



**The Effect of Story Telling Method on Student's Speaking Skills at The Second Grade of Junior High School**

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**Abstract:**

*The study aimed of this research to determine whether the storytelling method affects students' speaking skills. This study used experimental research, which consist of two group, namely, Experimental group and control group. The populations of this research were 20 students and divided became 2 samples each sample consist of 10 students. The experimental group implied Storytelling method and used pre-test, treatment, and post-test while the control group implied conventional method and used pre-test, post-test and no treatment. From this method, the researchers found the difference of implementing the storytelling method towards students' achievement with the result was satisfying. The result of this research also provided the effectiveness of implementing the storytelling towards student achievement in speaking skill with compare the value that students' got from post-test and the storytelling method is considered successful. From the result, it is conclude that implementing the storytelling method has and effect toward students' speaking skill.*

**Keywords :** *storytelling method, speaking skills, students' achievement*

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**INTRODUCTION**

English is one of the foreign languages in Indonesia plays important roles on both written and oral communication. As an international language English has been took since childhood, starting from kindergarten but mostly from elementary high school until senior high school even

up to graduate from bachelor's degree. In Indonesia English is not a strange thing, because English has been including in the curriculum at every level of education. The goal of including English in the education curriculum in Indonesia is so that all students can develop their ability to communicate in English, to face

the outside world, both in further education and in the world of work.

Speaking is a part of daily lives that we take it for granted (Thombuy, in Yashori Revola article : 2006 459). Speaking is person`s ability to convey a word to express situations and conditions verbally. Speaking is one of the four expertise that pupils should master. It's the elemental skill that pupils process in order to be equal to enter other knowledge Speaking is one of important expertise in schooling erudition process. Given the importance of learning to speak in a language class, Citizenship policies under the Minister of Public Affairs Ordinance reflect the importance of English in the standards of content. In addition, Indonesia has established English as one of the most important foreign languages in academia and as one of the subjects tested in the Citizenship Exam. This provision is intended for Indonesian students to prepare for the day of globalization. So they're grew up in preparation and fighting other people with different native English.

Besides of that there are several problems in speaking this problem caused by two factors, namely internal factors and external factors. Internal factors are come from the students, including students have a limited vocabulary and have the principle that English is difficult. So, this result in they are not intending to learn English and it has a negative impact on their speaking ability. Secondly, Students have no idea Or an English speaking initiative. This is due to lack of vocabulary, grammatical patterns, and poor English speaking.

Thirdly, students still often make mistakes when pronouncing English words. Fourth, problems with prosodic features such as intonation, stress, and other phonological nuances still cause misunderstandings in communication. External factors such as teaching methods, curriculum, teachers, institutions, environment and society occur naturally.

The researcher decides to solve the problem. In this research, the researcher will use story telling method. Story telling method is assumed that it can improve students speaking ability.

Applying story telling method is very important because this method can be able to give change and to increase students speaking ability.

Based on the problems that have been described, researchers try to use one of several techniques that are able to encourage students to contribute to the teaching and learning process. Therefore this research process applies the story telling technique because this method has its own advantages compared to other methods. Indirectly story telling can develop imagination and concentration so that students are interested and have confidence when speaking. By giving an opportunity every students to speak in a classroom, the researcher believe that this technique have big effect for their speaking skills.

Story telling is the art in which a teller or someone conveys a message, truths, information, knowledge, or wisdom to engage an audience in an entertaining way. This method is good to enhance them to speak

up in English.

### **Problem research**

*Based the background of the above issues, the issues in this study are:*

1. Does the story telling affect on student's speaking skills?

#### 1.1. Purpose of the study

The purpose of this study was to investigate whether storytelling strategies affect students' speaking ability.

### **Speaking**

#### **Defenition of speaking**

According to Brown and Yule in Nunan (1989:26) argue that speaking is using spoken language which consists of short, incomplete or separate speech in the sphere of pronunciation. The pronunciation is very closely related to the reciprocal relationship between the speaker and the listener the ability to speak English is a preferred language or a foreign language. He said speaking is the most important skill in communicating and sharing ideas in communication, Speaking is one of the language skills that we have to start communicating. Nunan (in Kayi 2006:1). So speaking is person's ability to convey a word to express situations and conditions verbally.

#### **Kinds of Speaking**

The Kinds of Speaking Activities Sasmedi (2008) classified that there are many kinds of speaking activities :

- 1) Monologue Monologue is that when one speaker uses times of spoken language of any length as in speeches, lectures, readings, news broadcast, and the like.
- 2) Pair Work Pair work involves two or more speakers and can be subdivided into those exchanges that promote social

relationships (interpersonal) and those for which the purpose is to convey prepositional or factual information (transactional). In each case, participants may have a good deal of shared knowledge (background information or schemata).

3) Question and Answer The teacher can begin by simply questioning to the learner in this activity. But the learners have mastered the question pattern. They should practice questioning one another. After numbers of question forms have mastered. Question and answer drill can cover a wide of variety topics. There are many topics about which question can be asked.

4) Retelling is an interesting activity of speaking games for making relax of the students while speaking. It can create the motivation of the student's to speak English. Like guessing games. speech through actions, and tell again what have been heard.

### **Story Telling**

#### **Defenition of Story telling**

Story telling is an activity carried out by someone verbally to another person with tools or without tools about what should be conveyed in the form of messages, information or just a fairy tale which is to be heard pleasantly because it is the person who presenting the story convey it attractively (Dhieni, "2008: 6.3). According to Echols (in aliyah, 2011) storytelling consists of two words, namely story means story and telling means storytelling. Two words combined story telling means telling a story or telling a story. Other than that, storytelling is also called telling or story telling as suggested by Malan,

story telling is telling stories based on oral traditions. Story telling is the effort made by the storyteller in conveying the content feelings, thoughts or a story to students verbally.

Student' can easily summarize tale and stories they've heard from someone before, Or they can create their own story to tell their classmates. Storytelling promotes creative thinking. It also helps students express their ideas in an early format, For development and ending, including character and story settings. Students can also tell riddles and jokes. For example, at the beginning of each lesson. The teacher can call some students and open short riddles and jokes. In this way, the teacher not only highlights the student's speaking ability, but also draws the attention of the class.

### **Steps of Story Telling**

Story telling is going to be used by the researcher in this research. In conducting this method, the researcher must follow the steps of story telling method to ensure the method runs well. Samantaray in Zuhriyah (2017:3) described the procedures of story telling as follows:

1. the teacher hangs four different pictures on the white board
2. the teacher asks the student's to make groups of eight
3. the teacher asks every group take one of four pictures from the white board
4. the teacher asks them to develop a story in 30 minutes
5. the teacher asks them to retell their story based on the group discussion
6. the teacher gives award to the group considered the best

group

### **Types of Story Telling**

According to Sumarjo and Suratmi in Rahmansyah and Pricilia (2018:115), there are some kinds of fairytale. They are legend, fable, mite, and sage.

#### **1. Legend**

Legend is a kind of fairytale which has relation with historical event or nature phenomenon. It means that legend is local people story which tells the origin of event or place. Sometimes, it is different from the origin story because it is not always written.

#### **2 Fable**

Fable is one of traditional story which appear animals as character in that story. Children almost love this story because the animals like human. They can talk each other, attitude, and has intellect like human. According to Sumarjo and Suratmi in Rahmansyah and Pricilia (2018:115), Fable is one of traditional story which appear animals as character in that story.

#### **3. Mite**

tale which contents elements of mystery, supernatural world, and god world that supposed it was really Vol. 3. No.1 Maret 2020 ISSN. 2620-5599 Jurnal Liner, Institut Pendidikan Tapanuli Selatan 181 happened by society as the owner of the story.

Sometimes this story is exaggerated.

#### 4. Sage

Sage is a fairytale which contents of history elements, equipped with both supernatural power element and miracle. It can be concluded that sage contents many elements of history. This fairytale is spoken by people to people.

### Hypothesis

Based on the theories were explained above, it can be posed a theoretical hypothesis as follows:

The story telling technique would be well applied for students' speaking skills

### RESEARCH METHODOLOGY

#### Research design

The technique used by researcher for this research is experimental research. Experimental research involves a study of the effect of the systematic manipulation of one variable on another variable. The researcher use cluster random sampling technique to determine whether Story Telling techniques give a significant effect on student's speaking skills, and to determine components of speaking skill that improved by implementation of storytelling technique on students, such as vocabulary, pronunciation, Grammar, fluency, and understanding.

#### A. Pronunciation

Pronunciation focuses on production and identification of the sounds, stress patterns, and intonation in English. It introduces multiple-choice hearing identification. English pronunciation

is considered by some aspects. First, it relates to the speech organs and how the organs produce sounds. The flow of air which comes from lungs will have modification at vocal cord, pharynx, mouth, and nasal cavity. It happens as the open and close of the vocal cord. Upper part of speech organ like at pharynx, mouth, and nasal cavity, the air will be modified into plosive, lateral, velar, nasal, bilabial, alveolar, dental, etc.

Table 1. Pronunciation

Aspects	Description of Indicator	Score	
Pronunciation	<ul style="list-style-type: none"> <li>Have few traces of foreign accent. Always intelligible, though one isconscious of a definite accent</li> <li>Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.</li> <li>Very hard to understand because of pronunciation problems.</li> <li>Frequently be asked to repeat.</li> <li>Pronunciation problems to severe as to make speech virtually unintelligible.</li> </ul>	5	<b>95-100</b>
		4	<b>85-94</b>
		3	<b>75-84</b>
		2	<b>65-74</b>
		1	<b>Below 65</b>

#### b. Grammar

Grammatical is about proficiency in matters ranging from inflections to syntax. We would not be able to say the language without knowing the pattern of the language it self. Since knowledge of grammar is essential for language learner, it is clear that students need some knowledge of

these rules to be able to speak correctly. Students should learn grammar such as modals, modifiers, prepositions, clauses and other grammatical features.

**Table 2. Grammar**

Grammar	<ul style="list-style-type: none"> <li>• Makes few (if any) noticeable errors of grammar or word order</li> <li>• Occasionally makes grammatical; and/or word order errors which do not, however, obscure meaning.</li> <li>• Makes frequent errors of grammar and word order which occasionally obscure meaning.</li> </ul>	5	95-100
		4	85-94
		3	75-84
	<ul style="list-style-type: none"> <li>• Grammar and word order errors make comprehension difficult.</li> </ul>	2	65-74

**b. Vocabulary**

Vocabulary is one of important elements in teaching and learning speaking. It is important for language learners to choose appropriate words in certain situations in order to make their speaking meaningful. For example, when people want to describe their feeling about something, they have to be able to find a word which reflects their feeling. Therefore, students need to understand the importance of meaning in context and the facts about word formation and how to twist words to fit different grammatical contexts.

**Table 3. Vocabulary**

Vocabulary	<ul style="list-style-type: none"> <li>• Use vocabulary and idioms is virtually that of a native speaker</li> </ul>	5	95-100
		4	85-94
		3	75-84
		2	65-74

	<ul style="list-style-type: none"> <li>• Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.</li> <li>• Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.</li> <li>• Misuse of words and very limited vocabulary make comprehension quite difficult.</li> <li>• Vocabulary limitations so extreme as to make conversation virtually impossible.</li> </ul>	1	Below 65
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**c. Fluency**

Fluency is the ability to speak spontaneously and eloquently with no pausing and with absence of disturbing hesitation markers. It also refers to some aspects like responding coherently within the turns of the conversation, using linking words and phrases, keeping in mind a comprehensible pronunciation and adequate intonation without too much hesitation. Fluency cannot be separated from accuracy.

**Table 4. Fluency**

Fluency	<ul style="list-style-type: none"> <li>• Speech as fluent and effortless as that of a native speaker.</li> <li>• Speed of speech seems to be slightly affected by language problems.</li> </ul>	5	95-100
		4	85-94
		3	75-84
		2	65-74
		1	Below 65

	<ul style="list-style-type: none"> <li>• Speed and fluency are rather than strongly affected by language problems.</li> <li>• Usually hesitant; often force into silence by language limitations.</li> <li>• Speech is so halting and fragmentary as to make conversation virtually impossible.</li> </ul>		74 Below 65
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**d. Comprehension**

Comprehension means the understanding and the interpretation of what is said. It is about students' proficiency in speaking on all professional and general topics without a big effort and smooth as good as the native speakers. In conclusion, pronunciation, grammar, vocabulary, fluency, and comprehension are the important and complementary components in the development of students' speaking skill. Each element has the scoring scale to measure the learners' speaking skills. Then, the scores will be collected as the data of the research.

**Table 5. Comprehension**

Comprehension	<ul style="list-style-type: none"> <li>• Appears to understand everything without difficulty</li> <li>• Understands nearly everything at normal speed although occasional repetition</li> <li>• Understands most of what is said at slower than normal speed with repetition</li> <li>• Has great difficulty following what is said. Can comprehend only 'social conversation' spoken slowly and</li> </ul>	5	95-100
		4	85-94
		3	75-84
		2	65-74

	with frequent repetitions.		
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It is applied in order to investigate the effect of storytelling on student speaking.

skills in the second grade of junior high school. In the experimental research method, the researcher can use true experimental design with two classes. The first class had given a treatment by using story telling technique, where this is called as experiment group. The second class is a control class, where this class is not taught by using story telling technique. The study design is adopted from Ary, et.al (2002).

In this study, there were three procedures with carry out to collect data:

**a. Pre test**

Pre test is one of the steps given by the teacher at the beginning of the lesson before the lesson explained.

**b. Treatment**

The experimental group will be treated by applying cluster random sampling technique while the control group will be treated by conventional without using clustering technique. The essence of an experimental design will be the conduction of control, since without it, it is impossible to evaluate ambiguously the effect of an independent variable (Ary, 1979). So the treatment is given explanation while learning process, especially in speaking skills by using story telling.

**Table 6. Teaching procedure of experimental treatment**

Teacher activity	Student's activity
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The teacher greet the students to open the class	The students greet the researchers to open the class
The teacher introduce speaking and explain all about it	The students pay attention to the teacher explanation
The teacher explain an example of speaking test and the ask student to check their understanding	The students pay attention to the teacher and check their Understanding
The teacher explain about clustering technique and the teacher explains how to using clustering technique in speaking test.	The students pay attention to the teacher explanation
The teacher give an example of speaking test using story telling technique	The students listen an example of speaking test to the teacher explanation
The teacher ask them to practice their speaking skills based on story telling	The students practice their ability in speaking testbased on story telling

**Table 7. Teaching procedure of control group**

Teacher's Activity	Student's Activity
The teacher greet the students	The student greet the teacher
The teacher explain the students the aim of speaking test and also explain about the most important of story telling	The student pay attention to the teacher's explanation
The teacher explain an example of speaking test and ask students to check their understanding	The student check their understanding about speaking skills
The teacher ask the student to practice their speaking skills based on story telling	The student practice story telling in front of the class
The teacher check the result of student's work	The student deliver their work
The teacher ask students to present their work in front of	The students present their work in front of class

### c. Post test

The post test procedure is the final evaluation in the form of questions that the author gives to the community after the lesson /material has been delivered.

Teacher will test the student speaking skills by asked them to retell the story based on the material.

### Instrument and technique of collecting data

The instrument of this research is test technique, namely speaking test. Speaking test is defined as a test in which a person is encouraged to speak, and then assessed on the basis of that speech. It can be used alone or combined with tests of other skills (Underhill 1997: 1 & 7). The researcher collected the data regarding student's speaking skills before and after being taught by story telling. Then, the researcher the increased by comparing the score of pre- test and post test of student's speaking skills. The instrument that were used in this researcher were pre-test and post test in form of paired conversation.

### Time and place of research

The research will be conducted at SMP Swasta GKPI Padang Bulan Medan. It is located at Jl. Jamin Ginting No. 352, Padang Bulan, kec. Medan Baru, Kota Medan. This school has three grades, namely the seventh, the eighth and ninth grade. The research will be carried out in the first semester of the eighth grade of the SMP Swasta GKPI Padang Bulan Medan in the academic year 2021/2022. This study would be carried out in December 2021.

### Population and sample

Sugiono (2008:80) said that population is a generalization are consists of object or subject that has define quality and character

that is decided by a researcher to be learned and conclude it. The researcher choose VIII Grade Students of SMP Swasta GKPI Padang Bulan. They consists of 2 classes, they are VIII-1 and VIII-2.

According to Arikunto (2009:95) said that if the population is less than 100, it is better all of them become samples. Therefore, 36 students in both of the classes will become the sample in this research.

### The validity and Reliability of the text

#### Validity

Any test, whether it's a quick classroom quiz or a public one, must be as accurate as the examiner could do it.

#### Reliability

Brown claims that this reliability is concerned with the precision of dimension. This types of precision was matched in getting comparable outcome when the measurements were taken on various opportunity, with various instruments, and by various people. The statistics of reliability in identifying reading speaking understanding and a well-structured text test were predicted above 0.0 close to 1.00. According to Heaton, the test's reliability was assessed:

“0.0 – 0.20” = Reliability is poor

“0.20 – 0.40” = It is enough to be reliable

“0.41 – 0.70” = It is good to be reliable 4

. “0.71 – 1.0” = very good

## RESULT AND DISCUSSION

### The Description of Data

The data in this study is quantitative data, namely data collected by scores. Before proceeding to further calculations

of the data, a description of the pre-test and post-test results from the experimental class follows. Treatment was done and taken from speaking test namely pronunciation, vocabulary, grammar, fluency and comprehension.

### Data Analysis Method

To find out if or not has an important effect implementing story telling method on student's speaking skills, the researcher use the score of students both the experimental group and control group. The data of the statistical result were divided into two parts. The data were obtained through pre-test and post test. When analyzing data, researchers use the Statistical Product and Service Solutions (SPSS).

Table 8. Pre-Test and Post Test of Experimental Group Score

No	Initial Name the Students	Pre Test (x1)	Post Tes t (x2)
1	GJES	56	73
2	AM	54	71
3	DEP	55	71
4	HFS	71	79
5	GM	63	82
6	APSA	63	81
7	AN	65	80
8	AH	60	75
9	BHHS	53	71
10	OVJ	53	71
	<b>Total</b>	<b>593</b>	<b>754</b>

From table above showed that an Experimental group, the total scores in the pre-test 593 and the highest was 71 and the lowest was 53. While the total score in the post test is 754, and the highest was 82 and the lowest score is 71.

The frequency of pre-test and post test score which was significantly different can be seen below:

Table 9. Frequency of students' Speaking Pre-Test score in Experimental Group

Score	Frequency	Percentage
53	2 students	20%
54	1 student	10%
55	1 student	10%
56	1 student	10%
60	1 student	10%
63	2 students	20%
65	1 student	10%
71	1 student	10%
<b>Total</b>	<b>10 students</b>	<b>100%</b>

From data above, it shows that there were 2 students who got score 53 (20%); 1 student got score 54 (10%); 1 students got score 55(10%); 1 student got score 56(10%); 1 students got score 60(10%); 2 student got score 63(10%); 1 students got score 65(10%); 1 students got score 71(10%).

Table 10. Frequency of Students' Speaking Post- Test Experimental Group

Score	Frequency	Percentage
71	4 students	40%
73	1 student	10%
75	1 student	10%
79	1 student	10%
80	1 student	10%
81	1 student	10%
82	1 student	10%

Total	10 students	100 %
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From the data above, it shows that were 4 students who get score 71 (40%); 1 students got score 73 (10%); 1 students who get score 75 (10%); 1 students who get score 79 (10%); 1 students who get score 80 (10%); 1 students who get score 81 (10%); 1 students who get score 82 (10%).

Table 11. Pre Test and Post Test of Control Group Score

No	Initial Name of the Students	Pre Test (x1)	Post Test (x2)
1	HPSH	57	81
2	JAB	54	80
3	JL	54	71
4	JFS	61	82
5	JAM	71	82
6	JKYS	67	84
7	JS	67	82
8	KAG	60	80
9	LPH	54	81
10	MAN	60	80
	<b>Total</b>	<b>605</b>	<b>803</b>

From the table above, it is shown that the control group the total scores in the pre-test is 605 and highest was 71 And it was the worst 54. The total number of points in the post-test is 803 and highest was 84 and the lowest was 71.

Table 12. Frequency of Students' Speaking Pre- Test Control Group

Score	Frequency	Percentage
54	3 students	30%
57	1 student	10%

	dent	
60	2 student	20%
61	1 student	10%
67	2 student	20%
71	1 students	10%
<b>Total</b>	<b>10 students</b>	<b>100%</b>

From data above, it shows that there were 3 students who got score 54 (30%); 1 student got score 57 (10%); 2 students got score 60(20%); 1 student got score 61(10%); 2 students got score 67(20%); 1 student got score 71(10%).

Table 13. Frequency of Students' Speaking Post-Test Control Group

Score	Frequency	Percent age
71	1 student	10%
80	3 students	30%
81	2 students	20%
82	3 students	30%
84	1 student	10%
<b>Total</b>	<b>10 students</b>	<b>100%</b>

From the data above, it shows that were 1 students who got score 71 (10%); 3 students got score 80 (30%); 2 students who got score 81 (20%); 3 students who got score 82 (30%); 1 students who got score 84 (10%).

From the data above, we can see that there was actually significant different between Pre-test and post-test in

Experimental class and Pre-test and post-test in control class. It also showed the significant difference of the gain experimental class and control class.

A. Calculating the Mean (M)  
Based on the results of the score data obtained, the computer program SPSS 25 is used to calculate the Mean value as follows:

Mean		N	Std. Deviation	Std. Error Mean	
Pair 1	pre_Ex	59.30	10	6.093	1.927
	post_Ex	75.40	10	4.624	1.462
Pair 2	Pre_cont	60.50	10	6.096	1.928
	Post_cont	80.30	10	3.498	1.106

From the data table above, it explain that pre-test score from control class highest than experimental class (60.50 > 59.30) and post test score from control class highest than experimental class (80.30 > 75.40) with 10 samples (N).

A. Calculating Standard Deviation (SD)

Based on the results of the score data obtained, the computer program SPSS 25 is used to calculate the Standard Deviation value as follows:

Class	N	Mean	Std. Deviation	Std. Error Mean
experiment	10	75.40	4.624	1.462
control	10	80.30	3.498	1.106

Based on deviation table

above, its standard deviation of the experimental class is 4.624 and the standard deviation of the control class is 3.498. These results show the amount of standard error in the speaking skills of students after using the story telling model in class VIII SMP Swasta GKPI Padang Bulan Medan.

### B. Tests of Normality

The normality test of the data in this study was carried out using a formula Kolmogorov-Smirnov and Shapiro-Wilk with processing using the SPSS 25 program. The results of processing the normality test data were as follows.

**Table Test of Normality**

Kolmogorov-Smirnov <sup>a</sup>			
	Statistic	Df	Sig.
experiment_control	.276	20	.000

From the table above it is explained that the data is not normally distributed because the value of

$P < 0.001$  which means the value of  $p < \alpha$

### A. Test of Homogeneity

After knowing the level of normally data, then a test homogeneity is used to know the level of similarity of variances between the two groups, control and experimental groups. The researcher compared the sig on levene *statistic* with  $\text{sig} > 0,05$ .

### Test of Homogeneity of Variances

Levene Statistic		d f 1	d f 2	Sig.	
pre_test	Based on Mean	.045	1	18	.834
	Based on Median	.070	1	18	.795
	Based on Median and with adjusted df	.070	1	17.737	.795
	Based on trimmed mean	.058	1	18	.812
	Based on Mean	3.967	1	18	.062
	Based on Median	3.032	1	18	.099
	Based on Median and with adjusted df	3.032	1	17.271	.099
	Based on trimmed	3.884	1	18	.064

Based on the test table of homogeneity of variances it is known that the Pvalue in levene test is greater than the significance level with the value of  $Pvalue > \alpha$  ( $0,062 > 0,05$ ), and the df value used is 17. So the value of homogeneity indicates that both variants are not homogeneity.

## DISCUSSION

This research title the effect of story telling method on student's speaking skills for the second grade of SMP Swasta GKPI Padang Bulan, Medan in academic year 2021/2022 aims to know the effect of story telling method, therefore, researchers do several steps starting from:

### 1. Pre test

Pre-test can be defined as an activity to test the level of student's knowledge on material that will convey and be tested while the pre-test is conducted to determine the initial ability of students. Therefore, the researchers conducted this pre-test before learning activities or before students are given treatment. The question instrument was consist of 4 questions from using story telling method with the topic mouse-deer and crocodile. The students had to pay attention to the five aspects used in assessment related to the vocabulary, grammar, comprehension, fluency, and pronunciation. While for the allocation time 15 minutes, with the number of students

that attended the class was 10 students.

### 2. Treatment

The researcher gives the treatment in control and experiment class. The researchers in this treatment the teachers come to the class and teach speaking by using story telling method. The experiment and control group are given some materials which consisted communicative aspects that will be taught by the teachers in same ways. The treatment is done 1 meeting.

### 3. Post Test

After pretest, the researcher conducted a post test to see the student's skills after using story telling method, it can be seen result that the value of students increased. The researchers gives a story titled mouse-deer and crocodile then students given time to read it and later they will retell the story with their own sentences.

The students have to pay attention to the five aspect used in assessment related to vocabulary, grammar, comprehension, fluency, and pronunciation. After seeing the average of experimental class was 75,4 while control class was 80,3. It can concluded in the post test the control class has higher score experimental class.

### 4. The effect of story telling on student's speaking skills

After pre-test and post test has been done even though has same material, but it can be seen that the use of story telling method given affect on students speaking skills with the result that the values of control group higher than experimental group. The mean score pre-test of experimental class is 59,30 with the total scores was

593, while the mean score of control group 60,50 with the total scores was 605.

Based on t-test analysis by using SPSS 25 and excel 2007, it can be calculated was 2,673, degree of freedom 17. In the degree of freedom of 17 was found that t-table was 2,1 and the result  $H_0$  was accepted. For students, story telling method helps their speaking beside that they also enjoy and can learn wherever and whatever they want.

## CONCLUSION AND SUGGESTION

### CONCLUSION

Based on results and discussion, Researcher in conclusion use of the storytelling method has an effect on the student speaking skills in the experimental class and the control class. According to the obtained data, the mean score of the control class is higher than experimental class, with the value of the control class  $60.50 > 59.30$  The average post-score of the control class is higher than that of the experimental class  $80,30 > 75,40$ .

From the t-test on SPSS 25 showing pre-test and post-test of data student's speaking skills at SMP Swasta GKPI Padang Bulan, Medan, scores from 0.062 & lt; 0.05. We know that the value of t-hitung is 2,673 while the t-table calculation with df of 17 is 2.1 which means

t-hitung	t-table	p-value	$\alpha$
	>	<	
(2,673)	(2,1)	(0,016)	
		(0,05)	

So,  $H_0$  was accepted and  $H_1$  was rejected

### SUGGESTION

With regard to the research findings outlined above and the various limitations

the authors have in this study, in an attempt to provide motivation, enthusiasm, and serious attention to educators, students and other researchers, Recommendations that can be enhanced from the results of this study are as follows:

1. For teachers

This is a research study that helps English teachers apply this method to the classroom. The researchers suggest that this method can enrich the teaching methods for teachers. In the learning process, a good teacher is a teacher who knows how to create a happy learning atmosphere, creating conditions for students to be comfortable and interested in these activities in order to make learning take place smoothly and effectively, exactly for the purpose set out.

2. For the students

The researcher hopes that students can use the story telling method on students' speaking skills and have an effect on students' speaking skills by using this method. Students must be confident to speak English to their teachers and friends. Students must also play an active role in the learning process, and dare to express ideas, especially in speaking.

3. Other researchers

The researcher suggests that other researchers interested in the same field continue this research.

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