Improving Students’ Speaking Ability Through Story Telling Technique

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Abstract. This final project about improving students speaking ability through story telling technique at the tenth grade of SMKN 1 Maja. Teaching speaking at high school have many problem and most of student still have difficulties in speaking. It caused by some factors, those are: students are too shy and afraid to take a part in conversation, students are still clumsy in speaking, and students are not enthusiastic and not courage enough to involve in the speaking learning process. The objectives of this research are to know how the students’ speaking ability before and after teaching by using story telling technique and to find out the effectiveness of story telling technique in improving students’ speaking ability. While the hypothesis are: Null hypothesis (Ho): Story telling technique is not effective in teaching speaking to improve students’ speaking ability and Alternative hypothesis (Ha): Story telling technique is effective in teaching speaking to improve students’ speaking ability. This research uses the pre experimental research with one group as eksperimental and control. The population in this field is the 360 students of tenth grade of SMKN 1 Maja. The samples are 29 students. To get the analyzable data, the researcher uses three procedures, pre-test, treatment and post-test. While to collecting data technique, researcher uses the pre-test, observation check-list, field-notes and post-test. Based on the finding of pre-test, the researcher find the achievement of student in average 55.86. Based on the observation check list, the average score of students in treatment were very good. And the result of the post-test 63.44. The achievement of the students in learning speaking through this way was improved. It was supported by the significant result of the test. The average achievement of the students pre-test, 55.86. And the post test result was 63.44. It indicates that there is an effect using story telling to improve student’s speaking ability at tenth grade of SMKN 1 Maja. The teaching procedure that researcher build in teaching speaking with using story telling technique are as follows: 1) Pre-speaking activity: greeting, praying, checking the attendance, showing the picture related to the topic, make prediction about the text, give questions about the topic, explain the topic, distributing worksheet. 2) Whilst-speaking activity: reading the text and answer the question from the text, identifying the generic structure, make short story and tell the story. 3) Post-speaking activity: giving feedback, reflection, homework and saying farewell. The conclusion of this research is students’ achievement in speaking ability before teaching by using story telling technique is low, while students’ speaking ability after teaching by using story telling technique is improve. Finally the story telling technique is effective in improving the students’ speaking ability. The result of this research are expected to give contributions to the development of English speaking teaching and learning process, especially to headmaster, English teachers, and future researchers. (1). For the headmaster, the results can be beneficial regarding to improve the educational quality. (2). For the English teachers, the result are expected as a input data about the using of story telling in teaching English. (3). For the next researchers, the results are expected the study will be beneficial and helpful for the future researchers as their guide.
1. Introduction

One of the language skills that have to be mastered by students in learning a foreign language is speaking. Speaking is one of the types of composing in language skill. Many students have many problem in speaking such as never do communicative, passive, not able to giving answer. To help students solve these problems, the teacher should motivate them and create the most effective way to stimulate them, so they will be interested in practicing their speaking. On other hand, the teacher or lecturer should use certain technique to stimulate students to practice their speaking, because good strategy support them in achieving skill including speaking skill. Teacher have to teach the material will by using good method, good technique and organize teaching-learning process as good as possible, so teaching-learning process can run well, that can make student master English skill, especially in this case speaking skill successfully, because one of the teaching failures is caused by unsuitable method.

Speaking is important for student to practice their capability and their understanding, how to send idea, and how to spell word well; in this case the students’ motivation and interest are very needed to make the process of their understanding more easily. Speaking in not only to communicated with other people but by speaking we can get new information or we can share our idea with other people. Language just possessed by human being to interact each other. Communication can be done at least by two people, there are speaker and hearer. The hearer must listen and understand what speaker says, and then gives a response. Brown, in Islamiyah, (2007, p. 14) states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably collared by the accuracy and fluency. While, he also states that speaking is the product of creative construction of linguistic strings, the speakers make choices of lexicon, structure, and discourse. Poerdarminta, in Islamiyah, (2007, p. 14) states that the classical meaning of speaking is the ability to talk, and to speak. The main purpose of speaking is to send the message for the other one or to be able to communicate about something in language and understood by someone who becomes a listener. Tarigan, in Islamiyah, (2007, p. 14) states that speaking is one of the language skills in oral form to express the speakers’ ideas to everybody else. While, speaking is the informal interchange of thought and information by spoken words. Speaking is different with singing. Speaking is using language in the simples way by producing ordinary sound. Then, singing is using the language by using rhythmic. In additional, Tarigan (1990:15) says that speaking is the ability to pronounce articulation of sounds or words for expressing, stating and conveying thought, ideas and feeling. Speaking is so complex because it includes many aspects such as grammar, pronunciation, fluency and vocabularies. The objects of speaking are various such as discussion, speech, debate, dialogue and conversation. So, it can be considered as the most important of human tool for social control.

Teaching speaking must related and according with curriculum from Indonesia a government exactly Departement Pendidikan Nasional, the curriculum that progresses now, it is called is kurikulum tingkat satuan pendidikan (KTSP) in this curriculum. The aim of English teaching in Indonesia especially teaching English to vocational high school is to have the ability communication with use English as same as level novice. Furthermore, according to kurikulum tingkat satuan pendidikan (KTSP), speaking has standar kompetensi (SK) dan kompetensi dasar (KD), SK becomes the global explanation and KD as the explanation of SK. In this study the researcher only explain SK and KD of speaking of the first semester tenth grade student vocational high school. The aim of Standar kompetensi is student must be able communication with use English as same as level novice and for kompetensi dasar, the researcher take a part of the contain which is related with title. The researcher take 1.5 “ describe or telling what happening”. Based on my observation when practice teaching (PPL) in SMKN I MAJA most of student in tenth grade especially class RPL I and II still have difficulties in speaking. It caused by some factors, those are (a). Most of student are too shy and afraid to take part in the conversation. (b). Most of the
student are still clumsy in speaking, they just speak when the teacher ask them. (c). The students are not enthusiastic and not courage enough to involve in the speaking learning process. Therefore, they need an attractive technique to stimulate them to speak English. Those cases are quite problematical and the researcher considers that it is necessary to find out an alternative way to create suitable and interesting technique related to student condition.

One of technique can be used to stimulate the students in learning speaking is Story telling. Because story telling involves a two-way interaction between a storyteller and one or more listener. Through this way, the students will be active to speak English based on their wish or idea. The procedure for a classroom teacher who wishes to use storytelling, it is best to begin by choosing a simple story with only a few characters and an uncomplicated plot. The story should have action, the plot should be understandable to the listeners, and the events of the story should have a definite climax that leads to a conclusion the students will find satisfactory. Folk and fairy tales are the easiest kinds of stories for beginning storytellers to communicate (Ramey, 1986; Taub, 1984). There are some procedure how to use retelling short story practice in teaching speaking. (1). The teacher ask to the students about a kind of story especially a narrative text. (2). The teacher ask to the students to read the text and make summarize based on the text. (3). The teacher ask to the students to memorize the content and information based on the text. (4). The teacher walk around in the class to observe and corrects to students either the pronunciation or the meaning. Finally the teacher ask to students to retell a short story and practice in the front of the class. Thornbury (2005:95) state that Storytelling is a universal function of language and one of the main ingredients of casual conversation. Through their stories learners not only practice an essential skill, but they can also get to know one another. Storytelling is a creative art form that has entertained and informed across centuries and cultures (Fisher, 1985), and its instructional potential continues to serve teachers. Storytelling, or oral literature, has many of its roots in the attempt to explain life or the mysteries of the world and the universe--to try to make sense out of things (Tway, 1985). In doing so, the characters and themes in the stories have become cultural and often cross-cultural archetypes of historic and continuing importance (Lasser, 1979). Even in today's technological world, we have not changed to such a degree that the archetypes presented in traditional oral literature are no longer applicable (Livo and Rietz, 1986).

There are many reasons to teaching speaking by using story telling technique. One of this reason said that story telling is one of teaching technique that can improve the motivation of beginner students to learn English well. Because in story telling technique, the teacher show their emotions, physic, thinking and attitudes based on the content of the story. Furthermore, the researcher will present storytelling as a technique to improve speaking ability by implementation of chain story as storytelling technique – based activities in classrooms’ speaking tasks. Besides that, storytelling is an interesting technique for the researcher to be known whether the technique is effective or not in improving speaking ability for the students. Finally, in this brief description the writer conducted a research with the title as follows: “Improving Students’ Speaking through story telling technique at the tenth grade of SMKN 1 MAJA”

2. Method
The method of this study is pre experimental design. Arikunto (2010:63) states “Experiment is observation in artificial condition make and arranging by writer”. Pre-experimental design-the least effective, for it either provides no control group or no way of equating group there are used (Best in Rochyani 2011:53). This experimental is research doing with manipulation to object research. The purpose of experiment research is to know whether there is an effect or not from the treatment that given to the subject. In this research, the researcher chose one group and use pre-test, treatment and post-test design. The design was applied in order to investigate the use storytelling to improve students’ speaking ability.
3. Results and Discussion

3.1 Result

4. Finding of Students’ Speaking Ability before Teaching by Using Story Telling Technique

The pre-test was conducted to measure students’ previous achievement speaking ability before conducting the treatment. The pre-test score was conducted toward experimental group which consist of 29 students. The test was aimed to ensure that the students in experimental group employed in the research were equal. In order to find out data about the students’ speaking ability achievement in experimental group, the researcher asked the students to complete the tests given.

2. Finding of Treatments (Observation Check-list and Field Notes)

a. First meeting

In applying the story telling that researcher uses as technique in improving the students’ speaking ability, the researcher applied the design refers to what Nurhadi and Senduk,( 2003: 31-54) made.

Class activity was begun with greeting, where the researcher said hello and asked the students condition, some students made response but not all. The researcher did not directly invite her students to focus on the material but the researcher lead to pray and check the attendance. Further, researcher gave the students some introduction speech, for example, talking about something new from the students and joking. Then the researcher began the pre-teaching of speaking activities.

Pre-speaking

(1). The students answering greeting, they are good qualification because it is followed by 50% of student, meanwhile 25% do other activity. (2). The students praying together, they are very good qualification because it is followed by 100% of students. (3). The students raising hand, they are very good qualification because it is followed by 100% of students. (4). The students see to the picture, they are good qualification because it is followed by 75% of students, meanwhile 25% of students not interesting to the picture. (5). the students make prediction about the text, they are fair qualification because it is followed by 50% of student, meanwhile 50% difficulty to make prediction about the text. (6). The students answer the teachers’ question, they are fair qualification because it is followed by 50% of students, meanwhile 50% not answer the teachers’ question (7). The students paying attention to the teachers’ explanation, they are fair qualification because it is followed by 50% of students meanwhile 50% not interest to the teachers’ explanation (8). The students accepting worksheet, they are very good qualification because it is followed by 100% of students

Whilst-speaking

(1). The students read the text, they are fair qualification because it is followed by 50% of students, meanwhile 50% of students make noisy or talking with his classmates. (2). The students learn and answering the texts’ questions, they are fair qualification because it is followed by 50% of students, meanwhile 50% of students are difficulty to answer the texts’ question. (3). The students identifying the generic structure of narrative text, they are fair qualification because it is followed by 50% of students, meanwhile 50% of students cannot identifying the generic structure of narrative text (4) The students make short story, they are fair qualification because it is followed by 50% of students, meanwhile 50% of students difficulty to make short story. (5). The students tell the story in the front of the class, they are fair qualification because it is followed by 50% of students, meanwhile 50% of students difficulty to tell the story.

Post-speaking
The students paying attention to feedback, they are good qualification because it is followed by 75% of students, meanwhile 25% of students do other activity. (2). The students responding the reflection, they are fair qualification because it is followed by 50% of students, meanwhile 50% of students not responding to the reflection. (3). The students writing the homework, they are fair qualification because it is followed by 50% of students, meanwhile 50% of students were tired (4). The students answering goodbye, they are very good qualification because it is followed by 100% of students.

b. Second meeting

The results of observation check-list and field notes of second meeting are explain as follows: In pre-speaking activities, the researcher started with opening where she greeting to the students, lead to pray and checked the attendance. Since this was the second meeting of researcher coming, almost whole students has known the researcher and answered the greeting well. Further, researcher continued with pre teaching of speaking activities, where she asked the previous lessons and asking students some questions to arouse interest in the new topic/theme. Observer check that in pre speaking activities.

Pre-speaking

(1). The students answering greeting, they are very good qualification because it is followed by 100% of students. (2). The students praying together, they are very good qualification because it is followed by 100% of students. (3). The students raising hand, they are very good qualification because it is followed by 100% of students. (4). The students see to the picture, they are good qualification because it is followed by 75% of students, meanwhile 25% of students not interesting to the picture. (5). The students make prediction about the picture, they are fair qualification because it is followed by 50% of students, meanwhile 50% of students cannot make prediction. (6). The students answer the teachers’ question, they are good qualification because it is followed by 75% of students, meanwhile 25% of students cannot answer the questions. (7). The students paying attention to the teachers’ explanation, they are good qualification because it is followed by 75% of student, meanwhile 25% not enthusiastic to the teacher explanation. (8). The students accepting worksheet, they are very good qualification because it is followed by 100% of students,

Whilst-speaking

(1). The students read the text, they are good qualification because it is followed by 75% of students, meanwhile 25% of students slepted (2). The students learn and answering the texts’ questions, they are fair qualification because it is followed by 50% of students, meanwhile 50% of students cannot answering the texts’ questions. (3). The students identifying the generic structure of narrative text, they are fair qualification because it is followed by 50% of students, meanwhile 50% of students cannot identifying the generic structure of narrative text. (4). The student make short story, they are fair qualification because it is followed by 50% of students, meanwhile 50% of students cannot make short story. (5). The student tell the story in the front of the class, they are fair qualification because it is followed by 50% of student, meanwhile 50% of students not good in retelling the story.

Post-speaking

(1). The students paying attention to feedback, they are good qualification because it is followed by 75% of students, meanwhile 25% of students do other activity. (2). The students responding the reflection, they are fair qualification because it is followed by 50% of students, meanwhile 50% of students was tired (3). The students writing the homework, they are very fair qualification because it is followed by 50% of students, meanwhile 50% of
students packing his books (4). The students answering goodbye, they are very good qualification because it is followed by 100% of students.

3. Finding of Students’ Speaking Ability after Teaching by Using Story Telling Technique

After gave several treatments, the researcher gave post-test to the students. The researcher uses different tests with pre-test, it was considering that the students already had a better information and knowledge of narrative text after they got teaching learning activities using the Story Telling Technique. Here is the table about the students’ test results in post-test:

3.2 Discussion

1. Analysing Data

Based on the result of pre-test and post-test. The researcher analyzed them by using the matched t-test. The researcher calculated the matched t-test to find out the improving of speaking ability by using story telling at tenth grade of SMKN 1 Maja.

Before the researcher calculated \( t_{obs} \) the researcher should calculate standard error of differences (SD) and Standard error of differences between mean of pre-test and mean of post-test \( (SD_1) \). First, to calculate standard error of differences (SD), the researcher used formula \[ SD = \sqrt{\frac{\sum D^2 - (\frac{\sum D}{n})^2}{n-1}}. \] The researcher should find quarrel of pre-test and post-test. The data quarrel of pre-test and post-test could be seen in Table 4.5 below:

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-test (X1)</th>
<th>Post-test (X2)</th>
<th>Quarrel (D)</th>
<th>( D^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A Y</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>A P</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>A T</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>A D</td>
<td>60</td>
<td>70</td>
<td>10</td>
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<tr>
<td>5</td>
<td>D N</td>
<td>55</td>
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<td>6</td>
<td>D H</td>
<td>65</td>
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<td>7</td>
<td>D H</td>
<td>50</td>
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<td>8</td>
<td>D L</td>
<td>60</td>
<td>75</td>
<td>15</td>
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<td>9</td>
<td>D A</td>
<td>55</td>
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<td>10</td>
<td>D S</td>
<td>60</td>
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<tr>
<td>11</td>
<td>E M</td>
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<td>13</td>
<td>G P</td>
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<td>14</td>
<td>I R</td>
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<td>15</td>
<td>I P</td>
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<tr>
<td>16</td>
<td>J K</td>
<td>55</td>
<td>65</td>
<td>10</td>
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</tr>
<tr>
<td>17</td>
<td>M Y</td>
<td>60</td>
<td>65</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>18</td>
<td>R R</td>
<td>65</td>
<td>65</td>
<td>0</td>
<td>0</td>
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<tr>
<td>19</td>
<td>R G</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>20</td>
<td>R F</td>
<td>50</td>
<td>55</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>21</td>
<td>R S</td>
<td>50</td>
<td>60</td>
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<td>100</td>
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<tr>
<td>22</td>
<td>R S</td>
<td>60</td>
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<tr>
<td>23</td>
<td>S A</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>
From the table 4.5, the researcher has got the result of ΣX1 = 1620, ΣX2 = 1840, ΣD = 220 and ΣD² = 2400, while each NX1 and NX2 were similar, there were 29 students because this research use one class experiment. Then, the researcher found out the mean score of variable X1 and X2 as follows; MX1 = 55.86 and MX2 = 63.44. After the researcher got result of ΣD and ΣD², the researcher calculated them based on the steps of Standard error of differences, formula as follows:

\[ SD = \sqrt{\frac{\Sigma D^2 - (\frac{1}{n})\Sigma D^2}{n-1}} \]

\[ SD = \sqrt{\frac{2400 - (\frac{1}{29})(220)^2}{29-1}} \]

\[ SD = \sqrt{\frac{2400 - (\frac{1}{28})48400}{28}} \]

\[ SD = \sqrt{\frac{2400 - 1668.96}{28}} \]

\[ SD = \sqrt{26.10} \]

\[ SD = 5.10 \]

The researcher had got the result of SD = 5.10. After the researcher got SD, the researcher found out Standard error of differences between mean of pre-test and mean of post-test, formula as follows:

\[ SD_1 = \frac{SD}{\sqrt{n}} \]

\[ SD_1 = \frac{5.10}{29} = 0.93 \]

The researcher had got the result of SD₁ = 0.93. Then, the researcher found out \( t_{observation} \), formula as follows:

\[ t_{observation} = \frac{x_1 - x_2}{SD_1} \]

\[ t_{observation} = \frac{55.86 - 63.44}{0.93} \]

\[ t_{observation} = -8.15 \]

The researcher got the result of \( t_{observation} = -8.15 \). Then, researcher found out degree of Freedom or df, formula as follows:

\[ Df = n-1 \]

\[ Df = 29-1 \]

\[ Df = 28 \]

In this research, the researcher used degree of significance 5%. \( t_{critical} \) was 2.045.

After got \( t_{obs} \) compared \( t_{obs} \) and \( t_{critical} \). If \( t_{obs} > t_{critical} \), it meant that Ho was rejected and, if \( t_{obs} < t_{critical} \), it meant that Ha was accepted.

2. Testing hypothesis
This research should retelling the short story to improve the students’ speaking ability at the tenth grade of SMKN 1 Maja. To get the answer of questions, the researcher should propose alternative hypothesis (Hₐ) and null hypothesis (H₀) as below:

1. \( \text{Hₐ} = \text{There is an effect by using story telling to improve the students’ speaking ability at tenth grade of SMKN 1 Maja Majalengka.} \)
2. \( \text{H₀} = \text{there is no effect by using story telling to improve the students’ speaking ability at tenth grade of SMKN 1 Maja Majalengka.} \)

To answer the hypothesis, the researcher compared the result of \( t_{\text{obs}} \) and \( t_{\text{critical}} \). If \( t_{\text{obs}} > t_{\text{critical}} \), it meant that Ho was rejected and, if \( t_{\text{obs}} < t_{\text{critical}} \), it meant that Ho was accepted. In this research \( t_{\text{observation}} > t_{\text{critical}} \), \( t_{\text{obs}} = 8.15 \) and \( t_{\text{critical}} \) was lower than \( t_{\text{obs}}, t_{\text{critical}} \) was 2.048 at degree of significance 5%. It meant Ho is rejected and Ha is accepted at degree of significance 5%.

There is a significant difference between students’ speaking ability scores before and after taught using story Telling Technique. In other words, we can conclude that the Ha (Alternative hypothesis) “The use of Story Telling Technique is effective to improve the students’ speaking ability at the tenth grade”, is accepted and Ho (Null hypothesis) “The use of story telling technique is not effective to improve the students’ speaking ability at the tenth grade” is rejected.

3. Interpreting Data

Based on the data analysis examined, the result would be discussed below, and these also as the answers of the previous research problems’ statement; how are the students’ speaking skill before and after using story telling technique, and how influential ofusing story telling toward speaking skill improvement. Thus, the researcher used the graphic aids to confirm, here were the explanation:

a. The class average (pre-test) was 55.86 or 56% of percentage score. Classes show the most students are in poor score classification. This can be concluding the students’ speaking skill before using story telling was poor.

b. The class average score(post-test) was 63.44 or 63%, the most students are in fair score classification. This can be concluding that the students’ speaking skill after using story telling technique was fair. Moreover, in the final conclusion teaching using story telling technique at tenth grade students of SMK N 1 Maja, could significantly influence the students’ speaking skill improvement.

Based on explanation above that if \( t_{\text{obs}} > t_{\text{critical}} \), it meant that Ho was rejected and, if \( t_{\text{obs}} < t_{\text{critical}} \), it meant that Ho was accepted the researcher can conclude that there is an effect by using story telling technique to improve the students’ speaking ability at tenth grade of SMKN 1 Maja.

Although, the researcher aware that the significant improvement of students’ speaking ability before they are taught by using story telling technique is not good, after they are taught by using story telling technique. But it can prove that this strategy can motivate and improve students’ speaking skill to be better.

Answering the text question, according Arifin (1996:145) “The text form of the short answer is usually express the form of question”. In other words, the question asked in the form of a sentence that can be answered briefly.

Understanding explanation by the teacher, according Arifin (1996:21) understanding of the level of capability requires learners to comprehend and understand material of learning were submitted by teachers and can use them without having to connect it with something else.

Taniredja (2010:21) “The delivery of the lesson. Students who saw or heard the presentation through the media recipients of the same message even though the teachers interpret the content of the lesson in a way that is different, with the use of various media interpretations of results that can be reduced so that the information same can be presented to students as a basis for assessment, training and the subsequent application”.

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Arifin (1996:25) “Teachers, especially in terms of delivering material, difficult teachers, creating a conducive learning atmosphere, to prepare the necessary tools and equipment, guiding learners, using assessment techniques and classroom discipline”.

Accepting the narrative text (a story) according Arifin (2009:22) “Receiving the level of ability that requires students to be sensitive to the existence of certain phenomena or stimulation”.

Pay attention to feedback according Tarigan (1981:55) state that formative function is to provide feedback to teacher as basis improving the learning process and holding remedial for learns.

Responding the reflection according Arifin (2009:22) “Responding the level of ability that requires students not only sensitive to the phenomena, but one way to react to the emphasis on the willingness of students to respond voluntarily, reading without duties.

5. Conclusion

1. The result before using the story telling technique

Based on the finding of the pre-test, the researcher find the achievement of student in average 55.86. They are poor qualification because most of student still have difficulties in speaking, it caused by some factors: most of student are too shy, afraid, and still clumsy to take a part in speaking, most of students not enthusiastic and not courage enough to involve in the teaching learning process.

2. The result after using the story telling technique

In the post-test result, the researcher find the achievement in average 63.44. They are fair qualification, there is improvement of students’ speaking skill after they are taught speaking by using story telling, There are many reasons to teaching speaking by using story telling technique. One of this reason said that story telling is one of teaching technique that can improve the motivation of beginner students to learn English well. Because in story telling technique, the teacher show their emotions, physic, thinking and attitudes based on the content of the story.

3. The story telling technique can improve in teaching learning process

Based on the observation check list, the average score of students in treatment were very good. It caused the researcher using story telling with narrative text and story telling in this research can improve in teaching learning process. There are some procedure how to use retelling short story practice in teaching speaking. (1). The teacher ask to the students about a kind of story especially a narrative text. (2). The teacher ask to the students to read the text and make summarize based on the text. (3). The teacher ask to the students to memorize the content and information based on the text. (4). The teacher walk around in the class to observe and corrects to students either the pronunciation or the meaning. Finally the teacher ask to students to retell a short story and practice in the front of the class.

Reference


Paul Roberts, Understanding English, Cornell University,
