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The Effect of Using Storytelling Method By Video Towards Students' Speaking Skill at The Eighth Grade Students of MTs An-Nur Kemayoran Central Jakarta in Academic Year 2021/2022

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ABSTRACT

The purpose of the study is to determine the effect of using storytelling method to improve students' speaking skill. Storytelling as the entire context of a moment when oral narration of stories in verse or in prose, is performed or led by one person before a live audience. The scope of this research focuses on analyzing the effect of using storytelling method by video toward students' speaking skill. This research took quantitative approach, while the method used experimental with pre-test and post-test experimental class and control class design. The instrument used was achievement test. The subjects of this study were selected using random sampling. The results of the analysis of the pre- test and post-test experiments using the storytelling method showed an Sig (2-tailed) of 0.00 from the decision that if Sig (2-tailed) < 0.05 then the data was significant, meaning that the hypothesis was accepted. And if the result of Asymp Sig (2-Tailed) > 0.05 then the hypothesis is rejected. On the other word, there is any significant effect of Storytelling towards Students' Speaking Skill.



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INTRODUCTION

Language is one of the most important tools for communication. With language people can convey and exchange information. Each country has a different language; this is because it is influenced by the geographical location and also the different culture in each country. Then how to communicate with strangers? Of course there must be a language that can be a implement as a link from each country.

However, in learning English, the assessment of students' speaking skills is very lacking. Students had more emphasis to able to answer questions than their language skills. The assessment described in the curriculum is not in line with its implementation in schools. Academic values are

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considered more important than the value of skills make students not focused on improving their language skills.

One of the connecting languages of every country and becoming an international language is English. With this condition it is very important for everyone to learn English. Not only to understand it, but the purpose of learning English is so that people can communicate, looking for information, and even get to know many people from foreign countries. To achieve all of this, of course, students must master the ability to speak English, whether it's reading, writing, listening, or speaking.

Speaking skills is one of the abilities that really support everyone to master English. However, not everyone can be good speaker in English. Based on the information found by the researcher at MTs An-Nur Kemayoran Central Jakarta, there were several problems faced by students to improve students' speaking skills, such as to fear of speaking incorrectly if it is not in accordance of the grammar, think to much that the wrong pronunciation will be laughed at by people who hear it, and many other reasons.

Students who are learning English are examples of people who are afraid to speak English. They fear if they make a mistake they will be punished by the teacher or laughed at by their classmates. Many students also think English is a difficult lesson. The difference between English' writing and pronunciation is very different from Indonesian Language, so it makes students think English is more difficult than Indonesian.

One kind of reason that students' English skills aren't developed is when they see an English text that is unfamiliar to them makes them confused to understand the text. This reason makes students think that English is a difficult lesson to understand.

Grammar is also one of the reasons of inhibiting students' speaking improvement. Students are too focused on grammar; so many students think if they don't speak according to grammar they will make mistakes. Because there is a lot to learn in grammar, it makes students hold that English is complicated and makes them not interested to learn it.

Based on the problem, the research question for this study can be formulated as follow: is there any significant effect of using storytelling method by video towards students' speaking skill at the eighth grade students of MTs An-Nur Kemayoran Central Jakarta?

Storytelling

Storytelling consists of two words, namely story, and telling. In short, storytelling is the activity of telling stories. People who do storytelling are called storytellers. Traditionally, storytelling is done orally. "Storytelling is one of the way in teaching speaking. Storytelling is an effective tool in improving the oral competencies of students." (Harmer in Astuti, 2017). Another statement by Pellowsky "Storytelling as the entire context of a moment when oral narration of stories in verse or in prose, is performed or led by one person before a live audience." (Nurhidayah, 2018)

Meanwhile, storytelling is a habit that has been never left before. Some children who had read the story can be ready if they asked to retell the story, especially if the story is impressed them. As a finding of (Rahmanto, 1988) *Teachers must be able to take advantage of students' interests in terms of telling the story. Children's interest in retelling stories they have finished reading must be developed from an early age so that the interest does not dim with time.*

Storytelling uses the presenter's ability to tell a story with style, intonation, and aids that attract listeners. Storytelling is often used in the teaching and learning process, especially at the beginner or child level. This technique is useful for practicing speaking skills in a fun way. It's lined to Barzaq statement that "the story is about believable, memorable, and entertaining that depends on humans and their experience is considered as an authentic and credible source of knowledge." (Lamante, 2020).

Based on the explanations of the experts above, it can be concluded that storytelling is an activity to retell a story which is usually shown in front of an audience. Storytelling is a productive activity because, in storytelling activities, a person could involve the mind, courage, mental readiness, clear pronunciation so that the story can be well-reached by others. The purpose of the story itself is to provide information to others. In general storytelling is an activity to tell a story that can be used in the learning process to improve students' language skills. It can be an effective learning method because it interests students' attention.

Speaking

Every people in the world must be use language to communicate with another in their daily activities. Writing and speaking are the two types of language that are used in communication. Speaking, other than that, is regarded as the most significant language used in daily life. They communicate with one another and have a relationship. Furthermore, speaking has a significant function in the overall appearance of language.

Communication occurs when the listener is able to respond to the speaker after understanding the message. Four basic abilities in English should be learned, as researcher all know. One of them is making a statement. "However, while using English to communicate, speaking is often regarded as one of the most important skills." (Harmer in Putra, 2017)

Speaking is one more difficult of the skills in language. As according one expert, Pollard, "people must explore ideas, what to say, language, how to use grammar and vocabulary, pronunciation, as well as listening and reacting to the person with whom they are interacting. Any foreign language learner can attest to the difficulty of speaking." (Pratiwi, 2013). A different opinion came from Harmer. He stated "Speaking is a skill that deserves attention every time as much as other literary skills, in both the first and second language. For many people, mastering the speaking skill is one of the most important aspects of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language." (Wahyuni, 2018).

From the three expert explanations that could conclude that speaking was one of the most important language skills. In speaking someone can convey a message in every conversation. Not only that, but in speaking there were also has abilities to pronounce articulation sounds or words that aim to express and state.

According Brown (Brown, 2004, p. 141) "speaking is divided into five types, namely imitative, intensive, responsive, interactive, and extensive."

1. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

2. Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.

3. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests

and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up questions or retorts.

4. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information.

5. Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

As explanation by Brown concerning extensive/monologue as a type of speaking, it can be concluded that storytelling refers to this type of speaking. Therefore, in this study, the type of speaking used is extensive/monologue. Because when students tell a story in front of the class they only convey information without any response or feedback from the listener.

In speaking, the component is used to complete the skill. There are five component of language that influence speaking ability. The description is as follows according to Brown there are five aspects of speaking (in Laksana, 2016) :

1. Fluency

Fluency refers to one's ability to speak smoothly and easily. Fluency is the matter of the way someone speaks the language without any trouble like thinking the word confusing the idea, etc.

2. Comprehension

Comprehension is a student's competence to comprehend all of the speaker says to them.

3. Grammar

Grammar is the way to organize the words into the correct sentence. This is important that if the speaker can master grammar to organize the word so the speaker also easily to speak English well.

4. Vocabulary

Vocabulary is the basic of language. It appears in every language skill. It is very important because we can say nothing without vocabulary in or mind. Vocabulary is about choice of word which is used appropriately based on the context of speaking.

5. Pronunciation

Based on the definition, pronunciation is the important component of language. Therefore, it is necessary if the students have a good pronunciation because if they have a good pronunciation so their speaking will be understandable.

From the explanation above, it can be seen that five elements support speaking skills that are grammar, fluency, pronunciation, vocabulary, and comprehension. If these five elements can be mastered then speaking skills is easier to improve.

Video

Learning video media can be classified into audio visual aids (AVA) media or media that can be seen and heard. Usually this media is stored in the form of a disc or tape. (Sungkono in Ningrum, 2012). According to Cheppy Riyana "Learning video is media that presents audio and visual that

contains good learning messages that contain concepts, principles, procedures, theory of knowledge application to help understanding of a learning material. Video is a visible and heard learning material (audio visual) that can be used to convey messages or subject matter." (Ningrum, 2012)

Based on the explanations from the experts, it could be concluded that video is one of the learning media that displays audio and video which aims to attract students' attention.

METHOD

The research method refers to how the design is implemented and how the study is conducted. According to Redman and Mory (in Ikramuddin, 2017), method is "The systematized effort to discover new knowledge. The approach is frequently used to assess data collecting quality".

This study used experimental. In experimental research there is the opinion of one expert, Wireman said in doing this study an experimental research is used which requires the careful collection, analysis, and interpretation of quantitative data. Experiment research is a research situation in which at least one independent variable, called the experimental variable, is deliberately manipulated or varied by the researcher, while quantitative research is the collection and analyses of numerical data in order to explain, predict, or control phenomena of interest. (Ikramuddin, 2017)

The type of research used in this research is quantitative research. Quantitative research method is one type of research whose specifications are systematic, planned, and structured from the beginning to the making of the research design. The quantitative approach creates difficulties in controlling for other variables which can affect the research process either directly or indirectly. To create high validity, it is also necessary to be careful in the process determination of samples, data collection, and determination of analysis tools.

According to Sugiyono (2013, p. 13) "quantitative research method can be interpreted as a research method based on the philosophy of positivism, used to research on a particular population or sample, sampling technique did randomly, data collection using research instrument, data analysis is quantitative/statistical with the aim of test the established a hypothesis. This research uses an approach descriptive to describe the object of research or results research."

So the important problem in quantitative research is the ability to generalize research results; how far the research results can be generalized to the population. While qualitative research looking for data not to generalize because qualitative research examines processes, not surfaces visible.

RESULT AND DISCUSSION

The data is a result of pre-test and post-test in experiment and control class.

	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test Control	20	50	70	60.50	5.826
Post Test Control	20	60	90	74.25	8.777
Pre Test Experiment	20	50	75	64.00	5.982
Post Test Experiment	20	75	95	86.25	6.043
Valid N (listwise)	20				

From the data above, it is known that the pre-test mean of the control class was 60.50 with the lowest score of 50 and the highest score of 70, post-test mean score in control class was 74.25 with the lowest score was 60 and the highest score was 90. Meanwhile, the pre-test mean of the

experimental class was 64.00 with the lowest score was 50 and the highest score was 75, mean score of post-test in experimental was 86.25 with the lowest score was 75 and the highest score was 95. The hypothesis test was used paired sample t-test to prove the presence or absence of significant effect in posttest results. Hypothesis H_a is accepted if the value of sig. (2-tailed) 5% or 0.05 and the hypothesis H_a is rejected if the value of Sig. (2- tailed) > 5% or 0.05.

Before the hypothesis, the researcher conducted a data normality test to find out whether the data is normal or not. This is a requirement before doing the paired t-test. In the normality test, there were two tests; they were the Kolmogorov-Smirnov test and the Shapiro-Wilk test. In this test, the researcher more focuses on the significant value with the results of the decision on the normality test if the significant value is more than 0.05 so the data is normal. To find out the interpretation of the homogeneity test results is to look at the value of Sig.

Normality test was used to know the data that analyzed were normally or not. The researcher aimed to test the normality of the data by using IBM SPSS version 25 with Kolmogorov-Smirnov test and Shapiro-Wilk.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test Control	.180	20	.089	.925	20	.125
Post Test Control	.184	20	.074	.935	20	.194
Pre Test Experiment	.166	20	.148	.933	20	.175
Post Test Experiment	.182	20	.082	.911	20	.066

a. Lilliefors Significance Correction

The data was said to be normally distributed if the value of sig obtained from the calculation was greater than 0.05. From the table above, the pre-test scores from the control class by the Kolmogorov-Smirnov results were 0.089 and Shapiro- Wilk 0.125. For the control class post-test, the results of Kolmogorov-Smirnov were 0.074 and Shapiro-Wilk 0.194. Meanwhile, for the experimental class, the pre-test scores by the Kolmogorov-Smirnov results were 0.148 and Shapiro-Wilk

0.175 and for the post-test results, the Kolmogorov-Smirnov results were 0.082 and Shapiro-Wilk 0.066. Based on this explanation of all values, both pre-test and post-test scores from the control and experimental classes were more than 0.05, so it could be concluded that all the data were normal.

After the normality test was carried out, the next step to find the value of a homogeneity test. Homogeneity test was used to determine whether the experimental class and control class have homogeneous variants or not. The criteria of the test if Sig value ≥ 0.05 sonthe variance of data is homogeneous, and if Sig value $\leq \alpha = 0.05$ so the variance of data is not homogeneous.

Homogeneity test was done to find that both of sample groups have homogeneous variance or not. If the sig value is more than 0.05 then the data is homogeneous, on the opposite, if the sig value is less than 0.05 then the data is not homogeneous.

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Students' Learning Result	Based on Mean	2.165	1	38	.149
	Based on Median	1.815	1	38	.186
	Based on Median and with adjusted df	1.815	1	33.932	.187
	Based on trimmed mean	2.198	1	38	.146

Based on the figure, the variance based on mean data of significance was 0.149 which was higher

than significant value 0.05. So the data can be concluded that it was homogeneous.

The next step was paired sample t test. The paired sample t test was used to determine whether there was a difference in the average of two paired samples. The score of the experimental and control groups were analyzed by paired t-test. The researcher used IBM SPSS 25.0 to calculate this score by paired t-test.

The criteria acceptance and rejection of hypotheses were:

H₀ is accepted if Sig.(2-tailed) > 0.05

H_a is accepted if Sig.(2-tailed) < 0.05

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test Experiment - Post Test Experiment	-22.250	9.244	2.067	-26.577	-17.923	-10.764	19	.000
Pair 2	Pre Test Control - Post Test Control	-13.750	9.580	2.142	-18.234	-9.266	-6.419	19	.000

Based on the data, output pair 1 obtained sig.(2-tailed) of 0.000 < 0.05, it could be concluded that there was a difference in the average of students' learning outcomes for the experimental class pre-test and post-test experimental class who using the storytelling method. Based on the output of pair 2 obtained sig.(2-tailed) of 0.000 < 0.05, it could be concluded that there was also an average difference in score of student learning outcomes in the control class pre-test and post-test control class who used the show and tell method.

H_a is accepted because the value of paired samples test Sig. (2-tailed) was 0.000 ≤ 0.05. It can be concluded there was significant effect of Storytelling method on students' speaking skill.

Presentation of data and data analysis related to the current research, the results obtained that the data was normally distributed and homogeneous. If the data was normally distributed and homogeneous, then the data was then analyzed using the paired sample t test. The results of the calculation of the paired sample t test in this study showed that there were significant differences. In pair 1, the result of sig (2-Tailed) is 0.000 < 0.05, it could be concluded that there was a difference in the average of student learning outcomes in the pre-test and post-test in the experimental class that used the storytelling method. In pair 2, the results of the sig. (2-Tailed) the score of 0.000 < 0.05 was also obtained, so it could be concluded that there was a difference in the average of student learning outcomes in the pre-test control and post-test control that used the show and tell method.

From the explanation above, it could be decided that there was a significant effect on the students' speaking skills at MTs AN-NUR class VIII A that used the storytelling method. This showed that the learning outcomes of students who use the storytelling method were good enough when compared to the learning outcomes of students who didn't use the method. The average value obtained in the post-test of the experimental class was 86.25 and 74.25 was the average of the control class that didn't use this method.

Based on the learning outcomes and the average scores of the experiment class that used the storytelling method were higher than the control class that didn't use the method, then learning

speaking with the storytelling method could be used as one of the solutions and alternatives to improve students' speaking skill.

There was in line with the previous research by Fadila Lemante in *Improving The Students' Vocabulary Mastery By Using Storytelling At The Eleventh Grade of Language Class In MAN Model 1 Manado*, because the research also proved there were effect of used storytelling method to improve student's English skills.

CONCLUSION

Storytelling method is one of alternative method to increase students' speaking skill; the data of experimental class had shown that the achievement of students' speaking skills was statistically. It could be seen the value of paired samples test Sig. (2-tailed) was $0.000 \leq 0.05$, it means that H_a is accepted. In other words it could be concluded that there was an effect of using storytelling method by video on students' speaking skill in eight grade students at MTs An-Nur Kemayoran Central Jakarta academic year 2021/2020.

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