The Effectivesness of Storytelling to Teach Speaking Skill: An Experimental Study at Ninth Grade Students of SMPN 11 Mataram Academic Year 2022/2023

Rabianti[1]*, Yuni Budi Lestari[1], Arafiq[1], Lalu Muhaimi[1]
English Education Department, Faculty of Teacher Training and Education, University of Mataram, Indonesia
*Corresponding Author: rabianti27@gmail.com

Abstract: The study investigated the effectiveness of storytelling as a teaching technique for speaking skills among ninth-grade students at SMPN 11 Mataram. The research method employed a pre-experimental design, specifically a group pretest and post-test design. The target population consisted of ninth-grade students at SMPN 11 Mataram, with a sample size of 28 students from class IX C. Data were collected through three stages: pretest, treatment, and post-test. The pretest served as a baseline measurement, with a mean score of 70.57. The treatment phase involved implementing the storytelling technique, and finally, the post-test was conducted to assess the students' speaking skills after the treatment. The post-test was a higher mean score of 82.28, indicating a 16% improvement compared to the pretest. A paired sample t-test was conducted in this study. The t-test value was compared to the t-Table value to assess the difference between the pretest and post-test means. In this case, the t-test value was higher than the t-Table value, leading to the acceptance of the alternative hypothesis (Ha) and the rejection of the null hypothesis (Ho). This implies that the storytelling technique was effective in teaching speaking skill to ninth-grade students at SMPN 11 Mataram in the academic year 2022/2023. The results showed a significant improvement in speaking skill after the implementation of the storytelling technique.

Keywords: *speaking skill, storytelling, teaching technique*

INTRODUCTION

The important skill in learning a foreign language is speaking skill. There are several aspect of speaking that must be mastered in learning speaking skill such as pronunciation, grammar, vocabulary, and fluency. English has become a compulsory subject in Indonesia from junior high school to university. As one of the language skills, speaking enables the learners to send and receive information or message amongst themselves. Chaney (2006) stated that speaking is a process of building and sharing meaning through verbal and nonverbal symbols in various contexts.

The students in SMPN 11 Mataram, still encounter difficulties in speaking skills. Many factors are believed to have caused this problem, such as lack of vocabulary, so the students speak less in English because they do not know enough vocabulary. Also, students still have difficulty choosing and composing a sentence that is meaningful and understandable to others because English has a lot of word diction and variety;

grammar also affects students' speaking because students do not understand tenses, clauses, and others, exposure as spoken by its native language, and also have difficulty in pronunciation because in English words whose writing and pronunciation are different, the students do not understand what the native speaker said, and lack an exciting teaching method or technique that can motivate them to speak. Such of these causes could have been overcome if the teachers and educators had played those important roles in English teaching. Arafiq, Yusra, and Saputra (2020) emphasize the challenges of teaching students English as a Foreign Language (EFL). They highlight that successful English language teaching requires more than just students' commitment to learning; it also necessitates an understanding of the phonological differences between their native tongue and English, which is the target language. It means educators can create more effective and supportive learning experiences, ultimately improving their students' language learning outcomes. Karin (2017) defined the teaching technique as the well-

defined process utilized to complete certain activity. A teacher' approach or technique is employed to accomplish a goal. Teachers need technique or strategies to teach that corresponds to the achievement of teaching and learning objective, such as storytelling technique.

According to Wright (1995), Storytelling technique has a history of use in classes for teaching second language. One of the causes is the heavy reliance on word, which provides students with a major and ongoing stream of language experiences. According to a number of studies, storytelling enhances students' skill to recognize the knowledge they have learned from a text, as noted by Stoicovy (2004). Hidayati, Amin, and Lestari (2020) also stated that Storytelling provides students with opportunities to practice speaking in a meaningful and authentic context and helps build students' confidence in using English while speaking.

This research result is in line with the result that was done by Hernia (2015), Ramadania (2019), Intan (2017) and Megawati (2018). The result founded that there was significant influence in the use of storytelling technique on students' speaking skill was effective in teaching speaking skill.

Based on the explanation above, researcher is interested in conducting a study about "the effectiveness of storytelling to teach speaking skill: an experimental study at ninth grade students of SMPN 11 Mataran academic year 2022/2023."

METHOD

This study used a quantitative method with an experimental design; one group pretest and posttest was utilized to investigate the effect of storytelling as a teaching technique on the speaking skills of ninth-grade students at SMPN 11 Mataram. Quantitative research collects and analyzes numerical data to draw conclusions and make statistical inferences. In this case, the researcher employed an experimental design, which typically involves the manipulation of an independent variable (the use of storytelling technique) and measuring its effect on a dependent variable (students' speaking skill).

The population of this research comprised the ninth-grade students of SMPN 11 Mataram, totaling 136 students. The population was selected based on the preliminary observation, the ninth grade students in the second semester

focused on learning about the narrative text, and the researcher elaborated the learning using the storytelling technique. The sample of this research consisted of the students from XI C, which served as the experimental class. The experimental class comprised 28 students selected from the larger population of ninth-grade students at SMPN 11 Mataram.

The pretest is conducted at the beginning of the study to measure the students' speaking skills before any treatment takes place. The treatment phase of the study began and lasted for four meetings. The teacher was taught about the narrative text or fiction story in the classroom. The clued story and endless story technique were used in speaking activities. The students were divided into several groups, each containing five students. The teacher provided some clues in the form of a short picture video to the students and the students were given time to discuss and practice with their groups about the instructions that the teacher was provided, than they retold the story using their language with their group. Each group member told two or three sentences, and the next continued until the story finished. The post-test is essential to the study conducted after the treatment. It serves as a means to measure and assess the students' speaking skill following the implementation of storytelling. By conducting the post-test in the last meeting of the study, the researcher can capture the students' progress and changes in their speaking skill after receiving the storytelling treatment. The post-test allows for a comparison between the pre-test and post-test scores, providing valuable data to evaluate the impact of the treatment.

The data collection procedure involved administering oral test. During the oral test, the researcher directly assigned scores to each student based on a rubric prepared in advance. The rubric outlined the specific criteria and levels of proficiency for assessing the students' speaking skill. The rubric for the speaking test was vocabulary, grammar, pronunciation, fluency, and comprehension. The researcher collected quantitative data on the students' speaking skill. After scoring the students' scores in the pretest and posttest, the next step is to classify the scores. These categories help interpret and understand the student's performance meaningfully. In this particular case, the scores are classified into five categories: very good, good, fair, low, and very low.

FINDINGS AND DISCUSSION

In this part, the researcher presents the findings and discussion of the research conducted among ninth-grade students of SMPN 11 Mataram during the academic year 2022/2023 and analyzes the data collected during that period used paired sample t-test. The data was gathered from one group pre-test and post-test. The results of the test were used to compile the data to ascertain whether storytelling technique is effective to teach speaking skills, the data were further examined. The group received treatment by storytelling technique in total four times. The group received a post-test from the researcher after the treatment was completed. The purpose of the test is to ascertain whether using storytelling had a significant impact of students' speaking skill. Assessment of the test uses five criteria of fluency, pronunciation, grammar, vocabulary, and comprehension and the scores are classified into five categories: very good, good, fair, low, and very low. The students' scores in the pretest and posttest can be seen in Table 1.

Table 1. Result of Students' Scores

Category	Score	Frequency	
		Pre test	Post test
very good	90 - 100	0	2
Good	80 - 89	3	17
Fair	70 - 79	13	7
Low	60- 69	12	2
very low	<60	0	0
highest score		**80**	**96**
lowest score		**60**	**68**
Mean score		**70.57**	**82.28**
Improvement		**16%**	

According to the Table 1 of students' accomplishments in the pre-test and post-test above can be seen the lowest in the pre-test was 60 and the highest was 80. The students who took the pre-test, 4 (10.71%) got good score, 13 (46.42%) got fair scores, and 12 (42.85%) had low scores for speaking skill. The range of scores in the post-test varies from the lowest score of 68 to the highest score of 96. This indicates that, on average, the students performed satisfactorily in their speaking skills assessment after receiving the treatment. The percentage of clarification score, 2 (7.14%) got very good score, 17 (60.71%) got good score, 7 (25%) got fair scores, and 2 (7.14%) had low scores for speaking skill. The improvement in students speaking skill can be seen from a mean score of the pre-test and post-test in Table 1. It shows that a mean score on the speaking test improved from 70.57 on the pre-test to 82.28 on the post-test. The rate of improvement between the pre-test and post-test was shown to be 16%.

The final step in the statistical study is finding the T-test value. The t-test was used to analyze the significance of the difference between the pre-test and post-test scores in measuring the students' speaking skills. The t-Table value refers to the critical value from the t-distribution Table at a specific significance level (e.g., 0.05 or 0.01) and degrees of freedom. The t-Table value is used to determine whether the obtained t-value is statistically significant.

Table 2. Result of T-Test Value

Indicator	Mean score	t-test	t-Table	Comparison	Clarification
Pre-test	70.57	16.97	2.052	t-test > t-Table 16.97 > 2.052	Significance
Post-test	82.28				

Table 2 indicates that the t-test value for the speaking skills was 16.97, higher than the t-Table value of 2.052. This significant difference between the t-test and the critical t-Table values

suggests a statistically significant improvement in the students' speaking skills after implementing the storytelling.

Comparing the results of the t-test and the t-Table is a common approach to determining the statistical significance of a study's findings can be seen in Table 3:

Table 3. Comparison of T-Test Value

T-Test	T-Test		
	Degree of Freedom (Df)	0.05 Confidence level of 95%	0.01 confidence level of 99%
16.97	27	2.052	2.771

The Table showed that the t-Table value is 2.052 and 2.2771. Confidence level 95% and 99% at significant level of 0.05 and 0.01 it was lower than t-test 16.97.

Based on the explanation above, the null hypothesis (Ho) stating that storytelling is not effective in teaching speaking skills is rejected. This decision is based on the significant difference observed between the mean scores of the pre-test and post-test, with a t-test value of 16.97, which is higher than the t-Table value of 2.052. As a result, the alternative hypothesis (Ha) is accepted, indicating evidence supporting storytelling's effectiveness in teaching speaking skills.

Discussion

According the data computation, it is evident that the t-test value (16.97) exceeds the t-Table value (2.052). As a result, the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. This finding aligns with the research conducted by Irawati (2003), who highlighted the effectiveness of storytelling as a teaching tool for speaking activities. The significant effect of storytelling in teaching speaking skills to ninth-grade students at SMPN 11 Mataram was demonstrated by rejecting the null hypothesis (Ho).

Based on the result above, it was found that the average students of pre-test was lower than the post-test. As Barzaq (2009) stated that storytelling as a knowledge management technique, a way of sharing information, not only telling the story but also give the moral value, make them feel interest and may share experiences. After the students have been given the treatment, in the post-test students got much better in their performance than their performance in the pre-test. It can be seen of the improvement of the students before and after getting the treatment was 16% in students speaking skills. It means that storytelling could improve the students' speaking skills. This study,

then confirms Dayu (2023) who stated applying storytelling gave any advantages, such as develop students' speaking skill, train students' memories in English and also students will not bored during the speaking activities in the class. Therefore, it concluded that at SMPN 11 Mataram, storytelling as a teaching technique effectively improves the speaking skills of ninth-grade students. This research result is in line with the result that was done by Hernia (2015). She stated that the use of storytelling in speaking activity is effective to eight grade students. It can be seen from the score of cycle I is higher than score of cycle II. Ramadania (2019) was conducted by pre-experimental design. The result found that the students had improved their speaking skills and it was effective in teaching speaking by using storytelling. Furthermore, Intan (2017) and Megawati (2018) found that there was significant influence in the use of storytelling technique on students' speaking skills was effective in teaching speaking skill.

CONCLUTION

The use of storytelling as a teaching technique is effective in speaking skills. This is supported by the significant difference observed between the mean scores of the pre-test and post-test, with the post-test mean score (82.28) being higher than the pre-test mean score (70.57). This suggests that storytelling has a positive impact on student's speaking abilities. The acceptance of the alternative hypothesis (Ha) and the rejection of the null hypothesis (Ho) further support the conclusion that storytelling is effective in teaching speaking skills. This indicates evidence to support the effectiveness of storytelling as a teaching technique in the context of the ninth-grade students at SMPN 11 Mataram. The findings of this study demonstrate the effectiveness of storytelling as a technique to teach speaking skills specifically for the ninth-grade students at SMPN 11 Mataram during the

academic year 2022/2023.

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