

IMPROVING SPEAKING ABILITY OF THE EIGHT GRADE STUDENTS AT SMP SUNAN GIRI MALANG THROUGH INTERACTIVE STORYTELLING

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Abstract

The aim of this article is to improve speaking ability of the eight grade students at junior high school of Sunan Giri Malang. The research design carried out Classroom Action Research (CAR). In this study, the research was conducted on the class of VIII IPA that consists of 22 students in the class. Class VIII IPA as action research group taught by implementing interactive storytelling by using narrative text. To observe and collect the data, pre-test and post-test was used as the instrument by giving test of speaking ability of the eight grade students at SMP Sunan Giri Malang. Then it was data analysis through individual test which was applied in their group of discussion class. The findings of the study showed that students' problems in speaking ability have improved by implementing of interactive storytelling. While the questionnaire was given by the researcher to get information about the students used this technique whether that was an interesting strategy or not.

Keywords: Interactive storytelling, speaking ability

INTRODUCTION

Speaking ability is very necessary for human beings. They speak to use language; language is means of communication and interaction between individuals and groups. It plays a central role for people's intellectual, social, emotional, and development to support for successful learning. Through language people are able to convey their ideas, feeling, and experiences to take part within the society. In language is also able someone else to understand what the speakers want to tell. Therefore, learning a language, particularly English, is expected to help students understand and use it as a means of communication. Communicate ability becomes an important goal in producing texts spoken and written in four

languages; Listening, listening, reading and writing (Depdiknas, 2006:680) speaking is one of the core competencies that students should learn.

Above is clearly stated in the regulation of the minister of national education No 22, 2006 concerning quality material English is taught as a compulsory subject for junior high school in Indonesia – including MTs. Depending on the level of ability to speak, junior high school students are expected to be able to express clear ideas for both basic transactional skills and interpersonal contact, to get in contact with others for social purposes and to communicate with others in their environment (Depdiknas, 2006:280). The teacher is effort in proposing the students at this level-junior high school or MTs are targeted to achieve a functional level that can be spoken orally and written to solve their daily problems.

However, for the most students' speaking ability are not an easy work, causes students who learn English at SMP Sunan Giri Malang, were required to be capable in speaking skill. Mostly students tried to focus on their speaking than on other skills. Richards & Renandya (2002:201) explain that a lot of language students had been suppressing their attention in mastering speaking ability. This is clearly stated of competence that speaking for students to be able to understand and maintain meaning in terms of transactional and interpersonal life content. In learning English, the eighth grade students at SMP Sunan giri Malang find difficulty in mastering speaking.

There are many challenges facing teachers and students involved in the teaching and learning process. When, the writer conducted preliminary study at SMP Sunan Giri Malang, there are many students who got difficulties in speaking ability. Most of them found difficulties, such as lack of confidence, fear of making mistake to deliver their ideas in speaking ability. Because of the students' speaking ability are still low 63. It can be recognized from the average score of the students' pronunciation, vocabularies, grammar, fluency, and comprehension. More than that, their speaking scores are below the speaking minimum requirement score, 75.

The serious situation problem of the speaking class was not alive as indicated by the followings; (1) some students have low motivation in speaking; (2) there is no good interaction among students and teacher; (3) some students have low involvement in learning process in speaking; (4) some students have a lack of vocabulary to speak English; and (5) some students have few chances for speaking practice.

Teaching to speak in the target language should allow students to use the spoken language for a variety of purposes. Achievement of the teaching and learning process could be achieved, if the teacher was able to present the materials in such a way as to increase the student's interest, the teacher should be creative in

presenting the English language to the students. They also had to practice a variety of teaching techniques, carefully select materials, and use interesting educational media that were appropriate for students to help them speak in a language. Harmer (2007:271) argued that some classroom-speaking activities could be used to teach a language, for example. Acting from the script, communication games, discussion, prepared talks, simulation and play role.

Telling the story was one way to learn a new language in the classroom. The aim of this activity was to introduce a new language vocabulary through the story of building student communication using English. Similar to this point, Dujmovic (2006) considered storytelling to be an activity which has taken place was very important to show the Power of voice. There, it was easy to understand the language of the listeners. It also operates words to improve expression of verbal, understanding, and the strength of imagination.

The storytelling activity where exercised the students to build up their factual environments from the imagination of the events in the story. Therefore, this activity is crucial for students to tell story with the teacher and their friends in learning process of teaching speaking. Wang & Lee (2007) stated that storytelling aided student to imagine and created plots in excellent verbal activity. It also motivated them in constructing details, prediction of the plot, and concluding. Al-Mansour and Al-Shorman (2011) as well supported this as their explanation that story gives foremost influence on improving students ' speaking motivation. Through storytelling, the students could understand the actual condition and can also connect the actual environment with the imagery events from story.

In the teaching and learning process of storytelling which it was carried out, both of storyteller and listeners got benefits. For storytellers, it exercised students to use their vocabulary creatively to engage the imagination of the listeners, while the listeners would imaginatively include the story with their experiences. According to churchill, ET. Al. (2010) said that the school age students really loved listening and enjoyed telling stories. In this case, listening and enjoy telling story are two activities which are exciting to students.

Furthermore, the students' activities in listening to and reading stories could be followed up with their conversational activities, where they could tell the story by using their own words. Therefore, through storytelling, students could be wishful to show their ability to tell the story as well as their ability to use imaginative words selectively to capture the audience's imagination. In addition, retelling story was a speaking way and listening skill to activate the students with various language abilities.

Storytelling generally brought many benefits to the students. And the teacher might apply storytelling to create appropriate the situation when students

knew that they were bored to learn. Teachers could apply storytelling as well to get students' attention when they're focused. In a word, storytelling would be useful for students in their learning activities. Anyway, storytelling brought benefiting result to improve the students' speaking ability. Mokhtar, et. Al (2010) stated that storytelling was a significant way that could be carried out to incite the students' learning result. Thus, it could be understood that both of teacher and students could get advantages through storytelling.

The teacher is advantageous by logically trying to manage their way in expressing sentences. In this case, to sequentially tell the story, the teacher would need many efforts to make students understand. In the same way, students have also had many of telling stories advantages. Jalongo (1992) describes that teacher's try to share stories with students has resulted in a better increase in their literacy skills. This was since stories; (1) increasing students' knowledge and understanding of other activities and beliefs; (2) exposing students to a wider range of experiences; (3) stimulating students' imagination; (4) enriches vocabulary and prepares students with good models of use, utterance and pronunciation, (5) encourages students to listen and focus to the material, (6) challenges assumptions and introduces new ideas in a non-threatening way, (7) develop student thinking skills, (8) enhance student literature accuracy, and support cultural values.

To support students' ability to build stories, efforts should have been made, in particular over a school-based approach. Such initiatives were intended to tie the students' experiences to the story they were going to tell. Rohmah (2012:77-78) has given a valuable alternative to improve the students' problems in speaking ability by storytelling. For the most important events in the story, one of them was that read the stories and asked other students to make brief notes.

Method

The scope of this study was Classroom Action Research (CAR), which concentrated on the introduction of immersive storytelling capabilities through the use of storytelling. Through this research, the researcher used interactive storytelling to solve the students' problems of speaking ability to improve speaking ability of eight grade students at SMP Sunan Giri Malang. Here, the aim was to improve the real state of English teaching and learning. He worked in conjunction with the headmaster, the English teacher, and the SMP student Sunan Giri Malang. The team collaborated in planning, implementing, observing and reflection of the action as a research structure Adapted from Kemmis and Mc Taggart (1988). Work on classroom events has been carried out in the process. The research setting was at SMP Sunan Giri Malang. It's located on Jl. Tlogosari

641-A Malang. There, the researcher is as English teachers, and the school has four grades.

The subject twenty-two students of the eight grade class A were of the sample, of academic year 2019 since the problem in speaking is mostly found in this grade. Therefore, the researcher try to do this research in this school for solving the problem is faced by the English teacher and the students in teaching and learning English there. By conducting the research hopes there will be improvement for the teacher can improve his teaching speaking English since the research wants knowing the real situation of the school. The research can be identifying the problem in teaching speaking better before.

Implementation is an action from planning step. The researcher teaches students in teaching and learning. In the first meeting, the researcher explains the materials of speaking related to the subject, such as generic structure, generic feature and social function. The researcher also gives an example of a story related to the subjects. The researcher gives a review at the second meeting and asks the students to pay attention to the researcher action in front of class. After that, the researcher asks for the students to discuss the story with their groups. Then the researcher gives speaking test by asking students to tell the story in a language of their own.

Data collecting method and instruments are the important part in this chapter, the researcher will explain in the sub-chapter as follow.

In this activity of the researcher did observing the data collection method which he was the writing of a report explaining a specific procedure for gathering assessment details. The data used in this study were: number of students speaking and remark sheet words.

Arikunto (2006; 231) stated documentation has been used for the observation of written information, like books, magazines, documents, etc. In this study the researcher used the method of documentation to find the students ' names.

The researcher distributed questionnaires to the students using this technique to get information which he wanted to know the opinion of the respondents as to whether that was an interesting strategy or not. A questionnaire from the researcher will know the opinion of the student due to the method of speaking learning. In addition, the researcher knows the mood, motivation, attention and responses of the students in teaching learning process.

Speaking test was a set of exercise or other instrument. That the test was a series of question or other instrument that confirmed learning to improve student language achievement (Arikunto, 2006: 150). The researcher used the oral-speaking test based on the statement to measure the student's ability to speak

English. The students' test was done to enable them to speak and understand the story, then the researcher gave a speaking test at the first meeting, a cycle one test, and a cycle two method for the students.

To get data as complete and valid as possible, the researcher used some instruments to help him. Instrument was a plan for recording, measuring or controlling, in particular as part of a plan actively the tools used for this research were: observation sheet, list of student names, questionnaire sheet, and test.

In those papers above, the researcher cited the one used by Harris as the most helpful to our speaking class rating system, as we would have a score of 1-10 or 10-100 points as set out in the 2004 Curriculum Score Speaking Ability Guide. According to Harris, speaking was a complex skill requiring the use of different abilities that were often developed at different rates.

FINDINGS

The data presented in this study were the data collected through the planning, implementation, observation and reflection of two cycles of this class action research. This cycle covers planning, implementing, observing, and reflecting. The researcher at this stage used three meetings. The meetings conducted on September 03, 2019, September 05, 2019 and September 11, 2019. In this study, the researcher has prepared a lesson plan, the success criteria and the research instrument. This was the preparation of those conducted several days before the researcher conducted the implementation of interactive storytelling technique. The researcher conducted planning in every meeting in every cycle.

This meeting was conducted to solve students' problems in speaking ability at SMP Sunan Giri Malang in speaking ability. The researcher entered the class A, of the eight grade students at SMP Sunan Giri Malang. Firstly, the researcher showed the picture of the story, and asked the students questions regarding the picture to students. After that, the researcher gave model tell the story of Cinderella, then asking the students concerning the content of story. The next activity, students formed groups of students in which every student mentioned his/her head number to be used for the sequence in retelling the story. Then, the researcher gave photocopies of the story about Cinderella to each group and asked them to read and understanding the story, while researcher walked around the groups to give explanation, if students got difficulties in understanding the story. The following activity that the researcher provided some questions to be used by students to practice asking their friends related to the content of the story. In the last activity, the students asked and answered their friends by using those questions. The researcher used pre-test to tell the story about Cinderella.

By giving test, the researcher found that the speaking ability of the students was quite low. Based on the score of pre-test, (see appendix 3) three students who got score more or equals to 75 are 4 students and 18 students got less 75. The percentage of success is. It can be said that students have passed the pre-test of speaking successfully were 18, 18% and 81, 81% of the students were failed. It means the score of speaking ability of the students still were under the criteria of success.

The researcher explained storytelling technique that would be used in their speaking class. The researcher explained what actually storytelling was, the advantages of Storytelling, and building up storytelling ability. The researcher gave photocopies of story about Cinderella. The researcher asked students to sit in their groups. Then, the researcher gave model to be a good retelling the story of the Cinderella to students. Next, the researcher asked questions to some students. The next activity, students continued retelling the story of the Cinderella, and then they made and answered questions in groups others. In this step, students shared their obstacles to the researcher, so the researcher gave solutions to solve their problem, and then the researcher came in front of the classroom and asked the students to say their difficulties. He gave solutions how the students could solve their problems.

This observing phase was actually done at the same time as implementing. So the researcher did observing in every meeting of the implementation of interactive storytelling technique. Based on Implementation of the first cycle strategy, the researcher found that the majority of students still have difficulties in limited vocabulary, errors pronunciation, and understanding the story of Cinderella. Most of them lack of confidence, fear of making mistake to deliver their ideas in speaking. So the students could not retell the story well in their groups. In conclusion, students' speaking performance score were still under the criteria of success. In this test, 9 students could get score more or equals to 75 and 13 students couldn't get it yet.

DISCUSSION

It contains the explanation of the data analysis based on the research problems. Toward the findings of this Classroom Action Research (CAR) there are some discussions. The discussion is about the successful in implementing interactive storytelling technique, the 8th grade students at SMP Sunan Giri

Malang (see Appendix 6) improved students' ability in speaking. In this study, research was held on first cycle and second cycle that there was improvement. This technique solve the students' problems of the speaking class in English learning process by using narrative text as learning media, and it could improve the students' problem of speaking ability. In beside that mostly students did not have a lack of confidence, fear of making mistake to deliver their ideas in speaking. The average student score in the pre-test 55.27 increased to 78.18 in post-test that implementing interactive storytelling.

It can be concluded that the students' ability to speak at SMP Sunan Giri Malang has increased. From pre-test there were 4 students (18.18%) who could achieve minimum standard. So, there were 18 or 81.81% students could not achieve minimum standard.

From the second test on the first cycle, there was improvement of Students' ability to speak but the criteria of success could not be met yet. There were 9 students (40.90) who could achieve minimum standard. So, there were 13 (59.09) students could not achieve minimum standard. In conclusion, the implementation of interactive storytelling technique is needed to be revised.

From the result of post-test from the second cycle showed that the criteria of success could be achieved. There were 19 (86.37%) students who could achieve minimum standard and 3 (13.63%) students were still could not achieve yet. The target of successful is 85% of the students can get speaking score more than or equals to 75 as the minimum standard or SKM (Standard Ketuntasan Minimum).

The researcher used 4 items that should be answered by the students according to their feeling about the implementation of interactive storytelling. Total of the students have improved their problems of the speaking class which they have motivation to learn speaking by using interactive storytelling technique is 100%. It means that most of the students feel fun and enjoy speaking class by using interactive storytelling technique.

Total of the students who are good interaction among students with the other friends and teacher in speaking class by using interactive storytelling technique is 100 %. It means that almost all of the eight grade students at SMP Sunan Giri Malang are motivated by interactive storytelling technique.

Total of the students who have involvement in learning process of speaking English use interactive storytelling is 100%. It means storytelling can make students interested in speaking English language.

Total of the students who have not a lack of vocabulary that the implementation of interactive storytelling can build up speaking ability is 100%. It means the students feel their speaking can be improved their vocabulary because of interactive storytelling technique.

Those results of questionnaire mean that more than 50% of the students are due to have many opportunities for speaking practice the group of discussion to speak English and be quite interested in implementing of interactive storytelling this technique.

Conclusion

Based on the results of the research findings, it can be concluded that the interactive storytelling technique successfully increases the speaking ability of the students and knows the classroom participation of the students. The researcher will be performed from the preliminary study to Cycle 1 and Cycle 2. It means there is an increase in the student's ability to talk as follows.

1. Showing the picture of the story and asks the students questions regarding the picture
2. Giving model of retelling the story to students
3. Asking students to form in their groups, gives a paper of story to students, asks them to read and understands the content of the story
4. Requiring students to ask questions concerning the story, ask them to share to their friends, and answering their friends' questions
5. Asking the students to retell the story, then asking questions and answering questions
6. Explaining and giving solution to students' problems in understanding the story, retelling the story
7. Reminding the students' difficulties in their activities of classroom and the solution how the students can solve their problems

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