# THE EFFECT OF STORYTELLING AS SPEAKING TASK MODEL TO IMPROVE STUDENT SPEAKING SKILL ABILITY AT SMPN 1 SAPE

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**Abstract**: The purposes of this study is to determine whether or not storytelling technique is effective to improve students' speaking skill of second-grade SMPN 1 Sape students. Experimental study was selected as the research methodology. The population for this survey consisted of 109 second-grade students and the sample were 20 students for each class. Both classes were selected using the technique of purposive sampling. The data were collected using testing instruments that were separated into three data collection procedures: pre-test, treatment, and post-test. In both classes, a pre-test was administered to assess the students' prior knowledge of the subject matter at hand. The mean pre-test scores of the experimental class were 63.50 and those of the control class were 62.25. In the treatment section, storytelling technique was applied to the experimental class while the control class taught without storytelling technique. In order to determine whether or not there was a positive effect on students' speaking skill, a post-test was administered to both classes, with an average score of 79.25 in the experimental class and 66.75 in the control class. Then, the data were analyzed using the t-test formula for identification and numerical data. The research revealed that the t-test score was 7.79, which was greater than the value of t-table 2.024 at the 95% confidence level and 38 degrees of freedom. As a result, the null hypothesis (Ho) is rejected, and as a result, the storytelling technique is effective to enhance speaking skill achievement among second-grade SMPN 1 Sape students.

**Keyword:** storytelling technique, English speaking skill

## INTRODUCTION

Conventional means of sharing information, expressing our ideas and thoughts, and communicating what we have in mind include speaking,

which is synonymous with oral engagement (Nunan 1991:40). Speaking is the simplest use of language, which involves the production of everyday sounds. There are at least two individuals who can communicate, the sender and the recipient. The hearer must listen to and comprehend what the speaker says, and then respond to the speaker for effective communication. In addition, Tarigan (1990:15) defines speaking as the ability to articulate sounds or words in order to express, state, and communicate thought, ideas, and emotion. Speaking is a very difficult task because it involves numerous elements, such as grammar, pronunciation, fluency, and vocabulary. There are numerous purposes for speaking, including discussion, discourse, debate, dialogue, and conversation. On the other hand, it can be regarded as the most essential human instrument for social control. According to Vanderkevent (1990:8), communicating consists of three components. Those are the speaker, listener, and utterance.

a. The speakers

   Speakers are individuals who produce sound. They are useful for conveying to the listener one's opinion, news, information, or emotions. Therefore, if there are no speakers, no opinion, news, information, or emotions will be expressed.

b. The listeners

   People in the audience are the ones who hear the speaker's thoughts, ideas, news, information, or feelings. In the absence of an audience, words may still be used to express ideas and emotions.

c. The Utterances

   The utterances are the actual words and phrases that people employ to communicate their point of view. Both speakers and listeners may still utilize sign language even if no words are spoken.

**The advantages of using storytelling as a teaching strategy**

Heartfelt storytelling not only moves listeners to tears, but also prompts positive behavior changes. Storytelling is an effective instructional method. And if you are curious as to why, please

continue reading to discover the effectiveness of storytelling as a teaching strategy.

**Concept of Teaching Speaking**

A person (skills, knowledge, etc.). This indicates that teaching speaking is the process of instructing a person to communicate or produce words or sentences. Conversation is a crucial part of learning and teaching a foreign language. English language teachers have long neglected the importance of teaching speaking, treating it instead as a series of drills and memorization of dialogues. However, in today's society, it's crucial that teachers of the spoken word focus on helping their pupils improve their conversational skills. Instructors need to understand the goals of the teaching-learning process in order to assist students enhance their communication and learn to conform to social and cultural standards. According to Nunan (2003) communicative skills are:

1. Produce the speech noises and sound patterns of the English language.
2. Utilize the word emphasis, intonation patterns, and rhythm of the second language.
3. Use words and phrases that are suitable for the audience, circumstance, and subject at hand.
4. Create a meaningful and logical structure for their thoughts
5. Use language to communicate your values and opinions.
6. When you speak a language with ease, speed, and confidence, you are said to be fluent.

On the other hand, in teaching speaking, the instructor must have effective classroom management in order to facilitate an effective teaching-learning process. The teacher demanded to have many ideas in preparing the students activities in class. The teacher also may give the students motivations, which will give them anxiety in learning English language.

**Teaching English Using Storytelling echnique(s)**

This technique is described by Fauziati (2002:6) as classroom practice employed by instructors when presenting a language program. There are numerous methods a teacher can employ in the teaching process. Discussions, Information Gap, Storytelling, Games, Interviews, Dialogue, Role Play and Simulation, Story Completion, and a number of other techniques can be used to teach communicating. There are many techniques that instructors can use to facilitate the learning process in the classroom. Teachers can use these techniques as a guide for managing the teaching and learning process. In addition, the instructor may employ any technique they deem suitable for enhancing students' English-speaking skills. There are numerous additional techniques that instructors can use to improve student participation and speaking English ability. The teachers should be more creative to looking for the technique that they will use in teaching process.

**Teaching Speaking Using Task Based Experimental**

Task Model is applied to the instruction and learning process to discover solutions. This implies that with the Task-based learning method, both instructors and students must complete assignments in order to surmount their difficulties in the teaching and learning process. Therefore, the author is confident that by employing the Task Model, the teaching-learning process will be more effective, particularly in teaching and with the storytelling-based learning method.

**Definition and Characteristics Of task In Learning**

      **Storytelling**

Storytelling is an oral activity designed to capture an audience's attention by using multisensory techniques to evoke the emotion of an event in a narrative; it involves improvisation in storytelling, facial gestures, and body movement. Champion, as cited in Irawati, S. (2003), states that story telling is an aural activity in which colorful language and gestures are used to construct a sequence of scenarios; however, storytelling is more than just story telling. As a component of classroom speaking activities, storytelling

is an effective instructional aid that enables students to concentrate on narrative structure.

Storytelling is a technique that allows children to play a significant role in the reconstruction of stories. It emphasizes both social and academic growth. They use language for an extended period of time when telling a story. They create the narrative. This activity enhances their language growth. The speaker employs the language for an extended period of time when narrating stories. This active engagement with stories results in enhanced language development, comprehension, and a desire to read and learn to read. Telling after reading affords the reader another opportunity to reconstruct the text. Storytelling is an active process that encourages children to reconstruct the text and also facilitates interaction between instructor and student. When necessary, the instructor can assist the student in reconstructing the text's meaning by using open-ended queries and lead-ins. For instance, if a child hesitates and appears perplexed, you could ask, "What happened next?" Say, "Tell me more about this character" if a child needs assistance describing a primary character (Gibson, 2003:1).

Storytelling improves students' self-assurance, language abilities, speaking and listening fluency, as well as their motivation and interaction. Storytelling makes the learning process more pleasant for the student. Because, in addition to being able to develop language skills, students are also able to acquire knowledge of history, information, the sciences, etc.

There are eight types of narratives:

1. Cave

In a time before languages and writing, paintings on cave walls told tales of ancient times, whether they were warnings, depictions of past events, or simple tales created for the entertainment or education of children.

2. Oral

Tradition The next step in the evolution of storytelling was the oral tradition of storytelling. As languages evolved, larger populations grew closer together, and people began communicating with one another, stories were passed on and spread much more rapidly. Even though Oral Traditions were one of the earliest forms of narrative, it is still extensively used today, demonstrating that traditions that have value tend to endure.

3. Fable

A fable is a brief, straightforward story, typically involving animals, that is told to impart a moral lesson, and is frequently told to young children. The author of the most popular and well-known fables is likely "Si Kancil," who told numerous morality tales to the people.

4. Myth

A myth is a story that is typically about the creation of the universe, or about Gods/Goddesses and superior entities, or about mythical characters (mythical meaning fictitious and nearly implausible). Myths date back to Ancient Greece, and although they are untrue, they represent an opinion on the origin and existence of the world.

5. Legend

A Legend is a historical tale that illustrates human qualities such as fortitude, perseverance, and honesty. Stories such as King Arthur are examples of legends that depict a historical figure who embodies such characteristics, with the aforementioned Legend depicting human characteristics such as courage, power, and betrayal. These tales are based on real individuals and are not made up, but they are frequently exaggerated or altered in order to depict a hero or significant event. As with most forms of narrative, they have been handed down through the generations and may have evolved over time depending on where and when they were told.

6. Theatre

Theatrical narrative was an audience-based art form. The shift from merely retelling the story orally to acting it out resulted in a vastly superior interpretation of the story. Ancient Greece was the birthplace of theatre, and the Greeks performed in amphitheatres with excellent acoustics due to their bowl-shaped design, which allowed the vocals to be heard by large audiences. Audience is derived from the fact that the story could be heard rather than seen. Theater is a significantly more interactive form of narrative. In later years, the actors encouraged the audience to participate and interact with them by uttering catchphrases or attempting to assist the protagonist on stage.

7. Text Storytelling

Since its inception, through text has evolved and adapted over an extended period of time. As soon as languages were created and developed, people began writing, but it was not an optimal form of narrative because it was time consuming and only one person could read it at a time. Not to mention that many were illiterate. When the printing press was invented, text became a popular medium for storytelling. This allowed numerous copies of the book to be printed, and as transportation improved, means were found to convey them from various locations. Text has evolved over the years, beginning with handwriting and progressing through printing presses, computers, and mobile devices.

Up until this point, only text-based stories could be copyrighted because there was written evidence of whose conception it was. There are numerous examples of lengthy text-based narratives, but some prominent contemporary examples include book series like Harry Potter, The Hobbit, etc. These are contemporary examples of how text is still a significant part of storytelling, but how all forms of storytelling are still interconnected, as these are some text stories that have been adapted into the Film form of storytelling.

8. Film/TV Film and TV

Is the most recent form of storytelling due to technological advancements. Film first appeared in the 1880s, when it was created and used a projector to display a series of images. Film is a visual and audible form of narrative. It enabled the filming of events in order to construct a story that could be shown to a large audience later. Filmmaking typically follows one of a few structures, and because these are so successful, all films adhere to them.

## RESEARCH METHODS

The quantitative research method employs mathematics and statistics to collect and analyze data. Quantitative researchers analyze data using statistical techniques, such as sampling techniques, regression analysis, and factor analysis. Quantitative researchers also employ mathematical models to comprehend how various factors interact.

## FINDING AND DISCUSSION

Reseach Design

Quantitative research employs a variety of empirical techniques to evaluate a phenomenon. The experiment is the most common quantitative research method, but there are others, such as correlation studies and case studies.

In contrast to qualitative research, which relies on subjective interpretations and extensive explorations, quantitative methods use objective analysis to disclose patterns and relationships among frequently numeric data points. Quantitative research offers a mathematical breakdown of the findings.

State SMPN Learning 1 Sape is a form of experimental research that seeks to determine the relationship between. Between the independent

variable and the dependent variable. The independent variable is variables that affect other variables (Yusra, 2013: 11). In this study, the independent variable is the effect of the narrative as speaking task model; the dependent variable is the speaking ability of students.

This researcher then tested the effect of learning speaking with the assignments given to improve students' abilities. Ability using a two class, which will serve as a control for the effectiveness of learning.

Control group and experimental group were treated differently during research. At the outset of the study, a pre-test was administered to both groups without administering the treatment. After obtaining the test results, the researcher will administer the treatment to the experimental group approximately three times using role-playing for speaking ability. In contrast, the control group utilized. After receiving the treatment Storytelling for speaking ability, these groups were given a posttest to determine whether the treatment affected the students' learning outcomes. By administering a pre-test and a post-test to each group, the researcher could ascertain, at the conclusion of the study, the extent to which speaking instruction has an effect on the teaching of speaking by comparing the pre-test and post-test scores of the two groups. the seventh level of SMPN 1 Sape. However, the researcher sampled all of the courses because the seventh grade SMPN 1Sape consists of only one class.

## Population

Population defined as a finite one consists of all science students who conform to some designed set of specifications (Ross, 2005: 3). According to Arikunto (2006), the research subject is the population. In this study, the population consists of seventh-grade SMPN 1 Sape students, and each class contains 40 students

## Sample

The total of samples depends on the type of research. According to Arikunto (2010: 173), if the population is greater than 100, the researcher can select 10-15% or 20-25% of the population for survey research. However, if there are less than 100, researchers should take all of them.

Because this type of research is experimental research, researchers can take at least 30 people as the sample because the credibility of statistical measuring instruments can be relied on if the minimum number is 30 (Arikunto, 2010). The research sample is students class VIII SMPN 1 Sape. However, the researcher took one of the classes to be the sample because class VIII SMPN 1 Sape only consisted of a two class VIII A and VIII B.

After learning the results of the pre-test, the class of 40 pupils was divided into two groups: the experimental group and the control group. The pretest consists of surveying students about a given task, after which the researcher contrasts the results of the two groups to determine which will be the experimental group and the control group. The class with the lowest score becomes the Experiment group; thus the researcher can find out the extent to which the expert on the effectivene students' speaking ability.

However, the minimum number of the people that have to be the sample of experimental research were 40, while in VIII grade SMPN 1 Sape less than 60 for group as the experiment and control groups. Fraenkel and Wallen (2009: 102) stated, "The number of samples used in experimental research is 40 individuals per group, but 20 individuals per group are still acceptable".

**Method Of Collecting Data**

**Kind Of Data**

The researcher used quantitative data in order to find the degree of differences in the experimental and control groups before and after the treatments. Quantitative data contains numerical data, which measured statically.

**Sources Of Data**

Students score of the test previous research.

**Data Collecting Method**

Researchers will conduct research at SMPN 1 SAPE while the class to be studied is grade VIII. Researchers will provide games related to how

to learn the most effective way during the class. Researchers will give task to students to develop students' speaking skills. Among them:

1. Storytelling:

   The researcher will distribute 40 students who will practice the assignment. By giving pronunciation practice assignments, students and researchers will find out how effectively learning affects students' ability to develop speaking skills.

**Instrument**

Researchers use several kinds of instruments: They are the pre-test, (to see the initial development of submitting assignments to students), while the post-test (to see the final development of assignments that have been given to students).

**Pre-test**

The teacher provides students with learning materials and then assesses the extent to which students have grasped those materials. After that the teacher gives training students in the form of tasks whose difficulty is gradual. In the initial task the teacher will provide easy assignments as an experiment to monitor student abilities. The teacher will know whether or not the student has grasped the material after the students complete the assignment.

**Treatmen**

The experimental group was given material containing communicative aspects which the teacher would teach in different ways. The experimental was taught using experimental was taught using the method in the Storytelling method.

**Post-test**

After administering the treatment, the researcher administered the same pre- and post-test in class. This post-test is the last test to measure whether the treatment is significant or not. Then the researchers found the effect of using Storytelling in the experimental.

The purpose of the post test is to evaluate how far students have understood the material that has been delivered then the teacher gives students another test to assess the student's understanding of the material presented.

**Research Finding**

This study was carried out in SMPN 1 Sape. This study utilized class VIII A as the Experimental Group and class VIII B as the Control Group, with a total sample size of 40. The instrument used for data collection in this study is testing. This study gave the Control Group and Experimental Group a pre- and post-test. The same pre-test, various interventions, and the same post-test were administered to both groups. In order to capture data, the entire process study was conducted over the course of a month, during which time students in each class participated in four meetings and one meeting was devoted to pre- and post-test narrative. Students were given a pre-test and a post-test prior to treatment in order to assess their speaking abilities before and after receiving treatment.

In order to analyze the data, this study presented the mean score of the experimental group and the control group in the table below, where X represents the Experimental Group and Y represents the Control Group. Students in the Experimental Group (X) were instructed using the schema theory technique, whereas students in the Control Group (Y) were not. The typical result is displayed below:

**Table**

**Scores of Pre-Test and Post-Test (Experimental Class and Control Class)**

| Experimental Class | | | | | Control Class | | | |
|---|---|---|---|---|---|---|---|---|
| NO | Sample | Pre-test (X1) | Post-test (X2) | | NO | Sample | Pre-test (Y1) | Post-test (Y2) |
| 1 | AS | 55 | 75 | | 1 | APF | 60 | 65 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 2 | AP | 60 | 80 | 2 | AA | 70 | 65 |
| 3 | AY | 75 | 90 | 3 | AS | 65 | 70 |
| 4 | CR | 60 | 75 | 4 | EK | 75 | 80 |
| 5 | FM | 65 | 80 | 5 | FM | 55 | 60 |
| 6 | GZ | 70 | 85 | 6 | GRS | 60 | 65 |
| 7 | IM | 65 | 75 | 7 | HB | 75 | 85 |
| 8 | MFW | 60 | 85 | 8 | JAP | 50 | 60 |
| 9 | MD | 55 | 80 | 9 | KFF | 55 | 60 |
| 10 | MH | 65 | 85 | 10 | MRW | 65 | 70 |
| 11 | NH | 60 | 80 | 11 | MT | 65 | 65 |
| 12 | NMP | 65 | 85 | 12 | MFQ | 60 | 65 |
| 13 | RM | 55 | 70 | 13 | NH | 55 | 60 |
| 14 | RA | 65 | 75 | 14 | RP | 60 | 75 |
| 15 | RS | 50 | 70 | 15 | RAW | 55 | 60 |
| 16 | SR | 65 | 80 | 16 | SA | 75 | 70 |
| 17 | SAZ | 55 | 80 | 17 | SF | 60 | 65 |
| 18 | SA | 60 | 85 | 18 | TMR | 65 | 70 |
| 19 | SL | 65 | 80 | 19 | ZA | 65 | 60 |
| 20 | ZEN | 70 | 90 | 20 | ZAH | 60 | 65 |
| | Total | 1240 | 1605 | | Total | 1245 | 1335 |
| | Max | 75 | 90 | | Max | 75 | 85 |
| | Min | 50 | 75 | | Min | 50 | 60 |

| | Mean | 63,50 | 79,25 | | | Mean | 62,25 | 66,75 |
|---|---|---|---|---|---|---|---|---|

**Table Deviation score of experimental group**

| No | Sample | Pre-test (X1) | Post-test(X2) | Deviation score of Pre-test and Post-test ($\Sigma dx$) | Square Deviation score ($\Sigma dx^2$) |
|---|---|---|---|---|---|
| 1 | AS | 55 | 75 | 20 | 400 |
| 2 | AP | 60 | 80 | 20 | 400 |
| 3 | AY | 75 | 90 | 15 | 225 |
| 4 | CR | 60 | 75 | 15 | 225 |
| 5 | FM | 65 | 80 | 15 | 225 |

From the table 4.1.1 above, you can determine the general outcomes of Storytelling a based treatments. It was demonstrated by the results of the pre- and post-tests. On the pre-test, the experimental group's mean score was 63.50, which was higher than the control group's mean score of 62.25. In addition, the experimental group's mean post-test score was 79.25, which was greater than the control group's score of 66.75. In addition, it is known that the experimental group's mean pre- and post-test scores increased to 15.75, while the scores of the control group only increased to 4.5. After determining the mean score for both groups, this study investigated the deviation score and square of deviation score for the experimental group and the control group.

**DISCUSSION**

In addition, the results of the post-test administered to the experimental class and the control class indicate that teaching speaking

ability using storytelling theory is effective. Therefore, the Null hypothesis (H0) that "there is no significant effect of theory storytelling technique in teaching speaking" is refuted and the alternative hypothesis (Ha) is accepted. It is evident that students are capable of drawing connections between the text and integrating new information with prior knowledge. It can be seen that the students can make connections between the text and their knowledge and integrate new information with existing knowledge.

From the data above, it can be conclude that the storytelling theory is an effective method for teaching speaking to second-grade students at SMPN 1 Sape during the academic year 2020/2021.

## CONCLUSION

According to the data analysis procedure described in Chapter IV of this study, the schema theory technique is effective for enhancing the reading comprehension achievement of SMPN 1 Sape students. The application of storytelling theory has an effect on students' communication skills. This is evidenced by the fact that the mean score of the experimental group taught using the storytelling technique is higher (79.25) than the mean score of the control group taught without the storytelling technique, which is only (66.75). The analysis revealed that the t-test value is 7.75, which is greater than the t-table value of 2.024 at a confidence level of 0.05 (95%) and a degree of freedom (df) of 38. Therefore, according to the criteria for testing the hypothesis, if the t-test is greater than the t-table at a confidence level of 0.05 (95%) then H0 is accepted. H0 is refuted, however, if t-test > t-table at a 95% confidence level of 0.05. Therefore, the Null hypothesis (H0) was effectively refuted, and the conclusion is that the narrative theory technique is effective for enhancing speaking ability achievement in second-grade SMPN 1 Sape students.

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