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**The Use of Storytelling Technique to Enhance  
Students' English Speaking Ability  
( An Experimental Study at SMPN 1 Kutapanjang)**

**Sukri Yanto** <sup>(1)</sup> **Sri Wahyuni** <sup>(2)</sup> **Mulyadi Syahputra** <sup>(3)</sup>

<sup>1,2,3.</sup> Bina Bangsa Getsempena University Banda Aceh

**ABSTRACT**

Berdasarkan wawancara pendahuluan dengan guru di SMPN 1 Kutapanjang pada tanggal 15 Juni 2020, guru menyatakan bahwa keterampilan berbicara siswa masih kurang. Hal ini disebabkan oleh keterbatasan kelancaran, akurasi, kejelasan, intonasi, volume dan isi. Masalah ini terjadi di sekolah karena guru jarang mengulang-ulang berbicara bahasa Inggris di kelas selama proses belajar mengajar. Ada banyak teknik untuk mengajar berbicara bahasa Inggris untuk siswa. Namun dalam penelitian ini, penulis memilih menggunakan storytelling sebagai salah satu teknik untuk meningkatkan kemampuan berbicara siswa di SMPN 1 Kutapanjang, Gayo Lues. Pertanyaan penelitian dalam penelitian ini adalah "Apakah penggunaan teknik storytelling untuk meningkatkan kemampuan berbicara bahasa Inggris siswa di SMPN 1 Kutapanjang?". Kemudian, objek penelitian dalam penelitian ini yaitu penulis akan mengetahui penggunaan teknik storytelling untuk meningkatkan kemampuan berbicara bahasa Inggris siswa di SMPN 1 Kutapanjang. Dalam penelitian ini, penulis menggunakan pendekatan kuantitatif dengan menggunakan metode statistik. Percobaan ini menggunakan pre-test, treatment dan post-test. Berdasarkan kualifikasi rerata postes (posttest) juga dapat dilihat dari hasil analisis data menggunakan perhitungan statistik yaitu menggunakan uji t, dan dengan menguji hipotesis pada taraf signifikan = 0,05 dan  $v = (n-1)$  dan peluang  $(1 - \alpha)$ . Dari siswa untuk tabel distribusi, diperoleh  $t_{tabel} = t_{((1-\alpha), n-1)} = t_{((0,95), (24))} = 1,71$ , sehingga nilai  $t_{hitung} > t_{tabel}$  adalah  $16,80 > 1,71$ , maka  $H_0$

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ditolak dan  $H_a$  diterima. Dengan demikian, dapat disimpulkan bahwa teknik bercerita efektif untuk meningkatkan kemampuan berbicara bahasa Inggris siswa di SMPN 1 Kutapanjang. Bahkan, penulis berharap penelitian ini dapat menginspirasi peneliti selanjutnya yang memiliki keinginan untuk melakukan penelitian lain terkait dengan peningkatan storytelling di kelas.

### **ABSTRAK**

*Based on preliminary interview to the teacher at SMPN 1 Kutapanjang on 15<sup>th</sup> of June 2020, the teacher stated that the students' skill in speaking were lacking. This was due to the limitation of fluency, accuracy, clarity, intonation, volume and content. This problem happened in the school because the teacher rarely replay English speaking in the classroom during teaching and learning process. There are many technique to teach speaking English for the students. But in this research, the writer chose to use storytelling as a technique to improve speaking abilities of students at SMPN 1 Kutapanjang, Gayo Lues. Research question in this research is "Is the use of storytelling technique to enhance students' English speaking ability at SMPN 1 Kutapanjang?". Then, object of the study in this research that the writer would know the use of storytelling technique to enhance students' English speaking ability at SMPN 1 Kutapanjang. In this research, the writer used quantitative approach by using statistical method. This experiment use pre-test, treatment and post-test. Based on the qualification of the mean of the posttest (posttest), it can also be seen from the results of data analysis using statistical calculations, namely using the t test, and by testing the hypothesis at the significant level  $\alpha = 0.05$  and  $\nu = (n-1)$  and opportunity (1). -a). From the student t distribution table, it is obtained t table =  $t_{((1-a), n-1)} = t_{((0.95), (24))} = 1.71$ , so that t score > t table is  $16.80 > 1.71$ , then  $H_0$  is rejected and  $H_a$  is accepted. Thus, it can be concluded that the storytelling technique is effective to enhance students' English speaking ability at SMPN 1 Kutapanjang. In fact, the writer expects that this research can inspire future researchers who have a desire to conduct another study related to enhance storytelling in the class.*

**Keywords:** *Storytelling Technique, Speaking Ability.*

## **INTRODUCTION**

Speaking was the productive skill. It could not be separated from listening. When we spoke we produced the text and it should be meaningful. In the nature of communication, we could find a speaker, a listener, a message and a feedback. However, speaking could not be separated from pronunciation as it encouraged learners to learn the English sounds correctly.

According to (Megawati, 2018:18), the mastery of speaking skill in English was a priority for many second language learning as well as the effectiveness of their English course on the basis of how much they have improved in their spoken language proficiency. It meant that second language learning as the effective way to improve their speaking skill to increase the students' ability in spoken language.

Hughes (2011:200) stated that, speaking skill considered to be difficult skill. It showed from the observations during the teaching and learning process. There were students who have many obstacles in learning to speak English. They found it difficult to start speaking, to compose correct sentences, to maintain continuous conversation, to pronounce the words correctly, even to express their feeling, ideas, and thought.

Teaching speaking means to teach students to produce the English speech sounds and sounds patterns, to use word and sentences stress, intonation patterns, and the rhythm of the second language, to select appropriate words and sentence according to the proper social setting, audience, situation and subject matter, to organize their thoughts in a meaningful and logical sequence, to use language as a mean of expressing values and judgments, to use the language quickly and confidently with few unnatural pauses, which was called as fluency (Inayah, 2016:17).

Sara and Lisa (2018:1), using storytelling in the classroom was one way to address literacy development by improving oral language. Because the interrelated nature of the processes storytelling is an effective pedagogical strategy that can be woven into instruction to increase student competencies in all area.

In addition, Coconi (2013:15) defined storytelling was the communicating of events through the use of words and sounds. This showed of expression and improvisation, which giving a plot or narrative point of the story. There were different types of storytelling

that are shared within many different cultures of the world, aiming to spread moral values, entertainment, inspiration and advice.

Based on preliminary interview to the teacher at SMPN 1 Kutapanjang on 15<sup>th</sup> of June 2020, the teacher stated that the students' skill in speaking were lacking. This was due to the limitation of fluency, accuracy, clarity, intonation, volume and content. This problem happened in the school because the teacher rarely replay English speaking in the classroom during teaching and learning process. There are many technique to teach speaking English for the students. For instances, practicing dialogues, playing games, singing songs, storytelling, oral reporting, role playing, small group discussions, giving speeches, news reading, poetry reading and debates. But in this research, the writer chose to use storytelling as a technique to improve speaking abilities of students at SMPN 1 Kutapanjang, Gayo Lues.

Bin (2016:196) said that storytelling could be an enjoyable tool for practicing both listening skills and for verbal expression. Besides, storytelling as a teaching technique has been extensively used in preschools and elementary schools up to university level where the teacher can choose stories from folk tales, guide books, literary tales, real life stories, festivals, and mythology.

Related to the implementation of storytelling in teaching, several previous studies have been conducted. First, the research was done by Inayah (2016) found that the teachers and students may face some problems in the teaching and learning of speaking. Thus, this study attempts to investigate the effect of storytelling on students' speaking ability and students' attitudes toward its implementation of storytelling technique. It used a quasi-experimental design involving 30 students in the experimental group and in the control group respectively. The experimental group was given the treatment with storytelling technique, while the control group with conventional technique. The instruments used were speaking test (pre-test and post-test) given to both groups, and questionnaires to the experimental group only. The result of this study shows that: 1) the storytelling technique had an effect on improving students' speaking ability because there was a significant difference between the posttest scores of students in experimental and control groups with the level of significance of 0,05 the t-observed (2,106) was higher than t-table (1,684). 2) Overall,

students' attitudes toward the implementation of storytelling technique were positive because they enjoyed the learning process and they were interested in the story. Moreover, the storytelling technique could help them to improve their speaking ability.

Then, another study was conducted by Irawan (2015); it was a collaborative action research project to study the use of Picture-Based Storytelling Technique to improve the speaking skills of SMPN Kisaran. This study was designed to improve the students' speaking skills by using a picture-based storytelling technique. The objective of this study was to study how a picture-based storytelling technique can improve the speaking skills of eleventh grade students at SMP Kisaran. The findings from this study indicated that using a picture-based storytelling technique was successful in improving speaking skills. Thus it could be concluded that using a picture-based storytelling technique was effective in improving the skills, the participation and the motivation of the students.

Based on explanations above, the writer interested in doing research entitled **“The Use of Storytelling Technique to Enhance Students' English Speaking Ability ( An Experimental Study at SMPN 1 Kutapanjang)”**.

### ***REVIEW OF LITERATURE***

According to Brown (2011:267) is an interactive process of constructing meaning that involves producing and receiving and processing information. It form and meanings are depending on the context in which it occurs.

Generally use speaking as a means of communication in daily interaction. The presence of speaker and listener is a must to build up a mutual communication in speaking activity. Then, as know as communication is the way individual can show the feelings, tell the thoughts, ask questions, ask for help, argue, persuade, explain, and give order each other.

According to Chaney and Burk (Bin, 2016:9), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is a crucial part of second language learning and teaching. The goal of teaching speaking should improve students' communicative skills, students can express them selves in each communicative circumstance.

Brown (Nafi'ah, 2018:8), the characteristic of spoken language that makes speaking skills approximately difficult to acquire; 1) Clustering, the students can be able to speak in phrasal, not word by word; 2) Redundancy, the speaker has a chance to create meaning clearer through the redundancy of language; 3) Reduced forms such as contractions, elisions, reduced vowels, and so on. All structure exceptional problems in teaching spoken English; 4) Performance variables, one of the benefits of spoken language is the process of imagine as someone speak happen you to demonstrated to a certain number of performance hesitations, pauses, backtracking, and correlations; 5) Colloquial language, the learners are reasonably well acquainted with the words, idiom, and phrases of colloquial language and use they return practice in manufacturing these forms; 6) Rate of delivery is important characteristic of fluency; 7) Stress, rhythm, and intonation is the most notable typical of English; 8) Interaction is the prior part learning manufacture waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component the creativity of conversational negotiation.

According to Rafiudin (2011:10), there are several criteria of a successful speaking activity; 1) Students talk a lot. It is as much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses; 2) Participation is even, the classroom storytelling is not dominated by a minority of talk active participants. All get a chance to speak and contributions are fairly evenly distributed; 3) Motivation is high, the students are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve a task objective; 4) Language is of an acceptable level, the students express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

### **METHODOLOGY**

Quantitative research used numerical starting collected the data. Besides, the writer conducted the research in the experiment design namely "one group pretest-posttest" (Sukmadinata, 2011:208). This experiment use pre-test, treatment and post-test. The writer would like to know the effective of using storytelling in teaching speaking ability to junior high school before and after treatment.

The writer conducted research at second grade of SMPN 1 Kutapanjang Kabupaten Gayo Lues. The address of the school was at Tampeng village of Kutapanjang subdistrict Gayo Lues.

The sample are 25 students at second grade. Sample is part of characteristic by that population (Sugiyono, 2019:76), according to Arikunto's (2015:131), sample is part of population taken with representative or represented small part of population to research. Then, the taken sample based on purposive sampling. In the reason, the writer need one class only to representative the population. So, the writer did in the second grade.

### **RESULTS AND DISCUSSION**

The active role of the community at SMP Negeri 1 Kutapanjang is gathered in one school committee forum. The school produces a policy so that the surrounding community always feels like it belongs to the school by involving residents around the school in every activity in the school environment.

The number of students at SMP Negeri 1 Kutapanjang is 318 students consisting of 164 male students and 154 female students. The subjects used in this study were 25 students of class VIII. Researchers conducted research in the even semester of 2020/2021 from January 13 to March 31, 2021. The research activities consisted of pretest division, experiment implementation and post-test distribution. The research schedule can be seen in the following table:

The schedule of research activities can be seen in table 4.1 below:

Table 1. Research Schedule at SMP Negeri 1 Kutapanjang

<b>No</b>	<b>Day of Date</b>	<b>Class Activities</b>	<b>Class</b>
1	Saturday / 13 March 2021	Pretest	VIII
2	Tuesday / 16 March 2021	Teaching	VIII
3	Saturday / 20 March 2021	Teaching	VIII
4	Tuesday / 23 March 2021	Teaching	VIII
5	Saturday / 27 March 2021	Teaching	VIII
6	Saturday / 1 April 2021	Postest	VIII

Source: Research schedule from March 13 to 1 April, 2021.

The data obtained and analyzed in this study were the results of student learning outcomes using the storrtelling method. The pre-test and the posttest were given for the experimental class using the storrtelling method. The pretest was given before the learning took place which aimed to see the extent of the students' initial speaking ability before they were given treatment. After completing the whole study, the researcher gave the posttest for the class. The posttest aims to see the students' speaking ability after being given the learning treatment of the storrtelling method.

The following is an analysis of the results of research on the pre-test and post-test on the use of the storrtelling method, which can be seen, namely:

Table 2. Student Pre-Test and Post-Test Values

No	Name of student	Assesment	
		Pre test	Post test
1.	APS	32	60
2.	AP	40	80
3.	AS	35	68
4.	AM	50	80
5.	BS	60	88
6.	FA	52	75
7.	FG	48	70
8.	FZ	52	65
9.	HD	60	80
10.	JAK	48	84
11.	JM	30	68
12.	MM	30	80
13.	MF	28	60
14.	MI	40	70
15.	MN	24	64
16.	MR	32	72
17.	MJ	40	72
18.	NSF	60	75
19.	NNS	30	72
20.	SK	60	80
21.	SA	20	68
22.	SH	48	88



23.	TM	30	60
24.	ZH	40	70
25.	UV	50	84

### 1. Pretest Average and Variance Calculations

The values obtained from giving the pretest test are sorted first, while the data that has been sorted can be seen as shown as follows:

20    24    28    30    30    30    30    32    32  
 35    40    40    40    40    48    48    48    50  
 50    52    52    60    60    60    60

The frequency distribution for the student pretest test data is as follows:

1. Specifies a range

$$\begin{aligned} \text{Range (R)} &= \text{Largest Value} - \text{Lastest Value} \\ &= 60 - 20 = 40 \end{aligned}$$

2. Defines multiple classes

$$\begin{aligned} \text{Class number} &= 1 + 3,3 \log_{10} n; \text{ where } n = 25 \\ &= 1 + 3,3 \log_{10} 25 \\ &= 5.62 \approx 6 \end{aligned}$$

3. Specifies the class length

$$\text{Class length} = \text{Range} / (\text{Multiple Classes})$$

$$\begin{aligned} P &= \frac{40}{6} \\ &= 6,66 \approx 7 \end{aligned}$$

Table 3. List of Frequency Distribution of Student's pretest scores

Tes Value	Frequency ( $f_i$ )	Midpoint ( $x_i$ )	$f_i x_i$	$x_i^2$	$f_i x_i^2$
20– 26	2	23	46	529	1058
27 – 32	7	30	210	900	6300
33 – 39	1	36	36	1296	1296
40 – 46	4	43	172	1849	7396
47 – 53	7	50	350	2500	17500
54 – 60	4	57	228	3249	12996
Jumlah	25	239	1042	10323	46546

Source: 2021 Data Processing Result.

From the table, the average and variance values are obtained as follows:

$$\bar{x}_1 = \frac{\sum f_i x_i}{\sum f_i} = \frac{1042}{25} = 41,68$$

$$S_1^2 = \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}$$

$$S_1^2 = \frac{25(46546) - (1042)^2}{25(25-1)}$$

$$S_1^2 = \frac{(1163650) - (1085764)}{25(24)}$$

$$S_1^2 = \frac{(77886)}{(600)}$$

$$S_1^2 = 129,81$$

$$S_1 = 11,39$$

Based on the above calculations, the average value ( $\bar{x}_1$ ) = 41,68 the variance ( $S_1^2$ ) = 129,81 and the standard deviation ( $S_1$ ) = 11,39. To find out whether the class has the same variance, it must first have normality requirements.

## 2. Calculation of Post-Test Average and Variance

The value obtained from giving the posttest test can be seen as shown as follows:

60	60	60	64	68	68	68	70	70
70	72	72	72	75	75	75	80	80
80	80	80	84	84	88	88		

The frequency distribution for the students' pretest data is as follows:

### 1. Specifies a range

$$\begin{aligned} \text{Range (R)} &= \text{Largest Value} - \text{Lastest Value} \\ &= 88 - 60 \\ &= 28 \end{aligned}$$

### 2. Defines multiple classes

$$\begin{aligned} \text{Class number} &= 1 + 3,3 \log \frac{f_0}{n}; \text{ where } n = 25 \\ &= 1 + 3,3 \log \frac{f_0}{25} \end{aligned}$$

$$= 5.62 \approx 6$$

3. Specifies the class length

$$\text{Class length (P)} = \frac{\text{Range}}{\text{Multiple Classes}}$$

$$P = \frac{28}{6} = 4,66 \approx 5$$

Table 4. List of Frequency Distribution of Student's posttest scores

Tes Value	Frequency ( $f_i$ )	Midpoint ( $x_i$ )	$f_i x_i$	$x_i^2$	$f_i x_i^2$
60- 64	4	62	248	3844	15376
65- 69	s3	67	201	4489	13467
70 - 74	6	72	432	5184	31104
75 - 79	3	77	231	5929	17787
80 - 84	7	82	574	6724	47068
85 - 89	2	87	174	7569	15138
Jumlah	25	447	1860	33739	139940

Source: 2021 Data Processing Results

From the table, the average and variance values are obtained as follows:

$$\bar{x}_2 = \frac{\sum f_i x_i}{\sum f_i} = \frac{1860}{25} = 74,4$$

$$S_2^2 = \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}$$

$$S_2^2 = \frac{25(139940) - (1860)^2}{25(25-1)}$$

$$S_2^2 = \frac{(3498500) - (3459600)}{25(24)}$$

$$S_2^2 = \frac{(38900)}{(600)}$$

$$S_2^2 = 64,8333$$

$$S_2 = 8,05$$

Based on the above calculations, the average value ( $\bar{x}_2$ ) = 74,4, the variance ( $S_2^2$ ) = 64,8333 and the standard deviation ( $S_2$ ) = 8,05.

After the data from the two results of the pretest and the posttest are processed, the next step is to calculate or compare the two results of the calculation. As for analyzing the experimental results using the pretest-posttest control group design (Arikunto, 2012). Then the formula is as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum x_d^2}{N(N-1)}}}$$

Table 5. Analysis of Pretest and Post-Test Values

Name of Pretest	Pre-test	Post-test	Gain (d)	$x_d$ ( $d - Md$ )	$x_d^2$
APS	32	60	28	-3.76	14.1376
AP	40	80	40	8.24	67.8976
AS	35	68	33	1.24	1.5376
AM	50	80	30	-1.76	3.0976
BS	60	88	28	-3.76	14.1376
FA	52	75	23	-8.76	76.7376
FG	48	70	22	-9.76	95.2576
FZ	52	65	13	-18.76	351.9376
HD	60	80	20	-11.76	138.2976
JAK	48	84	36	4.24	17.9776
JM	30	68	38	6.24	38.9376
MM	30	80	50	18.24	332.6976
MF	28	60	32	0.24	0.0576
MI	40	70	30	-1.76	3.0976
MN	24	64	40	8.24	67.8976
MR	32	72	40	8.24	67.8976
MJ	40	72	32	0.24	0.0576
NSF	60	75	15	-16.76	280.8976
NNS	30	72	42	10.24	104.8576
SK	60	80	20	-11.76	138.2976

SA	20	68	48	16.24	263.7376
SH	48	88	40	8.24	67.8976
TM	30	60	30	-1.76	3.0976
ZH	40	70	30	-1.76	3.0976
UV	50	84	34	2.24	5.0176
Total	1039	1833	794		2158.56

Source: 2021 Data Processing Results

$$Md = \frac{\sum d}{N} = \frac{794}{25} = 31,76$$

$$t = \frac{Md}{\sqrt{\frac{\sum x^2_d}{N(N-1)}}}$$

$$= \frac{31,76}{\sqrt{\frac{2158,56}{25(25-1)}}}$$

$$= \frac{31,76}{\sqrt{\frac{2158,56}{25(24)}}}$$

$$= \frac{31,76}{\sqrt{\frac{2158,56}{600}}}$$

$$= \frac{31,76}{\sqrt{3,5976}}$$

$$= \frac{31,76}{1,89}$$

$$t = 16,80$$

Based on the Ho rejection criteria with a significance level of  $\alpha = 0.05$  and  $v = (n-1)$  and probability  $(1-\alpha)$ . From the student t distribution table, it is obtained t table = t  $((1-\alpha, n-1)) = t ((0.95) (24)) = 1.71$ , so that t-score > t-table is  $10.69 > 1.71$ , then Ho is rejected and Ha is accepted. The hypothesis is:

- Ho  $\mu_1 \leq \mu_2$  The storytelling method is not effective in improving the speaking ability of the eighth grade students of SMP Negeri 1 Kutapanjang.

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- $H_a \mu_1 > \mu_2$  The storytelling method is effective in improving the speaking ability of the eighth grade students of SMP Negeri 1 Kutapanjang.

Thus, it can be concluded that the storytelling method is effective in improving the speaking ability of Class VIII students of SMP Negeri 1 Kutapanjang.

This study aims to examine whether the storytelling method is effective in improving the speaking skills of the eighth grade students of SMP Negeri 1 Kutapanjang. Implementation of treatment in this research activity is the application of the storytelling method for three treatments. The stages of implementation are pretest treatment, experimental treatment for 3 meetings which lasts for 1 week using the storytelling method and posttest treatment.

Storytelling is a technique or an approach in teaching language. It demonstrates the value of practical tasks as social, motivational, and language teaching tools in the learning situation. It also makes students enjoy learning language (Ningsih, 2015:58). From the explanation above, we know that storytelling is a technique to convey the story through own vocabulary and skill in speaking to try the audience understood what we tell clearly.

In this study, learning using the storytelling method also brings students to reach the realms of knowledge, attitudes, and skills. In the implementation of this research, we can see that students are more active, especially in their learning, students do not get bored easily because all of them will think and ask about the material that will be delivered and taught by the teacher. Here, students are more active so that they will convey all what they already know about the material presented. This is in line with what was done by Ikramuddin (2017:19) say that there are five advantages of storytelling; 1) Stories are motivating and fun, also it can help develop positive attitudes towards the foreign language and language learning. They can create desire to continue learning; 2) Stories exercise the imaginations. Children can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations. This imaginative experience helps develop their own creative powers; 3) Listening to stories in class is a shared social experience. Reading and writing are often individual activities. Then, storytelling shared response of laughter, sadness, excitement and anticipation which is not only enjoyable but can help build up

child's confidence and encourage social and emotional development; 4) Children enjoy listening to stories over and over again. This frequent repetition allows certain language items to be acquired while others are being overly reinforced. Many stories also contain natural repetition of key vocabulary and structures. This help children to remember every detail, so they can gradually learn to anticipate what is about to happen next in the story; 5) Listening to stories allows the teacher to introduce or revise new vocabulary and sentence structures by exposing the children to language in varied, memorable and familiar contexts, which will enrich their thinking and gradually enter their own speech.

So that in applying this storytelling method we can clearly see the advantages, namely that all students play an active role in learning, learning is in accordance with what needs to be achieved, and also in this learning it does not quickly bore students. This means that the use of the storytelling method effectively improves the speaking ability of the VIII grade students of SMP Negeri 1 Kutapanjang.

### **CONCLUSIONS AND SUGGESTIONS**

Based on the results of research conducted by giving 6 times which includes pretest treatment, teaching treatment with the storytelling technique and post-test treatment. We can clearly see this storytelling technique with its advantages, namely that all students play an active role in learning, learning is in accordance with what needs to be achieved, and also in this learning it does not quickly bore students.

From the results of the analysis test showed that the mean data of the pre-test before applying the storrtelling technique model were: 63.02 and the posttest after the storytelling technique was applied, namely: 81.48. Based on the qualification of the mean of the final test (posttest) at the significant level  $\alpha = 0.05$  and  $v = (n-1)$  and opportunity  $(1-\alpha)$ . from the student t distribution table, it is obtained  $t_{table} = t_{((1-\alpha, n-1))} = t_{((0.95) (23))} = 1.71$ , so that  $t_{count} > t_{table}$  is  $10.69 > 1.71$ , then  $H_0$  is rejected and  $H_a$  is accepted. Thus it can be concluded that the technique of storrtelling is effective in improving the speaking ability of the second grade students of SMP Negeri 1 Kutapanjang.

Based on the above conclusions, the suggestions that can be given in this study are; 1) Teacher, after conducting this research, the writer suggests the teachers to use storytelling in teaching learning because storytelling helps the students to enhance their speaking skill. The teacher can also use picture and video to combine in teaching learning process; 2) Other Researcher, the writer expects that this research can inspire future researchers who have a desire to conduct another study related to enhance storytelling in the class. The researcher hopes the future researcher use the other skill such as writing and reading skill. On the other hand, storytelling should be supported by other learning activities; 3) Students, after the students learn the storytelling, it is suggested that the students keep doing storytelling outside class. In this research, the researcher focus to enhance speaking skill, moreover, storytelling can be used to improve the other skill such as writing skill. The students can download a lot of storytelling to help them.

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