IMPROVING THE STUDENTS SPEAKING ABILITY BY STORY

TELLING FOR FIFTH GRADERS STUDENTS AT

MI AT TAUFIQ LAKARSANTRI SURABAYA

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Abstrak: Salah satu teknik yang digunakan dalam pengajaran berbicara adalah cerita. Bercerita merupakan kegiatan yang memungkinkan siswa untuk memahami cerita dan mampu bercerita dengan perkembangan bahasa mereka sendiri. Rumusan masalah adalah "Bagaimana bisa meningkatkan kemampuan berbicara siswa dari MI At Taufiq Lakarsantri Surabaya?". Oleh karena itu, tujuan dari penelitian ini adalah untuk mengetahui bagaimana cerita bisa meningkatkan kemampuan siswa MI At Taufiq Lakarsantri Surabaya berbicara. Metode penelitian yang digunakan dalam penelitian ini adalah penelitian tindakan kelas dengan pengaturan dari penelitian ini adalah di MI At Taufiq Lakarsantri dan subyek penelitian ini adalah siswa kelas lima dari MI At Taufiq Lakarsantri pada tahun akademik 2015 / 2016. Sementara itu, instrumen penelitian adalah lembar observasi, daftar nama siswa, lembar kuesioner,dan,tes. Skor rata-rata siswa sebelum melaksanakan bercerita adalah 66,4. Dan skor rata-rata siswa setelah menerapkan bercerita adalah 83,36. Hasil kuesioner menunjukkan bahwa sebagian besar siswa cukup tertarik pelaksanaan bercerita. Berarti bercerita efektif untuk meningkatkan kemampuan berbicara siswa dari MI At Taufiq Lakarsantri Surabaya.

Kata Kunci: Storytelling, Kemampuan Berbicara

INTRODUCTION

English has an important role in our life. It is one of essential means to communicate and to express idea among people from different countries. Today, English is given and taught to student from elementary school to university. In teaching and learning process, there are many problems faced by teacher and students. When the writer conducted preliminary study in MI AT TAUFIQ Lakarsantri Surabaya , there were many students who got problem in speaking. Most of them found difficulties in speaking

because they are afraid of making mistakes and have less confidence. It came from their vocabularies which are still low. According to Otto (1979:183) "telling measures comprehension by asking the students to tell as much as the story as he or she can recall. Usually without referring back to the text, this statement means that the students will show their understanding after telling the stories.

From this statement, the writer believes that story telling can make students active. They can explain their experience, their imagination or tell a story that they heard and read. Based on the result of the preliminary study, the writer wants to conduct a classroom action research entitled "Improving The Student Speaking Ability By Story Telling For Fifth Graders Students at MI AT TAUFIQ Lakarsantri Surabaya".

The result of this study might be significant for field of education, in the form of giving information to the teachers and the students about how story telling is implemented at school especially at MI AT TAUFIQ Lakarsantri Surabaya. Furthermore, it might be able to help the teachers to give additional information about story telling and become an alternative technique in teaching speaking. The result of this study is hopefully able to bring the students to improve their English speaking ability.

There are many activities used to teach speaking ability such improvisation, role play and personal activity. The scope of this study is teaching speaking by using story telling to improve speaking ability of the fifth year students of MI AT TAUFIQ Lakarsantri Surabaya in the academic year of 2015/2016.

In this research, the writer limits the study only on the implementation of story telling to improve the speaking ability of the students of MI AT TAUFIQ Lakarsantri Surabaya by using narrative text.

REVIEW OF THE RELATED LITERATURE

According to Hornby (1995:826) speaking is making use of words in an ordinary voice, offering words, knowing and being able to use a language expressing one-self in words, and making speech. Therefore the writer infers that speaking uses the word and produces the sound to express ourselves either ideas, feeling, thought and needs orally in an ordinary voice. Furthermore, success in communication often depends on speaking ability.

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Speaking is a crucial part of second language teaching and learning. However, the goal of teaching speaking should improve the students'

communicative ability because students can express themselves and learn how to use a language. Nowadays, many teachers agree that students should learn to speak the foreign language by interacting to others. For this case, students should master several speaking components', such as pronunciation, grammar, vocabulary and fluency (Syakur, 1987: 3).

1. **Pronunciation**

   Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features(Gerard,2000:11)

2. **Grammar**

   It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978: 5) that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

3. **Vocabulary**

   Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.

4. **Fluency**

   Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown. 1997: 4).

Classroom speaking activities

1. Story Telling

We spend a lot of our time telling other people stories and anecdotes about what happened to us and other people. Students need to be able to tell stories in English, too.

2. Favourite objects

A variation on getting students to tell personal stories is an activity in which students are asked to talk about their favourite objects. Students think about how they would describe their favourite objects in terms of when they got them, why they got them, what they do with them, why they are so important to them and whether there are any stories associated with them.

3. Meeting and greeting

Students role-play a formal/ business social occasion where they meet a number of people and introduce themselves.

4. Student presentations

Individual students give a talk on a given topic or person. In order for this to work for the individual, time must be given for students to gather information and structure it accordingly (Harmer, 2007:131).

The advantages of storytelling are not as simple as it looks like. The first advantage is to sharpen their imagination. Students will make their own visualization from any story they heard.giving effective media for students to learn moral values and ethics as well as stimulate them to have empathy. Those values are including honesty, modesty, solidarity, and hard work. The third is to grow their reading interest. Hearing a lot of stories is potential in growing their interest in reading books. They might start from any story books as their first reading material. Gradually, they will have interest to read other genres such as science, general issues, spiritual books or many others.

RESEARCH METHOD

Research Design

The design of this study was Classroom Action Research (CAR). It is called collaborative CAR because the researcher directly works together with English teacher at the school to conduct the research as well as to cope with the students' problem concerning their speaking that they encountered in the class.

The reasons for performing action research fall into three categories: to promote personal and professional growth, to improve practice to enhance student learning, and to advance the teaching profession. The data in the study are obtained from the actions of

cycles given to the students in the class. Each action comprises four main steps namely: planning, implementing, observing the action and reflecting on the action. In addition (Suhardjono 2005: 62)

This study is conducted at MI AT TAUFIQ Lakarsantri. The subjects of the study were 25 students of the fifth year of MI AT TAUFIQ Lakarsantri in the 2015/ 2016 academic year.

The Procedure of Study

a. Preliminary Study

Preliminary study is very important to be done to find and define the real problems in speaking ability. This preliminary study conducteod on 21 March 2016 at the fifth year of the students of MI AT TAUFIQ Lakarsantri in. It is done before the researcher starts the action research to know whether there are problems during speaking teaching and learning.

b. Research Design

The procedure of the Classroom Action Reseaerch used in the study consists of four steps : (1) planning (2) implementing the plan (3) obsevation the action, (4) reflecting on the action. The steps of CAR procedure can be discribe as follows, asd stated by Hopkins, (1993:44).

1. Planning

Planning the research determines planning as the first activities in research preparation. The preparation made by the research before the teaching and learning give to the students in the class.

The criteria of success was set to determine whether the learning activities in the research were successful or not. The criteria required were: The target of success is 75%. It means that 75% students of the total students of the research get the speaking score more than or equals to 75 as the minimum standard or SKM (Standar Ketuntasan Minimum). In this research, the researcher uses the scoring guidance that covers fives aspects: pronunciaton, grammar, vocabulary, fluency, and comprehension.

2. Implementing

Implementation is an action from planning step. The researcher teaches students in teaching 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 topics. In the second meeting the researcher gives a review and asks the students to pay attention to the researcher action in front of class. After that the researcher asks to the students to discuss the story with their group. Then the researcher gives speaking test by asked students to tell the story with their own language.

3. Observing

Observing is done during or after teaching learning process; in this step the researcher collects the data from the action done and the plan made. The collaborator observes the teaching learning activities, the students' response and makes necessary field notes. And In the end of this step, the researcher gives speaking test to know whether the students speaking learning can improve through short story telling. The results of test are compared to the criteria of success.

The main data is researches collected by test description " go shopping " document. It will be supported by the documentation.

4. Reflecting

In this phase the researcher evaluates the implementation of the story telling technique and the students' respond to the implementation of the technique, the strength and the weakness of the technique and also the students result of the test are then used to determine what kind of changes that should be made to revised plan.

Data Collecting Method and Instruments

Data collecting method is writing document describing the specific procedure to gathering the evaluation information (FAO/DANIDA Expert Consultation, 1998: 51). The document described who collect the information when and where it was collected, and how was obtained. The data used in this study are: students' speaking score ,questionnaire and words from observation sheet.

1. Observation

Observation is monitoring with systematic phenomenon, which is investigated. In this research, participant observation will be used since the researcher participates in teaching and learning process and cooperate as the collaboration, this observation is

intended to know the students' participation. They are thought speaking by storytelling. This action research is successful if most of the students (about 75% of the students) can reach the criteria of success of speaking test by story telling.

2. Questionnaire

      Questionnaire is a popular means of collecting data, but it is difficult to design and often require many rewrites before an acceptable questioner is produced. Through questioners the researcher gets information that she wanted to know the respondents' opinion on whether the technique is interesting or not

3. Speaking Test

      Speaking Test is a set of exercise or other instrument. It can be concluded that the test is a series of question or other instrument to reinforce learning to raise students' performance in language (Arikunto 2006: 150). Based on the statement the researcher uses oral speaking test to measure the student's ability of English speaking. The students' test is done to recognize their speaking skill, and understand the story,

4. Documentation

      Arikunto (2006; 231) states, documentation is used to observe written data such as books, magazines, document, etc. In this study the writer uses documentation method to find the data of students' names

To get data as complete and valid as possible, the researchers uses some instruments to help her. Instrument is a devise for recording, measuring, or controlling, especially such as a device functioning as part of a control system, (The American Heritage, 2003:1). The instruments used in this research are: observation sheet, list of students' name, questionaire sheet, and test .

Table 3.1 Harris's oral English rating scale

No.	Criteria	Rating score	Comments
1	Pronunciation	5	Has few traces of foreign language
		4	Always intelligible, thought one is conscious of a definite accent
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding
		2	Very hard to understand because of

2			pronunciation problem, most frequently be asked to repeat
		1	Pronunciation problem to serve as to make speech virtually unintelligible
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order
		4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning
		2	grammar and word order errors make comprehension difficult, must often rephrases sentence and or rest rich himself to basic pattern
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult
		1	Vocabulary limitation so extreme as to make conversation virtually impossible
4	Fluency	5	Speech as fluent and efforts less as that of native speaker
		4	Speed of speech seems to be slightly affected by language problem
		3	Speed and fluency are rather strongly affected by language problem

		2	Usually hesitant, often forced into silence by language limitation
		1	Speech is so halting and fragmentary as to make conversation virtually impossible
5	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary
		3	Understand most of what is said at slower than normal speed without repetition
		2	Has great difficulty following what is said, can comprehend only social conversation. Spoken slowly and with frequent repetition
		1	Not understand about

Derived from the kind of data collected by the researcher above, the researcher analyzed those data by using several methods as follow the researcher collected the real data through the inductive method. The researcher collected the real data through documentation. For instance, the researcher collected the data about the name of students at MI AT TAUFIQ Lakarsantri with documentation method. The quantitative data in this research comes from speaking test and students' questionnaire. To analyze the result of test, the researcher used the formula of the percentage of success. The formula for individuals is:

$$\text{Student success (\%)} = \frac{X1}{1 x n} \text{ X } 100\%$$

In analyzing quantitative data the researchers use statistical analysis method. To analysis the questionnaires answer. She used Guttman Scale, "YES" answer score 1 and "NO" answered scored 0, (Riduwan, 2003: 17). Each items in the questionnaire can be used using the following formula :

$$\text{Student score (\%)} = \frac{X1}{1 x N} \text{ X } 100\% \text{ (Riduwan, 2003:17)}$$

FINDINGS

1. **Cycle 1**

This cycle covers planning, implementing, observing, and reflecting. In this phase, the researcher used two meetings. The meetings conducted on 29 Februari 2016 and 3 March 2016.

The first meeting was held on 29 February 2016. This meeting was conducted to know how the ability of the students of MI AT TAUFIQ Lakarsantri in speaking. The researcher used pre-test to description the story about "Go Shopping".

By giving test, the researcher found that the speaking ability of the students was quite low. Based on the score of pre-test the students who got score more or equals to 75 are 6 students and 19 students got less 75. The precentage of success is:

$\frac{6}{25}$ x 100% = 24%

It can be said that the students who passed pre-test of speaking succesfully were 24% and 76% of the students were failed. It means the score of speaking ability of the students still were under the criteria of success

At the second meeting, 3 March 2016, the researcher explained story telling that will be used in their speaking class. The researcher explained what actually story telling is, benefit of story telling, and a good way of telling the story. The researcher gave a paper of story about "Going Shopping". She gave example to be a good teller and then asked the students about the difficult words. Last, she asked students to tell the story which they read in front of the class.

In this test, 8 students could get score more or equals to 75 and 17 students couldn't get it yet. The precentage of success is:

$\frac{8}{25}$ x 100% = 32%

2. **Cycle 2**

The implementation in cycle 1 had not given a significant change to the speaking ability of the students at MI AT TAUFIQ Lakarsantri. The result of test in cycle 1 was not satisfying yet. So some revisions on the planning were made. The planning of the implementing in cycle 2 was similar with cycle 1.

The implementation was done on 7 March 2016 and 10 March 2016. The implementation on the second cycle covers two meetings:

The first meeting was held on 7 March 2016. The researcher gave a paper of story about "Going Shopping". She asked the students to read together and then asked

about the difficult words. Later, the researcher made group consist on 5 students. Last, the students tell the story which they read and understand in their group one by one.

At the second meeting, 10 March 2016, the researcher still used the same story by the title "Going Shopping". The researcher used the picture about it. It aimed at making students easy to remember the story. In this meeting, the researcher asked the students to tell the story in front of the class by using the picture one by one. She gave time to the students to prepare the story and then tell it in front of the class one by one. It was found that the students were very anthusiastic because they could tell the story.

By using the picture and also group could maximize the students' confidence and awareness.In this post-test, 22 students could get score more or equals to 75 and 3 students still couldn't get it. The precentage of success is:

$\frac{22}{25}$ x 100% = 88%

They were more active and anthusiastic because they were on group and used a picture. In effect, the students could speak well.

Based on the observation sheet from the analysis of the teaching and learning process in speaking by using story telling in cycle 2, it was found that most of the students got improvement in speaking. The students were more active and enthusiastic during teaching and learning process. There were three students or 12% who could not achieve the criteria of success. It means, 22 students could achieve SKM (standard of minimum score) so 88% of the students were success and the criteria of success could be achieved.

No	Name	Pre-test in Cycle 1 (meeting 1)	Test in Cycle 1 (meeting 2)	Post-test in Cycle 2 (meeting 2)
1	MNL	60	60	84
2	MMA	80	80	96
3	MZFF	52	52	72
4	MNA	84	84	92
5	MNH	56	56	84
6	MRRY	52	52	88
7	MVAG	72	72	88
8	MBF	52	52	88
9	NHRA	88	88	88
10	NFK	80	80	84
11	NEPA	64	80	80

12	NRF	60	60	64
13	PDA	60	60	76
14	RSN	60	60	76
15	RAW	64	64	80
16	SAP	68	68	84
17	VM	60	60	80
18	WKS	56	56	76
19	YAA	72	72	88
20	HAN	84	76	92
21	DRN	72	72	68
22	HNK	76	80	96
23	RAS	48	48	80
24	QNQ	72	72	84
25	FS	68	76	96
	Total	1660	1680	2084
	Average	66,4	67,2	83,36

DISCUSSION

From the result of the influence of story telling , there was the influence of speaking ability of the students of MI AT TAUFIQ Lakarsantri. The students were more imaginative and feel free to show their understanding about the story. It made they motivate to learn and they could improve their speaking ability. It can be concluded that there was an influence in speaking ability of the students of MI AT TAUFIQ Lakarsantri. From pre-test there were 6 students (24%) who could achieve minimum standard (SKM). So, there were 19 or 76% students could not achieve minimum standard.

From the second test on the first cycle, there was improvement of speaking ability of the students but the criteria of success coud not be achieved yet. There were 8 students (32%) who could achieve minimum standard (SKM). So, there were 17 (68%) students could not achieve minimum standard. In conclusion, the implementation of story telling is needed to be revised.

The target of success is 85% of the students can get speaking score more than or equals to 75 as the minimum standard or SKM (Standar Ketuntasan Minimum). Finally, from the result of post-test from the second cycle showed that the criteria of success could

be achieved. There were 22 (88%) students who could acieve minimum standard (standar ketuntasan minimum) and 3 (12%) students were still could not achieve yet.

There were 4 items that should be answered by the students according to their feeling about the influency of story telling . Total of the students who like to learn speaking by using story telling is 76%. It means that most of the students feel fun and enjoy joining speaking class by using story telling .

Conclusion

Based on the result of the data analysis, the students' scores of speaking achieved taught by implementing story telling taken from their mean (83,36) were higher than students who (66,4) were taught without implementing story telling . The students' scores obtained in the first cycle can achieve minimum standard (SKM) and the students' scores on the second cycle can achieve the criteria of success. Those result of students responses mean that more than 50% of the students are quite interested in improving of story telling.It can be concluded that story telling can improve speaking ability of the students of MI AT TAUFIQ Lakarsantri .

In order to develop the speaking ability of the students, it is better for the English teacher to guide, motivate and make students interested in teaching speaking English by using story telling. The teacher can use story telling by other media or strategies as like using a picture.Researcher suggests to students to have more attention to study through story telling to improve their speaking ability because story telling needs students' active individually. The result of this research can be used as input or a reference to conduct a further research dealing with a similar problem by using another design, such as action research to develop speaking ability of the students through story telling at elementary school.

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