Developing Students' Speaking Skill Through Storytelling Technique

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Abstract. This research aims to (1) develop students' speaking skills through storytelling and (2) determine whether storytelling can develop students' speaking skills through storytelling. (3) To explain the process of developing speaking skills through storytelling. The population of the research was students of STITBA (Babussalam Tarbiyah High School) Southeast Aceh. The sample consisted of 33 students in the second semester. The samples were collected using purposive sampling. The research was a Research and Experimental Development (R&D), which was conducted by conducting two tests: pre-test and post-test. A Pre-test was given before implementing story "*Malin Kundang*" while post-test was given after implementing story " *Putri Betung*". Both qualitative and quantitative methods were used in this study. Data were analyzed using t-tests. After the data had been collected using the test, it was found that the pre-test average was 50,43 while the post-test was 78,14. There was a 15% improvement in the pre-test value. Thus, the authors concluded that there were improvements in the speaking skills of students through the storytelling technique. This can also be proved by comparing the result t observation (2,077) with t table (2,030) for alpha = 5%. This means that the hypothesis was supported.

Keyword : *Speaking, Skill, Storytelling*

I. INTRODUCTION

Speaking is one of four skills in English: (1) listening, (2) speaking, (3) reading, and (4) writing. Speaking is a part of language skills that is important for language learners to develop. According to Gert and Hans in Efrizal (2012), speaking is speech processing that involves the speaker and receiver recognizing what speech content. By speaking, students can share their minds, thoughts, ideas, and feelings with others. Furthermore, according to Richards (2008), as foreign language learners, we should master speaking skills in English. Brown in Astuti and Chakim (2023:191) state that speaking is defined as an interactive process that involves producing, receiving, and processing information orally using an organ of speech. Among these skills, speaking skills are naturally difficult to master for students starting from elementary school. This is true because speaking skills include many complex aspects, as in (1) fluency (smoothness of flow in which sounds, syllables, words, and phrases are joined together when speaking), (2.) pronunciation (the way students produce a clearer language when they speak), (3.) grammar (rule of study of language inflection), (4) vocabulary (words used in the language), (5.) Comprehension (the ability to understand the speaker's intention and general meaning). Thus, when teachers ask them to practice speaking, they do not brave enough to speak up, especially in front of the class.

For students to achieve good speaking skills in the learning process, the teacher needs to choose a learning technique that can encourage the achievement of an optimal learning process. However, it is necessary to develop students' speaking skills. Several types of research can be conducted, one of which is research and development (R&D). This type of study has been widely used in education.

Sugiyono (2009) argues that research and development methods are used to produce certain products, and to test their effectiveness. To be able to produce certain products, needs analysis research is used (using survey or qualitative methods), and to test the effectiveness of these products so that they can function in the wider community, research is needed to test the effectiveness of these products (using experimental methods). This method is considered to be suitable for the development of speaking skills. This research and development aimed to produce new products through the development process.

The first thing that students have to do when learning to speak a foreign language is practice. Techniques are needed to make practicing speaking more interesting. To overcome the problems above, storytelling is one of the technique that can be applied in the teaching and learning of speaking. Storytelling involves two-way interaction between a storyteller and one or more listeners. Therefore, active skills (speaking) must be taught.

This method is an interactive activity that uses words and actions to make the listener imagine a story. Storytelling can improve students' speaking skills, and it has many benefits, such as building students' self-confidence and, communication skills, increasing their vocabulary, and managing students' ideas. It improves articulation of words and fluency with language, and it is easy to implement this method in the classroom with easy steps. As a result, storytelling is enjoyable for learning speaking and makes the storyteller a good speaker.

Therefore, the author is interested in conducting research intended to develop students' speaking skills through storytelling at STITBA (Babussalam Tarbiyah High School) Southeast Aceh Academic Year 2024/2025).

II. METHODS

This study uses research and experimental development (R&D), referring to the development model of Borg and Gall (1983). The research and development method is used to measure the effectiveness of a product that can be longitudinal (Sugiyono, 2013:297). Borg and Gall, (1983:772) stated that educational research and development (R&D) is a process used to develop and validate educational products. The steps of this method are research and information collection, planning, development of preliminary forms of products, preliminary field testing, operational field testing, operational product revision, main field testing, main product revision, final product revision, dissemination, and implementation.

Data were collected using a type of needs analysis, test, and questionnaire. Need analysis helps the researcher understand the preferences and interests of the students. By collecting data on viewer demographics, viewing habits, and content preferences, researchers can build storytelling materials to better meet the needs and expectations of students in class. Analysis of pretest and posttest results was carried out by providing concept understanding test questions and measuring learning outcomes to determine the level of effectiveness of the teaching materials.

Qualitative and quantitative data analysis tecniques were uses. Qualitative, data were obtained from interviews with the teacher, students, and observations at the college. Quantitative data were collected by providing written tests to the students. The test consisted of a pre-test, a treatment, and post a-test.

The procedure of collection data in this research described as follows:

1. Pre-test

In the first meeting, the writer gave the students a pre-test. There were some steps in the pre-test, as follows. First, the writer came to class. The researcher then explained what students had to do. The researcher then asked the students to answer five questions. The students answered the questions orally, briefly. The aim of the test was to determine students' speaking

ability before treatment was conducted.

2. Treatment

The researcher treated the students in three meetings at each meeting. The treatment procedure of described in this section:

a.   The First Meeting

At this meeting, the writer gave "Malin Kundang" story. The objectives of this meeting were to enable students to learn English language skills; enhance their confidence and speaking skills increase their knowledge of vocabulary, structure, context, and grammar, improve pronunciation and intonation create fluency in speaking and increase students' storytelling techniques. Then, the writer formed a group, and each group consisted of five or six students. Subsequently, the writer asked one person in each group to read "Malin Kundang" in front of their group. After the activity was completed, the writer reached a conclusion for today's lesson and told the students what they had learned in the next meeting.

b. The Second Meeting

In this meeting, the writer focused on the students' abilities in English speaking and storytelling. First, the class was opened by a greeting. The writer then gave the students a story titled "*Putri Betung".* The writer then called out the students individually to tell the short story using the text. The writer gave the students two minutes to tell the short story. After all the students took their chances, the writer arrived at a conclusion for today's lesson and told the students what they had learned in the next meeting. c. The Third Meeting

The writer called out the students individually based on the attendant list to retell the short story without using text.
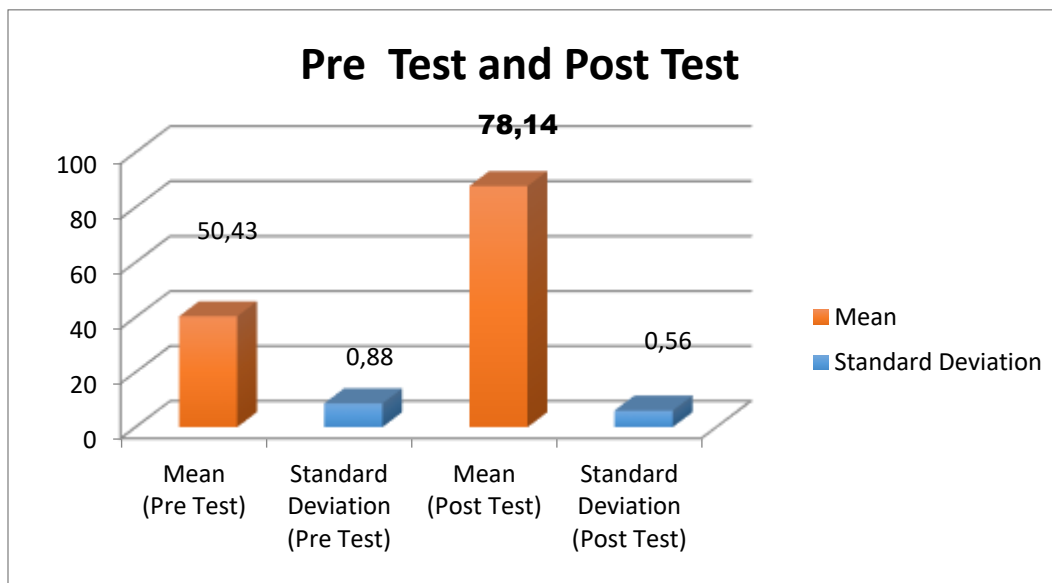
3. Post-test

In the last meeting, the author asked the students to answer five questions. The students answered the questions orally, briefly. The results of post-test compared with the pre-test results to determine whether there was a significant effect of the treatment.

The author conducted this study at STITBA (Babussalam Tarbiyah High School) Southeast Aceh Academic Year 2024/2025), on jln Kutacane-Medan, Bambel Gabungan village, no.225, Kutacane-Aceh Tenggara. The participants in this study were all students in STITBA (Babussalam Tarbiyah High School) Southeast Aceh.

III. RESULTS AND DISCUSSION

In this section, the author describes and discusses the results of this research. It was collected from 33 students in the second semester of STITBA (Babussalam Tarbiyah High School) Southeast Aceh. The data are presented using tables and percentages, while the repondents' answers were obtained by interviewing and observing students and English lecturers.

**Picture 1. The Score of Mean and Standard Deviation
on Pre-Test and Post-Test**

Picture 1 shows the result of means on Pre Test =50,43 while the result of the standard deviation= 0,88. The result of the mean of post test =78,14 while the result of the standard deviation = 0,56.

Table 1. The Different of Means of Pre Test and the Post Test

Descriptive Statistics

Koding	N	Mean	Std. Deviation	Std. error
Students' Score Pre Test	35	50,43	0,88	0,15
Students' Score Post Test	35	78,14	3,28	0,56

The table shows the mean scores before and after the intervention. In pre test, the mean on pre test=50,43, while in post test =78,14.

Based on the above calculation, the author found that $t_{observation}$=2,077. By observing t_{table} with df =n-1 of level α = 5%, it was found that t_{table}= 2,030. This means that $t_{observation}$ was higher than t_{table} = 2,077>2,030. Therefore, the author concludes that the hypothesis in this research was supported. There is a development in students' speaking skills through story telling.

IV. CONCLUSION

Based on the data analysis and discussions, the author concluded the following: minimum completeness criteria of English Lesson at STITBA (Babussalam Tarbiyah High School) Southeast Aceh = 70. The mean score of students test on pre test =50,43. The mean score on the posttest improved to = 78,14 and it reached the minimum completeness criteria score. There were 15 points in the difference between pre test to the post test scores. The calculation of data using The t-test found $t_{observation}$=2,077 compared with t_{table}= 2,030 of level alpha = 5%. Thus, the author concluded that there

were students' speaking skills through story-telling techniques that were developed at STITBA (Babussalam Tarbiyah High School) Southeast Aceh in the Academic Year 2022-2023. Thus, the hypothesis in this study was supported.

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