

**MENDONGENG UNTUK MENINGKATKAN KEMAMPUAN BERBICARA  
BAHASA INGGRIS KELAS 10 SISWA SMK PGRI 2 KEDIRI**

***STORY TELLING TO INCREASE ENGLISH SPEAKING ABILITY AT TENTH  
GRADE STUDENTS OF SMK PGRI 2 KEDIRI***

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**Abstrak**

Kemampuan berbicara merupakan proses interaktif dalam membangun makna yang melibatkan produksi, penerimaan, dan pemrosesan informasi. Sedangkan kemampuan berbicara adalah mengungkapkan perasaan, ide, pendapat, kepada orang lain dengan menggunakan artikulasi kata atau bunyi untuk memberikan informasi. Menguasai keterampilan berbicara merupakan prioritas utama yang harus dimiliki siswa, namun masih banyak siswa yang menghadapi kesulitan berbicara dalam bahasa Inggris, mulai dari kesulitan dalam mengungkapkan kosa kata, ketepatan, kelancaran, koherensi, ejaan kata ganti dalam bahasa Inggris. Tujuan penelitian ini adalah: 1). Untuk mengetahui kemampuan berbicara siswa dalam berbicara bahasa Inggris sebelum diajarkan dengan menggunakan metode Storytelling pada siswa kelas X di SMK PGRI 2 Kediri. 2.) Untuk mengetahui kemampuan berbicara siswa dalam berbicara bahasa Inggris setelah diajarkan dengan menggunakan metode Storytelling untuk meningkatkan kemampuan berbicara siswa SMK PGRI 2 Kediri. 3.) Untuk mengetahui ada atau tidaknya pengaruh penggunaan metode Storytelling terhadap peningkatan kemampuan berbicara bahasa Inggris di SMK PGRI 2 Kediri. Penelitian ini dilaksanakan pada bulan Oktober-November 2023. Populasi penelitian ini adalah siswa kelas X SMK PGRI 2 Kediri yang berjumlah 28 siswa per kelas. Penelitian ini dilaksanakan dalam delapan kali pertemuan yang meliputi Pre-test, Treatment dan Post-test. Instrumen pengumpulan data yang digunakan adalah berbicara lisan. Penelitian dilaksanakan pada bulan September 2023 sampai dengan Desember 2023. Setelah data terkumpul, langkah selanjutnya adalah menganalisis data dengan menggunakan SPSS vs 24.0, khususnya menggunakan sampel uji-t untuk mengetahui pengaruh signifikan pembiasaan bercerita terhadap kemampuan berbicara siswa. Hasil penelitian menunjukkan bahwa keterampilan berbicara siswa meningkat setelah diajarkan menggunakan metode bercerita. Hal ini dibuktikan dengan nilai rata-rata pada 2 kelas (kelas kontrol dan kelas eksperimen). Hasil penelitian menunjukkan bahwa kelas kontrol yang tidak diberi perlakuan memperoleh skor pre-test 43,2 dan post-test 53,0 lebih tinggi dari t-tabel ( $2,767 > 2,473$ ) dan pada kelas eksperimen yang diberi perlakuan memperoleh skor pre-test 40,3 dan post-test 75,7. Hasil tersebut melaporkan bahwa t-test lebih tinggi dari t-tabel ( $11,420 > 2,473$ ). Ini berarti  $H_0$  ditolak dan  $H_a$  diterima. Peneliti menyarankan kepada guru bahasa Inggris agar mengajar siswa dengan lebih baik menggunakan teknik bercerita pembiasaan karena itu adalah teknik yang cocok yang membuat siswa lebih mudah memahami berbicara dengan jelas.

**Kata Kunci:** Berbicara, Metode pembelajaran berbicara, Bercerita

**Abstract**

*Speaking ability is an interactive process of building meaning that involves the production and reception and processing of information. Meanwhile, speaking ability is expressing feelings, ideas, opinions, to other people by using the articulation of words or sounds to provide information. Mastering speaking skills is a top priority that students must have, but there are still many students who face difficulties speaking English, start from difficulties expressing vocabulary, accuracy, fluency, coherence, spelling pronouns in English. The purpose of the research is: 1). To know students' speaking ability to Speak English before being taught by using Storytelling of Tenth Grade at SMK PGRI 2 Kediri. 2.) To know students' speaking ability to Speak English After being taught by using Storytelling to increase speaking ability to the students SMK PGRI 2 Kediri. 3.) To find out whether there is any impact or not using Storytelling to Increase English Speaking Ability at SMK PGRI 2 Kediri. This research was carried out in October-November 2023. The population of this research was class 10 student at SMK PGRI 2 Kediri, and each class was 28 students. This research*

was carried out in eight meetings which include Pre-test, Treatment and Post-test. Researcher use (speaking orally) as a instrument to collect the data. The researcher was carried out from September 2023 until December 2023. After collecting the data, the next step was to analyze the data using SPSS vs 24.0, specifically using the t-test sample to determine the significant influence of habituation storytelling on students' speaking abilities. The research result showed that students' speaking skills improved after being taught using storytelling method. This is proven by the average scores in 2 classes (control class and experiment class). The result shows that the control class that are not given the treatment get the score pre-test 43.2 and posttest 53.0 score got higher than t-table ( $2.767 > 2.473$ ) and in experiment class are given the treatment get the score pretest 40.3 and posttest 75.7. The result report that the t-test was higher than t-table ( $11.420 > 2.473$ ). It means  $H_0$  was rejected and  $H_a$  was accepted. The researcher suggests to the English teacher that will better teach the students using habituation storytelling because it was suitable technique which makes the student easier to understand and speak clearly.

**Keywords:** Speaking, Teaching Speaking Method, Storytelling

## INTRODUCTION

Speaking is one of the four language skills it is included in productive skill. According to Harmer (2001:264) "Productive skills of writing and speaking are different in many ways". However, there are number of language production processes which have to be gone through which ever medium we are working in. Speaking is the process of delivering message and information in another people in oral way. In the speaking stages communicator need to deliver the information in understandable and accurate meaning. So the communication or the people who receive the information can catch it clearly and not make different perception with the communicator

English is the official language that has been approved to become an international language. Many residents in various countries use English as a means of communication in various important international level meetings, therefore English is made a compulsory subject in schools. It is intended that residents in a country can communicate using English to facilitate access between others.

Based on the statement above it can be conclude that speaking is one of effective skill in learning English. Because students only needs to be various interesting activity that can be applied by teacher in English learning in teaching speaking. The teacher must focus on core competency and basic competency based on curriculum. In basic competency in senior high school there are some texts that need to be taught, one of them is teaching narrative texts. It is line with Badan Standard National Pendidikan (Depdiknas 2013) in senior high school teaching English is expect to make the students are able to produce simple narrative text. (Rosdianna :2018) reported three factors that can inhibit students speaking competence, namely lack of confidence, limited vocabulary, and too much topic to talk about, because of its complexity it becomes a responsibility for educators to help student navigate themselves in the stream of these challenges. They should investigate the factor, conditions, and component that forms the basic of effective speaking (Derakhshan, Khalili, & Beheshti, 2016 :183).

A case in point (Nasri : 2019 ) suggest using more spoken language inside the classroom while also providing ample opportunities for the learners to develop their speaking skills. (Rosdianna 2019) recommended using more fun activities to assist student in developing their speaking skill. Teachers can use the storytelling method in learning activities. Storytelling is defined as the art of telling stories through the use of words and actions (Soleimani & Akbari, 2013) in order to engage an audience. In other words, it differs from reading a story as it narrates a tale from memory. (Dujmović, 2006) telling stories can be used as an effective instructional strategy to increase learners' abilities in all learning areas. It is a useful teaching technique for language development and exploring meanings of experiences (Woodhouse, 2007). It also improves students'

general knowledge (Alsumait, Al-Musawi, 2013). Storytelling also increases the accuracy of learners' speaking (Chalak, & Hajian, 2013).

Literature gap in this study is researchers studied vocational school students whose education duration was generally shorter than the duration of education for high school students. And for vocational school students the curriculum is designed to provide knowledge and skills that are relevant to certain vocational fields, while the curriculum in high school focuses more on academic subjects. Another difference also lies in the subject matter, for vocational school students the subjects are designed to be more practical and in line with their vocation. Because of these differences, vocational school students are not as proficient in academic material as high school students, especially in English subjects, where vocational school students get less learning time than high school students.

This study intends to investigate the role of storytelling in enhancing the speaking abilities of EFL students in English classes. With regard to the role of storytelling in developing language learning, first of all most studies have primarily investigated using storytelling in developing language proficiency rather than in an exploratory research project employing a quantitative method together with storytelling in classes. This study is going to address the following questions:

1. To know the student English speaking ability before being taught by using Habituation Storytelling of Tenth Grade at SMK PGRI 2 Kediri.
2. To know the student English speaking ability after being taught by using Habituation storytelling of Tenth Grade at SMK PGRI 2 Kediri.
3. To find out whether there is any impact or not using Storytelling on teaching English speaking ability in SMK PGRI 2 Kediri.

## **METHODOLOGY**

This study used an experimental design with one experimental group and one control group. The general objective of this study was to determine the effect of storytelling on improving the English speaking skills of tenth grade students of SMK PGRI 2 Kediri.

## Population and sample

In this study, the population is all X grade second year students from SMK PGRI 2 Kediri. The total population is 12 classes or 360 students. The sample of the study is two classes. For the sampling technique, researcher uses clustering sampling. Clustering sampling involved taking samples in groups. From several classes in the X grade, researcher chose two class, namely class X DKV 1 control and X DKV 2 experiment class. The total sample is 56 students. SMK PGRI 2 Kediri.

## Instruments of the Research

In this study The researcher used an oral test. The type of test used is a direct test in the form of a pretest and posttest. The researcher used test to measure students speaking abilities before and after being taught using storytelling.

## Technique of Data Collection

In this study, data collection techniques were questionnaires, pre-test, treatment, and post-test.

## The Technique of Data Analysis

In analyze all of data which collected from the pre-test and post-test score the researcher analyzed by using SPSS version 24.0. The data which got from the pre-test score compare with the post test score using the data formula of paired sample t-test with the degree significant 5% (0.05). To know the effect of students speaking ability before and after being tough using storytelling and to prove the hypothesis. If the T-score was lower than t-table it means Ho was accepted and Ha was rejected, But if the score was high then t-table it means ho was rejected and Ha was accepted. From this process the researcher knew better this research was significant or not by looking at the research of pre-test and post-test analyzed using t-test.

## RESULT AND EXPLANATION

**Table 1**  
***Paired Sample Test***

	Paired Differences							Sig.(2-tailed)
	Mean	Std. Deviation	Std.Err or Mean	95% Confidence Interval of the Defference		T	df	
				Lower	Upper			
Pair pretest-Posttest DKV 1	-9.821	18.781	3.549	-17.104	-2.539	2.767	27	.010
Pair pretest-Posttest DKV 2	35.357	16.382	3.096	-41.710	-29.005	- 11.420	27	.001

From Paired samples test table above, it showed the mean of pre-test and post-test score DKV 1 is -9.821. The standard deviation is 18.781 and the standard error mean is 3.549. And the t-value is -2.767 with 95% confidence interval of the difference and the significant value of two tailed is 0.010. It can be conclude that the alternative hypothesis ( $H_a$ ) was rejected and ( $H_o$ ) accepted. And the score of DKV 2 is 35.357. The standard deviation is 16.382 and the standard error mean is 3.096. And the t-value is 11.420 with 95% confidence interval of the difference and the significant value of two tailed is 0.001

It can be conclude that the alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_o$ ) was rejected. Moreover, the result of this research is there was significant effect in class experiment of using storytelling to increase students speaking ability in SMK PGRI 2 Kediri.

## CONCLUSSION

In this study, the researcher presents the research conclusions. After analyzing the research results, data was obtained about students' speaking abilities before being taught using habituation in storytelling. The research results showed that the majority of students obtained power scores on the pretest. This is supported by the mean value of the data that students' speaking abilities before being taught using storytelling were low. Then the results of students' speaking abilities after being told to use habituation in storytelling showed that the majority of students got better scores on the posttest, this was also supported by the mean posttest score. From the purpose of the research and research question, it can be concluded that the results of students' speaking abilities are known before receiving the storytelling habituation treatment.

Some of the obstacles found when carrying out treatment include limited time, Because learning uses the storytelling method. And the second obstacles is quite children who like to sleep in class, Some extra evolved is needed to make lessons fun including before learning beginning, researcher invites students to play for a while to increase their focus.

After applying the treatment habituation story telling in experiment class, Students became more interactive and communicative in learning class. The research result showed that student experienced and increased in speaking assessment especially in pronunciation, fluency, and performance. It can be concluded that there is a significant influence between the use of storytelling on improving students' English speaking skills. It means that there is a significant influence between the use of storytelling and improving students' speaking skills in English.

The use of storytelling can make it easier for students to understand the material being taught as well as increase and motivate students to be more creative in learning and expressing the way they communicate. It turns out that students will be more confident in speaking English when they know how to pronounce a word correctly. The atmosphere of learning in class will be more colorful with the application of this method, learning will be interactive and students will be more skilled at practicing speaking in English.

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