



IJCSE

<https://journals.eduped.org/index.php/ijcse>

E-ISSN 2963-0282

P-ISSN 2963-5993



The Effect of Storytelling Technique in Improving Students Speaking Ability at SMAN 1 Sidamanik

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DOI: <https://doi.org/10.30880/ijcse.v2i1.239>

Received 27 November 2022; Accepted 18 December 2022; Available online 15 Januari 2023

Abstract: This research seeks to determine how the narrative method affects the speaking ability of SMAN 1 SIDAMANIK second-graders. This pre-experimental investigation with a population of thirty students selected groups using random cluster sampling. Before and after therapy, a narrative technique was used to collect data. Before and after the test, students receive instruction. The average score on the pre-test was 48.68, while the average score on the post-test was 54.97. Between the pre-test and post-test, the data indicate an increase. The research shows that the t-test is preferable to the t-table ($4,827 > 2,04$). The significant difference between the post-test and the pre-test suggests that the narrative method affects students' speaking ability. This demonstrates how a narrative approach can help students develop their public speaking abilities. The speaking component received the highest overall score, followed by syntax and speech, which received the lowest score, according to this research. Therefore, instructional methods must emphasize these elements.

Keywords: Effect, Ability, Storytelling

1. Introduction

A language is a communication tool in social interaction. They need to talk to each other because they're social beings who rely on reciprocal exchange to satisfy needs and wants. Humans' ability to communicate their thoughts, feelings, and ideas through words is undeniable. Due to its rise to prominence as a global language, English holds a central place in modern society. So, it's a medium for cross-cultural communication. For this reason, education in this area is essential. In addition, there are four skills that students need to master when researching English: listening, writing, speaking, and reading.

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English there are many different talents that must be developed one at a time, and each talent requires a different strategy. Speaking, listening, reading, and writing are just a few of the many language abilities, according to Gynan and Baker (2011). Everyday life requires all of these linguistic skills, but communicating in particular. An individual's capacity to directly or indirectly communicate his opinions to others is referred to as his English-speaking skills. Speaking skills must be continually exercised in order to develop and improve; exercises can be carried out directly with local English-speaking individuals, such as peers or instructors. High speaking skills have benefits for both social and business situations, claims Supriyadi (2005). Everyone who learns English must therefore be able to speak, as speaking has goals and benefits.

Speaking is an essential language skill that students must acquire. They can accomplish specific tasks, share their thoughts, feelings, and aspirations, and clarify their perspectives verbally. As defined by Fisher and Frey (2007), "speech" is the "uniquely human act or process of communicating and trading information, thoughts, and feelings" through the use of spoken language. People can express themselves and connect with others through the power of speech. The point of speaking is to have two-way conversations with your audience. According to Richards and Renandya (2002), oral communication is the cornerstone of linguistic competence because it lays the groundwork for all other aspects of a language learner's development.

In Syakur's words (1987), English teachers should be creative in how they build their teaching methods. This can be achieved by raising students' speaking abilities, emphasizing speaking elements, and enhancing their interest in English classes. Communication is an essential component of both acquiring and instructing a second language. Chaney (1998) However, speaking instruction aims to enhance students' communication skills, as it enables them to articulate themselves and acquire language skills. A language is a tool that people use to communicate with one another. Humans can access new and previously unimaginable information about the contents of the world by learning the language. To improve the learning environment, English teachers should, in Syakur's words (1987), be creative in building their teaching methods. This can be achieved by raising students' speaking abilities, emphasizing speaking elements, and enhancing their interest in English classes. Communicating is a crucial aspect of learning and teaching a second language. Chaney (1998) However, speaking instruction aims to improve students' communication skills because it allows them to articulate themselves and acquire language skills. A language is a tool that people use to communicate with one another. Humans can access new and previously unimaginable information about the contents of the world by learning the language.

This article is based on the author's conversations with a SMAN 1 SIDAMANIK English instructor. She claims that 2013's syllabus necessitates a more practical strategy from educators. When researching and instructing English, pupils should be more active than instructors. However, some pupils lack self-assurance when speaking English because they are afraid of appearing to make errors. In addition, students have several concerns when attempting to communicate in English, including that the language is challenging to acquire, they need help pronouncing words, and they need more knowledge.

Harris (1974) argues that the capacity for effective communication is multifarious, necessitating the coordinated use of numerous skills that may develop at various stages. Teachers must discover ways to engage their students in English learning to surmount this issue. Learn how to communicate using multiple technological instruments effectively. The author proposes a narrative approach in this instance.

Storytelling is the most effective method because it allows students to talk more than the instructor. In addition, the pupils benefit from increased opportunities to exercise their oral communication skills thanks to this method. Students are expected to understand the story's themes and develop their speech skills through this method. According to Thornbury (2005), the ability to relate a tale is an innate part of the human condition and a vital component of everyday discourse. Students can recall more information about an incident they are retelling verbally using the narrative technique. Wright (2004) agrees that tales can inspire, ignite the mind, and pique students' interest. Coconi (2013) defined The act of communicating events via the use of words and sounds is storytelling. This is an expressive and improvisational art centered on a plot and/or Storytelling perspective. There are a variety of forms of storytelling that are prevalent in a variety of cultures around the world, with the purpose of spreading moral ideals, amusement, inspiration, and wisdom.

Maynard (2005) defined stories as the means through which people express their experience, comprehend the experience of others, release their imaginations, and make sense of the world and their place in it. Maynard (2005) claimed that individuals, politics, and education value Storytellings. People make

sense of themselves and their worlds through Storytellings. "Storytelling is a task shared by the storyteller and the audience; it is the interplay between the two that gives a story life" (Baker and Greene, 1985). I underline that a story consists of a storyteller, a story listener, and a topic, and that the majority of stories are based on actual events. According to Wilson (2002, p. 5), storytelling is an activity that can be simply defined as what storytellers do. As humans, we typically share our stories with others. They discuss their feelings, opinions, and ideas, as well as anything that has occurred in their life. It is as easy as articulating what is on one's mind to tell a Storytelling to others. Lipman (1999: 11) described the discovery of storytelling as an art form and professional tool. It is utilized by therapists, teachers, community organizers, lawyers, etc., among others. It is evident from this explanation that storytelling may be utilized not only in speech class, but also in a variety of professions.

For the explanation above, the author researched "The Effect of Storytelling Technique on Speaking Ability of the Second Year Students of SMAN 1 Sidamanik".

2. Methodology

2.1 Participants of the Research

Participants in this investigation were second-grade SMAN 1 SIDAMANIK students. 30 students from the eleventh grade were the subjects of the research. The sample was determined using a random sampling technique.

2.2 The Data Collection Technique

According to Nunan (1991), pre-experimental research aims to capture data while maintaining reliability and validity. The source of the data was an oral test in retelling a narrative text's story. A trial evaluates a person's skill, knowledge, or performance in a given context (Brown, 2004). This research was conducted through six meetings. The first meeting was a Pre-Test, followed by four treatment meetings and a single post-test.

The data were derived from the outcomes of the pre-test and post-tests. A pre-test was administered before treatment, and a post-test was administered afterward. A post-test was administered to assess the students' listening skills after using the storytelling method of instruction. After the instrument data was collected, data analysis was performed. After determining the differences in data between the experimental and control classes through research, the t-test procedure was used to draw conclusions (Agustin & Ayu, 2021). A post-test was administered to assess the students' listening skills after using the storytelling method of instruction. After the instrument data was collected, data analysis was performed. After determining the differences in data between the experimental and control classes through research, the t-test procedure was used to draw conclusions (Agustin & Ayu, 2021). The following describes the data collection technique's research procedure:

2.2.1 Pre-test

The pre-test is the examination performed before administering the treatment. Before beginning treatment, it was necessary to determine the students' speaking proficiency. The pre-test was administered orally. This pre-test consisted of providing students with a story, allowing them 15 minutes to read it, and asking them to retell it in the narrative text without a script. Consequently, their performance was assessed by raters.

2.2.2 Treatment

Students should be doing this as long as the treatment is being carried out: explaining the material and incorporating storytelling techniques into the teaching and learning process. The procedure was performed six times. The following stages were included from Samantaray's (2014) account of storytelling:

(1) The instructor prepares story outlines, writes them on different colored papers, and drapes them from the whiteboard using thread. (2) The students are divided into five-member parties. (3) Each group is instructed to take a piece of paper from the whiteboard. (4) The groups are then given 15 minutes to create a narrative

based on the outline. (5) They are then asked to narrate the story with their group members in front of the class. (6) The winning squad is recognized.

1. First meeting

- Pre-teaching
- Teacher greets students
- Teacher checks attendance list
- Teacher introduces storytelling topic

While-teaching

- Teacher introducing what a storytelling technique is
- The instructor tells the students a narrative and then inquires about what they already know.
- The teacher explains the outline of the story
- The students observe the outline of the story
- Teacher gives the exercises to students; they should do them independently, not in groups.
- 3 or 4 students recount the story to the class.

Post-teaching

- The instructor and students identify the best speaker;
- The instructor explains how the best speaker became the best; and
- Concluding the lecture, saying farewell, and leaving class

2. Second meeting

- Pre-teaching
- Teacher greets students
- Teacher invites students to prepare themselves for research
- Check the attendance list
- Teacher asks the students about their previous lesson

While-teaching

- Teacher introducing what a storytelling technique is
- The teacher tells the students a story and then inquires about their prior knowledge of the tale.
- The teacher explains the outline of the story
- The students observe the outline of the story
- Teacher gives the exercises to students, and they should do them by themselves, not in groups.
- 3 or 4 students recount the story to the class.

Post-teaching

- Together, the teacher and students evaluate the lesson's content.
- Asking students if they have any lesson-related questions

2.2.3 The Data Analyzing Technique

The purpose of this research was to determine whether the Storytelling Technique significantly impacts students' ability to retell narrative texts orally. Three raters were requested to evaluate the student's oral performance to obtain valid, objective, and reliable data. According to Brown (2004), speaking would be graded on five factors: pronunciation, grammar, vocabulary, fluency, and comprehension. The following is a classification of student scores.

Table 1 Scores for Speaking Aspects

Aspect	Level	Description
Pronunciation	5	Clear pronunciation
	4	Easy to understand students" pronunciation
	3	A pronunciation error causes misunderstanding.
	2	Extremely difficult to comprehend due to poor pronunciation.
	1	A significant issue with pronunciation, so it cannot be Comprehended.
Grammar	5	Make a few conspicuous grammatical errors.
	4	Make a few conspicuous grammatical errors
	3	Makes numerous grammatical errors and should rearrange the sentence
	2	Grammatical errors make understanding difficult.
	1	Errors in grammar can not be understood.
Vocabulary	5	Correct use of vocabulary
	4	Sometimes employs inappropriate language, but it is still understandable.
	3	Frequent use of incorrect terminology; conversation somewhat limited due to insufficient vocabulary.
	2	Word limit restrictions make comprehension very difficult.
	1	Extreme vocabulary restriction renders conversation virtually impossible.
Fluency	5	Communicate fluently
	4	Language issues marginally impact the rate of communication.
	3	Frequently hesitating, must first consider what to say.
	2	Usually hesitant and stuttering, the sentence may need to be completed.
	1	Very halting
Comprehension	5	Claims to comprehend everything effortlessly
	4	Understands nearly everything at an average rate, but repetition may be required.
	3	Understands the majority of what students say at an average rate of speech
	2	Even with numerous repetitions, it isn't easy to comprehend what the students say.
	1	I cannot comprehend what most pupils say.

The formula for calculating the speaking aptitude of students is as follows:

$$SA = \frac{\text{Total Score (P + F + C + G + V)}}{5}$$

Where:

SA = Speaking Ability

P = Pronunciation

F = Fluency

C = Comprehension

G = Grammar

V = Vocabulary

In analyzing the data, to find out the actual score, this research used the formulas as follows:

$$RS = \frac{TS}{25} \times 100$$

Where:

RS = Real score each individual students

TS = Total score of aspects of speaking

Raters were asked to measure the student's speaking scores. Then, the researcher calculated the scores of the three raters.

$$T = R1 + R2 + R3$$

Where:

T = Total Score of students

R1 = Score from Rater 1

R2 = Score from Rater 2

R3 = Score from Rater 3

After receiving the cumulative score from the raters, the researcher determines the score using the formula below.

$$RS = \frac{TS}{MS} \times 100$$

Where:

RS = Real Score for each Individual

TS = Total Score of Speaking Aspects

MS = Maximum Score

(Adopted from Harris, 1974)

To find out the effect of storytelling techniques on students' speaking ability, the authors used the T-test to compare the results of the students' speaking tests on the pretest and post-test, as well as SPSS 23.0 (Statistical Product and Service Solution) for windows to calculate the T-test score, mean, variance, and test data accurately.

3. Results and Discussion

3.1 Result

This research aimed to determine whether Narrative Techniques had a significant effect on the speaking skills of class II students of SMAN 1 SIDAMANIK. The eleventh grade consists of thirty students. Data was collected through a speaking test to assess students' speaking ability. They were asked to tell a story in narrative form. The pre-test was given at the beginning of learning to determine students' knowledge before treatment, and the post-test was given after treatment.

The author presents the results of an examination indicating the students' proficiency in various speech skills. Students were evaluated based on five factors: pronunciation, grammar, vocabulary, fluency, and comprehension. Brown's scale assigns one to five categories to each component. The author presents the outcome using data collected from three raters.

As indicated earlier, the authors conducted a pre-test before applying the technique to determine students' initial performance. The average score of the students' speaking ability in the pre-test was 48.77, determined by the three raters after the tests were collected and calculated. Data on students' average scores on the five aspects of oral communication are presented in the table.

Table 3. Students' ability in term of aspect of speaking in pre-test

Component of Speaking	Average (R1+R2+R3)
Pronunciation	46.55
Vocabulary	52.43
Grammar	49.99
Fluency	44.44
Comprehension	49.99
Average Total Score	48.68

Table 3 shows that the average score in terms of pronunciation according to the three assessors is 46.55. The average score for vocabulary is 52.43. The average score for grammar is 49.99. Then the average score for fluency is 44.44, and for comprehension is 49.99. The highest average score in the component period is vocabulary, and the lowest average score is fluency.

Post-test was administered after six treatment sessions. Using the storytelling technique, the pretest and post-test are the same tests to measure differences between before and after treatment. Three raters also collect and tally the results. It was found that the average score of students' speaking ability in the post-test was 54.74. The details are shown in table 5:

Table 5. Student's Ability in Term of Aspect of Speaking in Post- Test	
Component of Speaking	Average (R1+R2+R3)
Pronunciation	51.55
Vocabulary	58.88
Grammar	56.88
Fluency	53.55
Comprehension	53.99
Average Total Score	54.97

Table 5 shows that the mean result for pronunciation is 51.55. Then, the vocabulary score was 58.88, the grammar score was 56.88, the fluency score was 53.55, and the comprehension score was 53.99. Based on the description above, the lowest score on the speaking component is pronunciation, with an average score of 51.55. The highest score on the speaking element is vocabulary, with a score of 58.88. The ratio of the average student's speaking ability score to the total student's speaking ability score was 54.97. This is an increase from the average pretest total score of 48.68. Students' speaking ability improved from the pre-test to the post-test when the storytelling technique was used. The following table provides a comparison of each element of public speaking.

Table 6. Students' Average Score in Term of aspect of Speaking			
Component of Speaking	Pre- Test	Post- Test	Different Score
Pronunciation	46.55	51.55	5
Vocabulary	52.43	58.88	6.45
Grammar	49.99	56.88	6,89
Fluency	44.44	53.55	9.11
Comprehension	49.99	53.99	4

Table 6 shows The average score of students on aspects of speaking increases significantly. It demonstrates that using narrative in public speaking improved students' average scores in each component of public speaking.

3.1.1 The Result of T-Test

In this research, the T-Test was used to compare the results of the Pre-Test and Post-Test to determine whether the hypothesis was accepted and whether the treatment instrument affected the students' speaking ability.

In pre-experimental research, a hypothesis is required to determine whether the technique will reveal a statistically significant difference. The average score on the pre-test for first-year students is 48.68. This increase is evident from the average post-test score of 54.97, demonstrating this improvement. The pre-test and post-test margins attained were 6.29. In addition to the rise in pre-test and post-test scores, the results of the t-test formula are required to adopt the null hypothesis. Table 7 illustrates the T-test formula.

Table 7. T-test table

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post-test	54.9740	30	6.82964	1.24692
	Pre-test	48.6860	30	3.44542	.62904

The average score on the pre-test is (48.6860), and the average score on the post-test is (54.9740). The average difference between pre- and post-test scores is (6.288). The difference in mean scores indicates that treatment affects the speaking aptitude tests of students. The standard deviation is an estimate of the standard deviation based on a sample used to calculate the estimate. Thus, the variance of the value of the pre-test sample is (3.44542), and the average standard error is (0.62904). In addition, the post-test standard error and standard deviation are as follows: (6.82964 and 1.24692).

Table 4.7. Paired Sample Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Post-test Pre-test	6.28800	7.13471	1.30261	8.95214	3.62386	4.827	29	.000

The t-test value is (4.827), while the t-table value is (2.04), indicating that the pre-test and post-test results are significantly different, thereby accepting the alternative hypothesis and rejecting the null hypothesis in this research.

3.2 Discussion

The teaching and learning procedure consisted of three stages. The pre-test is the initial stage. It intends to determine their speaking ability before treatment. Six sessions of therapy are administered to the students in the second phase. In this treatment, the author introduced students to storytelling techniques. Then, divide the students into groups containing five or six members each. The students requested to remove a sheet of paper from the whiteboard. The students were then given 20 minutes to devise a narrative based on the outline. The students then requested to recount the story with their cohort.

The final phase is the post-test. The purpose of the post-test is to determine whether or not the storytelling technique led to an improvement. The result indicates that the mean score on the post-test is higher than the pre-test's (54.97 > 48.68). The data analysis then reveals that the t-test is more significant than the t-table (4.827 > 2.04).

According to the results, the various vocabulary scores are: (6.45). Following the implementation of a storytelling technique, it increases. When reading a text, students acquire new vocabulary words. In addition, they use new vocabulary in their performances, which increases their vocabulary. Then, grammar is improved (6.89) after implementing the storytelling technique. The relationship between vocabulary and grammar is significant. Concerning the preceding statement, grammar is required for students to construct correct

sentences when speaking, while vocabulary is necessary to convey meaning and facilitate communication. Therefore, students with a sufficient vocabulary can easily comprehend grammar. In addition, fluency increases (9.11) when the storytelling technique is implemented. During the narrative performance, a few students halt and say "us" or "ah." This indicated that students need not spend a great deal of time seeking the vocabulary.

Pronunciation, however, ranks second-lowest in the distinct score after comprehension. Due to time constraints, the students did not rehearse the text; therefore, they only communicated based on what they read, which caused them to mispronounce words. The comprehension score difference between the pre-test and post-test is the smallest for the speaking component. Students could not perceive English during the learning process because some were still memorizing the text without comprehending it. According to Harmer (2007), speaking involves the components of grammar, vocabulary, pronunciation, and fluency. If the students possess the five skills, we can ensure that storytelling has an influence on them and help them become influential public speakers. This result was consistent with the findings of Inayah Ratih (2015), Esti Purwaningsih Erdiyanti (2017).

Furthermore, the answer to the formulation of the issue is that narrative technique significantly influences the speaking ability of second-year students at SMAN 1 SIDAMANIK. The result is consistent with the alternative hypothesis. The discovery did aid in enhancing students' speaking skills.

4. Conclusions and Recommendations

4.1 Conclusions

In this research, the author employs narrative to familiarize students with using English for inter-student communication and to enhance their speaking abilities. The purpose of this research was to determine whether the narrative technique has a significant impact on the speaking ability of SMAN 1 SIDAMANIK second-grade students. This research used a single-group pretest-posttest design; a class XI cohort of 30 students was selected and taught narrative speaking.

The pre-test and post-test results indicated that their speaking ability had improved, given these data. The average pre-test score is (48.68), whereas the average post-test score is (54.97). This demonstrates a significant difference between the pre-test and post-test results. The alternative hypothesis is therefore accepted, while the null hypothesis is rejected.

4.2 Recommendations

Based on the findings of the investigation, the authors would like to make the following suggestions to the following parties:

4.2.1 Students

Students must pay close attention to the teacher's explanation to succeed in the learning process and achieve superior results. The expectation is that students will participate more actively in speaking activities. Therefore, students must maximize their use of time.

4.2.2 The Teacher

Using storytelling as an alternative method to enhance a student's speaking ability, particularly with narrative text, is possible. According to this research's findings, grammar and pronunciation have the lowest score. Therefore, the instructor must emphasize these aspects of learning.

4.2.3 Other Researcher

Considering the research methodology, the author suggests employing a different research design. In addition, they must effectively manage their time when researching to achieve a satisfactory outcome.

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