII G SMPN 15 Mataram academic year 2014/2015 was categorized low. This problem was apparently caused by (a) lack of modeling; (b) lack of vocabulary knowledge; and (c) the students are unaccustomed toward English speaking activity. All of these problems would affect students' confidence in exploring their speaking skill in the class.

The lack of modeling is commonly experienced by the students in learning process, it affects student in finding out the supporting resources in developing their ability in classroom. One of the effective resources are derived from the audio (punctuation, pronunciation, vocabulary produced) and visual (body gesture and facial expression).

Vocabulary knowledge is one of the important parts of storytelling process in learning English. The lack of vocabulary can affect students' gap in pronouncing words. Furthermore, it caused poor performance of the students telling story. In this problem it is necessary for the teacher to enrich the students' vocabulary knowledge by giving key words of the related story.

Another problem found by the researcher is dealing with the students' inactivity in English speaking activity. It occurs because students rarely hear and practice English conversation in their social life. The teacher needs to invite the students to participate in English interaction whether in the classroom or in school environment.

All of those problems require appropriate solution because those problems would bring negative effects on the students' achievement in students' speaking skill. The researcher considers that it is necessary to find out an alternative way to create suitable and interesting technique based on students' condition. Therefore, the researcher proposes one technique as a way to help the students in speaking skill by using storytelling technique.

Storytelling is very important in teaching speaking because it gives students an experience to practice speaking skill. Storytelling also became a method to encourage young learners of English language to participate actively in the process of learning a foreign language. Storytelling can motivate students to speech simple thing about all around their life.

Based on the background of the study above, the researcher would like to formulate a research question: How can the implementation of storytelling technique improve students' speaking skill and increase self-confidence at class VIII G SMPN 15 Mataram in Academic Year 2014/2015?

In this research, the researcher tries to give the solution of problem through using Storytelling technique. The researcher tries to increase students' speaking skill by using storytelling technique.

Storytelling technique is one of the strategies to teach speaking skill to the students. A statement by the National Storytelling Network written by Estes (2013) explains that the interactive art of using words and actions to reveal the

elements and images of a story while encouraging the listener's imagination. Storytelling involves a two-way interaction between a storyteller and one or more listeners. The responses of the listeners influence the telling of the story. In fact, storytelling emerges from the interaction and cooperative, coordinated efforts of teller and audience.

The advantages of storytelling explained in BBC Teaching English are promoting a feeling of well-being and relaxation for the students and increase student's willingness to communicate thoughts and feelings in the classroom. Storytelling can also encourage active participation of students and increase student's verbal proficiency. Another benefit is encouraging the usage of student's imagination and creativity and encourages cooperation between students.

General objective of the study: to describe the application of storytelling technique in increasing students' speaking skill at class VIII G SMPN 15 Mataram.

Specific objective of the study: to improve students' speaking skill at class VIII G SMPN 15 Mataram.

In this study, researcher tries to make limitation for the use of storytelling in the form of narrative to improve students' speaking skill includes accuracy, fluency and comprehensibility. The study was held at eight grade students of SMPN 15 Mataram in academic year 2014/2015 in the first semester.

B. RESEARCH METHODOLOGY

Based on the background and problems above, this research was done by classroom action research method. According to Hopkins (cited in Cohen 2010: 32), action research is the combination of action and research renders that action a form of disciplined inquiry, in which a personal attempt is made to understand, improve and reform practice.

The researcher conducted the research at SMPN 15 Mataram. The subject of this study is the eighth grade students of SMPN 15 Mataram in academic year 2014/2015. The number of students is 36 students (16 males and 20 females' students).

For the purpose of data analysis, the researcher used main criteria in measuring the students' scores in speaking. Data from observations during teaching learning process were then analyzed in qualitative data. While the data obtained from tests (pre-test and post-test) were analyzed in descriptive quantitative data (percentage).

In completing the numerical data, the research tried to get the mean score of students' speaking score within before implementation and cycle in order to know how well the storytelling technique in classroom.

The action research was successful when there are 80% students can pass the assessment score of ≥ 72 KKM. In addition, the success of the action was not only measured with the students' speaking score.

C. FINDING AND DISCUSSION

This action research was conducted for three weeks in cycle I and cycle II. Generally, each cycle consisted of four main activities; there are planning, action, observation and reflection.

1. Cycle I

The Researcher's Observation Sheet

Based on the researcher's observation sheet (Appendix 3), the researcher:

- a. Give more motivation and encouragement to the students.
- b. Focus on the allocated time.
- c. Master the material that given to the students.
- d. Give special attention to less active students.
- e. Asking some questions to the students based on their performance on storytelling.

Students Observation Sheet

Based on students' observation sheet (Appendix 4):

- a. The students were hesitated to ask question to the teacher.
- b. The students felt embarrassed when they were in front of classroom.
- c. The students felt in confidence when they did storytelling.
- d. Students sometime can't answer the question about the story.

The students' achievement in the cycle I is provided in the following table:

Table 4.1: The students' achievement in cycle I

No	Student's Score	Total	%
1	≤ 72	19 Students	52.78
2	≥ 72	17 Students	47.22

Based on the reflection, there were some improvements that the researcher made to conduct the cycle II as:

1. Re-explained the vocabulary commonly used in storytelling once again.
2. Encouraged and motivated the students to speak by giving rewards saying excellent, good job and good.
3. Paid special attention to less active students by motivating them.
4. Convinced the students that they had prepared their own story.
5. Paid attention to the allocated time by limiting the time for each student only 3 minutes.
6. Master the material before starting to teach in classroom.

2. Cycle II

Teachers' observation sheet

Based on the teachers' observation sheet (appendix 7), the teaching learning process using storytelling technique had flown well and all indicators of teaching learning process had been carried out.

Students' observation sheet

Based on the observation (appendix 8), the students looked more enthusiastic in doing storytelling than before. They were more confident to speak English

and competed to be volunteers when the researcher asked them to speak or to answer the question.

The students' achievement in the cycle II is provided in the following table:

Table 4.2: The students' achievement in cycle II

No	Student's Score	Total	%
1	≤ 72	6 Students	16.67
2	≥ 72	30 Students	83.33

Speaking is a language skill that needs to be practiced. Before someone speaks, at least she/he must know what to say and how to say it (Shastri, 2011). In teaching speaking, it is necessary to introduce to the students what would they say and how they say it. Also, it is important to give opportunity for them to express their ideas orally. By using storytelling technique, it was expected to create a situation where students could speak and express their ideas, thoughts, feelings, and concerns about the material. Storytelling technique is a strategy that creates an environment for the students to have a chance to speak. Through storytelling, students can speak and express their ideas in terms of topics that they have in the discussion.

Storytelling provides an opportunity for students to expand their vocabulary as they decode the meaning of words, based on the context of the story they hear or read. Listening to stories also improves a students' understanding of grammar and literary devices as they see them within a story (Wojciechowicz; 2003).

The following table provides the score of students' achievement in 2 cycles.

Table 4.3: The students' achievement in every cycle

	Cycle I	Cycle II	Gain
Mean Score	64.68	75.3	10.62
Achievement of Performance Indicator (%)	47.22	86.3	39.08

Based on the gain calculation of students' score which can be seen on the table above, the mean score of students' in the cycle II was higher than the mean score of the students in cycle I. Meanwhile, the achievement of students' performance indicator in cycle II was higher than the achievement of students' performance indicator in cycle I.

D. CONCLUSION AND SUGGESTION

The implementation of storytelling can improve students' speaking skill and increase self-confidence while students were practicing language. Storytelling also encourages students' interest, practiced language without feeling ashamed or afraid, enrich their vocabulary and improve their speaking skill. Thus, it made teaching and learning activity more enjoyable and interesting. In addition, the students also pay more attention to researcher explanation and more active in

speaking activity, so that positive atmosphere and better communication between teacher and students in teaching learning speaking process could be maintained.

After getting the result of this research which storytelling technique is good and successful in improving students' speaking skill, the following suggestions are put forward:

The researcher recommends using storytelling technique in teaching speaking. Storytelling activity give students chance to speak English and they naturally produce a lot of speech.

In applying storytelling technique, teacher should be creative enough to deliver storytelling technique through interesting strategy and suit the strategy with the students' age interest.

For students, this strategy should be trained inside and outside the classroom. Speaking is a skill, not knowledge. So, more practice is needed in order to speak fluently and accurately. As the result, you may be do not need dictionary anymore.

For the further research is expected to be well planned to start other researcher in the same case with different perspective.

Notes: This Article was made based on the researcher's thesis with the guidance from Drs. I Made Sujana, M.A. and Lalu Ali Wardana, M.Ed.

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