# THE EFFECT OF STORYTELLING TOWARDS STUDENTS' SPEAKING SKILL AT X GRADE STUDENTS OF MA NURUL HARAMAIN BOARDING SCHOOL

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**Abstract**

This study was aimed to investigate whether or not the use of storytelling has positive effect towards the students' speaking skills at the tenth-grade students of MA Nurul Haramain. The form of this research was pre-experimental study with comparing the scores in pre-test and post-test. The population of this research is the tenth-grade students of MA Nurul Haramain Narmada, with the sample is class X B that consists of 21 students. The research findings show that the mean score of the pre-test is 59.05 and the mean score of post-test is 78.48. It shows that storytelling has a significant impact towards the students' speaking skill. The result of sig. 2-tailed (0.00) is lower than sig. level (0.05), also the result of the t-test is higher than t-table, the value is 4.1 >1.6 it means that the alternative hypothesis (Ha) is accepted. It can be concluded that there is a highly significant effect of storytelling technique towards students' speaking skill on the tenth-grade students of MA Nurul Haramain.

*Keywords: Storytelling, Speaking Skills*

**Abstrak**

Penelitian ini bertujuan untuk menginvestigasi apakah ada pengaruh penggunaan storytelling terhadap keterampilan berbicara dan pada aspek keterampilan berbicara apa yang paling dominan ditingkatkan di kelas sepuluh MA Nurul Haramain. Penelitian ini adalah pre-experimental. Populasi penelitian ini adalah semua kelas sepuluh MA Nurul Haramain. Sampel penelitian adalah klas XB dengan jumlah siswa 21 orang. Berdasarkan hasil penelitian, rata-rata nilai pre-test adalah 59.05 dan post-test adalah 78.48. Hal ini dapat disimpulkan bahwa metode storytelling memiliki pengaruh yang significan terhadapat keterampilan berbicara siswa di kelas sepuluh MA Nurul Haramain. Hasil ini dperkuat dengan pemerolehan nilai sig. 2-tailed lebih kecil dari nilai sig. level 0.05. atau dengan kata lain nilai t-test lebih besar daripada nilai t-table. Dengan demikian, hipotesis alternative dapat di terima. Penelitian ini dapat disimpulkan bahwa metode storytelling memiliki pengaruh yang significan terhadapat keterampilan berbicara siswa di kelas sepuluh MA Nurul Haramain.

**Kata Kunci**: Storytelling, Keterampilan Berbicara

## INTRODUCTION

In learning English language, speaking is necessary for students to master. Speaking is not a one-click success (Apprianoto, Maurisa, & Haerazi, 2018). Students need to be patients and struggle because English has different forms, pronunciation, vocabulary, sentence structure, context, and culture. Speaking is considered as one of the most wanted language skills to acquire. This is why teaching speaking skills is challenging for teachers. Teachers should determine the appropriate learning method, teaching materials, and instructional tools.

In learning speaking skills, students still face some problems such as difficulty speaking because of lack of vocabularies, they feel afraid to make mistakes when talking, there is not enough time to practice English, not understand the material provided by the teacher and sometimes students also feel insecure about speaking

because they don't memorize grammar, because they think that grammar is one of the mandatory requirements for speaking English and also their pronunciation does not match how the word is spoken.

To help students in learning speaking skills, the storytelling strategy is applied. To ascertain this research, the researcher looked for several similar studies to support this research. The researcher found many studies about Storytelling technique, as observed by Munawaroh (2012), Akhyak and Indramawan (2013), Samantaray (2014), Kalantari and Hashmeian (2015), Julia (2015), Fikriah (2016), nada (2013), Pratama (2018), and Santos (2018), all stated that not only Storytelling was able to improve students' speaking skill but also the storytelling has an impact on students' speaking skill.

In the field, researchers found problems, it was revealed that student had difficulty to improve their speaking skill due to limited time or a chance for them to explore their English in oral language production. Therefore, this study came with an idea to solve the problem by implementing a particular teaching technique. Thus, the idea was designed into research entitled "the effect of storytelling towards students' speaking skill.

## LITERATURE REVIEW
### Teaching Speaking Skill

According to Hornby (1995), teaching means giving the instruction to (a person): give a person (knowledge skill, etc), while speaking means to make use of words in an ordinary voice. So, teaching speaking is giving instruction to a person in order to communicate. In another source like Chaney (1998) says that speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts", it is a crucial part of second language learning and teaching.

However, the goal of teaching English speaking skill is to improve the students' communicative skills because by improving their skill, they can express themselves and learn how to use a language. Nowadays, many teachers agree that students should learn to speak the foreign language by interacting with each other. In this case, Syakur, (1987), concluded that students should master several speaking components', such as pronunciation, grammar, vocabulary, and fluency. In brief, English teacher should be creative in developing their teaching-learning process to create a good atmosphere, improve the students speaking skill, give attention to the speaking components and make the English lesson more exciting.

Harris (1969) stated that speaking skill has five components which are generally recognized in analyzing speaking. They are as follows: pronunciation includes the segmental features of vowels, consonants, stress, and intonation patterns. Grammar correct use of language with respect to word form and word order at the sentence level. Vocabulary is one of the words included in the language, have many words that must mastery to make the acquisition of an adequate vocabulary is essential for successful second language use Fluency is probably best achieved by allowing the air stream of speech to flow then as some of this speech spill over beyond comprehensibility. Comprehension in brief speaking requires that not only knowing how to produce it well but also understanding when what, and why to produce the language.

English speaking skill is very essential for the student in order to enhance them in global interaction. Aye and Phyu (2015) convince the need for effective English speaking skill in the whole aspects of life in the globalization era. Moreover, Sepahvand (2014) argues some reasons placing speaking skills as the initial goal of English

learning, such as personal satisfaction from being able to speak and reaching other interests or career goals. Additionally, Tahir (2015) says that somebody is considered successful in learning a foreign language when he or she has the ability to speak.

To be more concrete, Nugraha's research (2010) also found that some students were not able to communicate orally well because they were lack of Vocabulary, Grammar, Pronunciation, Fluency, and Comprehension and it is not sufficient with the students speaking in English, and also they needed more practice. The goal of teaching speaking skills is communicative efficiency. Relating to the problems faced by the students above, teachers have to find a good way of teaching the English language in order to overcome the problems.

**Macro and micro Skills of Speaking**

According to Brown (2004:142-143), the micro-skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macro skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options. Micro skills deal with simpler units of speaking. In our communication we use words, the simplest units that all people know, under the words there are phonemes and morphemes and more complex than words there are collocation and phrase. While macro skills are more complex than the micro-skills, macro skills more focus on the speaker's influence on the language. One speaker and another have different fluency, style, discourse, and also strategic options. Below is the more specific explanation of micro and macro skills of speaking adopted from Brown (2004:142-143).

Micro skills include; (a) Produce differences among English phonemes and allophonic variants; (b) Produce chunks of language of different lengths; (c) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours; (d) Produce reduced forms of words and phrases; (e) Use an adequate number of lexical units (words) to accomplish pragmatic purposes; (f) Produce fluent speech at different rates of delivery; (g) Monitor one's own oral production and use various strategic devices–pauses, fillers, self-corrections, backtracking – to enhance the clarity of the message; (h) Use grammatical word classes (nouns, verbs, etc.) systems (tense, agreement, pluralization), word order, patterns, rules, and elliptical forms; (i) Produce speech in natural constituents: inappropriate phrases, pause groups, breathe groups, and sentence constituents; (j) Express a particular meaning in different grammatical forms; (k) Use cohesive devices in spoken discourse.

Macro skills:

a. Appropriately accomplish communicative functions according to situations, participants, and goals.
b. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor keeping, and yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
c. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feel, new information and given information, generalization, and exemplification.
d. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
e. Develop and use a battery of speaking strategies, such as emphasizing keywords, rephrasing, providing a context for interpreting the meaning of

words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

## Story Telling Technique

Stanley and Dillingham (2009), stated that Storytelling is an oral activity to grab audience's attention by using multisensory stirring emotion of an event in a story, it involves improvisation in telling the story, facial gestures, and body movement. In another theory, Champion, as cited in Irawati (2003), Says that storytelling is an oral activity where language and gestures are used in a colorful way to create scenes in a sequence, however, storytelling consists of more than just storytelling. As a part of speaking activities in the class, storytelling also an effective teaching tool that enables students to focus on story structure.

According to Gibson (2003) telling a story is an active process that encourages children to reconstruct the text, it also allows for interaction between tutor and child. When necessary, the teacher can help the child reconstruct the meaning of the text by using open-ended questions and lead-in to facilitate. For example, if a child pauses and seems confused, ask, what happened next. If a child needs help detailing the main character, say, tell him more about this character.

## Teaching Speaking Skill using Storytelling Techniques

Storytelling is the oldest form of educational activity in speaking skill that can stimulate the learners to enjoy the speaking learning process. It has many benefits, such as entertainment, education, cultural preservation, and instilling moral values. It also has elements that have to be noticed, they are the plot, characters, and narrative point of view. Moreover, Brown (pp. 271—277) listed several types of classroom speaking activity in this following form:

1. Imitative: Students practice an intonation or try to identify a certain vowel sound. The elements of language form are the focus of this activity.
2. Intensive: This is speaking performance that is designed to practice some phonological or grammatical aspects of language. It is usually done in individual or even in pairs.
3. Responsive: It means that students practice their language by answering some questions. This activity uses simple utterances which can be meaningful and authentic.
4. Transactional (dialogue): Transactional dialogue seeks for the purpose of getting or exchanging specific information. It is an extended form of responsive language.
5. Interpersonal (dialogue): Interpersonal dialogue seeks for the purpose of maintaining social relationships than for the transmission of facts and information. Students are usually asked to have a dialogue about their feeling.
6. Extensive (monologue): Students are asked to give extended monologues in the form of oral reports, summaries, or speeches.
7. Other interactive techniques: These include interviews, games, jigsaw, problem-solving activities, role-play and discussion.

It is clear that storytelling is one activity that relates to many types of speaking activity. Storytelling is an activity that needs a storyteller and audiences, so, the learners will be a speaker and audience, they have to perform their story and response to another story.

Storytelling will stimulate the learners to do imitate speaking, intensive speaking as the preparation before they perform the storytelling. Then, the learners will be motivated to respond to the story as the audience. Also, storytelling will give many good impacts for the learners' speaking

skills, because storytelling makes the learners comprehend how to speak with the good gesture and intonation. It is useful for the learners to continue to the extensive speaking.

From this explanation, storytelling can be implemented not only in speaking class but also in various kind of work. The teacher can take this as a creative way in the class to take a job as its topic.

**Assessment of Speaking Skill**

Harmer (2007) says that assessing is used to measure the students "abilities and how they getting on". So, it could be said through assessment the student may demonstrate her/his ability to the teacher, and in this case, teachers give a grade for each student according to the proficiency of students.

According to Luoma, (2004) assessment on speaking can be a very judgmental issue, in which people tend to relate on native/nonnative speakers on the basis of pronunciation. Additionally, Nunan (1999) viewed that speaking requires someone to be linguistically competence in term of well articulating the sound, having sufficient vocabulary, and mastering structural or grammatical components. To speak also needs functional competence which means answering questions completely and logically. Another competency is strategic competence in which the speaker is able to use repairing strategies when conversation breaks down. And the last one is sociolinguistic/cultural competence. It demands the speakers to use the language appropriate to the context. This theory then developed as the criteria of speaking test assessment. However, Nunan (1999) once again said the design of speaking assessment may vary; depend on the types of speaking assessed.

There are some techniques of assessing speaking, Johnson (2001) says one of them is oral Interview. This is where the examiner asks the learner questions about himself, and perhaps also about a passage or picture sequence given in advance. This is a traditional technique. Also, Ur (1996) agreed that an interview is the most common oral test where the teacher asks the students to respond to some questions, usually the questions are planned by the teacher. This is in line with what is stated by Payne (2003): "sitting and listening to students [SIC] critique assessments can be the best source of information about how good evaluations really are."

To know what to be tested, Harris (1994) proposed that the teacher needs to assign several scores for each response, and each score representing one of several traits like pronunciation, grammar, vocabulary use, fluency, and comprehensibility. Not only Harris, but the researcher also adopted the rubric by Auda (2013) in her journal entitled "The Impact of Using Scoring Rubric in Peer Assessment on Promoting Iraqi EFL Learners' Speaking Skill In The University Level" in assessing oral interview for students ranking.

The primary components of speech available in the majority of those rubrics that Harris offered were fluency, grammar, pronunciation, vocabulary, and comprehension, it is the same thing that Auda proposed it is only different in assessing the rankings. Assessing speaking requires taking an oral interview technique in which learners have to speak and to be understood by the teacher.

Furthermore, Ur (1996) refers that oral tests assessments are usually based on a sample of ten minutes, which implies that students at that time have to do their best to demonstrate their ability.

Thus, the researcher using both scoring rubrics proposed by Harris to assess students' speaking performances, it is cited in Anggryadi, (2014) And the rubric proposed by Auda (2013).

## RESEARCH METHOD
### Research Design

This research was conducted as quasi-experiment using a quantitative and qualitative approach. Quasi-experiment research is a scientific investigation in which an investigator manipulated and controlled one or more independent variables and observed the dependent variable or variables for variation concomitant to the manipulation of the independent variables (Ary, 1985: p.26).

First question answered using quantitative approach that's included statistical answer, to gain the data the researcher conducted quasi-experiment study to a large sample, an experiment usually involves two groups of subjects, an experiment group and a comparison group, although it is possible to conduct an experiment with one group (by providing all treatments to the same subjects) or with three or more groups (Frankle and Wallen, 1996: p.264).

There are two classes that researcher used to this research, there are experimental class and control class, actually, there is five class in total for first grade, but the researcher used these two classes because both have the same teacher and the teacher agreed to cooperate with the researcher. The experimental group receives English lesson using storytelling technique, while the control group receives a discussion technique. The researcher also used pre-test before the treatment and post-test after the treatment for two groups of the sample.

The interview used to gain the qualitative data from a small group (only two-person taken to be interviewed) the first one is likely to be the highest-scoring student and the other is the lowest scoring student. The interviews were conducted based on questions prepared by the researcher herself. To analyze the data, five aspects of speaking skill proposed by Brown (1994).

Sheman and Webb (1988) assume that qualitative research is concerned with meaning as they appear to, or are achieved by persons in lived social situations. Meanwhile, Bogdan and Biklen (1982) state that qualitative research is descriptive which the data is collected in the form of words or pictures rather than numbers. Data in the form of quotes from documents, field notes, and interviews or excerpts from videotapes, audiotapes, or electronic communications are used to present the findings of the study. In this research, the researcher used the design of descriptive method which is a method of research that attempt to describe and interpret the objects in accordance with reality. The descriptive method is implemented because the data analysis is presented descriptively.

In gathering the data, the researcher conducted all procedures of collecting the data, starting with pre-test, treatments, the last was post-test and interview. The design of the study was shown by the table below:

Table 1. The Pre-Experimental Design.

| Sample | Pre-test | Treatment | Post-test |
|---|---|---|---|
| Experimental Class | | Treatment with storytelling technique | |

| Control Class | Treatment without storytelling technique (group discussion) |
|---|---|

From the table above, it showed that the researcher gave the pre-test in speaking skill to the Experimental Group and Control Group. It was intended to know the beginning capability of students speaking skill prior to treatments. After conducting the pre-test to Experimental Group and Control Group, students in Experimental Group were given the treatments by using storytelling technique in learning the speaking skill. On the other hand, students of Control Group were not given the treatments in speaking skill.

**Instrument**

Creswell (2011) states that an instrument is a tool for measuring, observing, or documenting quantitative data. In this research, the instruments of quantitative and qualitative will be described as follows:

**Quantitative**

As stated by Hughes (1989, p. 22), "a test is said to be valid if it measures accurately what is intended to measure". It is also one of the requirements of quantitative research. The researcher used an oral test as an instrument to get the data. To collect the data, the researcher gave students two tests i.e pre-test and post-test. The pre-test was aimed at measuring the students' preliminary their speaking knowledge and achievement before they entered the experiment circle. The post-test was aimed at finding out the data needed to evaluate after they got the experiment.

In the pre-test, the researcher asked the students to retell the story given, in the post-test, the researcher was asked the students to retell and tell their own story include the plan of their holiday. The form of the speaking test was to express students' performance. The student discussed in the group and presented their idea. Then, the researcher got the achievement from grammar, vocabulary, comprehension, fluency, and pronunciation.

The researcher gave 4-8 minutes to the student to present the story in front of the class. In giving the achievement, the researcher used oral proficiency scoring categories from Brown (2004: 172-173). The scoring consists of five items: grammar, vocabulary, comprehension, fluency, and pronunciation. Achievement is reported in the range from 1-5. To conduct the oral test, the researcher gave instruction to the students about the step of being test such as: Give the students a topic to be presented from the stories, Give them chance for about 5-10 minutes to prepare their selves of the topic, Ask the student to present their story for about 4-8 minutes, Give every presenter achievement.

The scoring rubric which is used to measure the students speaking test consists of five aspects/elements (1) Grammar, (2) Vocabulary, (3) Comprehension, (4) Fluency and (5) Pronunciation.

**Qualitative**

Researcher as an instrument in identifying whether the storytelling technique has the effect or not by using note-taking of the students' interview. The researcher used the steps which were done by the researcher in analyzing the result of students' speaking skill. The researcher used criteria of assessment, the scoring consists of

five items: grammar, vocabulary, comprehension, fluency, and pronunciation.

Although there is a set of guiding question, the response of the subject gives the researcher the flexibility to pose more enhanced questions than the initially drafted ones. This notion is also upheld by other scholars who assert that semi-structured in-depth interviews are the sole source of information for qualitative researchers (DiCicco-Bloom & Crabtree, 2006).

The participant answers to the questions posed during an interview, it can be recorded by writing them down (either during the interview itself or immediately after the interview) or by tape-recording the responses, or by a combination of both. Interviews also can be conducted with varying degrees of flexibility. In this research, the researcher wrote down and recorded the sample. The steps and the data gained by the researcher can be seen below:

The researcher called students to conduct the interview, the research gives the narrative text to the students and gives about 10 minutes to read and comprehend the material. After 10 minutes, the researcher asks the student if they have any difficulties in understanding the text. The next step is the researcher asks one by one to retell the story and tell about their own and their plan for a holiday. The teacher noted the data that she obtained, and give score using five aspects of speaking skills, namely grammar, vocabulary, fluency, pronunciation, and comprehension.

## FINDING AND DISCUSSION
**Findings**

The researcher presents the result of the test showing the students" ability in terms of components of speaking. The students were assessed in five components, namely: pronunciation, grammar, vocabulary, fluency, and comprehension. Each component has 1-5 categories using Harris' rubric. The researcher presents the result based on the data obtained from the pre-test and post-test.

After the data obtained by the researcher, it can be concluded that the storytelling technique has a significant impact toward students' speaking skill. The result of sig.2-tailed is lower than 0.05 and t-test is higher than t-table, that's indicated once again the hypothesis that the researcher said is now accepted.

The pre-test result shows that the minimum score of the experimental class is 50 and for control, the class is similar at 49. The maximum score of the experimental and control class is equal, while the mean score for experimental is 59.05 and control class is 57.71, this is shows that experimental and control class did not have any big difference in pre-test result.

The minimum score for experimental in this post-test is 70 and the control class is 62 while the maximum score is 90 and 83 for control class. Mean of the experimental class is 78.48 but the control class is 71.81. The result shows that the experimental class is higher than the control class. It is mean that there is a significant result in using storytelling and without using the storytelling method.

Independent sample t-test was calculated to analyze the effect of storytelling toward student's speaking skill, the result showed that the sig.2-tailed <0.05 and t-table is lower than t-test (4.100>2.018) As a result, it can be interpreted that the storytelling was significantly affecting the student's speaking skill.

In this part of the thesis, the researcher collected the data from the sample of the research. The data that were collected from two samples of students in the experimental class. The result of this analysis is that the aspect that increases is pronunciation and vocabulary, because of the student repeatedly the story every time the treatment is done. It makes students inevitably will

learn because they should retell their own story with their own words.

## Discussion

The first-year students" speaking ability of MA NW Nurul Haramain has a significant effect after applying the storytelling technique. After applying the treatment, there was an improvement in students" speaking post-test. The result of the T-test table and the students" average score in each component of speaking shows that the mean score of the posttest was higher than pre-test. Then, the difference between before and after treatment reached a significant level after being examined by t-test. The data analysis showed that t-test was higher than t-table (4.100 > 2.018). It increases because of the implementation of storytelling technique. When the students read a text that was given to them, they will learn new vocabularies. Moreover, they will use the new vocabulary in their performance and it makes their vocabulary increases. Because of the students" vocabulary increases, their grammar is also increased because vocabulary and grammar have a correlation between one to another. The correlation, however, grammar is needed for students to arrange a correct sentence in speaking, while vocabularies needed to convey the meaning and communicate with each other. And so, when the students had enough vocabulary, they will be easy to understand grammar. Since vocabulary and grammar increase, fluency also increases. In perform a story, only a small number of student pause and "ums" or "aaa". This indicated that the students do not have to spend a lot of time searching for the vocabulary. And for Pronunciation, however, because of the limited time, the students did not practice the text, the students only speak based on what they read and it makes them mispronounce the word. In the learning process, students were unable to understand grammar because some

students still memorizing the text and not understanding the text. Based on Harmer (2007), speaking concerned with the component of grammar, vocabulary, pronunciation, fluency, and comprehension. If the students have the ability in the five components, we can make sure that storytelling takes an effect on the student and make the students become a good speaker. This result was in line with the previous study conducted by Ratih Inayah (2015), Syahbandi (2018), Hendrawati (2018), and Inten Mujizat (2016) indicated that using storytelling technique has an effect on students" speaking ability. Furthermore, the answer to the formulation of the problem is there is a significant effect of storytelling technique on the speaking ability of the X grade students of MA NW Nurul Haramain. The finding supports the alternative hypothesis. The result of the finding did help improve students''' speaking ability. After doing all the steps in the treatment, the research found some strength and weakness during the treatment. Besides, story-telling develop student's skill through listening to another storyteller, speaking as a storyteller, raising students" self-confidence and engages learners in learning more.

This progress showed that storytelling technique in teaching speaking was successful in improving the students' achievement of speaking skill. The improvement of the achievement was considered an effect of the treatment. The treatment in this research is storytelling to improve students' speaking skill. As a result, the treatments that were done by the researcher in this research showed a significant positive effect to the students' skill in speaking on the tenth-grade students of MA Nurul Haramain in academic year 2018/2019.

The research was conducted within a month. Each week consisted of two meetings. At the first meeting, the researcher

introduced herself as a temporary teacher. The researcher told the students that they were going to practice speaking. The students were asked to perform speaking in front of the class in order to take their speaking score. In telling the story, there are five components to be scored. Those five components are pronunciation, grammar, vocabulary, fluency, and comprehension as mentioned by Harris (modified from Anggryadi, 2014).

The researcher asked the students to make groups and it is based on Ellis and Brewster (1991) in the objective of storytelling technique that the teacher divides students to work in a group in telling the story. Each group consisted of 4 students but because of the number of students that were not possible to make it five students in each group, so there were some groups formed as six students and it did not matter. The researcher gave the students pre-test by sharing short stories to each group members. The students then were given 15 to 20 minutes to learn and understand the story. They said that they could not do that and did not want to go in front of the class for telling the story that given. It took some times to force them to do retelling and finally, they wanted to do it.

In the second meeting, before applying storytelling technique, the teacher first asked the students' opinions on the way how they learned the story before using the storytelling technique. Most of the students answered by saying they learned it by memorizing the text of the story. Then the researcher responded to their answers by giving feedback, that was, retelling story was not about memorizing but it was recounting and comprehend the same story into the students' own words as stated by Karen (2013). So, it was not the students memorized the whole text to be retold as exactly the same as the sentences written in the story, but it was how the students comprehended or understood the content of the story then retold it using their own words. The researcher gave a brief example by retelling one paragraph of a story.

The students were allowed to ask the meaning of the vocabularies they did not know or about how to pronounce the words and it was no problem for them to use their dictionary for bits of help. The teacher helped the students to absorb the information and encourage them to tell the story. After the students were done learning and understanding the story, they were asked to do telling the story and each member of the groups went to the front of the class for telling the story even though some of them did it by memorizing. The first treatment was done in one meeting.

In the third meeting, where it was the second treatment, the activity was the same as in the first treatment. The students were asked to do telling the story in front of the class. Some of the students seemed to be bored because always did the retelling for many times. By seeing such condition, the researcher gave them support and said that telling story was not as difficult as they thought. The researcher tried to give them the translation of the story in order to make it easier to understand the story. Because, based on the study of Brown and Cambourne (2010), in telling the story, the function of a teacher is as a tutor. Sometimes the students face difficulty in understanding the meaning of the story so the teacher has to help the students by giving some clues related to the story. The researcher reminded the students that they should not learn the story by memorizing but asked them to try to understand the content of the story. Then the students went again to the front of the class to perform the storytelling. Here, they started being trained to retell using their own words. Even though it still seemed a little bit difficult for them, the researcher appreciated them because they had shown their courage

and efforts to go in front of the class to do retelling.

It is in line with the statement of Ellis and Brewster (1991) in the third objective of storytelling that storytelling can help build up students' confidence and encourage them to speak up. It was different as when they did it in the pre-test.

In the fourth and the last meeting, the researcher gave the students post-test. The post-test was also in form of storytelling through the same group members from the beginning and done in front of the class but the stories given were different from the ones given in the pre-test. All the groups came in front of the class and performed the retelling. They showed some progress when they were doing the retelling. It had been a bit easier for them in storytelling using their own words. Most of them could do the retelling with relaxed and started to enjoy it as it could be seen from their own willingness to go in front of the class to do storytelling. It was shown that their speaking improved and kept on progress meeting to meeting. Not only on five aspects of speaking skill such as fluently, vocabulary, grammar, pronunciation, and comprehension, but storytelling also improved their other skills in some aspects, such as listening and concentration as it was stated in the fifth objective of storytelling by Ellis and Brewster (1991).

The post-test was done in one meeting. Finally, based on the data analysis, the researcher found that there was an improvement in the students' achievement in speaking skill. It could be proven by comparing the mean score of the pre-test and post-test. Based on the score it can be indicated that students' performances in post-test were better than in pre-test. This finding showed that there was a difference score of pre-test and post-test after receiving the treatments, on the other mean that the result indicated once again is that storytelling effective to increase students' speaking skill.

## Conclusion

In this research, the researcher used storytelling as a technique to make students familiar to use English for communication with other students and improve their speaking ability. Thus, it has been stated in Chapter I that the objective of this study is to find out whether there is any significant effect of storytelling technique on students" the speaking ability of the X grade students of MA NW Nurul Haramain. This research was conducted using pretest-posttest. 21 students in the experimental class were selected as the population and taught speaking by using storytelling. Based on the data, the result of sig.2-tailed is lower than 0.05 and t-test is higher than t-table, that's indicated the hypothesis that the researcher said is now accepted.

The result of pre-test and post-test showed that the students' ability in speaking was increased. It can be seen in the pre-test, the average score was 52.11 meanwhile in post-test, the average score was 69.59. Moreover, the average level was in the Good level. It means that there was a significant difference between the results of pre-test and post-test. Therefore, the hypothesis that the researcher proposed was accepted.

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