



### THE EFFECT OF STORYTELLING TECHNIQUE TOWARDS STUDENTS' SPEAKING SKILL AT THE SEVENTH GRADE STUDENTS OF INTEGRATED JUNIOR HIGH SCHOOL DAAR EL-ISHLAH BOARDING SCHOOL MALINGPING LEBAK IN ACADEMIC YEAR 2021-2022

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#### Abstract

*Siti Mastupah (2022). "The Effect of Storytelling Technique Towards Students' Speaking Skill at the Seventh Grade Students of Integrated Junior High School Daar El-Ishlah Boarding School Malingping Lebak in Academic Year 2021-2022"*

*The objective of this research was to find out whether there is any effect of storytelling technique towards students' speaking skill at the seventh grade students of integrated junior high school Daar El-Ishlah Boarding School Malingping Lebak. The method used quantitative with quasi-experimental pre-test and post-test control and experiment group design. Sample of the research amounted to 28 students were selected class VIIA as Experiment class, and class VII B as control class. The findings showed that the use of storytelling technique towards students' speaking skill positively in experiment class. It can be seen from the mean score pre-test in experimental class (58,57) while the mean score of pre-test in control class (55,36) and score post-test in experimental class (74,29) was higher than the mean score of post-test in control class (64,29). Furthermore, the hypothesis testing by using paired sample t-test in SPSS 22 for windows showed the value of t calculated > t-tabel was 9.099 in experimental class. And its significance value because less than 0.05 ( $P = 0.00 < 0.05$  in experimental class). It can be concluded that the alternative hypothesis ( $H_a$ ) was accepted and there is significance effect of storytelling technique towards students' speaking skill.*

**Keywords :** *Technique, Storytelling Technique, Speaking Skill*

#### I. INTRODUCTION

English is one tools the role international communication in this world, English is very importance for communication because with language we can live anywhere, a human without language is unfortunate because in this world all countries have their own language and English is one of the international language, every country is used to interact even in everyday life. In era now many foreigners often come to Indonesia. And now there are a lot of courses that open up the practice of English to be a translator guider that may even be one of the requirements for a job in the interest. Especially in Indonesia, English language from ancient times to modern times had required subject in every school from elementary school until university.

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According to Helmanda & Nisa (2019:77)

Speaking is not only conversation, the students can speak for interaction, transaction, performance, persuading other people sharing information, knowledge, ideas each other. With speaking the students can get anything what there in mind. So that speaking is very important in life.

Based on the definitions above, the researcher assumed speaking is a productive skill and with speaking the other people can understand what was said. Speaking is one of communication effectively than the other skill, not only about the knowledge and lesson in a school but also the skill that must be constantly in life, because speaking is more important in life.

Hidayati Yunita. Investigated, (2019) with the title. The Effect of Storytelling Towards Students' Speaking Skill at the tenth grade students of MA Nurul Haramain Boarding School. The research findings show that the mean score of the pre-test is 59.05 and the mean score of post-test is 78.48. It shows that storytelling has a significant impact towards the students' speaking skill. The result of sig. 2-tailed (0.00) is lower than sig. level (0.05), also the result of the t-test is higher than t-table, the value is  $4.1 > 1.6$  it means that the alternative hypothesis ( $H_a$ ) is accepted. It can be concluded that there is a highly significant effect of storytelling technique towards students' speaking skill on the tenth-grade students of MA Nurul Haramain.

Fitri Khaerunnisa. Investigated, (2019) with title The Effect of Narrative Storytelling on Students' Speaking Skill of Tenth Students of MA Darul Muhamudien NW Gamang. The findings showed that the use of narrative storytelling affects students' speaking skill positively in experiment class. It can be seen from the mean score pre-test in experimental class (42,17) while the mean score of pre-test in control class (37,6) and score post-test in experimental class (69) was higher than the mean score of post-test in control class (39). Furthermore, the hypothesis testing by using paired sample t-test in SPSS 16.0 for windows showed the value of t calculated >

t-table was  $28,327 > 2,012$  and its significance value because less than  $0.05$  ( $P = 0.00 < 0.05$ ). It can be concluded that the alternative hypothesis ( $H_a$ ) was accepted.

Based on the previous related findings, the researcher then concluded that the similarity of this research and previous findings are focusing on technique main aspect, there is using Storytelling as a Technique. And meanwhile the differences between the findings above and the current research, researcher focus on Storytelling Technique and Speaking Skill that can help students, especially those who are beginners, in improving their English.

The purpose this research. The first for the Teachers, the teacher identify students speaking skill after they learn by used of storytelling technique. The second for the Students, the students can feel whether there is effect to their speaking skill after they learn by used of storytelling technique. The third for the Researcher the result of study be used to answer the available question based on the data research and get new knowledge and experience to the research speaking skill.

## II. RESEARCH METHODOLOGY

### A. Method of the Research

In this research, the researcher used a quantitative approach, and quasi experimental design. The objective of the research is to find out the effect of storytelling towards students' speaking skill. This research carried out at Integrated Junior High School of Daar El-ishlah Boarding School Malingping Lebak in Academic Year 2021/2022. The researcher choose this place for conducting this research because find many problems in students speaking skill, the researcher also did the the investigation by the finding that the students' speaking skill is very low.

The population of this research is all of at the seventh grade students of Integrated Junior High School Daar El-ishlah Boarding School Malingping. Which divided into two classes with total number 28 students

Table 1 thel data of population

No	Class	Sum
1.	VII A	14
2.	VII B	14
TOTAL		28

The researcher chooses two classes the first is class VII A as experimental class used storytelling technique and the second is VII B as control class used jigsaw technique.

Table 2 Thel Data of Samplel

No	Class	Sum
1.	VII A(Elxpelrimelntal)	14
2.	VII B(control)	14
TOTAL		28

#### 1. pre-test

The pretest provides a measure of some of the attributes or characteristics that the teacher values participants in the experiment before they received treatment or understanding in learning. After the teacher provides understanding or treatment, so that the teacher understands the students' abilities in learning when in class.

#### 2. Treatment

The researcher give the treatment in experimental group. The researcher teach speaking by storytelling with form a fable, the experimental group give some materials which are consistended communicative aspects that taught by the researcher in different ways. The experimental group is teach using storytelling technique, and the control group teach using jigsaw technique. The treatment done for 5 meeting.

#### 3. Post-test

A post-test is a measure on some attributes or characteristics that are assessed for participants in the experiment after treatment or understanding. In this case the teacher assess the students' ability to speak correctly and naturally, after being given an understanding in experimental treatment.

#### 4. Documentation

In this research, the researcher also used supplementary instrument. To support the research to get more complete data, to document the teaching and learning process in speaking skill. record the students' voice when they storytelling during the test. The researcher used tape recorder like a handphone. The purpose this recording is to analysing the scoring rubric of students' speaking skill. The data there in the forms of photographs and audio

### III. RESULT AND DISCUSSION

In this chapter the researcher would like to present the description of data obtained. As the researcher explains in the previous chapter that the population in this research were 28 students of the seventh grade in Integrated Junior High School Daar El-Ishlah Boarding School Malingping Lebak. Furthermore, the researcher took all population as sample. The sample were 14 students of class VII A as the experimental class and 14 students of VII B as the control class.

In this research, the researcher did the analysis of quantitative data. The data obtained by giving test to the experimental class and control class. The test are divided into two types, they are pre-test and post-test. Pre-test was given before treatment and post-test was given after treatment. Students should speak in front of the class according to the instructions and question from the researcher.

The researcher identified some results to find out the effect of storytelling technique towards students' speaking skill. The researcher obtained students' score of pre-test before treatment, while students' score of post-test are obtained after treatment. The researcher describes the data in control class and experimental class.

Based on the calculation using SPSS, the data above can be described as follows:

Table 3 Descriptive of the data

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest control	14	45	65	795	55.36	7.712
Posttest control	14	50	75	900	64.29	6.753
Pretest experiment	14	45	70	820	58.57	7.187
Posttest experiment	14	65	90	1040	74.29	7.300
Valid N (listwise)	14					

Based on the calculation by using SPSS, the result of the pre-test at control class the highest score is 65, the lowest score is 45, and the total score is 795. The total students are 14. Meanwhile, the result of the post-test at control class, the highest score is 75, the lowest score is 45, and total score is 900, the total students are 14. The result of the pre-test at experimental class, the highest score is 70, the lowest score is 45, and total score is 820. The total students are 14, Meanwhile, the result of the post-test at experimental class, the highest score is 90, the lowest score is 65, total score is 1040. The total students are 14.

Normality Test

According to (Kim and Park,2019:332) stated that "Normality is one of the underlying population of data".

The normality test used in this research is a statistical test Kolmogorov smirnov using the SPSS22 for program windows with the criteria if the significance value of  $p > 0.05$  data is normal, but if the significance value of  $p < 0.05$  data is not normal. The result of normality test the effect of storytelling technique towards speaking skill is normal. The table of test normality the table as follow.

Table 4 Test of Normality

	Kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Hasil Belajar Siswa	Pretest Control	.193	14	.169	.919	14	.210
	Posttest Control	.191	14	.176	.920	14	.217
	Pretest Experiment	.172	14	.200*	.946	14	.496
	Posttest Experiment	.221	14	.061	.911	14	.166

Based on the output normality test table 4.4 showed of the normality test obtained p-value (0,169, 0,176, 0,200, 0,061) are higher than  $\alpha = 0.05$ , it means that  $H_0$  is accepted. On the other word, based on the test result normality, the data is normally distributed.

#### Homogeneity test

According to (Wiley and Sons,2019:79) "The homogeneity of variances ensures that samples are drawn from the populations having equal variance with respect to some criterion".

The homogeneity test used in this research is a statistical test of homogeneity of variances using SPSS 22 for windows with the criteria if the significance value of  $p > 0,05$  the data stated that the population variance is the same (homogeneous), but if the value of significance of  $p < 0,05$  the data stated that population variance is not the same (not homogeneous). The result of homogeneity test the effect of storytelling technique towards speaking skill is homogeneous. The result of homogeneity the table as follow.

$$F = \frac{\text{Bigger Variant}}{\text{Smaller Variant}}$$

The criteria of test:

If  $F_{\text{count}} > F_{\text{table}}$  the Data are Homogeneous

If  $F_{\text{count}} < F_{\text{table}}$ , the Data are not Homogeneous

Table 5 Homogeneity test of pre-test Control&Experimental Class

Levene Statistic	df1	df2	Sig.
.185	1	26	.671

The statistic result showed, the score of homogeneity of pre-test between Control and Experimental is higher than  $\alpha = 0.05$ . P-value (0.671)  $> \alpha = 0.05$ . The result of Homogeneity test is accepted.

Table 6 Homogeneity test of post-test Control&Experimental Class

Levene Statistic	df1	df2	Sig.
.125	3	52	.945

The statistic result showed, the score of homogeneity of post-test between Control and Experimental is higher than  $\alpha = 0.05$ . P-value (0.945) >  $\alpha = 0.05$ . The result of Homogeneity test is accepted.

#### hypotheses Test

According to (Wiley and Sons, 2019:83) "Several parametric and alternate nonparametric tests exist for hypothesis testing experiment".

The hypothesis test used in this research is a statistical test (t-test) paired samples test which aims to test paired samples (pre-test and post-test in control class and experimental class pairs) using the SPSS program 22 for windows with test, a test result (t-test) could be seen on the following:

Table 7 Paired Samples Test

		Paired Differences					T	Df	Sig.(2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretestc – Posttestc	-8.929	12.275	3.281	-16.016	-1.841	-2.722	13	.017
Pair 2	Pretestex – Posttestex	-15.714	6.462	1.727	-19.445	-11.983	-9.099	13	.000

The statistical hypotheses as follow:

$H_a$  : There is a significant effect of storytelling technique towards students' speaking skill at the seventh grade of integrated junior high school Daar El-Ishlah Malingping Lebak.

$H_o$ : There is no significant effect of storytelling technique towards students' speaking skill at the seventh grade of integrated junior high school Daar El-Ishlah Malingping Lebak.

The estimations are:

If p-value >  $\alpha = 0.05$ , ( $H_o$  is accepted and  $H_a$  is rejected).

If p-value <  $\alpha = 0.05$ , ( $H_a$  is accepted and  $H_o$  is rejected).

Based on the output SPSS on table 4.6. It could be seen that signification value (p-value) = 0.017 at pair 1 and 0.000 at pair 2. They are <  $\alpha = 0.05$ , meanwhile  $H_a$  is accepted and  $H_o$  is rejected. On the other word, there is significant effect of storytelling technique towards students' speaking skill.

#### IV. Discussions

From the result of analysis of the data. The research question is whether there is a significant effect of storytelling technique towards students' speaking skill. The result showed that there is a significant effect of storytelling technique towards students' speaking skill. Based on the calculation, the students who had been taught by storytelling technique is better than the students who had not been taught by storytelling technique. Furthermore, from the number of students in both classes (VII A and VIIB), there are 28 students. They are 14 students in class VII A and 14 students in class VII B both of classes are given treatment. VII A as the experimental class was

given the storytelling technique in teaching process, while class VII B as the control class was given jigsaw technique.

During the research, the researcher found many problems. The students feel difficulties in expressing, the students are lack of confident in speaking English, the students are lack of motivation in study, the students are lack of pronunciation, the learning technique used is still monotone.

The researcher also observed that Storytelling Technique was good technique to apply. The researcher recommended this technique because Storytelling Technique instructed the students to get speaking more. So, they become more active and enjoy in learning process. They were given more opportunities to explore the skills and has proved that Storytelling Technique can be used as an alternative technique to improve speaking skill.

Based on the data obtained the researcher, the alternative hypothesis ( $H_a$ ) "There is significant effect of storytelling technique towards students' speaking skill at the level of Integrated Junior High School Daar El-Ishlah Boarding School Malingping Lebak is accepted. On the other, null hypothesis ( $H_0$ ) "There is no significant effect of storytelling technique towards students' speaking skill at the level of Integrated Junior High School Daar El-Ishlah Boarding School Malingping Lebak is **rejected**. It means that teaching speaking by using storytelling technique has a significant effect towards students' speaking skill.

Furthermore, the pre-test post-test were given to both classes, from testing with t-test obtained a significance Pair 1 ( $p\text{-value}$ ) =  $0.017 < \alpha = 0.05$ , and Pair 2 ( $p\text{-value}$ ) =  $0.000 < \alpha = 0.05$   $H_a$  is accepted and  $H_0$  is rejected. There is a significant effect of using storytelling technique towards students' speaking skill.

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