Improving Students' Speaking Skills by Story Telling

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ABSTRACT

Listening, speaking, writing, and reading are four activities that encourage each other in the communication process, known as the four skills language. When one of the four Language Skills speaks, it takes center stage. This student needs more opportunities to speak English in public, either at or outside of school. Students not used to communicating in English could struggle to compete with international students. Language is also regarded as a difficult lesson by students because they become easily bored during the learning process. This factor influences participants' desire to study English at a higher level. Lessons are uninteresting to students, and as a result, they need to accept learning optimally. Researchers use survey results to collect student responses to learn how to use storytelling to improve students' language skills. Ten students from MIPA-1 SMAS Yayasan Pendidikan Pangeran Antasari Class X Participant research is in the works. The questionnaire responses are reviewed and revised to produce reliable results. According to research findings, 90% of students are satisfied with their English language lessons, while 60% of dissatisfied students believe that English language lessons are too difficult. Approximately 90% of English students, particularly those enrolled in the Skills Speak course, are overjoyed. The brave student has only completed half of his in-class English speaking.

Keywords: Teaching Speaking; Story Telling

INTRODUCTION

Humans always interact and communicate with one another since they are social beings. Talking is a good way to interact and communicate. In things, this is how people verbally express their thoughts and request things. Because of this, speaking

is crucial, especially in the English language. English is a widely spoken language throughout the world. English is a language that many people use to communicate with people in other countries.

Four different activities complement one another as part of the communication process: speaking, writing, reading, and listening. When one of the four language skills speaks, it attracts the most attention. This student needs more opportunities to speak Englishin front of other people, either at school or outside. Because they are not accustomed to communicating in English, students will find competing on the global stage challenging. Students also view learning English as difficult because they get easily bored while learning. That factor substantially impacts students' desire to study English at a higher level. Lessons need to be more engaging for students to embrace learning effectively. Because of this, the teacher shouldbe able to combine risky skills with effective ones so students can perform confidently. Related to the problems of the study, the objectives of the study are to find out the improvement of student's speaking by using the storytelling method, to explain the important function of speaking ability, to have an awareness of the nature or the importance of learning English to increase competitiveness in education so that the students will be more actively participate their speaking English.

LITERATURE REVIEW

Speaking Skills

Speaking is a component of everyday situations that we take for granted, claims Thornburry (2005). As stated by Brown (2001), speaking is an interactive activity that involves the creation, reception, and processing of information. Its structure and significance rely on the situation in which it develops, including the speaker, the audience, their shared experiences, the surroundings, and the intended audience. They who are engaged in interaction will receive useful input from one another in relation to the interaction process.

Following Harmer (2001), practicing receptive skills is frequently paired with using productive skills. A discussion among two or more individuals involves both listening and speaking, and understanding what has been said before is crucial to comprehending what is to be said next. Pupils should be taught both receptive and productive language abilities during instruction in language. The methods by which people derive meaning from the talk they observe or hear are known as receptive abilities. Students should prioritize mastering communication as one of their useful talents.

As stated by Nunan (2003), Burns and Joyce, one of the most crucial characteristics of speaking is how it always takes place in situation. When we communicate, we

both use language to perform a variety of social tasks and select verb tenses that are appropriately related to the ethnic and social setting.

Teaching students to speak in English means teaching them to produce English speech words and sounds movements, to use a phrase or word pressure, tone patterns, and the tempo of the second language, to select appropriate words and sentences depending to the proper social setting, audience, situation, and issue, to put what they're thinking in a meaningful and logical sequence, to use language as a means of showing values and judgments, to use the language quickly and accurately, to use the language in a variety of situations. Students should be able to make use of the target language orally for a variety of reasons after receiving instruction in speaking it. Whenever the teacher can communicate the content in a way that will spark the interest of the pupils, the teaching-learning process will be successful.

Story telling

The use of narrative to help pupils improve their public speaking abilities will be the main emphasis of this study. Storytelling, following the context of Stoicovy (2004) and Kalmback (1986), is the act of remembering what has been listened or studied. Additionally, Stoicovy notes that storytelling techniques can be used in language instruction to improve understanding as well communicative comprehension.

The use of storytelling techniques is also a well-liked strategy for teaching students to speak more clearly and for teachers to assess students' comprehension of what they have been reading or listening to. Pupils also perceive English as a challenging subject because they easily become bored while studying. The degree to which students want to learn English at a higher level is significantly influenced by that factor. Lessons need to be more interesting for students to embrace learning. So that pupils may perform with confidence, the teacher should be able to mix susceptible abilities with successful ones.

In line with Baker and Greene (1985), an excellent narrative should have a clear theme, a well-developed plot, strong words and pictures, pleasant sounds and rhythm, characterization, be true to the source, have dramatic appeal, be appropriate for listeners, be brief and contain simple phrases and words that will be effective, contain active verbs, minimize adjectives, include expressions of opinion, cite quotes, and include all of these qualities. From Barzaq (2009), storytelling is an organizational knowledge management approach, a means of sharing information that is directed at audiences and creates a sense of information. She also said that stories naturally combine concepts and incidents. Stories are crucial to others, politics, and education, as stated by Maynard (2005). People create stories to create a decisions regarding their lives and the world surrounding them. By Coconi (2013), applying sounds and words to convey events is known as storytelling. This is an example of improvisational expression based on a story or even point of view.

Many specific kinds of storytelling, which promote moral values, entertainment, ideas, and direction, are practiced by many different civilizations across the globe.

METHOD

Design and Samples

This investigation will employ quantitative study through a design of experiments. A test and a questionnaire are going to be employed to conduct research. Students were personally contacted during the research process inside the classroom. Based on a story from a book, English language learners should focus on developing their ability to tell a story. A student asked to share a story in front of the class. This researcher tried to assess the student's proficiency in speaking English. This will conducted at SMA Swasta Pangeran Antasari Helvetia and focus on class X MIPA-1. Address school on Jl. Veteran No. 1060 / 19, Kec. Labuhan Deli, Kab. Deli Serdang, Medan, Sumatera Utara.

Instrument and Procedure

To help success research, the researcher collects data via a questionnaire. Data descriptive, in the form of spoken words or writing about Acts in demand by humans who can observe (Taylor and Bogdan, 1984). The collection of data was done using two stages. The first one is the students are allowed to tell a story using English before the researcher explains skills spoken through storytelling. In step, the second student can tell a story after the researcher explains the Skills to speak through storytelling. With this method, researchers could identify what the students say before and after using the storytelling technique.

Data Analysis

Data gathered by the researchers has been examined. In this assignment, the data gathering is quantitatively examined. Researchers examined the average student scores from the pre- and post-tests to determine whether there has been any progress in student speaking as a result of the story-telling techniques.

The formula as follows:

$$\text{Mean} = \frac{total\ score}{n\ (number\ of\ the\ students)}$$

RESULT AND DISCUSSION

This study utilized the storytelling approach to test whether it is a strategy that can

aid in solving various issues. Before, during, and after speaking were the three phases of this study. The researchers were pleased with the test findings from cycle 2 because there had been a considerable improvement from cycle 1 scores. This demonstrated that utilizing storytelling strategies was successful in enhancing students' abilities. They are more engaged and driven to succeed in their studies.

Meeting	Mean	N
Session 1	59,80	5
Session 2	80,40	5

Implementing the storytelling technique at X MIPA-1 SMAS Yayasan Pendidikan Pangeran Antasari showed improvement in the students' speaking skills. Even though most students did not receive the highest possible score on the session 1 test, it was evident from the end of cycle 2 that students speaking ability had improved. The explanation and observation above demonstrated that the kids' speaking skills had improved satisfactorily. The mean score in session one was 59,80, while in session two of the meeting, it was 80,40. There were three stages: before, during, and after.

1. Pre-speaking activities

In this step, the researcher welcomes the students and introduces himself. More researchers are still enquiring about students' English language proficiency. Does the student enjoy the English lesson, especially the skills talk? And we discovered that many students needed to believe they could speak English. They need help to speak each word. The researcher will then go over their methodology or plan of action. The choice narrative "The Wise Man" has been prepared by the researcher, and sheet observation methods like questionnaires are employed. This step involves the researcher planning to apply theory to the tale "The Wise Man."

2**. While speaking activities**

While speaking activities (Meeting 1)

First, researchers randomly selected 10 of the 25 students in class X MIPA to serve as a sample for the study. Researchers begin recording student names after selecting the students. This student asked for "The Wise Man," a text that has been shared, to be read out on the step. This researcher must still explain how to pronounce each word in the tale in steps. However, Step 1 specifies that three factors pronunciation, fluency, and understanding are to be evaluated. The study clarifies the three aspects that are being discussed. Pronunciation is giving each word or sound in a language its proper voice. Fluency is the ability to pronounce words clearly and to comprehend what students are learning through texts and stories a researcher.

While speaking activities (Meeting 2)

Researchers present questions to students to enable them to test their understanding

at the second meeting. For instance, did the students get the "Wise Man" content story? The researcher asks the student to take notes when reading and translating a text. Additionally, the researcher explains how to pronounce each word in the narrative. Beginning with pronunciation, the researcher explained each word's pronunciation. In terms of eloquence, the researcher explains how well students can relate stories repeatedly. Every word in the story is properly spoken according to the researcher.

The Activities Carried Out

Beginning with pronunciation, the researcher explained each word's pronunciation. Researchers demonstrate how effective it is for eloquence when students recite the same tale repeatedly. Then the researcher gives the students 10 minutes of the reading's content using their own words. The next researcher summons each student to give a repeated story using only their own words for three minutes. With story up front class, help students hone their ability to talk up front general. Kindly alternate students telling a story in front class until the duration is done.

Responses Student to Speak with Use Story Telling Technique

The initial study's findings revealed that 50% of the participants dared to speak English in front of the class during the first meeting, and 60% could do so. At the second meeting, 80% of the students were willing to speak in front of the class and could speak English to 90% level. The data obtained showed an increase in speaking ability for X MIPA-1 SMAS Yayasan Pendidikan Pangeran Antasari.

CONCLUSION

According to research findings, X MIPA-1 pupils' vocabulary rise, and they became more courageous in speaking English in front of their class. The application approach shares a narrative on the student's communication skills and two meetings to be held. In the first step, the researcher still needs to clarify the pronunciation of each word in the narrative. They begin to share stories in front of the class based on student knowledge without any explanation from the researcher. The researcher asks the student to note the text being read and translated during the second meeting.

Additionally, the researcher explains how to pronounce each word in the narrative. Began by pronouncing each word. Researchers describe the effectiveness of having students repeat stories. The storytelling method can improve students' speaking skills since it involves various factors, including senses of vision and hearing.

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