

IMPROVING SPEAKING ABILITY BY USING STORYTELLING TECHNIQUE AT X AKUNTANSI CLASS OF SMK TRUNOJOYO JEMBER IN THE 2015/2016 ACADEMIC YEAR

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Abstract

It is a must for educators to overcome several problems dealing with teaching speaking. We have to consider about the students background that is English Foreign learners (EFL). They are not as good as the native speakers in speaking and are not as fluently as the native speaker in speaking. Thus, the educators must scaffold the learners. Moreover, educators must provide the material and prepare the classroom to possible the learners to absorb the material. Following work talks about how can Storytelling techniques can support educators in developing students' speaking and active participation in Vocational high school level. Teacher can come up with daily oral retelling, asking the learners to read the example, guiding them to read the story, and finally, giving them opportunity to retelling the story. The educator is role as the facilitator and motivator. By doing so, the learners will learn step by step and learn several skills as well.

Key words: Storytelling technique, speaking skill.

I. Introduction

Language is something specific to humans, it can be said that language is the basic the capacity that distinguishes humans from all other living beings. Therefore language remains potentially be a communicative medium that capable of expressing ideas and concepts as well as moods, feeling, and attitudes. For example is one of the languages used by many people in the word to communicate with others. That is why English has been approved as one of the international language.

In English, we know there are four language skills that must be mastered. They are listening, speaking, reading, and writing. One of them that has crucial part of the language learning process is Speaking. According to Thornburry (2005) in Akhyak and Indramawan (2013:19), Speaking is speech production that becomes a part of our daily activities. The goal of speaking is to achieve an interactive communication between the speaker and listener. Teaching speaking is the activity where the teachers lead their students to improve their ability in expressing emotions, ideas or feelings orally.

Seeing from how the importance of speaking, it would be better if every student can

speak English for communication in the various context and situation. But the reality in the school shows many students in the Vocational High School still have difficulty in speaking, especially speaking English. Based on the observation at SMK Trunojoyo Jember, the teacher said that there were some problems in teaching learning process of speaking, especially for X Akuntansi class. The teacher sees that in this class the students felt unmotivated to speak and have difficulties to speak English. Some of the difficulties are: students in the class becomes silent and passive in speaking class, just a few students who enjoyed the speaking class and it is found that the students difficulties to express their idea, thought, and feeling freely. The students' difficulties were in controlling the grammar, choosing the appropriate vocabulary and pronouncing the words. The monotonous activity is like listen the lesson for speaking that makes the students unmotivated to speak. Thus, the researcher assumes that one of the interesting technique which can be used to overcome the problems above is storytelling.

According to Chamber (1970) in Safdarian and Gyasi (2013:78), Storytelling is a technique of teaching that has stood the test of time. Students can briefly summarize a tale or story they heard from somebody before, or they may create their own stories to tell their classmates. The technique of storytelling for learner may share experience and learn from other's wisdom, beliefs, and values. Besides that, stories build blocks of knowledge and it is the foundation of memory and learning, lastly, stories connect people to the past, present and the future (Barzaq,2009) in Samantaray (2014:41). According to Collins (2005:1), the purposes of storytelling are: a). It can develop the students' imagination, b). It can widen the listener's horizons, c). It can give enjoyment for students. So, the researcher assumed that the implementation of storytelling would increase students speaking skill. Therefore, the writer will conduct a research entitled "Improving Speaking Ability of X Akuntansi students by using storytelling at SMK Trunojoyo Jember in the 2015/2016 Academic Year".

II. Method

The area of this research is conducted in class X Akuntansi which consists of 34 students at SMK Trunojoyo Jember. Based on data I collected from the English teacher, this class still has problems in speaking skill. Finally I can conclude that there are problems dealing with Comprehension, vocabularies, Fluency and Pronunciation that caused them having low Speaking ability.

In conducting that kind of collecting data method, we need tools to measure and plan what we are going to measure/test. According to Arikunto (2010:192) instrument is a tool in doing research by using particular method. This research used test and observation as a tool in conducting research. In this research, speaking test was used to get the data of the ten grade students' speaking. It was given to the students after they had given a treatment. The tests were made by the teacher and the researcher collaboratively based on the indicators used in this research. They included Comprehension, vocabularies, Fluency and Pronunciation. Concerning with the scoring system, analytic scoring method was used in this research.

The observation was done in each meeting. It was used to get the data about the teaching learning in the classroom and identify the process of students' changes in teaching learning process of speaking by using storytelling technique. The observation guide was in the form of checklist. Checklist was used to describe the activities in English teaching learning process that will be observed by the observer. Moreover, the observation is done by the English teacher and another researcher. They sit in the back of the students

III. Result and Discussion

Based on the reflection in cycle I and cycle II, the percentages of the students who got scores ≥ 65 were improved from cycle I to cycle II. It had improved from 71% in cycle I up to 82% in cycle II. In the first cycle, the action was carried out by teaching speaking through Storytelling to improve the students' speaking ability, the researcher formed the group of students. Then, the students discuss about the story and one of the students must retell the short story in front of class. In the first cycle the students did not achieve the target score, because some of them lack of vocabularies, they were still not good in pronunciation, the students who come forward in front of the class only active students in each group.

From the reason above, the action in the second cycle needs to be improved by make different activity that is not in group again. As final session, the students assess their independent speaking. So, each student must come forward in front of class to retell the short story in front of class by using their own words.

The result of speaking test in the first cycle showed that the means score of the students speaking test is 65 and the percentage of students who got score 65 or more 71%. The actions were regarded successful if more than 75%. It means that the standard mean score and the percentage requirement of speaking subject in the first cycle of this research had not been achieved and it can be said that is not successful.

Then the researcher continued to the next cycle. In cycle II, based on the result in the first cycle which had not achieved the average score yet, the researcher tried the best way to solve the students' problem. The action are: 1). The teacher explained again about the material asking and giving direction to make the students understand better. 2). The teacher didn't divide the students into group, but the teacher divided the students individually to make students more be active. 3). The teacher gave different activity and different short story to make the students are easier to understand about the story. 4). The teacher motivated students to speak and are not afraid of doing mistakes and must be more confident in front of class and the teacher taught the students same as in the cycle 1. And the result of speaking test in the cycle 2 showed that the mean score of the students speaking test is 65 and the percentage of the students who got scores ≥ 65 was improved that was 82%. It had achieved the target percentage that was 75%. That the students speaking in the cycle 2 much better than in previous period. The students' speaking score in cycle 1 and cycle 2 is shown in the table 10.

Table 10: The Improvement of the Students' Speaking Score in Cycle 1 and Cycle 2

The percentage of the students' Speaking Test in cycle 1 = 71%	The percentage of the students' Speaking test in cycle 2 = 82%
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In addition, from the speaking test on appendix, it can be seen that the students' speaking skill were improved in cycle 2 when it is compared with the results in cycle 1. In cycle 1, the percentage of the students who got scores ≥ 65 was 71%. In other hand, the percentage of the students' speaking in cycle 2 was 82%. It means that through Storytelling technique in cycle 2 is able to improve the students' Speaking ability. It means that the instrument (short story) of storytelling in teaching and learning was useful to make a good atmosphere in the classroom. It is supported by Wright (1995:5) stated that Every time they enter your classroom they enter with a need for stories. According to Pederson(1995) in Fitzgibbon and Wilhelm (1998:23), stories enable for English Second Language children to have an experience with the powerful real language of personal communication, not the usual from the teacher that tells stories using full English language.

The result of students' observation checklist in cycle 1 is 73.52% active participant and 26.47% is passive participant (see appendix 14). Then, cycle 2 is 88.23% active participant and 11.76% passive participant in teaching and learning process (see appendix 21). Based on the result of students' observation checklist in cycle 2 was successful because the target score and the percentage requirement has achieved 75%. From the explanation above, it can be said that the cycle 2 was successful. The researcher made some differences in planning by changing the activity to make students more increase in speaking skill, the researcher focus on individually students to make them more confident, and then the students can retell the story by their own words in good pronunciation, comprehension, fluency, and vocabulary. The students' Observation checklist in cycle 1 and cycle 2 is shown in the table 11.

Table 11: The Improvement of the Students' Observation Checklist in Cycle 1 and Cycle 2

The percentage of the students' Participation in cycle 1 = 73.52%	The percentage of the students' Participation in cycle 2 = 88.23%
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Based on the statement above it means that storytelling technique can develop the students speaking skill. The students has the same chance to deliver their ideas without afraid to make a mistake in speaking activity. Storytelling technique will run effectively if the activity engages all the students to participate.

Conclusion

Based on the results of data analysis and discussions, it can be concluded that:

1. The use of Storytelling Technique can Improve Speaking ability in X Akuntansi class at SMK Trunojoyo Jember in the 2015/2016 academic year by giving short story to retell by their own words in good pronunciation, comprehension, fluency and vocabulary.
2. The use of Storytelling Technique can improve students' active participation in X Akuntansi class at SMK Trunojoyo Jember in the 2015/2016 academic year by giving more practice and ask them to perform the task in front the class. The result of students' active participation in teaching and learning process improved in each cycle.

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