

**THE EFFECT OF STORY TELLING METHOD ON STUDENTS'
SPEAKING ABILITY AT THE SEVENTH GRADE OF SMP
NEGERI 2 SATAP LUMUT IN 2018/2019
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Abstract: *The purposes of this research are to know: 1) the application of Story Telling Method in teaching speaking at the Seventh Grade Students of SMP Negeri 2 Satap Lumut. 2) the students' speaking ability before and after using Story Telling Method at the Seventh Grade of SMP Negeri 2 Satap Lumut. 3) whether there is a significant effect of students' speaking ability after using Story Telling Method at the Seventh Grade of SMP Negeri 2 Satap Lumut. Method of the research was experimental. The population of this research was the Seventh Grade of SMP Negeri 2 Satap Lumut. It consists of 42 students. Total sampling was the sampling technique in this research to get sample. It consists of 42 students. The technique of collecting data were observation sheet and test. The result mean score of the application story telling method was 3.8, it was categorized "Very Good". The result showed score before using story telling method was 40.8, it was categorized "Fail". While the mean score of the students' speaking ability after using story telling method was 60.4, it was categorized "Enough". The result of t_{test} was 15.95 and t_{table} was 2.02. It means that there is a significant effect of using story telling method on students' speaking ability at the Seventh Grade of SMP Negeri 2 Satap Lumut.*

Keyword: Story Telling Method, Speaking Ability, Experimental Method

Abstrak: Tujuan penelitian ini adalah untuk mengetahui: 1) penerapan Story Telling Method dalam mengajarkan berbicara pada siswa kelas Tujuh di SMP Negeri 2 Satap Lumut. 2) kemampuan siswa sebelum dan setelah menggunakan Story Telling Method. 3) apakah ada pengaruh yang signifikan pada kemampuan berbicara siswa setelah menggunakan Story Telling Method pada kelas Tujuh di SMP Negeri 2 Satap Lumut. Metode yang digunakan adalah eksperimental. Populasi dalam penelitian ini adalah siswa kelas Tujuh SMP Negeri 2 Satap Lumut. Ini terdiri dari 42 siswa. Total Sampling adalah teknik yang digunakan untuk mendapatkan sample yang terdiri dari 42 orang siswa. Teknik pengumpulan data adalah menggunakan lembar observasi dan tes. Hasil rata-rata dari penggunaan Story Telling Method adalah 3.8, hasilnya dikategorikan "Sangat Baik". Hasil menunjukkan bahwa nilai rata-rata sebelum menggunakan Story Telling Method adalah 40.8, hasil ini dikategorikan "Gagal". Sementara nilai rata-rata setelah menggunakan Story Telling Method adalah 60.4, dan dikategorikan "Cukup". Hasil t_{test} adalah 15.95 dan t_{table} adalah 2.02. Ini berarti bahwa

ada pengaruh yang signifikan pada penggunaan Story Telling Method pada kemampuan berbicara siswa kelas Tujuh di SMP Negeri 2 Satap Lumut.

Kata Kunci: Story Telling Method, Kemampuan Berbicara, MetodeEksperimental.

I. INTRODUCTION

Speaking is one of the four skills that students should master. It is the basic skill that students process in order to be able to access other knowledge. Speaking is one of important skills in teaching learning process.

Considering the importance of mastering the speaking skill in language teaching, the national policy through the regulation of minister of national education reflects the importance of English in the standard of content. Also, Indonesia establishes English as prominent foreign language taught as school and one of subjects tested in national exam. This determination is intended to prepare Indonesian students in facing globalization era. Therefore, they are able to compete with other people from where English becomes second or first language.

Based on the researcher's experience and observation on February 7th, 2019 at the Seventh Grade of SMP Negeri 2 Satap Lumut, the researcher found some problems. When the researcher observed, the researcher had them into a conversation. The researcher asked them some questions in English, like "What did you do before going to school? Have you got

breakfast?” instead of answering the questions, they were silent. They were confused, even worst; they could not response in English. When the researcher asked them in Indonesian, the students answered that they do not understand what the researcher said. It means that their English is still low.

This problem is caused by two factors. They are internal and external factor. Internal factors are problems which come from the students itself, such as firstly students at the Seventh Grade of SMP Negeri 2 Satap Lumut feel afraid and nervous to speak or communicate using English in front of their classmates. Secondly, the students do not have any ideas or initiative to speak English; it is caused by the lack of vocabularies, grammatical pattern, and lack of practicing English speaking. Thirdly, the students still frequently make mistakes in pronouncing the English words. Fourth, problems with prosodic features such as intonation, stress, and other phonological nuances still cause a misunderstanding in communication. External factors come from out themselves such as teaching method, curriculum, teachers, facilities, environment, and society.

Teacher has conducted some efforts to overcome the problems to increase the students' speaking ability such as either giving motivation, giving more exercises, making interest material, but there is no significant progress in students' speaking ability. This problem is very crucial to be solved. If there

is no consideration on this problem, students will not be able to compete and faced globalization era, they cannot express their ideas in English to each other, feeling ashamed to communicate and interact in English.

The researcher decides to solve the problem. In this research, the researcher will use story telling method. Story telling method is assumed that it can improve students' speaking ability. Applying story telling method is very important because this method can be able to give change and to increase students' speaking ability.

Story telling is the art in which a teller or someone conveys a message, truths, information, knowledge, or wisdom to engage an audience in an entertaining way. This method is good to enhance them to speak up in English.

1. The Nature of Speaking

a. The Definition of Speaking

Speaking is the way of people to express and communicate ideas to others orally. It is an essential aspect. Someone who wants to tell something, that person needs to speak up. Rickeit and Strohner (2008:207) said that speaking is speech or utterances with the purpose of

having intention to be recognized by speaker and the receiver process the statements in order to recognize their intentions.

b. The Indicators of Speaking

Speaking has an important role in communication. Misunderstanding can be happened when the speaker and the listener do not pay attention to some components of speaking. According to Brown (2004:140), Oral communication can be maintained by five components, they are pronunciation, fluency, vocabulary, grammar, comprehension.

1. Pronunciation

Pronunciation is a familiar word for some people. It is really important to ensure that we say a word or some words correctly, so the listeners will not misunderstanding what we say. According to Leo (2013:37), "Pronunciation is a way in which a particular word is pronounced."

2. Fluency

Fluency has important role in speaking. In academic field, fluency is a skill you must know well when having a presentation or debating. Nation and Newton (2009:152) said that fluency is typically measured by speed of access or production and by the number of hesitations; accuracy by the amount of error; and complexity by the

presence of more complicated constructions, such as subordinate clauses.

3. Vocabulary

Vocabulary is a very important part in learning English. Brown (2004:305) said, "Words or vocabularies are the basic building blocks of a language; we use them to create sentences, larger paragraphs, and whole texts".

4. Grammar

Good knowledge of grammar is considered as an important aspect in learning a foreign language. According to Patel and Jain (2008:141), "Grammar is a study of language by specialist, made in order to establish the rules and principles which underline the correct speech and writing, rules and principles which are followed more or less unconsciously by the native speakers."

5. Comprehension

Misunderstanding will be happened between speaker and listener when the speaker or listener does not understand or comprehend the context of their communication. Syakur in Rahman and Deviyanti (2012:5) defined, "Comprehension for oral

communication that requires a subject to respond to speech as well as to initiate it”.

2. The Nature of Story Telling

a. The Definition of Story Telling

Story telling has been used as a means of communication since earliest time. Stories create magic and a sense of wonder at the world. Stories teach us about life, about ourselves, and others. Scrivener (2005:337) says, “Story telling is a useful short activity for the end of a lesson, perhaps, or mid-lesson to provide a change of mood.”

b. The Steps of Story Telling

Story telling is going to be used by the researcher in this research. In conducting this method, the researcher must follow the steps of story telling method to ensure the method runs well. Samantaray in Zuhriyah (2017:3) described the procedures of story telling as follows: (1) the teacher hangs four different pictures on the white board, (2) the teacher asks the students to make groups of eight, (3) the teacher asks every group take one of four pictures from the white board, (4) the teacher asks them to develop a story in 30 minutes, (5) the teacher asks them to retell their story based on the group discussion, and (6) the teacher gives award to the group considered the best group.

c. The Types of Story Telling

According to Sumarjo and Suratmi in Rahmansyah and Pricilia (2018:115), there are some kinds of fairytale. They are legend, fable, mite, and sage.

1. Legend

Legend is a kind of fairytale which has relation with historical event or nature phenomenon. It means that legend is local people story which tells the origin of event or place. Sometimes, it is different from the origin story because it is not always written.

2. Fable

Fable is one of traditional story which appear animals as character in that story. Children almost love this story because the animals like human. They can talk each other, attitude, and has intellect like human. According to Sumarjo and Suratmi in Rahmansyah and Pricilia (2018:115), Fable is one of traditional story which appear animals as character in that story.

3. Mite

Mite is a fairytale which contents elements of mystery, supernatural world, and god world that supposed it was really

happened by society as the owner of the story. Sometimes this story is exaggerated.

4. Sage

Sage is a fairytale which contents of history elements, equipped with both supernatural power element and miracle. It can be concluded that sage contents many elements of history. This fairytale is spoken by people to people.

d. The Advantages and Disadvantages of Story Telling

Rahmansyah and Pricilia (2019:2) say the advantages of story telling, as follows:

1. Dapat menumbuh dan mengembangkan daya imajinasi anak.
2. Menanamkan nilai-nilai moral sejak dini.
3. Mengembangkan intelektual pada anak.
4. Melatih daya tangkap dan konsentrasi pada anak
5. Menumbuhkan jiwa patriotik

Next, Rahmansyah and Pricilia (2019:2) also state the disadvantages of story telling, they are:

1. Seringkali kesulitan dalam menyusun cerita.
2. Seringkali kesulitan dalam penggunaan media.
3. Dapat membuat anak pasif.
4. Apabila alat peraga tidak menarik anak kurang aktif.
5. Anak belum tentu bisa mengutarakan kembali cerita yang disampaikan.

II. METHODOLOGY OF THE RESEARCH

Method of the research is a way to use in determining the steps in the research. It can be as method or strategy in a research. Sugiyono (2008:2) said that research method is basically a scientific way to get data with a certain purpose and function.

Researcher chooses experimental research method by using one group. It is because the researcher is doing experiment to the students to find out the result of speaking ability before and after applying story telling method at Seventh Grade of SMP Negeri 2 Satap Lumut.

According to Sugiyono (2009:107) said that research method can be defined as a research method which is used to find out the impact of action from something to another thing in a controlled situation.

Sugiyono (2008:80) said that population is a generalization area consists of object or subject that has definite quality and character that is decided by a researcher to be learned and conclude it. The researcher choose Seventh Grade Students of SMP Negeri 2 Satap Lumut as population of this research. They consists of 2 classes, they are VIIA and VIIB. The total of students are 42 students.

Sample is a small part of population which is called by representatives of the population. Sugiyono (2009:118) conveyed that

samples part of the amount and character which belong to the population. It means sample is a part of population.

Sampling technique is must to do. Sampling technique is a technique in samples taking said Sugiyono (2008:81). He said there are some techniques in sampling technique, they are: 1) Probability sampling: simple random sampling, proportionate stratified random sampling, and disproportionate stratified random sampling, cluster sampling, 2) Nonprobability sampling: systematic sampling, quote sampling, incidental sampling, purposive sampling, surfeited sampling, snowball sampling.

According to Arikunto (2009:95) said that if the population is less than 100, it is better all of them become samples. Therefore, 42 students in both of the classes will become the sample in this research.

According to Sugiyono (2008:102) research instrument is a tool which is used to measure the natural phenomenon although social which is observed. The instruments which will be used in this research to measure the variables are observation and test. Observation sheet will be used to measure independent variable namely story telling method. Meanwhile test will be used to measure dependent variable namely speaking.

a. Observation

Observation is one of technique collecting data in a research when the activity is in progress. Sugiyono (2008:145) stated that observation is used if the research related with human behavior, working process, nature symptoms, and if the respondent is not too big.

b. Test

Test is one of technique collecting data to get information from many aspects. Ary, et al (2010:201) say, "Tests are valuable measuring instruments for educational research. A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned."

In this research, after the instrument is applied in order to measure the students' speaking ability, the researcher will identify their score individually and the classified the score into criteria score. In addition, to analyze the data, there are two steps which will be done by the researcher, they are: descriptive analyzing and inferential analyzing. Descriptive analyzing is used to analyze the application of story telling method in teaching speaking ability. While inferential analyzing is used to examine whether the hypothesis in this research is accepted or rejected.

III. RESULT

Based on the result obtained from the analysis of observation sheet about the application of story telling method on students' speaking ability which contains 12 activities about the steps and the mean of the score was 3.8. So that, the mean was categorized "Very Good".

The score of students' speaking ability before using Story Telling Method, it was found that the highest score was 73 and the lowest score was 19. From the calculation scores which had by the students, it can be concluded that the mean of students' speaking ability before teaching story telling method was 40.8. It was categorized as the "Fail" category. The score of students' speaking ability after using Story Telling Method, it was found the highest score was 84 and the lowest score was 23. From the calculation scores which had by the students, it can be concluded that the mean of students' speaking ability after teaching story telling method was 60.4. It was categorized as the "Enough" category. After collecting data, the researcher is going to test the hypothesis. The data is analyzed by using t_{test} is 15.95 and t_{table} is 2.02. After finding the score of t_{test} and t_{table} , both of the score are compared. It is found that t_{test} is higher than t_{table} ($t_{\text{test}} > t_{\text{table}} = 15.95 > 2.02$).

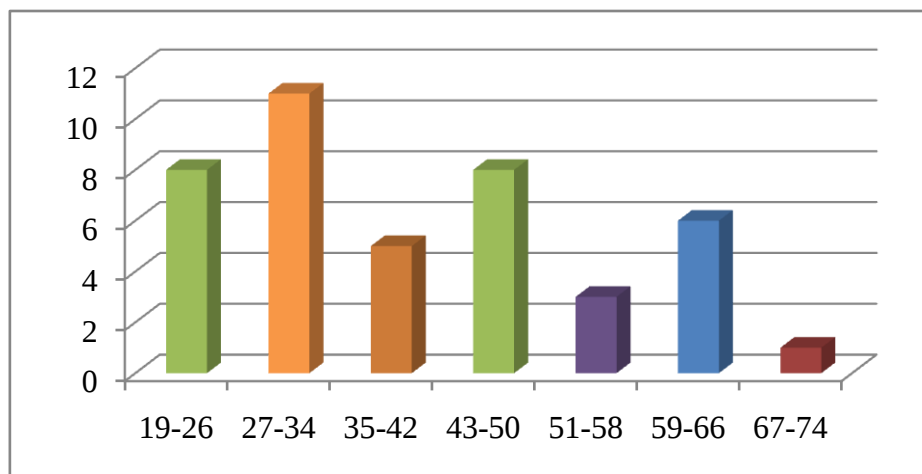


Figure 1: Histogram of Students' Speaking Ability Before Using Story Telling Method.

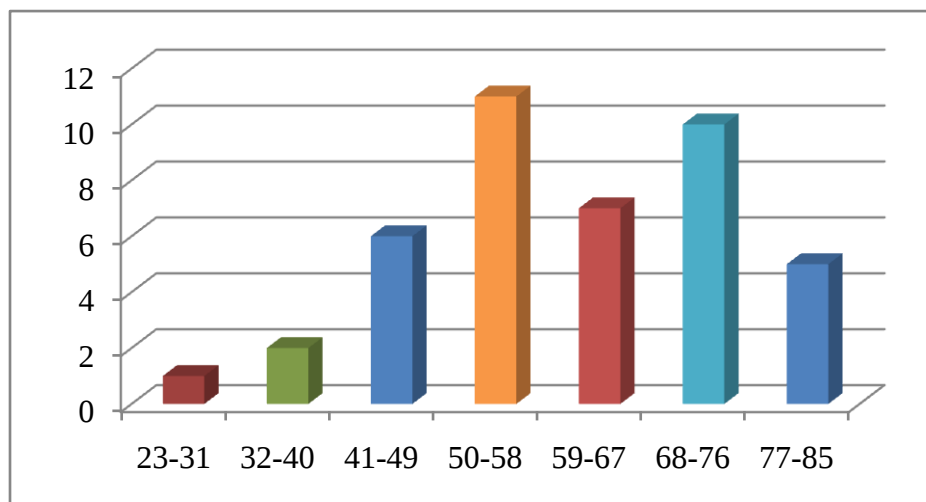


Figure 2: Histogram of Students' Speaking Ability After Using Story Telling Method.

IV. DISCUSSION

Based on the observation sheet result of story telling method on students' speaking ability, the researcher got 3.8. The score categorized as "Very Good" criterion. Furthermore, the result of students' speaking ability before using story telling method was 40.8 and it categorized "Fail" criterion. While, the result of students' speaking ability after using story telling method was 60.4 and it categorized "Enough" criterion. From the result of t-test, t_{test} was higher than t_{table} ($t_{\text{test}} 15.95 > t_{\text{table}} 2.02$).

The improvement was happened because the application of story telling method in improving the students' speaking ability was very good, so that the students were more active to follow the teaching and learning process, and it ran more fun and not boring because in learning the students were given time to express their ideas based on the picture they had chosen, even the result was not too good, but they had tried to speak and to improve their ability.

By looking the previous related research which had been discussed on Chapter II, Zuhriyah found that the result of improving students' speaking ability through story telling at Hasyim Asy'ari University was categorized "Good". Which the mean score of pre-test was less than 75% and the post-test II could reach 75%. If the researcher compared the

previous result with this research, it showed that there was a significant effect on students' speaking ability after using story telling method eventhough the improvement was not too significant. Based on the previous related research and this research, it can be concluded that story telling method is one of a great way to improve students' speaking ability.

CONCLUSION

Based on the research result, the researcher describes the conclusion as follows: a) the result of application of story telling method on students' speaking ability at the Seventh Grade of SMP Negeri 2 Satap Lumut is 3.8 and it is categorized "Very Good". It means that the researcher had applied story telling method on students' speaking ability well. b) the students' speaking ability before taught by using story telling method at the Seventh Grade of SMP Negeri 2 Satap Lumut is 40.8 and it is categorized "Fail". While, the students' speaking ability after taught by using story telling method at the Seventh Grade of SMP Negeri 2 Satap Lumut is 60.4 and it is categorize "Enough". c) The testing is done to measure the hypothesis which was made on Chapter II. It shows that t_{test} is higher than t_{table} ($t_{\text{test}} 15.95 > t_{\text{table}} 2.02$). So, the hypothesis of this research can be accepted. It means that

there is a significant effect of story telling method on students' speaking ability at the Seventh Grade of SMP Negeri 2 Satap Lumut.

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