

APPLYING THE STORY TELLING METHOD TO IMPROVE PUBLIC SPEAKING SKILL FOR ENGLISH STUDENTS

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ABSTRACT

This research aims to find out whether or not and what extent storytelling can improve the public speaking skill for English students. This research is classroom action research. They are 4 procedures those are planning, action, observation and reflecting. The data are in the form of qualitative and quantitative. The quantitative data were taken from the test conducted before and after the actions were implemented then the qualitative data were taken from the result of observation while the actions were being carried out. The data in this research are English students at Islamic University Jayapura. Based on the analysis of data, the researcher finds that the storytelling method can improve the public speaking skill for English students. Students became more active, confidence and enthusiastic. The mean score for 1st semester pre test 70.96 increased to 84.16 in post- test 2 and 3rd semester pre test 76.4 increased to 84.5 in post-test 2.

Key Words: Public Speaking, Storytelling.

INTRODUCTION

Language is a tool for communicating. Communicating for a purpose. Language skills that must be possessed by all students include four basic aspects, namely listening skill, reading skill, speaking skill, and writing skill. According to Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and that period speaking skill is learned. Speaking is more than just pronouncing sounds or words. convey ideas or ideas that have been compiled and developed according to the needs of listeners or listeners. A person is said to have speaking skills if that person has the ability to act and take action easily and precisely after going through learning (Sulastrri, 2008: 9). In order to be skilled in speaking, one must learn ar regularly. That means that it doesn't necessarily mean that you can speak fluently in front of many people, you don't need to prepare or study.

Based on the data obtained through the study of documentation on the speaking scores of English students in Islamic University Jayapura is still low, it can be said that the result of the study of students still less than standard. The number of students who finished learning speaking was only 20%. The values obtained are still below the specified minimum completeness value, which is 75. The lowest score is 68 and the highest is 85 with an average value of 70.96. In addition to the above data, it is also known from the documentation study of the exercises given to students about public speaking skills in class, there are still many students who cannot speak English fluently. It can caused the students did not want to study or practice at home.

Some of the problems faced by students at Islamic University In Jayapura, especially in speaking English, are related to several aspects, including; limited time and place to practice speaking in English. In addition, students find it difficult to gain

knowledge to deepen their skills in public speaking. They only practice speaking English only in class for speaking courses. On the other hand, they still use Indonesian even though they are still in the English study program class environment. As we know that someone who can speak in front of many people, it takes confidence and increases knowledge of language structure, especially in English.

Many researchers have done analysis of the use of storytelling method to improve the speaking skill those are Dr. Adnan Zaid, M.Sc & Sri Sarjiyati, M.Pd come from University of Technology Yogyakarta, they were find out the results show that the use of storytelling in teaching speaking could make the students express their ideas freely and the students were motivated to speak in English. Their method used a qualitative design with two data collection techniques, namely classroom observation and questionnaires. The second researcher is Dindin Rafiudin (2011) with the title *The Use of Storytelling Technique to Improve Students' Speaking Skill*, she comes from Universitas Sebelas Maret Surakarta. His research shows that storytelling technique can improve students' speaking skill in order to become one of the appropriate techniques in teaching speaking. The method of research using qualitative and quantitative.

In this research, the researcher chooses the technique using storytelling to improve speaking and public speaking skills for English students in Islamic University Jayapura. This research is very interesting for the researcher because it can find out which students can speak directly in front of many people. Improving the speaking ability of students is the main interest for a lecture, it can help the correct way of speaking according to what is taught in class.

Storytelling is an activity that is useful in learning. Storytelling can foster motivation to listen to stories or tell stories (Muh-Nur Mustakim, 2005:175). Storytelling activities can be carried out by children with the aim of improving communication skills to meet the growth of imagination, motivating them to tell stories they experience. According to Saxby (1991:5-10), the benefits of storytelling extend from support to the growth of various experiences, feelings, emotions, language, cognitive development, social, aesthetic, spiritual, exploration and discovery. The benefits of storytelling provide fun, enjoyment, develop children's imagination, provide new experiences, develop children's insight, pass down cultural heritage from one generation to the next. This storytelling teaching model was developed as an interactive approach between students, teachers and teaching materials. This model can be used in teaching reading, writing, listening or speaking. However, in this research, the emphasis is on teaching speaking (public speaking).

Public speaking is the ability to communicate directly with many people. Communication in question is an effort to convey information efficiently, effectively and accurately. Every day normally, a person will issue tens of thousands of words or more than 60% of the words issued will affect his life and the people around him. The more skilled someone in speaking will show the quality of intelligence and appreciation from the community. Especially in this competitive era. All professions require people to be able to speak in public and make presentations well. According to (Sosiawan, 2011) that since ancient Greece, one's speaking ability has become a sign of one's abilities and competencies, so whoever can cultivate the ability and "the art of speaking" will become a successful person. People who can speak in front of many people need effective speaking skills in particular, in the form of attitudes and speech techniques that are qualified so that we can do it all, both in conveying messages, influencing people, motivating and others.

RESEARCH METHODOLOGY

In this study, the type of research method used is Classroom Action Research (CAR). They are 4 procedures those are planning, action, observation and reflecting. The data are in the form of qualitative and quantitative. The quantitative data were taken from the test conducted before and after the actions were implemented then the qualitative data were taken from the result of observation while the actions were being carried out. The data in this research are English students at Islamic University Jayapura (IAIN Fattahul Muluk Papua). The researcher used total sampling by the taking the English students 1st and 3rd semester were 45 students. 1st semester consist of 7 of males and 18 females were 25 students then 3rd semester consist of 5 males and 15 females were 20 students. The cycles of this research consisted of two cycles which contained two meeting of each cycle.

RESULT AND DISCUSSION

Based on the table below, that the data results in the initial conditions the highest value of 85 and the lowest value of 68 with an average value of 70.96. Students whose scores have been completed are 5 people or 20%, while students whose scores have not been completed are 20 people or 80% for 1st semester. Then data results for students of 3rd semester in the initial conditions the highest value of 88 and the lowest value of 68 with an average value of 76.4. Students whose grades have been completed are 4 people or 20%, while students whose scores have not been completed are 16 people or 80%.

Table 1.1.

1 st Semester		3 rd Semester	
Interval	Frequency	Interval	Frequency
0 – 59	0	0 – 59	0
60 – 74	14	60 – 74	4
75 – 84	9	75 – 84	14
85 – 100	2	85 – 100	2
Total	25	Total	20

Cycle 1

a. Planning

For the first session, the researcher tested the ability in 1st and 3rd semester of the English students. Planning consists of:

1. The lecturer conveys the learning objectives
2. The lecturer conveys the theme, namely describing objects (describes an object, place or condition).
3. The lecture conveys the function of describing an object, place or condition.

b. Action

The implementation of the action was carried out by guiding all students in the English students for 1st semester totally 25 students while in 3rd semester as many as 20 students in the Speaking Comprehension I & 3 subject matter about describing objects.

c. Observation

The results of observations during the learning process about describing objects in class, it turned out that the interest and activity of students to practice public speaking as exemplified by the lecturer increased from 20% to 32% for the first semester while for the third semester from 20% increased to 40%.

d. Reflection

Reflection on the initial conditions in learning about improving public speaking, students activity is 62.50%, so that the results of their abilities are not good and have not been completed on the results of speaking abilities 1 & 3 in the first cycle after using the storytelling method, student activity increased by 12.50% to 55 0.00%, so that the results of the ability to score in the Speaking Comprehension subject increase in completeness from 20% to 32% and in semester 3 from 20% to 40%.

Table 1.2.

1 st Semester		3 rd Semester	
Interval	Frequency	Interval	Frequency
0 – 59	0	0 – 59	0
60 – 74	7	60 – 74	2
75 – 84	10	75 – 84	10
85 – 100	8	85 – 100	8
Total	25	Total	20

Cycle 2

a. Planning

Based on the results of the reflection in the first cycle, the preparations made before applying the storytelling method in teaching activities to improve public speaking in the classroom are as follows:

1. The lecturer conveys the learning objectives
2. The lecturer conveys the theme, namely storytelling.
3. The lecturer conveys the function of storytelling (storytelling).
4. Prepare a final test to be given to students at the end of the cycle based on the material being taught.

b. Action

The implementation phase in cycle II is the phase where the planned research is carried out in the classroom. Cycle II consisted of three meetings. The first and second meetings were filled with giving actions, while the third meeting was filled with giving final tests II.

c. Observation

The results of observations during the learning process of storytelling activities in class, it turned out that all students were interested and actively observed their friends telling stories to explore imagination accompanied by completeness to support the story. Students are more creative by playing the role of characters in the story, so that student activity increases in cycle II when compared to cycle I. Based on the observation of the learning process, the results of the ability in cycle II who completed learning increased compared to the results of the ability in cycle I.

d. Reflection

Reflection on the initial conditions in learning about improving public speaking in the second cycle is more than in the first cycle. In the first semester in the second cycle, 18 students have completed satisfactorily, and as many as 7 students have not maximal. The percentage increase from the first cycle is 32% to 72%. While the observation data from third semester were 13 students with satisfactory scores and 7 students who had not completed. The percentage increase from the first cycle is from 40% to 65%. This final test shows that the storytelling method can improve students' abilities in public speaking skills.

Table 1.3.

1 st Semester		3 rd Semester	
Interval	Frequency	Interval	Frequency
0 – 59	0	0 – 59	0
60 – 74	0	60 – 74	0
75 – 84	7	75 – 84	7
85 – 100	18	85 – 100	13
Total	25	Total	20

Based on the results of data analysis obtained from the observation sheet, it can be explained the ongoing learning process, which is presented in the following table:

Table 1.4.

Empirical Description of the Learning Process	Reflection and solution
In this first cycle, the number of students who have completed public	Learning in cycle 1 is less effective due to the class management that is

speaking skills is still small. This is because students are still afraid or lack self-confidence so that they are wrong in several things that are assessed in speaking skills.	not optimal and the concentration of students on the practice of public speaking skills has not been fully effective. This condition is resolved as follows: The lecturer briefly explained how to do public speaking and then gave the task to the class president to help friends who had difficulty in carrying it out. The lecturer advised, during the learning process, to pay attention to the things that need to be done in public speaking skills in order to get optimal results.
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In cycle 1, student learning activities are still lacking. Learning still has to be motivated by the lecturer. This causes the lecturer to re-explain and convey concepts that must be considered in public speaking skills.

Based on the data obtained through the observation sheet in the second cycle, it is known that the students who can complete the grades in semester 1 are 25 students. It is said that all students complete learning with various grades with the lowest score of 75 and the highest being 95. In first semester, they can reach the highest score of 95 because they have optimal public speaking skills. Students are confident, creative to cultivate their imagination power to create creations in storytelling using the storytelling method. As for the 3rd semester students, their grades also completed with the lowest score of 75 and the highest 95. In cycle 2, it was said that the storytelling method was successful in improving the public speaking skills of English students in 1st and 3rd semester. They are consistent and focus on what they have to do in learning to speak in public.

CONCLUSION

Based on the results of the study, the researcher concluded that the teaching of improving public speaking through the application of speech using the storytelling method in the classroom could improve students' abilities. Students become more active, enthusiastic and motivated in learning to speak.

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