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Improving Students' Speaking Ability Using Storytelling Strategy

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Improving Students' Speaking Ability Using Storytelling Strategy

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ABSTRACT

The aim of this research was "to improve the students' speaking ability using Storytelling Strategy". Moreover, it is conducted in the SMKN 1 Jombang. The design of this research was classroom action research. The subject of this research was the tenth grade of X-2 Hotel Affairs students, they consisted of class with 30 students. The researcher had used an observation checklist, interviewed, questionnaire and speaking test as the instrument for collecting the data. The result of the instrument used in this research, concluded that story telling was an appropriate strategy for improving students' speaking ability for students of X-2 Hotel Affairs at SMKN 1 Jombang. Based on finding cycle 1 and cycle 2, there was significant improvement of speaking English by using story telling strategy. The improvement from the students' ability in speaking English, it can be shown from the improvement in mentioning grammatical structure, good in pronouncing the words, kind of vocabulary and understand the content of the story. There are 19 students (63,3%) passed the criteria and 11 students (36,6%) cannot passed the criteria in cycle 1. From the result of the cycle 2, there are 29 students (96,6%) exceed the value of criteria of success and 1 (3%) students cannot passed the averages of scores. Its mean that 80% the students was reached with score >75 in averages in the class it can be said success and using of storytelling strategy had help the students in improving their ability and their achievement.
Keywords: Storytelling, Storytelling Strategy, Speaking Ability, Role Playing

ABSTRAK

Tujuan dari penelitian ini adalah "untuk meningkatkan kemampuan berbicara siswa menggunakan Strategi Bercerita". Selain itu, penelitian ini dilakukan di SMKN 1 Jombang. Desain penelitian ini adalah penelitian tindakan kelas. Subjek penelitian ini adalah siswa kelas X-2 Perhotelan, yang terdiri dari 30 siswa. Peneliti telah menggunakan daftar observasi, wawancara, kuesioner dan tes berbicara sebagai instrumen untuk mengumpulkan data. Hasil instrumen yang digunakan dalam penelitian ini, menyimpulkan bahwa bercerita merupakan strategi yang tepat untuk meningkatkan kemampuan berbicara siswa untuk siswa Hotel X-2 di SMKN 1 Jombang. Berdasarkan temuan siklus 1 dan siklus 2, ada peningkatan yang signifikan dalam berbicara bahasa Inggris dengan menggunakan strategi bercerita. Peningkatan tersebut berasal dari kemampuan siswa dalam berbicara bahasa

Inggris, dapat ditunjukkan dari peningkatan dalam menyebutkan struktur tata bahasa, baik dalam mengucapkan kata-kata, jenis kosa kata dan memahami isi cerita. Ada 19 siswa (63,3%) lulus kriteria dan 11 siswa (36,6%) tidak dapat lulus kriteria dalam siklus 1. Dari hasil siklus 2, ada 29 siswa (96,6 %) melebihi nilai kriteria keberhasilan dan 1 (3%) siswa tidak dapat lulus rata-rata skor. Ini berarti bahwa 80% dari siswa dapat mencapai skor> 75 dalam rata-rata kelas dapat dikatakan keberhasilan dan penggunaan strategi bercerita telah membantu siswa dalam meningkatkan kemampuan dan prestasi mereka.

Speaking and reading are two fundamental skills that use to communicate, and they were deeply connected. Explore the relationship between speaking and reading, and discover how each impacts the other. There is an increasingly high relationship between reading and speaking skills. There is no question that people who develop large reading vocabularies tend to develop large speaking vocabularies. Indeed, reading power relies on continuous improvement in vocabulary knowledge that provides communication. Speaking is active or productive skill it is an ability to express their idea freely and spontaneously in producing, receiving, and processing information when interact with each other. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown, 1994; Burns and Joyce, 1997:16).

In X-2 Hotel Affairs of SMKN 1 Jombang, the real problem in speaking class comes from the students and also from the strategy that teacher used. The problems found that are the students are not capable yet to speak English. Motivation in learning English is also being the biggest problem. They have a little vocabulary and they do almost mistake in pronounce the word or sentences. Speaking skill score of the students in X-2 Hotel Affairs are lower than other skill. Storytelling is considered as an important activity that demonstrates the power of words. The words means are used to make listener imagine what is being told. The researchers want to solve the problem by using Storytelling strategy in the speaking English class in learning teaching process.

Jeremy Harmer (2001) assert that storytelling is an excellent verbal activity to help learners imagine and creates plots. It's also encourages them in building up details, plot prediction, and drawing conclusion. Through story, the learners can understand their real situation as well as able to connect their real environment with the imaginable events in the story. Moreover, the learners can also easily share the story to people around them. The results from this research hopes can be useful and can contribute to English teaching by using strategy in learning speaking.

METHOD

This research method used in this study is a classroom action research because this research method matches with this research objective. The current research is intended to improve the students speaking ability by using story telling. Classroom Action Research is an effective design in improving the quality of English teacher performance in instruction as well as students' achievement in learning English in classroom. The research was categorized as a collaborative action research. It means that the researcher as the teacher and the teacher as the collaborator to handle the research. Collaborative action research included as few as teacher or group of teacher.

The researcher implemented the plan every cycle to improve students speaking skill using story telling strategy. To get the accurate data, the researcher be helped by an English teacher to be an observer used observation checklist and field note that consist of the development of students' speaking abilities such as in the aspect of speaking through pronunciation, grammar, comprehension, fluency, and vocabulary of students in the teaching and learning process. The researcher collected the data using observation checklist and field note to know the side problems should be solved which appear and to determine the solving. This activity contains a cycle. Each of cycle has four elements: planning, implementing, observing, and reflecting.

In cycle 1, the using of storytelling strategy made the 50% students were more confidence than before. Even the using story telling strategy in recount text are still had not give the significant improvement in the achievement of speaking

test, but the using of storytelling strategy had increased the students' motivation to learning speaking in English. Some students had a good progress, they were good in pronouncing the words and sentences. Many students had been good in mentioning the sentence based on the grammatical correctly, but they still had mistake in pronouncing and the fluency. In cycle 2, the using of storytelling strategy gave significant improvement in students' speaking ability and also students' motivation and decreased the students' speaking difficulties include of linguistics problems, lack of self-confidence and feelings such as nervous, anxious, worry, shy, feeling afraid or fear of something worse happen whether they are trying to speak better. The students' quality in the grammatical structure of the sentences, pronounce and vocabulary the words or the sentences had significant improvement. There were significant improvement of cycle 1 and cycle 2. It can be concluded that the cycle 2 was successful because the students score was passed the criteria of success. The students who passed the criteria of success in the cycle 1 was 63,3% and the students who passed the criteria of success in cycle 2 was 96,6% exceed the speaking score.
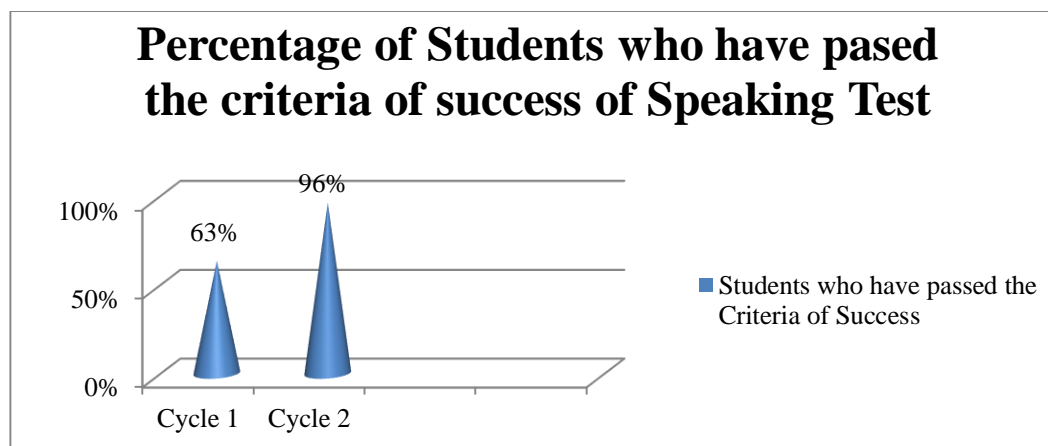
CRITERIA OF SUCCESS

The success of an English instruction is not only measured with the achievement in learning English as indicated by the scores. An English instructional strategy that creates classroom atmosphere that gives students joyful learning experience can motivate the students to sustain life long self learning. The criteria of success in this research of the students in the class which is reached the category based on speaking ability of the students that containing: vocabulary, pronunciation, grammar, fluency, and comprehension. If the speaking ability of the students in X Hotel Affairs SMKN 1 Jombang increasing, the students of X-2 Hotel Affairs was reached 80% with score >75 in averages it can be said success.

FINDING

In this research, the researchers were using strategy to solve the problem faced by students. The strategy used was story telling. The students were

enthusiast and having attention during the researcher explained about the material which they will be gotten. By using story telling strategy, the students were easy and confidence to speak in front of the class individually.

Percentage of Students who have pased the criteria of success of Speaking Test

There were significant improvement of cycle 1 and cycle 2. It can be concluded that the cycle 2 was successful because the students score was passed the criteria of success. The students who passed the criteria of success in the cycle 1 was 63,3% and the students who passed the criteria of success in cycle 2 was 96,6% exceed the speaking score.

The reflection of the cycle 1 it must revise. The revision was on lesson plan and activity in teaching and learning process on grammatical sentences which was included in recount text need more explanation about simple past tenses and vocabulary. In the cycle 1, in the speaking test by group, and cycle 2 students must speak up individually. In addition, the teacher asks students to retelling the story with role playing technique. So, the students are more active and interested. In cycle 2, 96% students of X-2 of Hotel Affairs had a great score in criteria of success. This cycle can be said successful and can be stopped. Story telling strategy can help the students to improve their speaking ability.

DISCUSSION

Based on finding cycle 1 and cycle 2, there was significant improvement of speaking English by using story telling strategy. The improvement are from the students ability in speaking English, it can be shown from the improvement in mentioning grammatical structure, good in pronouncing the words, kind of

vocabulary and understand the content of the story. There are 19 students (63,3%) passed the criteria of success and 11 students (36,6%) cannot passed the criteria of success in cycle 1. From the result of the cycle 2, there are 29 students (96,6%) exceed the value of criteria of success and 1 (3%) students cannot passed the averages of scores. The speaking ability of the students in X-2 Hotel Affairs SMKN 1 Jombang increasing, the students was reached 80% with score >75 in averages it can be said success and using of storytelling strategy had help the students in improving their ability and their achievement.

CONCLUSIONS

Based on the result of the instrument used in this research, the researcher concluded that story telling was an appropriate strategy for improving students' speaking ability for students of X-2 Hotel Affairs at SMKN 1 Jombang. After implementing the strategy in material of recount text, the researcher concluded that most of the students was interesting to speak with storytelling. Most of the students feel happy to and more confidence to speak in front of the class. This strategy helped the student to reach and decreased their speaking difficulties, good score in speaking and reading content of the story, more understand about the grammatical of simple past tense, how to pronounce some word and how to speak better, more vocabulary and more fluently than before.

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