The Impact of Using Storytelling Techniques on Junior High School Students' Speaking Skills Learning Outcomes in English Learning

Tosi Rut Syamsun[1], Agus Helfi Rahman[2], Edy Sutarlan[3], Dewi Jamanah[4]

[1]English Teacher at Special School 01 City of Serang, Banten, Indonesia

[2][3]Ortopedagog at State Special School 01 City of Serang, Banten, Indonesia

[4]Ortopedagog at State Special School 02 City of Serang, Banten, Indonesia

ABSTRACT: The impact of the storytelling approach on pupils in Class IX Banten's ability to communicate orally is discussed in this paper. Before implementing the story approach in class IX Banten, this research will examine students' speaking skills. Know the skills of participating students after using the storytelling model in class IX in Banten. To know the skills of participants students after applying the storytelling model in class IX in Banten. To determine if the storytelling method has an effect on Banten's class IX pupils' ability to communicate orally. The method used in these studies is a quantitative study method with the sort of experimental studies whose layout makes use of one organization pre-check post-check. The populace on this examination had been all college students of sophistication IX Banten, amounting to fourteen people. The pattern used is a saturated pattern due to the fact this pattern examines all college students of sophistication IX, totaling 15 people. The information series technique used is descriptive facts and prerequisite check evaluation and speculation testing.

KEYWORDS: Storytelling, Speaking skills, English Learning, Learning Outcomes

I. INTRODUCTION

Language plays an important role in human life. This is due to the fact that language is the basic means of communicating ideas that people use (Agustiyaningsih, 2015). Communication is always necessary to communicate, negotiate, and express ideas to do everything. You can improve your language skills by utilizing communication skills such as speaking. Speaking itself is a communication skill that everyone should have. "In today's world, the goal of learning to speak is to improve students' communication skills because it is the only way for students to access and express their opinions." (kayi, 2006). Speaking skills are relatively low related to other skills for example listening, reading and grammar (Agustianinsih, 2015). In this matter. There are many factors that indicate that students may not speak well. For example: B - not actively communicating, stress or fear of making mistakes.

As a teacher we have to be able to design a significant learning for students. In reality, many teachers could not learn such learning. This also happens when learning English in the IX in Banten, especially in one aspect of language skills, namely language skills. The English English learning process in the class IX in Banten is still centered on the teacher. For learning activities, teachers did not use different approaches and methods and learning development techniques that are less interested in students. Furthermore, students are also less active in learning. The students were unable to relate the materials taught or narrated by the teacher in front of the class.

The storytelling method developed during the learning process allows students to dare to speak in front of the class and the second method can help students master the concepts of the story. The storytelling method is an activity where students are trained to remember the topic so that they can add insight and knowledge to students. As a result, students will become clearer and more understanding in accepting and discovering the material presented by the teacher, to enhance one's speaking abilities. The final goal of this study is to quantify the effect of employing the storytelling technique on individuals' fluency in Indonesian and English in Class IX of Banten, by providing a pre-test before the method of storytelling and the test followed by teaching.

II. LITERATURE REVIEW

In teaching oral expression, the instructor should be able to arouse interest and create learning of the English language in the student. Nowadays, English is considered the main language of communication. The fact that this language is used in education,

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culture and politics in countries around the world. This is why fluency is so important, especially in English, to achieve your goals. Important Matters in Public with English (Suwandari, 2011), speaking English in public is generally very different from speaking English. English is generally learned by observing and following language rules and characteristics. Speaking English, on the other hand, is learned by observing it, memorizing it, thinking about it, practicing it, and using it as needed. When learning English, participants understand and master three aspects of the language: vocabulary, language structure (grammar), and pronunciation (pronunciation). All three are embodied in language skills: reading, writing, listening, and speaking skills (Francisco in Hartini, 2013). Learn these four skills to improve students in both writing and speaking. However, not everyone has a good knowledge of English.

The interactive storytelling approach involves engaging students in interactive storytelling experiences. The theory suggests that students learn best when actively participating in the storytelling process. It encourages students to contribute to the story by adding details, characters, or events. This method enhances their speaking skills by promoting creativity, collaboration, and oral fluency. Digital Storytelling was the increasing availability of technology, digital storytelling has gained popularity. This method involves using multimedia tools to create and present stories. Digital storytelling enhances students' speaking skills by allowing them to combine oral language with visual and auditory elements, fostering creativity, and developing technical skills. Dramatic Storytelling theory emphasizes the use of dramatic elements in storytelling, such as voice modulation, body language, and facial expressions. Incorporating dramatic techniques into storytelling enhances students' speaking skills by making their presentations more engaging, expressive, and memorable. The personal narrative approach focuses on students sharing their personal experiences and stories. It encourages students to reflect on their own lives, emotions, and perspectives, enabling them to develop a personal connection with the story. This method enhances students' speaking skills by fostering authenticity, confidence, and self-expression.

III.METHOD

The search design that is used in this study is the first test of the scheduled group, which includes a single set, a pilot group in which the initial test treatment and learning end (final test) are presented as a test. Post-test module This research is a demo search, first is a type of test design. This design is not after the actual experience, so external variables still affect the configuration of dependent variables. Therefore, the experimental results of the variable are only affected by independent variables. This can be because there is no control convertible, random sample. The research estimate is described as follows:

$$O_1 \qquad X \qquad O_2$$

Pre-testing refers to the observation made before the experiment (O1), while post-testing refers to the observation made after the experiment (O2). O1 has a therapeutic effect compared to O2, which is the difference between the two.

Research Population

Pre-experimental observations (O1) are called pre-experimental observations (O2) and post-experimental observations (O2) are called post-experimental tests. The difference between O1 and O2-O1 is thought to be the therapeutic effect.

Research Sample

Targeted sampling is the method that is employed. A sampling method with particular concerns is targeted sampling. The researcher took a sample from the second semester, consisting of 15 students. The class will be used as an experimental class and they will be given a storytelling model.

Data Collection Technique

To analyze the data obtained from the search results Use descriptive and inferential statistical analyzes. The process of comparing pre- and post-test scores was used to compare the acquired data. Ask if there is a difference between the pre-test and post-test scores to compare the two numbers. A difference-of-values test is performed on the second average only, and a technique called t-test (t-test) is used for this.

Data Analysis Technique
Normality test

To ascertain if the distribution of research data follows a normal allocation, the normality test's goal is to evaluate the distribution. The normality test indicates that the sample is from a population with a normal distribution. Therefore, a test of normality is a test that must be performed before the test hypothesis is made. The general test used was Shapiro Wilk processed with the SPSS 20 computer program.

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Hypothesis testing

Hypothesis t is used to determine the temporal assumptions formulated in the research hypothesis using a two-way test with the error rate used in this study = 5.05 = 5%.

IV. TABLE

The results of the effectiveness of the storytelling model on students' speech skills before and after using the storytelling model were analyzed as follows:

Table: 1. Pre-test and Post-test Score

No	Respondent	Pre-test	Post-test
1	P-1	15	25
2	P-2	18	27
3	P-3	19	22
4	P-4	16	25
5	P-5	18	24
6	P-6	15	26
7	P-7	17	23
8	P-8	15	25
9	P-9	16	20
10	P-10	13	22
11	P-11	16	28
12	P-12	14	29
13	P-14	17	25
14	P-15	15	21
Sum		232	354

Based on the table, we can see that the fluency of class IX students is 224 before the test and 330 after the test.

Data Normality

Table: 2. normality category

DATA SOURCE	SIGN VALUE	α	CRITERIA
PRE-TEST	0.087	0.05	NORMAL
POST-TEST	0.668	0.05	NORMAL

Signed values are assigned to tests of normality of pre-test and post-test data of students' speaking ability outcomes using the narrative model in Class IX summarized in the table above. 0.087 > 0.05 and the code value for pretense. 0.668>0.05 after testing. This explains why the pre- and post-tests in this study are normally distributed, so a t-test can be used to test the hypothesis.

T test

Hypothesis testing in this study using the SPSS 20 computer program, which is known as follows:

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Table: 3. Paired sample statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Before	17,42	14	1,079	0.271
Pair 1 After	23.57	14	2,027	0,541

Table: 4. Paired sample correlation

	N	Correlation	Sig
Pair 1 Before	14	0,395	0.163
Pair 1 After	14	0,395	0.163

The speaking ability scores of students in Grade IX using the narrative model were based on the findings of the t-test on pre- and post-test data. 0.163 > 0.05. The following are the conditions for using hypothesis testing:
1. If the significance level < (symbol <0.05), H0 is rejected and H1 is accepted.
2. If significance level> (symbol value>0.05), H0 is accepted and H1 is rejected.

With a significance threshold of (0.000 0.05), we may conclude from the given table that H0 is rejected and H1 is accepted. Thus, the storytelling model has an effect on the verbal skills of ninth-grade Banten students. After learning with the storytelling model, the average score for verbal expression ability of class IX Banten students in the experimental group increased from 65% to 72%. These findings suggest that a narrative paradigm can help Banten Class IX students' linguistic abilities.

DISCUSSION

The results showed that the average result of speaking ability increased by 65% to 72% after the 7th grade students of the experimental group learned by the narration method, and the study conducted is correct because it is an experimental study. Needed to control variables. The variables controlled in this study include the independent variable, which is a storytelling learning model, and the reliant factor, which is the ability to speak.

Variable control is implemented during the classroom learning process to control the effects of these variables and analyze them carefully. Lecture Implementation of a learning process using a storytelling learning model to improve speaking ability before applying the learning model. Educational activities in the classroom begin with salute, prayer, and achievement of learning goals together. Before conducting the core learning activity, the researchers performed nociception by asking the students questions and examining the pupil's communication abilities.

The pre-test involved the researcher presenting to the student orally and evaluating the student's foundational abilities. On the other hand, the core learning and post-test activities show several examples of listening material in the form of a story, starting with a brief presentation of the topic by conducting a question-and-answer session and providing storytelling rules. The researchers always provide guidance to the students before undertaking speaking skills activities and motivate the students to pay full attention to and listen to the material provided by the researcher.

Learning activities are conducted as expected and there are soft classroom conditions conducive to conducting language exercises. The cooperative learning application in a narrative type allows students to practice responsibly and independently during learning activities. In everyday learning, speaking activities are designed to answer questions, while in the narrative type of cooperative learning, students are trained to develop their thinking and imagination. Students are asked to say several keywords that indicate the nature of the story material heard by the researcher. These keywords are used as a guide and help retell the story of the article. Researchers provide insights that allow students to work together to process the information they receive according to their own parts.

Students learn how to improve their communication skills and present the story material they received with their classmates to analyze and explain story elements. Researchers provide students with proper awareness of classes. During the learning activities, questions and response activities are made and all students have the opportunity to answer questions. This activity is useful for creating a nice climate of learning. Learning activities in most position officers are to conclude and present in the conclusions.

The speech function is a technology that reproduces the flow of system for providing wishes, needs, emotions and desire others. Speaking skills are the ability of a person to speak a language when expressing an opinion or conveying a message based on the needs of the listeners. Speaking Skills In order to be a good speaker, the speaker must not only feel that he has mastered the problem in question, but must also show courage and enthusiasm. In addition, the speaker should speak clearly and concisely. Telling stories can support students to improve their speaking skills.

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A method of storytelling as an art or narrative art that makes a story in the form of poetry or prose and is read or performed by a person in front of an audience. The story can be informed by telling and telling songs with or without music and photos. Or another verbal accompaniment to be pulled by a printed source or a mechanical recording source. The narrative is especially important for the growth and development of children. In addition, stories have many advantages, not only for children, but also for those who tell stories.

The method of narrative can reach the traditional atmosphere, for. B. the exchange of information, the negotiation of meanings or other real activities, the role of students in learning as a driver and beneficiaries, negotiations and interactions, so the students not only form of control are the language, but also forms and meaning compared to the use context. The study's findings, which looked at how the narrative model affected ninth-graders' speaking abilities, make this conclusion clear. 72%. The findings of the t-test, however, showed that the fluency of the students' pre- and post-test data on the narrative model had achieved a signal value. 0.163 > 0.05. Similarly, H0 is rejected and H1 is accepted at a significant level (0.000 < 0.05).

CONCLUSIONS

As seen in the justification of how the narrative model affected the pupils in ninth-class of Banten students speaking abilities, we can conclude the following: An analysis of student language proficiency categories prior to using the storytelling model revealed that up to 3 students were in the subcategories at 31% and 9 students in the intermediate level were 65%. I was here. And two students belonged to the high category of 14%. Therefore, it can be concluded that the student's oral ability before applying the narrative model in class IX Banten belongs to the average category with an average of 17.42 points. As a result of the analysis of the language skills category of the students who applied the storytelling model, 14% of the students were in the bottom 2 or less and 72% were in the level 10 average. It was found that there were two students in the first category at 14%. As a result of applying the storytelling model, it can be decided that the speaking ability of 9th-grade Banten students falls into the middle category with an average score of 23.57. After using the Class IX Banten storytelling model, a code value was derived based on test results that reflected pre-and post-test data about students' speaking ability. 0.163 > 0.05. Similarly, H0 and H1 are rejected at a critical level & it; (0.000 < 0.05). These findings suggest that the way students speak is affected by the use of the ninth-grade storytelling model.

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