

# The effects of storytelling technique on Students' Speaking Achievement

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**Abstract:** This study aims at finding out the effects of storytelling technique on the students' speaking achievement. This study is an experimental research. The population are 310 ninth grade students of Junior High School Kamal Bangkalan. The samples are taken with randomized sample selection technique both experimental and controlled group. The samples were taken with ordinal pairing technique, the first group was 35 students, who were given storytelling technique, and the second one was another 35 students, who were given role-play technique. The design is pretest-posttest with independent t-test as the measurement. The try out was done to another class to find out the validity and reliability of the test. The treatment was administered in eight meetings to both storytelling and role-play techniques. The writer used storytelling and role-play techniques as teaching strategies. The steps of the treatment began with pre-activities, whilst activities, post activities, and ended with feedback, reflection and closing. The finding of this study related that storytelling technique can be considered as an alternative technique in teaching speaking. The technique could improve the students' achievement on speaking significantly. It was shown in the speaking score increase before and after the treatments.

**Keywords:** Speaking Achievement, Teaching Storytelling Technique, Teaching Role-play Technique.

Among the four language skills, speaking can be said the most obvious indicator of someone's language mastery. Besides, speaking skill plays a big role in communication. However, not many Indonesian students can speak English although they understand the language. There can be many underlying causes of the condition one of which might be the teaching technique used by the teachers. Teaching speaking using an appropriate strategy can help students in learning speaking. As Cohen (1998) says that a major trait of successful speakers is that they use strategies to keep the conversation going on (p.56).

As speaking is one of the important skills, it should get sufficient time and serious attention. Learning English speaking skill takes a relatively long process for EFL learners.

This common problem also happens to the students of Junior High School Kamal Bangkalan, Madura.

Communicative Language Teaching (CLT) is one of the guidance that can be used by a teacher to teach his/her students productive skills. According to Savignon (2005), CLT means different things to the different people who practice it. Brown (2007) gives his definition of CLT as an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task based activities, and communication for the real world, meaningful purposes.

To make students brave to speak, English teachers can apply some interesting techniques to teach speaking, such as guessing games, storytelling, debate, small group discussions and role-play (Lubis,1988:40-45). Out of those techniques, the writer observed that up to the present, the English teachers at Junior High School Kamal Bangkalan prefer using role-play technique to teach speaking. This technique has been used for many years by the English teachers in assessing speaking achievement. The reason of using roleplay is because the teacher can assess **the students' speaking achievement by** playing the role as identified before. The students will only learn their parts in the play, while the other parts will be played by other students.

Considering the weaknesses above, and having a desire to improve students' speaking achievements, the writer is interested in trying another teaching technique that is storytelling. Besides, storytelling is one of the National Festival and competition of art and literature (Festival dan Lomba Seni Sastra Nasional) well known as FLS2N for Junior High School level. It is held annually at regional level as well as the national one. Moreover, in the final examination English at Junior High School, storytelling is one of the target competencies that the students must perform. Basing on the reason above, the writer is challenged to use storytelling technique o teach speaking.

## RESEARCH METHODS

In this study, the writer used an experimental research applying a pretest – posttest control group design. The population in this research was the ninth grade students of Junior High School Kamal Bangkalan, which consist of classes A to I. After measuring the English achievement of the whole population using Annova. The writer found out that the speaking achievement of all classes did not have significant differences. Thus, the writer took IX G and IX I as the sample of the study with the consideration that the writer teaches both classes. The number of the each class were 35. The writer took the sample **based on ordinal pairing number from students' speaking achievement result in a daily**

test. The writer also took one class as a pilot project to whom the speaking test was tried out first to discover the validity and the reliability of the test before it was given to the real sample group.

### Procedure

There were two variables in this study. The independent variable was storytelling technique and the dependent variable was the speaking achievement of the students.

In order to get the data for this study, the writer designed pretest and posttests as the instrument of the study administered to both groups, the experimental and control groups. In order to know the validity and the reliability of the test before it was administered to the experimental group, the writer tried it out first to the pilot group.

The try out of the test was done in class IX H. It was tried in the first week of January 2017 before the writer conducted the treatment. The writer found although the students got difficulties in speaking using storytelling technique, some students could tell the whole story from orientation, complication and the resolution, some others could only tell the orientation and the complication only, and few could tell the orientation only.

Based on the validity test result using SPSS version 18, it was found out that .440 was the lowest score and .905 was the highest one. This indicated that the test was valid.

Based on the reliability test result, using SPSS Version 18, it was found out .893. This indicated that the reliability test result was high or it could be said it is reliable. The reliability of a test can vary between 0 and 1.00. a reliability of 0 indicates that the test is considered to be reliability is 0.60 or above (Gronlund, 1982).

The writer conducted the treatment in eight meetings. The first four meetings were for the experimental group and another four for the controlled one. The treatment started on January 30th, 2017. The description of the whole meetings is as follows:

**Table 1. Treatment Scheme**

(Experimental group) Storytelling	(Controlled group) Role-play
<p><b>Pre-activities:</b></p> <ul style="list-style-type: none"> <li>- Giving brainstorming and triggering the respondents with some questions about a narrative story such as a legend, folk tale, or fable.</li> <li>- Distributing a written text of fable entitled “ Sam the Kind Lion”.</li> </ul>	<p><b>Pre-activities:</b></p> <ul style="list-style-type: none"> <li>- Giving brainstorming and triggering the respondents with some questions about a narrative story such as a legend, folk tale, or fable.</li> <li>- Distributing a written text of fable entitled “ Sam the Kind Lion”.</li> </ul>

<ul style="list-style-type: none"> <li>- Writing difficult words and also the pronunciation that may be found in the story.</li> <li>- Explaining the instruction that must be followed by the respondents.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Writing difficult words and the pronunciation that may be found in the story.</b></li> <li>- <b>Assigning the respondents to make a group of four. Each member took a role as the role play in the text.</b></li> </ul>
<p><b>Whilst activities:</b></p> <ul style="list-style-type: none"> <li>- <b>The teacher read the text aloud as a model for the respondents.</b></li> <li>- <b>Asking the respondents to read the text aloud,too.</b></li> <li>- <b>Distributing a storytelling checklist.</b></li> <li>- <b>Asking the respondents to study the text and paid</b></li> </ul>	<p><b>Whilst activities:</b></p> <ul style="list-style-type: none"> <li>- Giving a model how to play the role appropriately such as mime, intonation and expression.</li> <li>- Asking the respondents to practise the text among the group.</li> <li>- After taking one role, each respondent were asked to play another role in turn.</li> </ul>
<p><b>Post-activities:</b></p> <ul style="list-style-type: none"> <li>- Each respondent told the story in front of the class.</li> <li>- The teacher gave scaffolding to help students who stucked or stopped his or her story to be continued.</li> <li>- Giving feedback and evaluation for the following meeting.</li> </ul>	<p><b>Post-activities:</b></p> <ul style="list-style-type: none"> <li>- Each respondent told the story in front of the class.</li> <li>- The teacher gave scaffolding to help students who are stuck or stopped his or her story to be continued.</li> <li>- Giving feedback and evaluation</li> </ul>

To find out whether there was a statistically significant difference before and after the treatment of both groups, the writer used an independent-samples t test. Before administering the independent sample t test, the validity and reliability test should be done as the procedure of administering t test. Based on the result of validity test, it indicated that the questions items were valid to be administered to the despondents. Since the score was based on the validity test result using SPSS version 18 was .440 for the lowest score and .905 for the highest one indicated that the test was valid. Then the reliability test was administered to find whether the test was reliable or not. Based on the reliability test result, using SPPS Version 18 was .893 indicated that the reliability test result was high or it could be said that the test was reliable. The final test was independent t test. Based on the result of the independent t test using SPSS Version 18 the score was 0.024 indicated that the test result was significant since H0 was less than 0.05 so the conclusion was there was significant of the result.

## Finding

The findings of the study showed that Storytelling was a good technique in teaching speaking. This technique could help students speak confidently. This is in line with Fe Hsin (1988;8) who stated that storytelling is one of the techniques to provide students with opportunities to actively participates in speaking English. In line with this, Marrow (1990;182) stated that Story retelling is a good technique to combine instruction and entertainment. It can also be an excellent tool for both teaching and assessing listening and talking process and skills.

After giving the treatments, the students showed their progress in their speaking achievement to present the story. Since in the treatment, the writer read the passage loudly for three times and wrote some difficult words on the board and asked students to repeat what writer said, the writer also translated some difficult words to help students to comprehend the whole story. The writer gave a checklist for story telling in order that the students could tell the story with the right steps. As a result, the students could tell the story properly. Although not all of them could do this perfectly, but most of them had followed the checklist and presented the story better.

As a result, storytelling technique could **improve the students' achievement on speaking significantly**. It was shown in the increased score after the treatments. It was also supported by the results of the voice recorder, checklist, and field note. Most of the students said that they liked learning English through the technique since it could encourage them to speak in front of audiences confidently and cover the whole story easily. Through the technique, they know how to present the story. They could also learn how to open the story, know the characters, climax (complication), resolution and the moral value.

## CONCLUSION

It could be concluded that Storytelling is a good technique in learning speaking. The students could tell the story of a narrative text orderly and clearly through create it. They were able to speak confidently. Besides, this technique could also create a good environment in the classroom. The students liked learning English through the storytelling because they were much more active in the teaching-learning process.

Considering the findings of the study, it is recommended that English teachers try this technique as an alternative in teaching speaking. The result maybe different but in this study, the students learn faster and show a better performance in speaking English.

They were also more enthusiastic and active in the classroom activity compared with those who used role-play as the way of improving speaking ability. It is recommended for further researchers consider trying storytelling in teaching speaking to other level of students (grade seven or eight), and for longer periods of time in order to know the effects of the technique as compared to the finding of the present study.

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