

Improving The Students' Speaking Skill Through Storytelling Technique Toward Eleventh Grade Students At SMK Swasta Cimanggis

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ABSTRACT

The purpose of the research was to improve students' speaking skill through storytelling technique toward eleventh grade students at the first semester 2016/2017 academic year of SMK Swasta Cimanggis Depok. The researcher applied qualitative research, a classroom action research. This research used three cycles. Each of cycle consisted of planning, acting, observing, and reflecting. The subject of the research was the eleventh grade students of SMK Swasta Cimanggis in academic year 2016/2017 that consisted of 22 males and females. The researcher collected data using observation, test, and discussion that was needed at the time of research. This research employs describe the process in which the researcher using teaching speaking especially in English speaking. The result research in Improving the Students' Speaking Skill Through Storytelling Technique showed an increasing percentage and average score. Cycle 1 was 45% or the average score of 66,40, in cycle 2 was 77% or the average score of 73,22, in cycle 3 was 91% or the average of 75,61. It proved that students' speaking skill taught by storytelling seemed to increase.

Keywords: Speaking Skill, Storytelling Technique

INTRODUCTION

Language as needed to communication with each other. People can express their ideas and feeling using language. They can speak or communicate use verbal communication and nonverbal communication. Therefore, language is the important to send information and get knowledge for other people. Language can be verbal communication. English is one of international languages. This language is used all over the world. Indonesian government has decided that English is foreign language in Indonesia.

There are four basic skill should be mastered by students, such as listening, speaking, reading and writing. All of the students have to prepare themselves to face the globalization era and to compete other

people in the future. Speaking is one of four skills that very important to the students because they can understand what the people say by speaking, they can know what the people mean and what the people feel. By speaking students can communicate and interaction with other people. The students can utterance their feeling, idea, and giving opinion. Oral communication can take place everywhere and it become part of daily activities as our spoken language.

English is taught as a foreign language in Indonesia. The researcher found that a lot of students difficulty to get information or understanding and meaning what they speak in English. The students confuse with what they answer of the questions or what they want to speak in English. The objective teaching speaking in Senior High School is students can speak English fluently. They can make conversation in daily activities using English, they can ask and give response information, they can argue and also suggest to the problem.

The researcher purposes a case of research in teaching speaking through storytelling technique at SMK. Through storytelling students can tell a story using English language. They can improve their ability when they spoken. Students have to remember content of the story and then try speak to other student. They have to practice speak using English language.

One of technique can be used to stimulate the students in learning speaking is storytelling. Storytelling involves two way interaction between a storyteller and one of more listeners. Through this technique, the students become active to speak English based on their own wish or idea. There were some reasons on why the researcher choose Improving Students trough storytelling technique to eleventh students at SMK Swasta Cimanggis Depok.

Speaking is the express our idea, feeling and think something use speech, sound by someone. We can know how their feel by speaking. There are a lot of definitions about speaking that have been given by experts. According to David Nunan & Carter (2001) states that Speaking is typically reciprocal: any interlocutors are normally all able to contribute simultaneously to the discourse and response immediately

to each others contributions. It means that speaking skill is an action undertaken as communication instrument to deliver certain message or information, it can be understood that every people has to develop their speaking.

According to Richards (2008) states that The mastery of speaking skill in English is a priority for many second language learning as well as the effectiveness of their English course on the basis of how much they have improved in their spoken language proficiency. It means that second language learning as the effective way to improve their speaking skill. They can increase the ability in spoken language.

According Daniel (1966) states that speech divided into two term, namely good speech and bad speech, a good speech defined as a way of speaking which is clearly intelligible to all ordinary people and bad speech is a way of talking, which is difficult the most people to understand it is caused by mumbling or lack definiteness or utterance. It means that in good speech listener can understand and know what the speaker say and bad speech is the listener can't understand and receive the speaker's utterance, what the speaker mean.

From the several definition above it can be concluded that speaking activity consists of spoken language. A language is a natural of human which is utter through mouth. People use spoken language to express their ideas, opinion, and feelings. They also use it to understand and verify their understanding, to ask and analyze their assumption and to explore meaning.

Based on the theories above it can be synthesized that speaking skill is an interactive process of constructing meaning that involves producing and receiving or processing information by using words or sounds of articulation. It consists of competence in sending and receiving message which requires pronunciation, vocabulary, grammar, fluency, and comprehension.

The element of Speaking Skill

In communication the speakers have to know grammar in use, vocabularies, and also pronunciations of each word. According to Douglas (2004) There are five aspect in speaking. There are pronunciation, grammar, vocabulary, fluency, comprehension. The five aspects can be explained as follow:

a. Pronunciation

Pronunciation is considered as the way in which a language or particular word is pronounced and it is a particular person's way of pronouncing a words.

b. Grammar

The grammar is the system of rules governing the conventional arrangement and relationship of words in a sentences. Grammar tell us how construct a sentence (word order, verb and noun systems, modifier, phrases, clause, etc)

c. Vocabulary

Vocabulary is total number of words which make up a language. It is defined as the words in foreign language. Words are perceived as the building block upon which knowledge of second language can be built. Vocabulary is the most important aspect of foreign language learning and also It can be seen as an essential component of speaking expertly.

d. Fluency

Fluency practice usually combines new items of other language as preparation for the news item in conversation, without hesitation, item with some errors. Many language learners regard speaking as the measure of language skill.

e. Comprehension

Comprehension is defined as ability to understand. Something by reasonable comprehension of the subject or as the knowledge of what a situation is really like.

Based on the explanation above, the researcher can make conclusion that these five aspects of speaking will be run well if among students and researcher do the best way in English teaching learning process.

According Hugo (2010) story telling is situated practice common to all speech communities in many cultures and is differently characteristic in each. It means that storytelling can be use to practice

speak in different culture also characteristic itself. We can speech in a community with a different culture. According to Alison (2007) states that storytelling help with listening and speaking. The students will learn the importance of listening, of how communicate ideas and interact with other. It means that by using storytelling students can learn listening and also communicate with other people by speaking. Storytelling technique is the way to help student express idea, development and ending story. The students learn what the speaker say, and then think what are the speaker mean, also understand the content of the story, after that the students can give information from what they get from the story. They can practice use English language. According to Rosen (1985) states The story is always out there but the important step has still to be taken, The unremitting flow of events must first be selectively attended to, interpreted as holding relationships, causes, motives, feelings, consequences-in a word, meaning. It means that story is interpreting a relationships, something that happen which tell by speaker. Speaker tell a story an event which have meaning, and some feelings.

The Element of Storytelling

In storytelling has the element that consist it, and the students of storytelling are form.

a. Visualization (the seeing of images the mind's eyes)

To make a gr

eat visualization, the storyteller has to describe the character situation, condition, time and place completely.

b. Vocal

Vocal is one of the elements of storytelling, storyteller has to master in vocal should/could describe about the character in as story. What he is young man? What she is cruel mother! Etc.

c. Bodily gesture

Bodily gesture is important for storyteller to make the audiences interesting about the story, bodily gesture can draw the situation and condition a story.

METHODOLOGY

1. Research Design

The method of the research that the researcher uses qualitative by taking classroom action research. It process which consists of four essential moments: planning, acting, observing and reflecting. Classroom action research is research done with the aim the improving learning in class. Classroom action research focuses in the class or the learning process that occurs in the classroom, rather than on the input class (syllabus, lesson plan, material, etc) or output (learning outcomes). The researcher obtained the data about the research variables. The research variables are the students speaking skill and storytelling technique.

2. Participants

The subject of the research is all of the students eleventh grade SMK Swasta Cimanggis Depok. The researcher choose eleventh grade students. It consist of 22 students. There are 11 girls and 11 boys. The researcher as English teacher in the class will teach the material speaking skill

3. Technique of Data Collection

Data is an absolute requirement of a research. It is means of proving hypothesis. Data are used to solve or answer the problems of the research. In order to get the appropriate data. It must be collected by using the appropriate method and technique. In the methods used by the researcher. It is observation in the process of teaching and learning, questionnaire and test for students.

1. Classroom Observation

Observations is carries out to record data that includes the process and result of the implementation of activities to gather evidence of the actions to be evaluated and It used as the basis in reflection. The researcher conducted this technique in each cycle.

2. Interview

The researcher did an interview to the students and English teacher after cycle, also did an interview to the headmaster. The purpose of interview is to know more about quality of student's English skill at the school.

3. Students' Test

Collecting data used in this research is to give closed test to student. It was conducted in each end of the lesson in class. In this technique to determine the development of students skill in speaking learning. As well as a comparison of student' speaking of each cycle

4. Instruments

In this research, the researcher used face validity, it is observe the students learning. The data validity which still irrelevant the researcher should do the triangulation. The triangulation method is a data validation technique by comparing the data. In this case the researcher compares the result of the test with result of questionnaire and the result of the observation. Next the researcher compares the test outcome of cycle 1, cycle 2, and cycle 3 for the result of outcome validity, in the process validity the researcher analyzes the result of the observation to know the result of the problems to need solve are found.

5. Technique of Data Analysis

Researchers collected all the data obtained during research activities. In a classroom action research, the collected data, was quantitative and qualitative data. The quantitative data is data in the form of test students' learning outcomes at each of the cycle. The qualitative data is data that described the response of students. Students attitudes toward learning model which is used, and student. Students attitudes toward learning model which is used, and students' learning activities.

1. Reduction of Data

The researcher collects and chosen a mainstream and an important data related to research object after getting data from collaborator. The process should be guided by thinking about which data best answer the evaluation question. The researcher makes a selection of relevant data.

2. Description of Data

The researcher uses descriptive analysis. The researcher makes a summary of the research findings and systematically so that the pattern of research can be seen. The conclusion means that the data is relevant to a research subject at the classroom.

3. Verification of Data

All data of observation and interview held during research noted in order to get an easy going in analyzing data.

Criteria of the Successful Research

Classroom Action Research (CAR) is the able to be called successful. It can exceed the criteria which have been determined. In this research will succeed when there is 100% of students could pass the assessment score ≥ 70 based on the minimal mastery level criteria (Kriteria Ketuntasan Minimal / KKM) which is adapted from the school agreement SMK Swasta Cimanggis.

In addition the success of the action is not only measured with the achievement student's speaking skill and also storytelling technique can motivate students. They become more actively in learning process. If the criterion of the action success achieved, it means that the next action of the Classroom Action Research (CAR) would be stopped, but if this condition has not been reached yet, the alternative action would be done in the next cycle.

DISCUSSION

1. Finding

In observing the process of learning the classroom, the students has low motivation to learn. It was visible from the lack of students enthusiasm especially in English lesson. There were students didn't pay attention during the learning process. Less than a half of students give response to the researcher.

Because they don't understand what the researcher saying. The students responsibility in the class was low. They were rarely practice speaking in the class. They usually just wrote the assignment from the teacher or translate the passages. The teacher sometimes ask students to making dialogue but they just reading the dialogue. They don't performance in the front of class so their ability in speaking doesn't develop.

The researcher uses story telling technique in learning process. It is appropriate technique to motivate and stimulate students capability and also guide them step by step for speaking English.

2. Discussion

The research consist of three cycles. Each of cycle consist of four parts namely: planning, acting, observing and reflecting. The process can be seen at the cycles of the action research:

a. Cycle 1

The process of teaching speaking in cycle 1 could be described as follow:

1. Planning

The researcher makes a lesson plan. The basic competency of cycle 1 telling about the meaning of simple short monologue in narrative text through by a good language, accurate, fluency and interact with the environment. The aim of this cycle was the students could retell a story in English with their own language but still understood to the other students. The researcher uses a story of fairy tale as a material. In ending process the students have t retell about story by their own language in front of class.

2. Acting

In this activity, there are three steps of procedure that have been done by the researcher, those are: Opening, the researcher greeting to the students and pray together before study, the researcher check the attendance list, and then gives an explanation about the storytelling material and the teacher tell purpose of the lesson.

Main activity, this main activity the researcher gives an explain of storytelling about the material in narrative text by the title "Aladin and the Magic Lamp". The researcher separately the students are forms

into groups every group consist of 5 person. The students gave time to discussion and practice with their groups about narrative text material which given by the researcher and students retell about the material uses their own language with their groups, each member of the group tells two or three sentences and the next one continues until the end the of story.

3. Observing

The researcher observe to the students. In cycle 1 the students still had any shocked of learning style, because they often practice speaking by making dialogue and practice it. Sometimes the dialogue were done by several person so the chance to speak of students don't enough to made them improving their skills. The students response were good. They were enthusiast but several students rather difficult to arrange sentences because their daily activities to write and written assignment than practice their speaking.

4. Reflecting

Reflecting was carried out the end of the cycle to see the result of test, observation and learning activities in classroom. The researcher could improve the weakness in this cycle and increase the determined criteria score. Before the students know the content of the story, the researcher give motivate them. In order that the students enjoy it and they will give expression when try to telling a story.

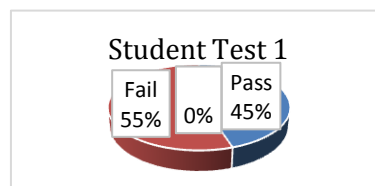
In cycle 1, students who passed in their learning based on minimum passing grade were 10 students and 12 students failed.

$$\text{Pass: } \frac{10}{22} \times 100\% = 45\%$$

$$\text{Fail: } \frac{12}{22} \times 100\% = 55\%$$

The result can be seen in the following diagram. Figure 1 the result of students test in cycle 1.

Figure 1. The Result of Students' Test Cycle 1



b. Cycle 2

The process of teaching speaking in cycle 2 is to improve cycle 1. It could be described as follow:

1. Planning

In that way the researcher has designed the implementation of learning process from a lesson plan (RPP) with that basic competence that had been determined. The basic competency of cycle 2 telling about the meaning of simple short monologue in narrative text through by a good language, accurate, fluency and interact with the near environment. The researcher uses a story of fairy tale as a material.

2. Acting

The researcher greeting to the students and pray together before study, the researcher gives the students a storytelling video that the researcher has prepares before. The researcher divide students into groups, each group has consist 5 to 6 students with the different member of the group. The teacher divide students to make group, grouping students who are clever with the less clever. It is intended to students are more actively speaking. The researcher shows them a storytelling theme of “Cinderella” by using projector. The researcher ask to all group watch and pay attention the video is playing. The researcher giving an opportunity to all student ask difficult word based on the video. The researcher asks each group to practice storytelling with the group. The students retell the story in front of class based on the video. The researcher chooses one of the groups to retell it in front of the class with an action. In this cycle, the researcher still allowed students to see their difficulties on the learning process and to see their ability of progress in English speaking

3. Observing

There were still many weakness in the learning process. Students still had to accustom with speaking learning. In this cycle was also showed that students were interested with storytelling technique.

The students responses were good. They were enthusiast but several students still had difficulties like a lack of confidence and too much laugh and not seriously.

4. Reflecting

Reflecting was carried out the end of the cycle to see the result of test, observation and learning activities in classroom. The researcher could improve the weakness in this cycle and increase the determined criteria score. Exciting story influenced the learning process. When the researcher delivers a good story, it can give a positive responses. As a teacher, researcher had to emphasis for a students who not have attention. The students still difficult in pronunciation. Next, the researcher plans material for use to the next cycle to improve this cycle.

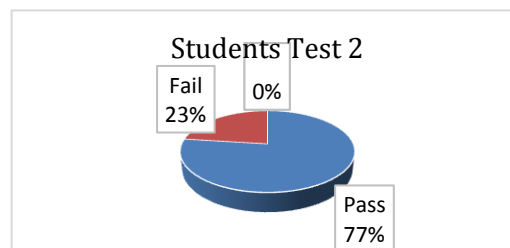
In cycle 2, the students who passed in their learning based on minimum passing grade were 17 students and 5 students failed.

$$\text{Pass: } \frac{17}{22} \times 100\% = 77\%$$

$$\text{Fail: } \frac{5}{22} \times 100\% = 23\%$$

The result can be seen in the following diagram. Figure 2 the result of students test in cycle 2.

Figure 2. The Result of Students' Test Cycle 2



a. Cycle 3

The process of teaching speaking in cycle 3 is to improve cycle 2. It could be described as follow:

1. Planning

The researcher makes some activity planning based on reflecting in cycle 2. The researcher arranges the lesson plan that will be done by simple short monologue in cycle 3. The researcher uses fairy tales as a material

2. Acting

The researcher ask students to make a group. Each of group consists of 5 person. They ask to watch and listen video "Little Mermaid". After that The researcher ask students to find difficult word and give imitation how to pronounce the dialogue in this story. they ask to practice with their member of group. When one group retell the story in front of class, another group pay attention and understanding the story means. The researcher makes a note about students speaking mistakes.

After one group retell the story, the researcher asks another group to ask a question or advise the group that appear in front of class about the story. In this cycle, the researcher didn't allowed students to see their difficulties on the learning process. They speak a story by their own language.

3. Observing

Students accustomed with speaking learning. They learn how to pronounce, how to tell a story and to improve their speaking and also comprehension by their own language. Although they still have a problem with pronunciation and grammar, they were exciting in learning process. In this cycle showed that students were interested with storytelling technique. The students responses were good. They were enthusiast but several students still had difficulties. They don't confidence speak in English but they very seriously when the other students got performance, they listen carefully.

4. Reflecting

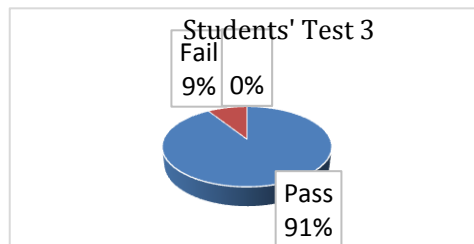
Reflecting was carried out the end of the cycle to the result of test, observation and learning activities in classroom. The researcher could improve the weakness in this cycle and increase the determined criteria score. In cycle 3, the students who passed in their learning based on minimum passing grade were 20 students and 2 failed.

Pass: $\frac{20}{22} \times 100\% = 91\%$

Fail: $\frac{2}{22} \times 100\% = 9\%$

The result can be seen in the following diagram. Figure 3 the result of students test in cycle 3.

Figure 3. The Result of Students' Test Cycle 3



In teaching speaking to the eleventh grade students, the researcher use storytelling technique to support the materials in class and It makes students more interested in learning speaking English. The researcher found that all students look very enthusiast in teaching learning process. Teaching speaking through storytelling technique help students understand what the speaker says, memorize and enjoy the story in the class. The students try to speak up by the sentence which their memorize based on the story or used their own language although several students at the first time couldn't do it. Even some students are difficult to perform, practice speak in English. In the last cycle they were practice storytelling technique, they could practiced and passed the test well.

CONCLUSION

Based on the research result of improving students' speaking skill through storytelling technique to the eleventh grade students of SMK Swasta Cimanggis Depok, the researcher gives

conclusion that the ability students' speaking skill through storytelling technique improve significantly in cycle 1 with average score is 66,40 or 45%, cycle 2 average score is 73,22 or 77%, cycle 3 average score is 75,61 or 91%. From the observing from cycle 1 to cycle 3 was could be seen that using of storytelling technique to improve students' English speaking proven. The implementation of storytelling technique used by researcher was very appropriate for students at eleventh grade, because they were more active to speak up in class. The storytelling technique promoted students who were still confuse when they want to speak up and they has lack of confidence. They can develop their pronunciation. Their enthusiasm were high and were confident to improve their speaking skill. Students should be active speak in English. They can practice with their friends and also do English day in the school. It can increase their ability in speaking and then they can fell more confidence when to practice speak in everyday.

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