



IMPROVING STUDENTS' SPEAKING SKILL BY USING STORYTELLING TECHNIQUE AT THE ELEVENTH GRADE STUDENT OF SMA TUT WURI HANDAYANI MAKASSAR

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Abstract

The aim of this study was to improving the students' speaking skills by using storytelling technique at the eleventh grade student of SMA Tut Wuri Handayani Makassar that consist of 2 students. This research was classroom action research which was implemented in two cycle such as cycle 1 and cycle 2. On each cycle, there were four meetings consist of planning, action, observation and reflecting. The collecting data method used quantitative and qualitative data. Quantitative is the main data while qualitative is supporting data. Quantitative data consisted of speaking tests while qualitative data consisted of observation checklist, interviews, field notes, and documentation. The result showed that the using of storytelling technique can improve the students' speaking skill. This could be proven through the average score of students in class XI. In cycle 1 was 72,76% while in cycle 2 was 82,36%. The result of percentage of completeness criteria also increased. In cycle 1, there were 14 students (56%) while in cycle 2 there were 25 students (100%). It showed that the use of storytelling technique could improve the students' speaking skills.

Keywords: Speaking skills, Storytelling, Classroom Action Research.



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INTRODUCTION

English is one of the most important languages to learn because English is a way to convey with other people in every condition. Currently English is not only for target language but also for language necessity or second language (Sasabone, et al 2021; & Sujarwo et al, 2019). In Indonesia English has been a priority subject for students in Elementary until university levels to face the global changes. The aim of teaching and learning of English in Indonesia is to make the students fluent in speaking, in order hand to achieve the objective of English as a language necessity.

One objective of the English is to make the learners able to communicate in English, other side the students are expected be able to communicate and give information. Moreover, it will be useful to master a number of vocabulary items and grammar if the student's communicate and interact with other. It implies how the essential English speaking in communication.

In English deals mainly with four skills, they are speaking, writing, listening and reading. Among those skills, speaking is the main aspects of the language. By speaking the language are works because speaking is an interactive process for producing and receiving information.

As stated by Burns & Joyce (1997) stated that speaking as an interactive of constructing meaning that involves producing, receiving, and processing information orally using organ of speech. Meanwhile, (Bailey, 2000:25) sated that speaking is a process of interaction, where speaker intend to build meaning through producing, receiving and processing information. It is meant that speaking is one of the activities conducted by people to communicate with other people in appropriate and correct situations to convey or express ideas and feeling to each other.

Commonly speaking is naturally difficult to be mastered the students starting from elementary school until university this is true because speaking skills include many complex aspect such as (1) fluency smoothness of flow which sound, syllables, word and phrase are joined together when speaking. (2) Pronunciation the way for students to product clearly language when they speak. (3) Grammarthe rules study of language inflections. (4) Vocabulary the words use in language. (5) Comprehension the ability of understands the speaker intentions general meaning.

Based on preliminary observation at SMA Tut Wuri Handayani Makassar, most of the students are difficult of English speaking skill at senior high school.

They always think that speaking is hard work and not enjoyable, the students' problem is lack of motivations to practice the speaking skill in classroom activities.

When the teacher asks them for practice the speaking, they do not brave enough to speak up especially in front of class. Therefore, in English conversation the students often obstructed about tray to say opinion in foreign language. They are worried about makes mistakes and the teacher always uses the teacher central learning method, it makes them difficult to speak up.

The problem above, it is important to investigated or identify because speaking is one of the important skill for students' in language learning. By the speaking skill students able to speak up in conversations among two or more people, exchanging information or they have communications needs especially in English conversation.

Technique that can be applied in the teaching and learning of speaking. Storytelling involves two-way instructions among tellers with oneormore listeners. So, speakingskills needed to be taught.

According to Julia (2015: 14) stated that story telling as a learners central method to help the students uses the information and deliver the massages with others. This technique is the interactive activity by using words and actions to make the listeners imagine the story can give them self-confidents. Storytelling can improve students' speaking skills it has many benefits such as build student brave, communications skills, improving students' vocabulary and manage the students' ideas. It improves articulations of words and fluency in speaking andeasyto implement this technique in the classroom with easy steps.

RESEARCH METHOD

The research was conducted at eleventh grade students of SMA Tut Wuri Handayani Makassar which was located on Jl. Pangeran Pettrani Lr. III No 4 Makassar.

This research was Classroom Action Research to solve the problem on students speaking skill.

The research methodwas qualitative and quantitative to collect the data. Quantitative was the main data and qualitative was the supporting data. Quantitative data consisted of peaking test while qualitative consisted of observation checklist, interviews, field notes and documentation.

RESEARCH FINDING

The implementation of storytelling to improving speaking skill was conducted in two cycles and every cycle, consist of four meeting there were for implemented the material and one meeting for test to measure the student's progress. This research conducted in four stage it was planning, observation, action and reflection either the cycle 1 or cycle 2.

Based on the result of the test in cycle 2, the researcher felt satisfied because the significant improvement from their score previously at cycle one. They were more activities then the activities of cycle one, it showed that the students more enjoyable in learning activities by using storytelling-teaching activities. The researcher concluded that the using of storytelling technique was effective to improving students; they were more active and motivated to learning process.

DISCUSSION

The implementation of storytelling technique at eleventh grade of SMA Tut Wuri Handayani Makassar showed that there was improved of the students' speaking skill. It can be seen by the increased of cycle 2, even in the test of cycle one, most of the students had not get the maximum score but in the cycle two there was improved score of the students speaking skill.

Table 3.3 The result of students test as follows:

Meeting	Mean	N
Cycle 1	72,76	25
Cycle 2	82,36	25

Based on the explanation and observation above, it was showed that the improvement of students speaking skill was satisfying. In the cycle 1, the mean score was 72, 76 and the next meeting cycle two, the mean score was 82, 36.

The result of student achievement on cycle 1 to cycle 2 was significant. In the cycle one most of students were not get the minimal criteria completeness. It caused by the topic that chosen by the researcher that made students were confuse to practice the speaking skill by using storytelling technique and most of the students were not understanding the story given. So, the result of speaking skill on cycle one was lower then cycle two.

In the cycle two the result was got significant improvement because the researcher change the topic by offering the interesting topic which was related on students need's or their background understanding and the researcher give freedom to chose the topic that offering by the researcher. The researcher also give more vocabulary memorize related on their topic and asked them to pronunciation with the meaning on the warming up at cycle 2. It make them easy when they are practice the speaking skill by using storytelling technique and students also enthusiastic in the cycle two because the story chosen related on students needs. It can be seem on their progress on the students achievement at cycle two. It related on the constructivist learning theory. One of the method that the learning based on the student needs and give the students independent to creative, to think and to explore.

The result of the students speaking skill who got the (≥ 75) in teaching activities of cycle 1 and cycle 2 in following table:

Table 3.4 the result of students who got the (≥ 75) score

Meeting	Student who got score (≥ 75)	Percentage
Cycle 1	14	56%
Cycle 2	25	100%

The result above indicated the improving of students' score from cycle 1 to cycle 2. In the cycle I there were 56% (14) students got the score ≥ 75 . Meanwhile, in the cycle two there was significant score 100% (25) students who got the score ≥ 75 was 82, 36% It meant that there was improvement of cycle one to two.

The result of observation checklists showed that the teacher and student's speaking skill was good. It was proved there was significant improvement from the cycle one to cycle two. In cycle one, which was 78% and the second cycle, which was 80%. It indicated that students interested with teacher performance during learning process. It all because teacher gave them motivation and endorsement. Teacher explained the topic really clear, briefly and always gave them support.

We can also look at the students' speaking skill in every cycle. The result of observation checklist showed that students were still confused about storytelling technique to improve the speaking skill. There was an improvement of the students' speaking skill. It was 68% in cycle 1 became 88% in cycle 2. It caused by the chosen materials based on the student's needs and background understanding that the teacher gave to the students.

Based on the students achievement of speaking skills above showed that the storytelling technique able to improving the speaking skills of the English subject at class XI MIPA SMA Tut Wuri Handayani.

The learning process of English subject called well if the teachers implemented in interesting learning and not make students boring. English students is one of the program of our curriculum which developing knowledge, skills of language and one of why to face the global change.

The teacher must give a lot of opportunity for students to train indirectly, the speaking skills require in school, which planned in particular way by teacher, the teacher must prepare the learning able to developing and increase students speaking skills ability. Every students must give encourage and motivations to find their opinion and argument, so that happen their habit such as pay attention, comprehension, and argue other speaker in criticism.

This research was focus on the improving of speaking skill by using storytelling technique. This action was implemented in two cycle, which was Cycle I, and Cycle 2. Based on the finding of this research showed that storytelling was successful to improving the students speaking skill

Based on the observation supported by the teacher, the learning activities using storytelling technique effective stimulate the students' motivate to study. It was supported by Julia (2015: 14) stated that story telling as a learners central method to help the students to use the information and deliver the messages with others, this technique is the interactive activity, by using words and actions to make the listeners

imagine the story can give them self confidents. Storytelling can improve students' speaking skills it has many benefits such as build student brave, communications skills, improving students' vocabulary and manage the students' ideas. It improves articulations of words and fluency in speaking and easy to implement this technique in the classroom with easy steps.

As the statement above, it can be concluded that storytelling technique is an effective way to solve the students speaking skill. It was recommended because students to be more active in the learning process to express their thought and built students brave, imagination and language aspect.

The implementation of storytelling provided positive effects of students speaking skill, the students were enthusiastic and confidents to speak up after they had been though by storytelling activities. Moreover, the steps of storytelling facilitate them to have vocabulary and motivation

CONCLUSION

The result of cycle one show that the speaking skill of storytelling in cycle 1 still get difficult. It is caused they are not understand about the story give and confuse to performance. It was provided into minimum criteria of completeness (KKM) as 56%. Meanwhile, the improvement is find in cycle 2. The students are excited, responded and interesting with the topic that given base on students, needs and students background understanding, then continued to give motivation in story telling practice. The result of cycle to it can be sees on the result of criteria minimum (KKM) which was 100%. Both of cycle provided that there are improvement from cycle 1 to cycle 2.

The using of storytelling technique successful improving the students enthusiastic in speaking skill. It can be proven on the result of research on cycle 1 to cycle 2. Moreover, the improving of student speaking skill in cycle 2 caused by the appropriate topic that related on students needs and students background understanding that supporting with the student's motivation. Therefore, the research concludes that the using of storytelling technique for the eleventh grade at SMA Tut Wuri Handayani Makassar can be applied to improving students' English speaking skill.

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