

IMPROVING STUDENTS' ACHIEVEMENT IN SPEAKING THROUGH PAIRED STORYTELLING TECHNIQUE

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ABSTRACT

This study attempted to improve students' achievement through Paired Storytelling Technique. This study was conducted by using Classroom Action Research. The subject of the research was class XI IA 1 SMA Katolik Sibolga which consisted of 42 students, but in calculating the score, only 23 students were taken. The research was conducted in two cycles, cycle I consisted of four meetings and cycle II consisted of two meetings. The instruments for collecting data were quantitative data (speaking test) and qualitative data (diary notes, observation sheet and interview sheet). Based on speaking test' scores, most of students' score in accent, grammar, vocabulary, fluency and comprehension kept improving in every test. Based on diary notes, observation sheet, questionnaire and interview, it was found that students were interested in applying Pair Storytelling Technique because it helped the students in improving their speaking achievement. The result of the research showed that Paired Storytelling can improve students' speaking achievement.

Key Words: Improving, Achievement, Speaking, Paired, Storytelling

INTRODUCTION

The National Education Department of Indonesia makes English as one of primary subjects from elementary up to the university level. According to the curriculum of Senior High School (SMA), the first year students are expected to speak English actively. But in fact, just few students are fulfilling the curriculum standards.

In the process of learning speaking, students find that speaking is difficult to practice. When the teacher asks students to say something about their opinion, most of the students feel unconfident to express it. In addition, Mohamed (2011) also writes in his article "Why are Students Facing Problems in Speaking

English?” that the main problems in speaking English are lack of confidence and afraid. Kartini (2010) on her research report “A Study on English Student’s Anxiety in Learning English in ESP Speaking Program at University of Muhammadiyah Malang” found that anxiousness about making mistakes when speaking in front of class is the problem faced by the students in speaking English. In addition, Tsiplakides (2009) on his journal “Helping Students Overcome Foreign Language Speaking Anxiety in the English Classroom: Theoretical Issues and Practical Recommendations” in *International Education Studies* state that students who exhibit communication apprehension do not feel comfortable communicating in the target language in front of others, due to their limited knowledge of the language, especially in relation to speaking and listening skills. Students who experience fear of negative evaluation do not consider language errors as a natural part of the learning process, but as a threat to their image, and a source for negative evaluations either from the teacher or their peers.

In order to face these speaking problems, The teacher should apply a technique that emphasizes prior knowledge as the main point in teaching and learning process. Paired Storytelling is the interactive approach between students, teacher, and materials (Lie, 2008:71). It is an integrated technique that combining four skills in English, i.e., reading, writing, listening, and speaking.

This technique includes some procedures that were applied in the classroom. Firstly, the material or text is divided into two parts. After brainstorming, students are assigned to work in pair and each of the members on the group will get different part of the text. After reading the materials, students find and write the keywords based on the text they get and change over the

keywords to their paired partner. Finally, students compose the complete material, read the result, and discuss it.

The Concept of Teaching Speaking

Speaking is the uniquely human act or process of sharing and exchanging information, ideas, and emotions using oral language (Fisher&Frey, 2007:16). The goal of speaking is to achieve an interactive communication between the speaker and the listener. Teaching speaking is the activity where the teachers lead their students to improve their ability in expressing emotions, ideas or feelings orally.

Based on the concept of teaching speaking, students are called well in speaking if they can express their feeling, idea or emotion through verbal sense effectively. Teacher as the guidance have a responsibility to help students in improving their speaking skill by making some corrections regarding to the problem in the teaching learning progress.

METHODOLOGY

This study applied Classroom Action Research (CAR). Since the practice was the most important in classroom action research, this research was focused on the teaching and learning in the classroom. This research was conducted to make an improvement on students' achievement consider to the process. In the Classroom Action Research, there were four phases that should be conducted namely: planning, action, observation and evaluation. The four phases was done in two cycles. Each cycle consisted of planning, action and observation and reflection phases (Burns, 2010).

The subject of this research was the students of Yayasan Santa Maria SMA Katolik Sibolga. It is located at Jalan Mgr. Albertus Sugyopranoto S.J. No. 6, Sibolga. The subject of the research was the student of XI IA-1 which consisted of 42 students. The reason for choosing this class was because the researcher found problems on students' speaking ability.

The qualitative and quantitative data analyses were used in this research. In collecting quantitative data, the writer gave an oral test to the students as the instrument. On the test, the students asked to perform a speech about a narrative story one by one in front of the class. The quantitative data were collected during and after the process where the researcher used observation sheet, diary notes and interview.

The procedure of research was conducted by applying six meetings in two cycles. The first cycle consists of four steps which were planning, action, observation and reflection.

Planning should be based on the problem identified. These were the things should be prepared: the lesson plan, the materials for teaching speaking, the instrument for collecting data such as diary notes, observation sheet and interview sheet.

In **action**, the teacher applied the lesson plan in teaching process. The steps done by the teacher in the teaching process should be based on the lesson plan. In teaching process the teacher applied paired storytelling technique. The collaborator was involved to help the researcher reflect and evaluate the events in the classroom.

In **Observation**, the collaborator observed the situation in teaching process from the beginning up to the end. The situation that should be observed were the students' attitude during the teaching process, the way of teacher in the teaching process and all the condition occurred during the action.

In **reflection**, the teacher and the collaborator discussed about the teaching process from the data that was taken from observation sheet and diary notes. Both teacher and collaborator reflected and evaluated the action in order to know how effective the teaching process that was done. After giving evaluation, the teacher and the collaborator revised the planning in the first cycle in order to improve students' speaking achievement. The result of the discussion was used to the next second cycle.

There was an oral test in the end of every meeting. In the oral test, the students told the class their own complete story by recalling the half part of story he/she has read using the key concepts that the other student has recorded. The oral test was recorded by using video recorder and the result of recording was assessed by using FSI scale.

RESULT AND DISCUSSION

To get the score of the students, there were five components that calculated: accent, grammar, vocabulary, fluency and comprehension. The improvement of the students' speaking achievement through paired storytelling can be seen from the mean of the students' score in each cycle. The total score of the students in orientation test was 1101. The students who took the test were 23 students, so the mean of the students score was 47.86. In the test cycle I, the total

score of the students was 1508. The students who took the test were 23, so the mean of the students' score was 65.56. In the end of the cycle II the total score of the students was 1626. The number of the students who took the test was 23, so the mean of the students' score was 70.69. The number of master students was calculated as follows: $P1=4.34$; $P2=34.78$ and $P3=69.56$.

In the orientation test, there was a student who got score up to 70, but in the test cycle I there were 8 students who got score up to 70. In the cycle II, there were 16 students who got score up to 70. Although not all students got scores up to 70, but almost all them showed improvement in speaking English. There were 7 students who did not get score up to 70. The students who got an improvement score were active in the classroom. After the treatment, they felt more confident in practicing their English.

During the process of oral test, some students were very crowded although the researcher warned them so many times. After asking directly to the students why, they confessed that they felt bored in waiting their turn to perform their oral test. To overcome this problem, the researcher offered to reverse the students' order and they were agreed. Some of them also told that they were busy practicing their speech on their own desk. The researcher told them that it was allowed but in lower voice.

CONCLUSIONS AND SUGGESTIONS

Based on the result of the study, it was found that there was an improvement in students' speaking achievement from the orientation test until the post test. It was proved from the mean score of the students. The mean score of orientation test was 47.86, the mean of the first cycle was 65.56 and the mean on

the second cycle was 70.69. The diary notes, the interview sheets and the observation sheet also showed the improvement that the students were more interested and motivated in speaking English. It means that there was an improvement on students' speaking achievement through paired storytelling not only in the score, but also motivating the students to speak English.

So, it is suggested that English teacher and students use paired storytelling technique in order to overcome the problem in speaking and improve students' speaking achievement. It is also suggested to another researcher to conduct a research about improving another skill in English through paired storytelling.

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