

Improving Students Speaking Ability Through Story Telling Activity at the Tenth Grade of SMK Bina Nasional Informatika

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ABSTRACT

Learning in class tenth TKJ 1 about speaking is very low, students look embarrassed and are not confident in speaking English, this is due to the lack of opportunities for students to speak. With the total 32 of students and carried out starting on July 17 to 1 August through the method of classroom action that researchers do 2 cycle of the cycle 1 and cycle 2. The researcher use story telling method for train students speaking, PTK (Penelitian Tindakan Kelas) or Action Research is research practice for improve learning in the class. I am is the researcher do PTK (Penelitian Tindakan Kelas). Score KKM (Criteria Completeness Minimum) in SMK BNI 76 and 75% total from the students, then the results of the test are pre-test tell stories directly without preparation in front of the the classroom only 8 students that reaches KKM, 25% from 32 students with average 66. Cycle 1 tell stories about holiday there are 19 students that reaches KKM, 59,3% with average 72,75, on cycle 1 not yet reaches KKM so the next on cycle 2. Cycle 2 tell stories about experiences the result 24 students that reaches KKM, 75% from 32 students with the mean 80,25.
Keyword: Speaking Ability, Story Telling, Activity

Background of the Problem

Language is something that is used for humans to communicate, in Indonesia language is very broad and must be developed, because Indonesia is a mandatory language for us as Indonesian citizen. But in Indonesia also teachers English as an international language in every school.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

The problem above, on condition in the class and activities the students' speaking skills were relatively low, the research agreed to work overcome the problems and to improve the speaking skills through story telling activities at the tenth grade of TKJ 1 on SMK BNI. Story telling is a technique or ability to tell a story, arrange scenes, events, and also dialogue. If in the film, the film makers are armed with cameras; in comics, comic artists are armed with images and angle stories; in short stories or novels, writers are armed with pens, diction, and word play and descriptions, by telling a story by storytelling. Storytelling uses the ability of the presenter to convey a story with style, intonation, and tools that attract listeners. Storytelling is often used in the teaching and learning process primarily at the beginner level. This technique is useful for exercising pleasant listening skills.

The speaking is not a simple thing to do. It means that speaking focuses not only in producing the voice but also delivering the meaning to the others. It needs certain way to invite the students to speak based on the certain context. The students listened to their teacher more than practice speaking in English, and the students practice improving speaking ability through storytelling.

“How is students’ speaking skill improved through story telling activity at the tenth grade of TKJ 1 on SMK BNI?”

Speaking skill

a. Definition of Speaking skill

teaching speaking skill is not an easy attempt to do by the teacher. We as speakers must be able to convey in the right language, and be easy to understand, so that the person invited to speak understands what we’re talking about. Because conveying something is not just talking to other people, but talking to many people, such as giving information.

The speaker must be clear when speaking, so that the listener feels clear and understood, the speaker also needs ideas so that what is conveyed can be applied by the listener, because being a speaker is not easy. Speaking is an activity that is used every day by humans, wherever they are, they must communicate by speaking. Talking automatically will get used because it is every daily activity.

Speaking is a daily necessity, because by speaking what we want we can express it by talking. Speaking is a human communication tool to convey something. Talking with someone you are talking to or talking to a lot of people is not easy, there is a technique so that the other person can understand. To give information to many people is more difficult, because we have to use with good language, the appropriate flow of speech, and can be understood by many people. When finished speaking, ask the other person, do they understand what we are telling.

b. Teaching Speaking

In the school situation students adjust what is taught by the teacher, including talking to convey ideas, and as a teacher how to respond to what is conveyed by students. Brown (2000:7) states that teaching is showing or helping someone to learn how to do something, The teacher not only helps in te learning process, the teacher must also help how to speak well, speak in english, the teacher must accompany his students so they do not feel confused about the language are learning

The first speaking strategy was using minimal responses. Language learners who lack confidence in their ability to participate succesfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a speak of minimal responses that they can use in different types of exchanges, such responses can be especially useful for beginners.

c. Students problem of speaking skill

Every teacher's lesson must know what the students' problems in speaking are, it can be from the teacher, because the lack of the teacher familiarizes his students to speak, or it could be from the students themselves, students who feel they cannot follow the method.

Story telling Activity

a. Method of Teaching

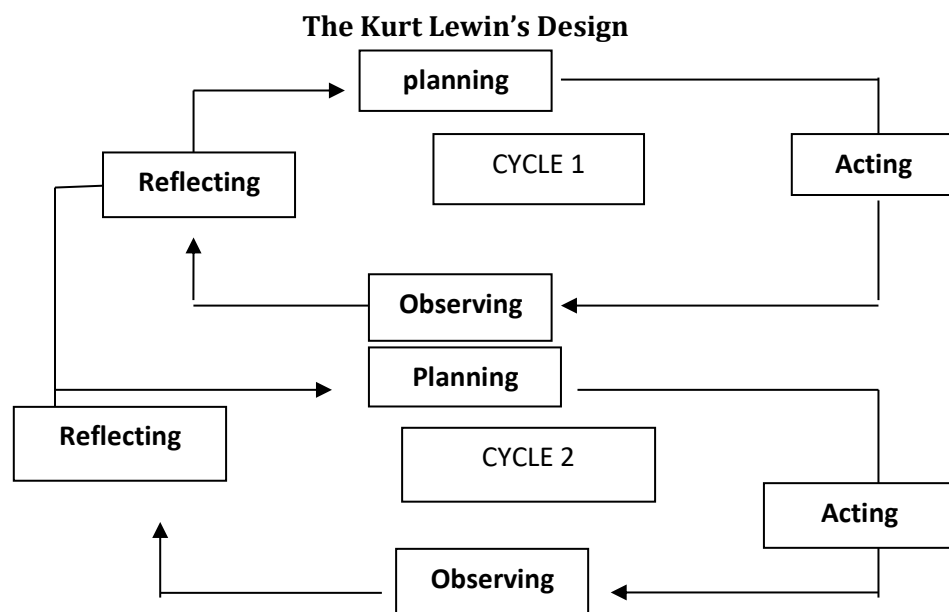
Teaching methods in English have a very important role in the success of students in capturing the lessons given by the teacher. There are some students who understand what has been taught by the teacher and some do not understand, do not catch or sometimes get bored with what is taught. Following are some important points to be taken in the method of teaching English.

b. Story Telling

Definitions of story telling Maynard (2005) defined stories as the way people communicate their experience, the way they understand the experience of other, the way they liberate their imaginations, the way they make sense of the world and their own position within it. Maynard (2005) stated that stories are important to people, politics, and education. Stories are how people make sense of themselves and their worlds.

Action Model

In this study, the writer used the method PTK (Penelitian Tindakan Kelas) observe students every meeting. Based on the action model of the research is take action in a class using a method Kurt Lewin's Design. There are two cycle that are consistent with four phases; planning, acting, observing, and reflecting.



To apply the above method, here are some ways to take action using the method Kurt Lewin's Design, here are the explanation :

Planning Phase

This research problem must be sought, the problem in the main student, why students are very low for the interest in speaking, the researcher will make the next plan, which is the method of telling stories. From this method students will be eager to share whatever they like.

Acting Phase

Second is the acting phase, phase here where students are given the task to tell about the holidays they have experienced, then they will take notes of the story using English, after which they will advance in front of the class to read the story. This is one of my strategies, and also there were two cycles in which each cycle consists of four meetings on action.

Observing Phase

In this phase, it about the teacher's performance, condition of class, students respons, how to teacher teaches vocabulary, and sometimes the observer asked some students opinion about the process of teaching and learning vocabulary. It also collets the data derived from evaluation or post test.

Reflecting Phase

This phase is the phase to evaluate students from the previous three steps, after which there are changes or none. The teacher observes the level of students in speaking English, especially in the vocabulary or sentence that the students say.

Research Methods

The purpose of the research is to know how to improve students speaking ability through story telling. In addition, research is used to know and to solve students speaking problem. A research can be categorized as a good result if it gives elements such as spesific, limited, can be measured, and can be examined by showing the results of research.

The place of the research was at SMK Bina Nasional Informatika. It is located at jalan Rm. Marzuki No. 123, Karangbaru, Cikarang Utara, Bekasi, Jawa Barat 17530. SMK BNI is Vocational High School, there are have three vocational schools in BNI, namely Computer and Network techniques, Office Administration, and Accounting. Class X in BNI there are eleven classes, on Computer and Network techniques there are six classes, Office Administration there are four classes, and Accounting there are one classes. I researched in class X with vocational computer and network techniques one. With 32 students and one homeroom teacher Mr. Fuad Zen Spd.i.

The time researcher teach in class X TKJ 1, these activities on January 17th until March 1st 2022. the facilities supporting the English teaching and learning activities in the listening laboratory are a whiteboard, board markers, 32 student chairs, a teacher desk, a teacher chair, infocus and speaker. The research was done within a month starting from January 17th, 2022 until March 1st, 2022, starting from making proposal to making report.

The object of this researcher were the tenth grade of TKJ 1 BNI in the academic year of 2021/2022. The class consists of 32 students, 22 males and 10 females. This research was done in this class because of this class have the problem in speaking skills.

The criteria of success in this study were emphasized on teaching and learning process during on the students score from paper works given by the teacher. According to the English teacher of SMK Bina Nasional Informatika (BNI), the criteria of success was 75% from members of the students in the class were got the standard value of KKM. The standard value was 76. So, the students who scored was not classified into pass the less than 76, was classified into failed. The researcher compared the test score with criteria of success. If the students who passed the test are less than 75%, the researcher made reflection from the previous cycle to decide and plan the next cycle. The researcher tried to prepare the second cycle to reach the criteria of success.

The technique of collecting data in every step. They were quantitative and qualitative. The quantitative data showed the finding of subjects abilities in English vocabulary skill in the form of means score taken from pre-test and post-test in each cycle and the qualitative data was taken from questionnaire. The researcher worked collaboratively with the English teacher he is Mr. Slamet Riyadi S.S. to implemented this research to students at the tenth class of TKJ 1 on SMK Bina Nasional Informatika (BNI).

The researcher followed a model of Action Research procedure suggested by the Kurt Lewin's design.

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the processes of the research, findings, and discussion about the application of story telling method to improve the speaking skills students at the Grade of SMK Bina Nasional Informatika vocational students by the classroom action reseach. This chapter covers all of the research implementation and discussion. There are two cycles in this research, each cycle consists of series of steps, namely: planning, action, observation, and reflection.

Description of Data

In this step, to identify the field problems, the reseacher carried out several activities. First, the researcher did observations concerning the English teaching and learning process in grade of TKJ 1. Then, the researcher did interviews with students

and the English teacher. This research was conducted the research in two cycles. Started from pre-cycle, post-test Cycle 1 and post-test cycle 2.

PRE-TEST

Based on the result of pre-test, the data showed that the mean score of pre-test was 66. There were only 8 students or 25% of students who got the score passed the minimal mastery level: criterion (KKM). After analyzing the result of pre-test, it could be concluded that most of the students of SMK BNI grade X TKJ 1 had difficulty in speaking ability. Nor, it needs to find out the solution to overcome this problem. Here the researcher used 'story telling' technique in every cycle of classroom action research to overcome the problem and to develop students' speaking ability.

CYCLE 1

Based on the calculation, the researcher knew that the mean of students at first cycle is 72.75. the improvement of students score of speaking from pre-test to post-test is 10.22%, and improvement is still not enough yet, since the target of action success was 75% passed the minimal mastery level criterion (KKM) students, here the students who passed the minimal mastery level criterion (KKM) only 19 (59.3%)

In cycle 1, it turned out that it had not yet reached all KKM, there were still many that had to be improved, starting from fluency, pronunciation, vocabulari, dan grammar. So, based on the calculation, the writer knew that the mean of students on test cycle 1 is it will be continued in cycle 2 so that students grades reach KKM.

CYCLE 2

Furthermore, the whole of students score mean improvement from the pre-test to second post-test would be 21.59%. so, it means the action has met the requirement of action success which was 75% students passed the minimum mastery criterion (KKM) in the score 76.

Based on the above data shows that the class X TKJ 1 students have reached KKM. There have been improvements in values from all aspects of the assesment. If you often train students to talk, the results will be better.

From all the calculation above, the researcher could interpret the result after the implementation of classroom action research from pre-test, cycle 1 up to cycle II. It could be seen from the result of pre-test, post-test I and post-test II. Here the researcher describes the result from pre-test, post-test cycle 1 and post-test cycle 2 through diagram below:

FIGURE 4.3

Students' score mean improvement

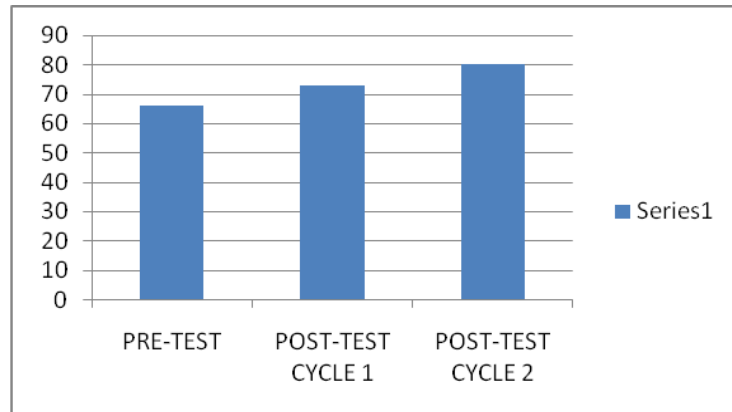
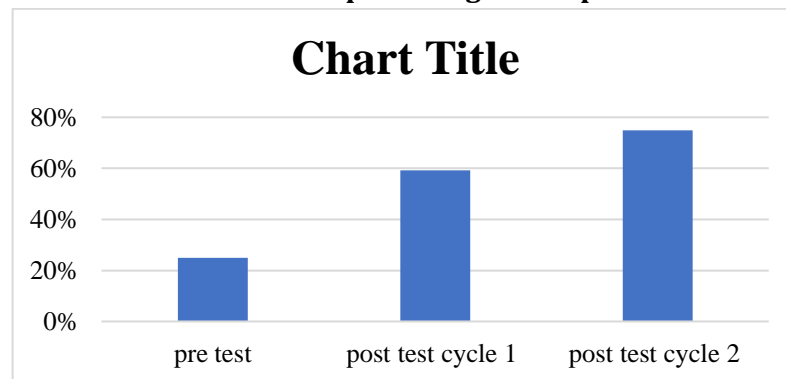


FIGURE 4.4

Students' score class percentages who passed KKM



Discussion

Based on the result of questionnaire after students at teaching learning process, the results of students' speaking activities, and problem solution in teaching speaking. In the pre-test there were 8 (25%) students who reached KKM, this shows that only 8 students who dared and speaking in front of the class using English, although it was still assisted by researchers, then at the next meeting post-test cycle 1 was conducted because there were 24 (75%) students who had not yet reached KKM, in cycle 1 the researcher gave the task of correcting the story yesterday, by means of students writing their respective stories and then changing them to English, after that come forward to tell stories without carrying a book. And in the results of post-test cycle 1 there were 19 (59.3%) students who reached the KKM, because they had not reached the KKM at least 75% the researchers conducted another test, namely continued post-test cycle 2 by the researcher giving the test to make a story and then experience the students tell in front of the class, the same as in the post-test cycle 1, the results of the post-test cycle 2 there were 24 (75%) students who reached KKM. Therefore, seen from the results of the pre-test, post-test cycle 1, and post test cycle 2 showed and increase in change.

CONCLUSION

Based on the finding and discussion in the chapter IV, it can be concluded that the use of story telling in the teaching of speaking was effective. It is proven by the obtained score of t-test. The attempt to teach students speaking by using story telling has resulted some conclusions as follow:

1. Actually there are many ways to apply story telling in teaching speaking, but in general based on this research the implementation of story telling to improve students speaking ability were:
 - a. First, the researcher prepared the material, for example : the researcher asked about the school holiday yesterday, then the students make holiday stories.
 - b. Second, the English teacher helps students to check the results of their stories, after being examined, students practice the words of their respective story.
 - c. Third, practiced to memorized and retell their story orally in the front of the class one by one.

In this study, it was conducted in pre-test, post-test cycle 1 and post-test cycle 2, because in the pre-test only 24 (75%) students did not reach the KKM, this was because students were not confident about what they were making and told in front of the class. In post-test cycle 1 the average value of 19 (59,3%) students reached KKM, because there are still many who have not reached then do post-test cycle 2 with an average value of (80. 25) there are 24 (75%) students who reach KKM. With this final result shows that there is a change in each cycle.

Implication

On the application of the researcher doing in 2 cycles, as in the tittle of improving students speaking research thesis, story telling skills, each cycle students were given a test to make a story. The cycle 1 of stories about holidays, and cycle 2 of stories about experiences. This happens because in the cycle 1 students have not yet reached KKM, after a repeat test, which is making a story again with the theme of experience, students get a score that reaches KKM because there are better changes.

This study is useful for english teachers to teach speaking or even practicing speaking inside and outside the classroom. However, there are many media to be used in teaching learning process but retell story is only alternative media of teaching speaking. Having finished conducting this research, the researcher considers some suggestion in order to improve motivation in speaking skill, especially for the teacher and the students. The researchers suggestion are as follow:

1. The teacher are advised to train students in English pronunciation, so students get used to it. Everyday language when teaching and learning is accustomed to using English.
2. The teacher should use narrative and recount text technique in the teaching of speaking, because it can help students express their idea through speaking. Using recount text, students will be easier to express their ideas, they can reflect on

writing story, when they have unforgettable moment. So if they can express their ideas of course they will speak.

Only that can be suggested by the researcher for teacher and students, do not study only once, but keep practicing to get used to it. Eliminate the feeling of lack of confidence in students, and make sure that all students can do it.

Suggestion

The researcher would like to give some suggestions for Teachers and the Students. First, that the English teachers could improving the story telling technique as an alternative strategy in teaching speaking. Second, it is recommended that the students use story telling activity technique as one of their learning strategies to practice and improve their speaking ability in giving interpersonal response which can be done in their extracurricular activities.

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