Improving the Students' Speaking Skill Through Storytelling Strategy at the Eighth Grade of UPTD SMP Negeri 5 Gunungsitoli in 2021/2022

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Abstrak

Penelitian ini dilatarbelakangi oleh pentingnya penguasaan berbicara dalam kehidupan sehari-hari oleh siswa karena melalui berbicara siswa dapat mengungkapkan ide, perasaan, pendapat, dan pengetahuannya kepada orang lain secara lisan. Tujuan penelitian ini adalah untuk meningkatkan kemampuan siswa dalam berbicara dengan menggunakan Strategi Bercerita di kelas VIII SMP Negeri 5 Gunungsitoli. Untuk mencapai tujuan tersebut, peneliti melakukan Metode PTK yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari beberapa tahapan seperti perencanaan, tindakan, observasi, dan refleksi. Instrumen yang digunakan peneliti untuk mengumpulkan data adalah lembar observasi, catatan lapangan dan perekam suara siswa. Hasil data pada Siklus I menunjukkan bahwa 9 siswa mendapat nilai antara 40-59 dengan klasifikasi "kurang"; 3 orang siswa mendapat nilai antara 60-74 tergolong "Cukup", dan ada 3 orang siswa yang mendapat nilai antara 75-84 tergolong "Baik". Rata-rata nilai siswa 50, nilai maksimal 82 dan nilai minimal 44. Sedangkan pada Siklus II 15 siswa (100%) mendapatkan nilai antara 75-84 tergolong "Tingkat Baik". Rata-rata nilai siswa adalah 76, nilai maksimal 84 dan nilai minimal 75. Dari hasil penelitian dapat disimpulkan bahwa Strategi Bercerita meningkatkan kemampuan berbicara siswa kelas VIII SMP Negeri 5 Gunungsitoli di 2021/2022.

Kata kunci: Kemampuan Berbicara Siswa, Strategi Bercerita, Penelitian Tindakan Kelas

Abstract

This research is based on the importance for students to master speaking in their daily life because through speaking students can express their ideas, feelings, opinions, and knowledge to other people orally. The purpose of the research is to improve the student's ability in speaking by using the Storytelling Strategy in the eighth grade of SMP Negeri 5 Gunungsitoli. To achieve this purpose, the researcher conducted CAR Method and which was applied in two cycles. Each cycle consisted of some phases such as planning, action, observation, and reflection. The instruments used by the researcher to collect the data were observation sheets, field notes and students' sound recorders. The result of the data in Cycle I shows that 9 students get marks among 40-59 classified as "Less level"; 3 students get mark among 60-74 classified as "Adequate level", and there are 3 students who get marks among 75-84 classified as "Good level". The average students' value is 50, the maximum score is 82 and the minimum score is 44. While in Cycle II 15 student's (100%) get marks among 75-84 classified as "Good level". The average student's value is 76, the maximum score is 84 and the minimum score is 75. From the result of the research, it can be concluded that the Storytelling Strategy improve the students' speaking ability in the eighth grade of SMP Negeri 5 Gunungsitoli in 2021/2022.

Keywords: Students' Speaking Ability, Storytelling Strategy, Classroom Action Research

INTRODUCTION

Speaking is an activity used by someone to communicate with others. It takes place everywhere and has become part of our daily activities. When someone speaks, he or she interacts and uses the language to express his or her idea, feeling, and thought. He or she also shares information with other through communication. Speaking is one of the productive skills and a two-way process between speaker and listener. Therefore, it is difficult for students to learn english as a foreign language, the culture that the students live is in different from English as the target language. English must be brought to the students' environment, the more they practice English the better they get. According to Gert and Hans in Efrizal (2012:127), speaking is speech or utterance produced by the speaker with the intention of being known, and then, the listener processes the sayings to order to know the speaker with attention.

On the syllabus of *Kurikulum* 2013 that is used in UPTD SMP Negeri 5 Gunungsitoli in the eighth grade, the core competence of speaking is understanding, applying, and analyzing factual, conceptual, procedural, and metacognitive knowledge based on his curiosity about science, technology, art, culture, and humanities with human, nationality, state and civilization insights related to causes of phenomena and events, and apply procedural knowledge in a specific field of study according to their talents and interests. While basic competence of speaking is analyzing social functions, text structure, according to the context of their use. The indicator is applying the social function, text structure, trying to speak fluently with correct speech, intonation, and the student can their felling have based on its contexts.

Based on researcher observation at the eighth grade of UPTD SMP Negeri 5 Gunungsitoli The researcher found a problem that dealing with the students' inactivity in English speaking activity. The students can pronounce the words provide in talking about holidays. So they have a weakness in accent, grammar, vocabulary, and fluency. These aspect affect the pronunciation which is difficult to understand, and Low ability to speak English skills because they are not used to it. Grammar is almost entirely inacurate, vocabulary inadequate, and speech is very low. They find it difficult to speak English so they are unable to communicate. According to Adieli Laoli, "the teacher's low creativity in determining learning in speaking skill techniques makes students seem inactive when learning because they tend to focus on reading, writing and listening skills. This must be given the right solution so that the difficulties faced by students in conveying ideas and questions can be conveyed properly" To overcome the problems, the researcher is interested in applying a teaching strategy that could be used by the teachers in the teaching-learning process by using Storytelling Strategy because implementing storytelling in speaking class can motivating students, linking students imaginations, increasing student ability to shared social, learning new vocabulary.

In this research, the researcher tried to find out whether there is increasing students ability in speaking English in using story-telling strategy.

METHODE

This research conducted through classroom action research (CAR) The specific educational problem is students' speaking ability. Therefore, action research provides the opportunity for an educator (researcher) to reflect on their practices. It is supported by Pelton (2010:3) Action Research is a systematic approach to improve teaching practices". Classroom Action Research helped the researcher find, organize, prove, and ensure classroom teaching and the development of the students. According to Lewin in Arikunto (2003: 83) operational Classroom Action Research consists of four components, they are Planning is a process of Classroom Action Research that is arranged based on the preliminary study, Action is the realization of theory and teaching Strategy. It is aimed to improve the problem, Observation is an activity of collecting data and information that can be used as input in doing reflection on what has been done in action, Reflection is an activity of analyzing, interpreting, and explaining all of the information gotten from the observation of what has been done in the action.

The researcher used the storytelling Strategy to take the opportunity in improving the student's speaking ability. The meeting of CAR is attended in one cycle to know the students'

progress. When the students' achievement was not past MCC, the researcher will continue the meeting in the 2ndcycle. The researcher has made a target that the meeting cycle 2 of the research would be stopped when the students get a score high than MCC. The object of the action in the research is the student's ability in speaking by using the Storytelling Strategy at the UPTD SMP Negeri 5 Gunungsitoli in Academic Year 2021/2022. Researchers collected all the data obtain during research activities. In classroom action research, the collected data was quantitative and Qualitative. The quantitative data is the data in the form of test students' learning outcomes at each of the cycles. The Qualitative data is data that described the response of the students. Students' attitudes toward learning model which is used, and students. Students' attitudes toward learning model which is used, and students' learning activities.

FINDINGS AND DISCUSSION

In this research, the problem is "How does Storytelling Strategy improve the student's ability in speaking at the eighth grade of UPTD SMP Negeri 5 Gunungsitoli 2021/2022" The common response in this research is Storytelling Strategy can increase the student's ability in speaking by implementing the procedures of Storytelling Strategy. It shows on the students' scores that all the students passed the MCC. Which, this research was done in two cycles, each cycle consisted of two meetings. The student's ability in speaking was increasing from meeting to meeting and cycle to cycle. During conducting the research, the researcher was helped by the English teacher of SMP Negeri 5 Gunungsitoli. The English teacher was the teacher-collaborator of the students' and the researcher's activity. The researcher got help from the English teacher to observe the researcher's and students' activities during the teaching-learning process in the classroom. The students were all present during conducting the research. The researcher performed the research for two cycles that consisted of four meetings; each cycle consisted of two meetings.

The percentage of the researcher's and students done and undone activities can be seen below:
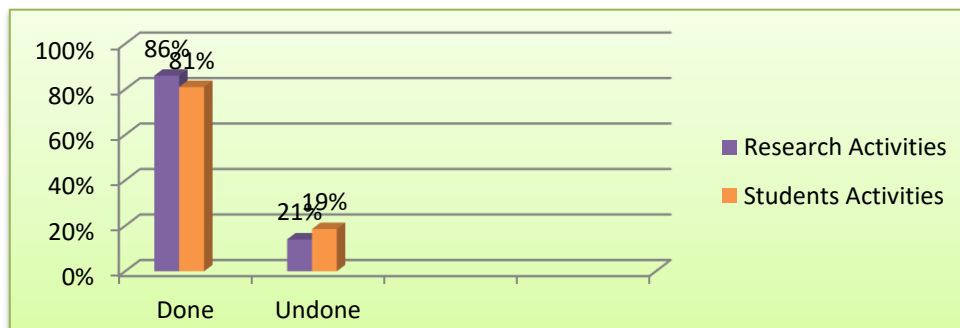
Graphic 1: The Researcher's and Students' Activities in Cycle I

From the previous graphic, it showed that the activity of the researcher at the second meeting Cycle I was 86% could be categorized as "Very Good level" while the activity of students was 81% could be categorized as "Good level". However, the researcher found some weaknesses in the second meeting which should be improved in the next meeting, and some strengths that should be maintained during the teaching-learning process. The weaknesses have been written by the teacher-collaborator as follows:

a. Most of the students did not pay attention explanation the material by the researcher.
b. Most of the students did not listen to the example of material
c. Most of the students did not comprehend a statement.

The strengths were found by the teacher-collaborator at the second meeting namely:

a. The students had enthusiasm following the teaching.
b. The students are more active and cooperative during the teaching-learning process.
c. The entire students attended the classroom and did the test solemnly.

Tabel 1 The Students' Speaking Ability with Storytelling Strategy at the Eighth Grade of UPTD SMP Negeri 5 Gunungsitoli in Cycle I

Score	Fluency	Frequency	Categories
43 - 52	2	4 students	Level 2
53 - 62	2+	5 students	Level 2
63 - 72	3	3 students	Level 3
73 - 82	3+	3 students	Level 3

At the first meeting in the first cycle 4 students had a level 2 category because they were able to express vocabulary but some were convoluted, often quite wrong and did not have convincing grammar control by getting a level score of 43-52. 5 students have a level 2 category with fluency 2+ because they are more able to handle basic constructions quite accurately and have more confidence by getting a score of 53-62. 3 students are also included in the level 3 category with fluency 3 because students can speak with sufficient structural accuracy and appropriate vocabulary to participate effectively in most formal conversations on practical and social topics by getting a score of 63-72. The other 3 students have a level 4 category with fluency 3+ because they can use the language fluently, accurately, and precisely at all levels which are usually related to conversational needs. The result of the student's speaking ability in cycle I am seen below:
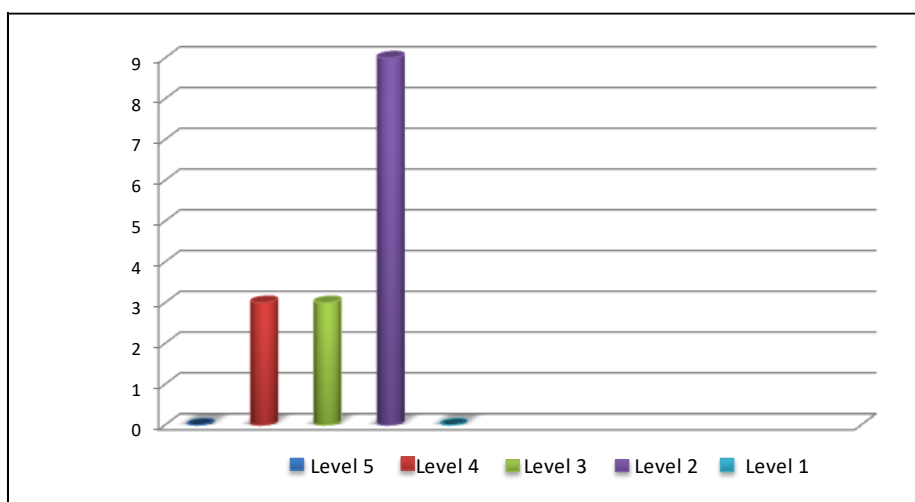

Graphic 2: The Students' Ability in speaking through Storytelling Strategy in Cycle I

The data from the previous table and graphic explained that the student's ability in speaking after applying the Storytelling Strategy in cycle I was still less and could not pass the MCC. 9 students got a "less" level (60%) which students can deal with the routine social exchange and have a speaking vocabulary sufficient to express him or themselves simply with some circumlocutions, accent, though often quite faulty, is intelligible. It usually handles elementary construction quite accurately and appropriately but does not have confident control of the grammar. 3 students got an "adequate" level (20% which the students can speak with sufficient structural accuracy and appropriate vocabulary to participate effectively in most formal conversations on practical and social topics and the last, only 3 students got "good" level (20%) which the students can understand and participate in any conversation within the

range of his or her experience with a high degree of fluency and precisions of vocabulary, would rarely be taken for a native speaker, but can respond appropriately even to unfamiliar topics, errors of pronunciation and grammar quite rare can handle informal interpreting from into the language. It showed that in Cycle I the students were still unable to speak fluently. This is caused by some activities undone by the students and researcher in Cycle I, there are some procedures the Storytelling Strategy not do by the students such as: the students did not listen the statement or topic taught by the researcher, the students did not consider their opinion about a statement seriously, and the students did not state their opinion seriously. Therefore, the researcher wanted to continue conducting.

The percentage of the researcher's and student's done and undone activities in cycle two can see below:
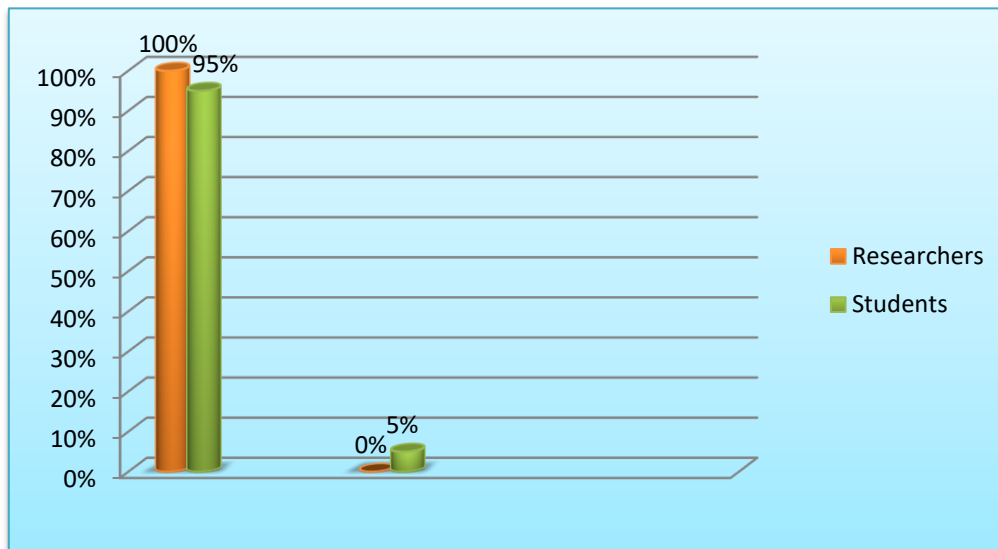
Graphic 3: The Researcher's Activities and Students' Activities in Cycle 2

From the graphic above, it showed that the activity of the researcher at the second meeting Cycle II was 100% and could be categorized as "Very Good level" while the activity of students was 95% and could be categorized as "Very Good level."

Furthermore, the researcher found some weaknesses in the second meeting which should be improved in the next meeting and some strengths that should be maintained during teaching-learning process. The strengths were found by the teacher-collaborator at the second meeting namely:

a. All students followed the researcher's instructions when the Storytelling Strategy.
b. All the students were able to share their stories about the holiday

After the researcher looked for the students' scores and values, the researcher looked for the percentage of the student's ability in speaking through the Storytelling Strategy. The result of their test is explained in the table below:

Tabel 2. The Students' Speaking Ability with Storytelling Strategy at the Eighth Grade of UPTD SMP Negeri 5 Gunungsitoli In Cycle 2

Value	Level	Frequency	Percentage
85 -100	Level 5	-	-
75 – 84	Level 4	15 students	100%
60 – 74	Level 3	-	-
40 – 59	Level 2	-	-
0 – 39	Level 1	-	-
15 students	**100 %**		

The data from the table explained that the student's ability in speaking after applying the Storytelling Strategy was good and increased the students' ability in speaking. In the second cycle 14 students are in the level 4 category with fluency 3+ because their fluency level starts to be high, can respond to the topic being discussed, can understand and participate in any conversation within the range of their understanding with a score of 75-82. There is also 1 student in the level 4 category because the students can use the language fluently, accurately and appropriately at all levels normally concerned with conversational needs. Can understand and participate in any conversation within the range of his or her experience with a high degree of fluency and precision of vocabulary, would rarely be taken for a native speaker, but can respond appropriately even to unfamiliar topics, errors of pronunciation and grammar quite rare can handle informal interpreting from into the language.

The result of the students' speaking ability in Cycle II as follows:
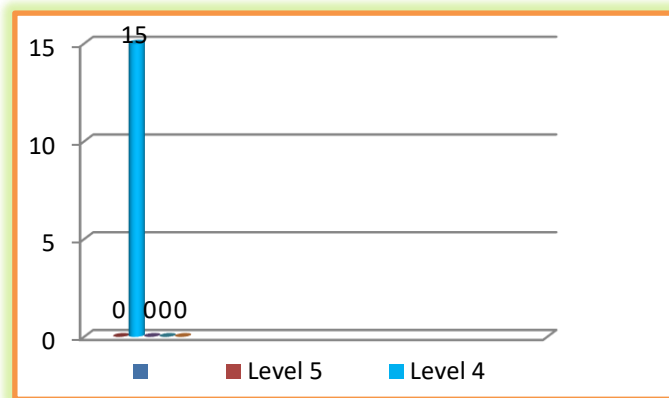
Graphic 4: The Students' Ability in Speaking through Storytelling Strategy in Cycle II

The graphic showed that the students' ability after applying the Storytelling strategy were increased. This is caused by all activities and procedures of the Storytelling Strategy in Cycle II already done by the students and researcher. All students were categorized as "Good level". Therefore, the researcher concluded that the Storytelling Strategy was able to increase the student's ability in speaking. It could be seen on the average of the students' value that could be achieved Minimum Competence Criterion (MCC) that has been specified and the researcher would not carry on the research in the next cycle.

The Result of the Students' Ability in All Cycles
The result of the student's ability in speaking with Storytelling Strategy in Cycle I and Cycle II is seen below:

Tabel 3. The Students' Improvement from Cycle I to Cycle II

Cycle	Score Level	Fluency Level	Frequency	Percentage	Categories	MCC
I	43-52	2	4 Student	27%	Level 2	
	53-62	2+	5 Students	33%	Level 2	
	63-72	3	3 Students	20%	Level 3	
	73-82	3+	3Students	20%	Level 4	**65**
II	75-82	3+	14 Students	93%	Level 4	
	83-92	4	1 Students	7%	Level 4	

Based on the table, it showed the students' improvements from cycle I to cycle II. At the first meeting in the first cycle 4 students had a level 2 category because they were able to

express vocabulary but some were convoluted, often quite wrong and did not have convincing grammar control by getting a level score of 43-52. 5 students have a level 2 category with fluency 2+ because they are more able to handle basic constructions quite accurately and have more confidence by getting a score of 53-62. 3 students are also included in the level 3 category with fluency 3 because students can speak with sufficient structural accuracy and appropriate vocabulary to participate effectively in most formal conversations on practical and social topics with a score of 63-72. The other 3 students have a level 4 category with fluency 3+ because they can use the language fluently, accurately, and precisely at all levels which are usually related to conversational needs. In the second cycle 14 students are in the level 4 category with fluency 3+ because their fluency level starts to be high, can respond to the topic being discussed, can understand and participate in any conversation within the range of their understanding with a score of 75-82. There is also 1 student in the level 4 category because the students can use the language fluently, accurately and appropriately at all levels normally concerned with conversational needs. Can understand and participate in any conversation within the range of his or her experience with a high degree of fluency and precision of vocabulary, would rarely be taken for a native speaker, but can respond appropriately even to unfamiliar topics, errors of pronunciation and grammar quite rare can handle informal interpreting from into the language. The ability was increased in cycle II. All students got a "Good" level in speaking. All the students' problems have been overcome in Cycle II. It could be solved because of modifying the procedures of the Storytelling Strategy followed by implementing the strategy in the classroom.

CONCLUSION

The results of the first cycle shows that the students can deal with routine social exchange. They can handle with confidence but not with facility the simplest type of conversation, including an introduction and chat about autobiographical information. The second cycle shows the students can speak with sufficient structural accuracy and appropriate vocabulary to participate effectively in most formal conversations on practical and social topics. From the results of the data analysis above, it shows that student achievement in the second cycle is better than in the first cycle.

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