

The Effect of Paired Storytelling on the Students' Speaking Skill

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Abstract

A teacher needs an interactive teaching technique. It is needed in order to motivate students to learn and to help them to participate and to understand about the material they learn. The objective of this research is to find out whether there is an effect of paired storytelling to the students' ability in speaking or not at second grade at SMAN 5 Bengkulu Selatan. This was a quasi-experiment. The population of this research was the the second year students of SMA Negeri 5 Bengkulu Selatan which consisted of 210 students. The sample of this research was the XI IPA 1 (37 students) as the experimental group and the XI IPA 2 (37 students) as the control group. Those represent the population. The treatment was given only for the experimental class. The pre-test was given to the two groups before giving the treatment. The result was t-count in the pre-test was smaller than t-table ($1.09 < 1.98$). This indicated that the groups were equal ability. For the post-test, in contrast, the t-count was greater than t-table ($6.23 > 1.980$). this indicated that the paired storytelling technique could give a positive effect to the students' ability in speaking skill.

Keywords: paired storytelling; quasi experiment; speaking skill

Introduction

Paired storytelling is an integrated approach for people who are bilingual and are learning English as a second language. Lie (1994: 4) provides an evidence that the use of paired storytelling motivates the students to maximize reading comprehension and speaking in a target language. This strategy provides opportunities for one-on-one interaction among students around school tasks and it gives them the opportunity to use the target language effectively. The cooperative atmosphere of working in the pairs may greatly encourage the students to speak and it gives them the opportunity to build up use their confidence to use the target language. So it is a good technique to be implemented.

Related to this title, this researcher acknowledged relevant study. Hadi (2001: 23), in his investigation entitled "Teaching Speaking through Cooperative Learning Strategy (a Study on the first year students of SMUN 1 Pondok Kelapa)", concluded that there was any significant influence of cooperative learning. The previous study showed that the interactive students in practicing English with their friends make an improvement in speaking English for themselves. It also showed that there was a technique that was not researched in learning speaking English yet, namely, paired storytelling. It was the reason that the researcher would like to conduct an experiment on paired storytelling to improve student's speaking skill. Besides, several studies on storytelling and speaking strategies also found that students will improve their speaking ability through learning strategies,

storytelling and know the rhetoric structure in speaking (Syafryadin, et al. 2020; Syafryadin, 2020; Noermanzah, et al. 2020)

In a formal educational system, the success of education can be seen from the results of the students' achievement. The quality and success of the students' learning is influenced by the ability of the teachers in choosing and using teaching techniques. From an informal conversation with the teachers at Senior High School (SMA) Negeri 5 Bengkulu Selatan, it could be concluded that the students faced many difficulties in speaking English. The difficulties included problems in fluency and accuracy, and lacked the confidence to express their opinion. They were afraid to say something in English even though they knew the answer to the teacher's question, and even worse, they were unable to produce a simple sentence.

Based on an informal observation, the students' motivation to speak in English is still low. The students were still being taught in the classical method in a teacher-center. In this technique, the students' activities are usually just sitting, listening, and memorizing. These activities result in less participation of the students in learning activities that tend to get bored and lazy to learn. Responding to the above situation, a teacher needs an interactive teaching technique. It is needed in order to motivate students to learn and to help them to participate and to understand about the material they learn.

Research Methodology

To select the sample, this research used cluster-sampling technique. Gay (1990: 132) states that the cluster sampling is sampling in which groups, not individuals are selected. It is because there is not researcher authority to select the population randomly All the member of the selected groups has similar characteristics, such as grades, mark or ability.

In the SMAN 5 Bengkulu Selatan there were six classes and two classes, XI IPA 1 and XI IPA 2, were used as samples that represent the whole of IPA and IPS students. The X1 IPA 1 class was the experimental class and X1 IPA 2 class was the control class. The number of the students in each class is about 37 students.

The instrument used to collect the data was a speaking test, in the form of narrative story text. It was chosen based on the curriculum and the syllabus in the school. It was taken from the teacher suggestion and the student's text book. The students asked to perform in form of the class. The test used to know the students' ability in speaking.

This research was quasi-experimental because it is not possible for the researcher to do a true experiment alone. It was difficult to select the sample randomly. In quasi-experimental, a research can be done in class although the class in learning process. As Gay (1990: 270) says, 'A quasi-

experimental research occurs when it is not possible for the researcher to randomly assign the subject group'. This method used to prove whether the technique and strategy that implemented in teaching can improve students' skill or not. The result of the quasi-experiment is shown below:

Table 1. Research Design

Group	Pretest	Treatment	Posttest
E	Y ₁	X	Y ₂
C	Y ₁	-	Y ₂

Explanation:

- E = Experimental Group
- C = Control Group
- Y₁ = Pre-test
- X = Treatment
- Y₂ = Post-test

To measure the validity of the instrument, the researcher consulted with the English teacher at senior high school no 5 Bengkulu Selatan. As Heaton (1998: 14) stated, the validity of a test is the extent to which it measures what it is supposed to be measured. To analyze the validity of items, the researcher used a relevant text from the curriculum currently being used in 2010 by the 11th Grade English teacher at Senior High School (SMAN 5).

The scoring of oral ability is generally highly subjective. Even with careful training, a single scorer is unlikely to be as reliable as one would wish. Thus, in this try out, the research involved two scorers who independently score each candidate. To measure the reliability of the valid item was found by using of pearson's correlation coefficient formula:

$$r = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{[n \sum X^2 - (\sum X^2)][n \sum Y^2 - (\sum Y^2)]}}$$

Where:

- r = Pearson's correlation coefficient
- X = scorer 1
- Y = scorer 2

According to the result, there was no significant difference in average score between the scorer 1 and the scorer 2. So, this instrument is valid and reliable to be used on this research.

In conducting the research, the researcher used two groups, which are taught with the different techniques. The experimental group is taught with paired storytelling technique, while the control group is taught with the conventional technique. The procedure of this research was as follows: Pre-treatment stage, Treatment stage, Post-treatment stage, Performing stage

The experimental and control group were given an oral speaking test. The pre-test was given to the two groups to determine the starting point of both groups. The scores of the post-test were analyzed to see the effectiveness of the treatment. For the data analysis of the pre-test and post-test scores, the researcher used t-test formula. Before t-test was done, the f-test was carried out to find out the similarity of variance of both groups the F count is compared with F-table.

In collecting data, the students' pre-test and post test scores were collected and analyzed to find out the total scores, standard deviation, and the value of t-calculated. To see whether there was a significant difference between the mean scores of the classes, at 0.05 a-level and corresponding degree of freedom (df), the t-count will compare to the t-table. T-count > t-table, in this case, H₁ was accepted and H₀ was rejected. T-count < t-table, in this case, H₀ was accepted and H₁ was rejected.

Findings and Discussion

Findings

After the treatments of the experimental group and the control group, the result could be distributed into distribution table and divide them based on accuracy, fluency, and ideas.

Table 2. Distribution table based on accuracy, fluency, and ideas

	MEAN SCORE OF		MEAN SCORE OF		%	
	Experimental	Control	Experimental	Control	Experimental	Control
Accuracy	2.68	2.55	3.45	2.77	35.13	13.51
Fluency	2.74	2.67	3.61	2.83	37.84	8.1
Comprehensibility	2.64	2.47	3.37	2.79	35.14	21.62

The table states that the increasing that was gained from the experimental group and the control group. The most increase in the experimental group was happened to fluency which was about 37.84% from the pre-test. The different result was shown by the other group.

In analyzing pre-test and post-test result, the scores of both groups were compared to find out whether or not the treatments gave positive effect. From the pre-test and post-test result, it was found that paired storytelling could improve their speaking skill.

In analyzing whether or not there is significant difference in the post test result, the researcher used t-test. The result is served in this following table:

Table 3. The difference between both groups in the pre test and the post-test.

	Pre-Test	Post-Test
T _{count}	1.09	6.23
T _{table}	1.98	1.980

The table proved that there was no significant difference between both groups in the pre-test, but it proved there was a significant difference between both groups in the post-test. Finally, it could

be concluded that H₁ was accepted. This means that the use of the paired storytelling technique improved students' speaking skill. In order words, the treatment was successful.

To know whether or not the paired storytelling had a significant improvement on the students' fluency in experimental group, the researcher used t-test formula. The following table will show the clarification.

Table 4. The analysis of the accuracy

Groups	Mean Score		Students who gained the score ≥ 3				Students who gained the score < 3			
	Pre-test	Post-test	Pre	%	Post	%	Pre	%	Post	%
Experimental	2.68	3.45	20	54.05	33	89.18	17	45.94	4	10.81
Control	2.55	2.77	17	45.94	22	59.45	20	54.05	15	40.54

Based on the data above, the increasing of the experimental group's score was higher than the control group's score. The increasing experimental group's means there was a significant improvement of teaching speaking through the paired storytelling technique in the experimental group.

To know whether or not the paired storytelling had a significant improvement on the students' ability in Fluency in experimental group, the researcher used t-test formula. The following table will show the clarification:

Table 5. The analysis of the Fluency

Groups	Mean Score		Students who gained the score ≥ 3				Students who gained the score < 3			
	Pre-test	Post-Test	Pre	%	Post	%	Pre	%	Post	%
experimental	2.74	3.61	21	56.75	35	94.59	16	43.24	2	5.40
control	2.67	2.83	19	51.35	22	59.45	18	48.64	15	40.5

Based on the data above, the increasing of the experimental group's score was higher than the control group's score. It means there was a significant improvement of teaching speaking through the paired storytelling technique in the experimental group.

To know whether or not the paired storytelling had a significant improvement on the students' comprehensibility in experimental group, the researcher used t-test formula. The following table will show the clarification:

Table 6. The Comprehensibility Analysis

Groups	Mean Score		Students who gained the score ≥ 3				Students who gained the score < 3			
	Pre-test	Post-test	Pre	%	Post	%	Pre	%	Post	%
Experimental	2.64	3.37	17	45.94	30	81.08	20	54.05	7	18.91
Control	2.47	2.79	13	35.13	21	56.75	24	64.84	16	43.24

Based on the data above, the increasing of the experimental group's score was higher than the control group's score. The increasing of the experimental means there was a significant improvement of teaching speaking through the paired storytelling technique in the experimental group.

Discussion

This research proved that the paired storytelling technique improve students' accuracy, fluency and comprehensibility in speaking English. In the experimental group, the students' fluency was highly raised about 37.84%. It is caused in the paired storytelling technique, the students talk a lot and all get a chance to speak to get the information from their pair.

At the beginning of the paired storytelling used, there was many students who were afraid to say something. They could not speak in English even in worse, but in this treatment, the researcher asked the students to talked whatever they taught. They could also asked their partner if they were in doubt. In other words, they should be an active participant in the classroom. It is consistent with Ur (1996: 120) who stated that the characteristics of a successful speaking activity are learners talk a lot, participation is even, motivation is high, and language is of an acceptable level.

The result of the experimental group was different from the control group. In the control group, the students' comprehensibility was the significant score. It raised about 21.62%. this group was taught by using conventional technique which only one participant can talk at a time if he or she is to be heard. They get the idea, but they were worried about making mistake in speaking English.

Furthermore, according to informal observation by the teacher in the classroom, the paired storytelling technique can also increase the student's motivation in learning and practicing English. There was assumption that if the technique is taught properly, the teacher could improve the student's morale as well. There is no punishment in this technique, so the students were eager to express their ideas without worrying about making mistakes. The positive effect of this condition is that the student will feel comfortable practicing their speaking so they can speak accuracy and fluency. Matthews (1994) says that the teacher should establish a friendly and relaxed classroom atmosphere to make students feel confident in communication at the speaking class.

Conclusion and Suggestion

There are many ways that can be used to improve students' speaking skill. The teacher can apply many techniques. One of the techniques that can be used is by using paired storytelling. Based on the analysis from the previous finding and discussion, a conclusion could be stated that the

paired storytelling can give a positive effect to the students' of the second grade of SMAN 5 Bengkulu Selatan in speaking skill, and it is applicable for IPA and IPS students.

The result of this research proved that paired storytelling gives a positive effect in students' speaking skill in learning English. In other words, the students who learnt speaking through paired storytelling technique obtained higher scores than those who learnt speaking in a conventional way.

Based on the finding, the researcher hopes that the paired storytelling technique will be adopted by English teacher, who will be teaching English as Second Language (ESL) courses to other grades such as in high schools, vocational schools, and even universities, and colleges.

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