

The Implementation Of Storytelling Based Clt Principle to Improve Student Speaking Ability

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ABSTRACT

Speaking is the first way to interact with others in the social community. Furthermore, the success in learning a language at first can be seen from the skill of the learner's speaking. However, it is very hard for the beginners to speak the foreign language, especially English. There are a lot of reasons why they get difficulties in speaking, such as lack of ideas to tell, lack of vocabularies to express the ideas, lack of the chance to speak, and lack of the interesting teaching method that can motivate them to speak. Thus, this research applied storytelling Based CLT in speaking class in order that the beginners are eager to speak English. This research was a quatyative research whose main purpose was to know whether or not storytelling based CLT could improve the students' speaking ability. Meanwhile, the specific purposes consisted of describing: (1) the teachers activities, (2) the students' activities, and (3) the students' responses when storytelling Based CLT was applied in the speaking class. The subjects were 30 students of class X A MA Ash Shidiqi . The data of this research were got from the speaking test. The result showed that there was an improvement on students' speaking skill after the implementation of storytelling Based CLT. t count is -8.937 with a probability/significance level of 0.000 (p value < 0.05) then H_0 is rejected or the two population means are not identical (the average pretest and posttest values are significantly different). Storytelling based CLT Principle improved their comprehension, fluency, vocabulary, grammar, and pronunciation. Thus, it can be said that storytelling Based CLT could improve students' speaking ability.

Key words: Storytelling Based CLT; speaking ability; CLT

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I. INTRODUCTION

Background of the Problem

English is a tool of communication to people in other country or societies are used to express an idea, feelings and many aspects in human life. English as an international language is widely spoken all over the world. It becomes very important in education aspect. Commonly, learning English deals mainly with skills, they are: (1.) listening, (2.) speaking, (3.) reading, and (4.) speaking

Speaking is part of the language skills which is important for language learners to be developed. Furthermore, according to Richards (2008) as foreign language learners, we should master speaking skill in English as our priority ,among those skills, speaking skills are naturally difficult to be mastered by the students starting from elementary school. This is true because speaking skills include many complex aspects, such as (1.) fluency (smoothness of flow which sounds, syllables, words, and phrases are joined together when speaking), (2.) pronunciation (the way for students to produce clearer language when they speak), (3.) grammar (the rule of study of language inflection),(4.) vocabulary (the words used in language) (5.) comprehension (the skill of understanding the speaker's intention and general meaning .In Indonesia English is a foreign or second language. The Indonesian government explicitly emphasizes that the aim of teaching and learning of English in Indonesia is to make the students have a good speaking skill in order to achieve the objectives of English teaching and learning as stated in the current curriculum. It has been a main subject for students in elementary until senior high school levels. English is essential to be taught for the younger people, for this case; students from the beginner up to senior high school. In developing the students' skill in mastering English, it cannot be separated from speaking mastery, because it can be a measurement of students, understand in English

even points that CLT implements are mentioned by Ahmed (2016): preparing students to communicate in real life by providing them with the needed communicative skills, focusing on the learner-oriented collaborative activities, going beyond the classroom in developing students communicative skills, the fluency is more important than the accuracy, effective relationship between function and form, mixing the organizational with the pragmatic aspects of language, and focusing on the communicative competence of learners.

What is meant by storytelling Based CLT ? is a learning method that is carried out using Narrative text with a communication approach aimed at improving students' speaking skill who interact with fellow students

while the teacher acts as a facilitator with the hope of being able to improve students speaking skill and there have been a lot of research on this. Rahman (2017) states that The centre of power in a CLT classroom shifts from teachers to students by allowing them to interact and to provide ample opportunities to the students to be involved in pair or groups work, Larsen-Freeman (2000) suggests that there are three characteristics of CLT: (a) communicative activities; (b) the use of authentic materials; (c) small group activities by the learners. active and more creative thinking is expected to improve all kinds of skills. As we already know in modern times, media is widespread in all regions, therefore I myself am very supportive of learning to use media coupled with interactions between fellow students and teachers. In addition, appropriate media is also needed when the teaching and learning process takes place. There can be no absolute method, the method used is adjusted to the needs of students, conditions, culture, place of residence, facilities, etc. As by Richards (2001:159)

II. METHODOLOGY

This research takes place at Senior High School of MA As-Sidiq. It is located in Sri Rejo Agung Mataram Baru East Lampung. The school has 3 classes and each class consists of 30 to 35 students who come from the low to middle-class economic backgrounds. The total number of the students are 90. X Grade consists of 30 students, XI Grade consists of 30 students, and XII Grade consists of 30 students. The school has employed 40 teachers. The research study conducted in the Second semester of the academic year of 2022/ 2023. To heighten the reliability of the test, the researcher uses inter-rater reliability. The rater of this research is the English teacher. The subjects of the research are given the treatment of teaching speaking using learning media. Before giving the treatment, researcher conducts a pretest in order to find out the students' speaking ability before the treatment of teaching speaking using learning media. In administering the treatment, the researcher uses learning media in teaching speaking. After the treatment, researcher conducted a posttest in order to measure how far the improvement of the students' speaking ability after the treatment.

Instrument

Test is used as the instrument of the research. In addition, the test was an oral test to collect the data. Besides, Creswell (2012) stated that an instrument is a tool for measuring, observing, or documenting quantitative data. Two tests are administered as pre-test and post-test. Pre-test refers to a test before the students are given the treatment. Then, post-test means the test after the students get the treatment.

The procedures of the research are as follows:

This research deals with improving students' speaking ability through storytelling in communicating English language since it is often considered as one of difficult skills to be mastered by the students. In conducting the research, the researcher applied quantitative research design as the research methodology. This research mainly deals with score since to find out whether there is improvement on the students' speaking ability or not, the researcher compared the result of the test. *One Group Pretest posttest design* used in this research since this research tends to find out the improvement in speaking skill of the students by comparing the results between pretest and posttest. The research design could be presented as follows:

T1 X T2

This formula can be further illustrated as follows:

- T1 : Pre-test (given before the observer teaches through retelling story by using picture series and in order to measure the students' competence before they were given the treatment).
- X : Treatment (given in three times through retelling story by using picture series to improve students' speaking skills).
- T2 : Post-test (given after implementing retelling story by using picture series and to measure how far the students' improvement after they get the treatment (Hatch and Farhady, 1982)

The steps of conducting research and data analysis are as follows:

1. Setting of the research.
2. Research design
3. Population and sample.
4. Data collecting technique
5. Research procedure
6. Criteria evaluating student speaking
7. Validity

8. Reskill
9. Data analysis
10. Data treatment

Procedure Teaching Storytelling Based CLT

- ✓ Opening
- ✓ Show the chapter and the question
- ✓ Individually works
- ✓ Show the video of the material (narrative text)
- ✓ Pair works (Language learning is learning to communicate)
- ✓ Show the video and picture (narrative text)
- ✓ group works (Language learning is learning to communicate)
- ✓ closing

The flash through pair and group work, and the student having conversation, at these times, the teacher facilitates their skill to express themselves in the target language, and the student can learn from their interaction with each other as well as their interaction with the teacher. A spirit of cooperation, not competition, can prevail.

III. RESULTS AND DISCUSSION

Result of Hypothetical Test

Result of paired sample T test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest	49.6667	30	14.99502	2.73770
posttest	78.9667	30	9.56460	1.74625

Based on figure, it was shown the result of the pre-test and post test in the first part, it can be seen a statistical summary of the two data groups. For the average value of English before the implementation of storytelling based CLT is 49.6667, while after the implementation of storytelling based-CLT is 78.9667. The number of students is 30, the standard deviation value in the pre-test is 14.99502 while in the post-test is 9.56460. Finally, the standard error value in the pre-test is 2.73770 and the post-test is 1.74625. It can be seen that the application of storytelling based CLT Principles increases the average score of students' speaking ability.

Result of Paired Samples Test

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest posttest	-2.93000E1	17.95617	3.27833	-36.00495	-22.59505	-8.937	29	.000

From the table above, that t count is -8.937 with a probability/significance level of 0.000 (p value < 0.05) then H₀ is rejected or the two population means are not identical (the average pretest and posttest values are significantly different). It can be concluded that there is a difference in the average English scores of MA ASH.

Shidiqi students before and after the implementation of the storytelling based CLT so this is appropriate to apply in order to increase the value of English subjects was -8.937.

The normality test was used to measure whether the data in the class are normally distributed or not.

The hypothesis formulas were:

H_0 = the data have normal distribution.

H_a = the data do not have normal distribution.

Criteria of acceptance were:

H_0 is accepted if $\text{sig} (p\text{value}) > \alpha = 0.05$

H_a is accepted if $\text{sig} (p\text{value}) < \alpha = 0.05$

IV. DISCUSSION

Based on the findings of this research, some discussions were drawn. In teaching and learning activities that lead to physical activity, where technically the researcher must plan to improve student's speaking ability. So that, it is more active and interactive in the learning process in class. For example, starting from preparing all learning needs, providing time opportunities for students to participate in thinking and more actively to providing motivation to learn through interesting learning media. This kind of emphasis on physical activity directs students to be more focused and enthusiastic about receiving the material presented during the learning process. So that in the use of storytelling based CLT the researcher acts as a facilitator, where the researcher conveys the subject matter through the teaching media then students respond by seeing, hearing and answering questions that are displayed via PPT. The findings showed that there was a significant difference in speaking ability on learning media Based-CLT, after they are taught by Learning media Based- CLT, and there was a significant difference in students' Speaking ability between pre test and post test. According to Yükselir and Kömür (2017), using internet videos in the English classroom helps students to communicate and engage in an appropriate manner, allowing them to acquire the ability to easily transfer messages. Furthermore, according to Peacock (1997), a large number of academics feel that using real materials in foreign language classrooms stimulates students. They also feel that authentic materials are more naturally engaging and inspiring than non-authentic things. because communicative Language Teaching (CLT) principle about in individual, pair and group work is the most effective method or approach of teaching language to develop learners' communicative ability in a group work or personal works. Additionally, Abe (2013) claims that group activities and individual development, discussions and presentations are useful in classrooms where the CLT approach is applied. The developing media Based- questions could help the students more active and relax to understand all of the material in the class, Syakur (2020) Stats new media in question is the development of communication technology that in history has expanded the reach of human communication. The superior knowledge and power of the researcher can be threatening, if the researcher does not remain in front of the class room, the threat is reduced and student learning is facilitated, also this fosters interaction among students, rather than from student to researchers or the teachers.

The findings showed that there was a significant difference in speaking ability in the class before and after they are taught by using storytelling based CLT principle, and there was a significant difference in students' speaking between pre test and post test. The pre-test was administered to know students' achievement in speaking ability before they were given treatment by the researcher. Afterwards, the students were taught through storytelling based Storytelling based CLT Principle in the class. The material was three topics about narrative paragraph for treatments. Before doing Storytelling based CLT Principle, the researcher explained definition of Storytelling based CLT Principle and explained how the procedure of CLT principle. At the end of the research, post-test was conducted to measure the influence of Storytelling based CLT Principle in speaking ability on narrative paragraph in both classes after the treatment done.

Based on the result, the first finding showed there was significant difference in speaking ability of class before and after they were given the treatment. It can be seen from the mean difference of student's narrative paragraph speaking test pretest and posttest. It could happen because during the treatment the students were very interested with the strategy that the researcher used. Meanwhile, there was also improvement in class although it was really significant. Whalesi (2010). The aim with this study is to identify whether or not and to what extent storytelling improved students' speaking proficiency, and to analyze the situation when paired storytelling is implemented in the speaking class. According to Akhyak and Indramawan (2013: 18) in the study entitled "Improving the students' English speaking competence through storytelling", storytelling implemented in teaching speaking could improve the students' fluency, grammar, pronunciation, vocabulary, and content. Next, a study entitled "Use of storytelling method to develop spoken English skill", found that storytelling technique has great effects on students' learning of English language (Samantaray,

The data of analysis, it can be concluded that Storytelling based CLT Principle in teaching speaking ability could influence the students' speaking ability. Most of the students in the class showed better improvement in speaking. The result of the study showed that there was significant difference between the students in class who were taught by using storytelling based CLT. The result also showed that there was significant improvement in

paragraph speaking ability of the students in the class after they were taught by using storytelling based CLT principle. The statistical analysis in paired sample t-test showed that there was significant difference in mean score between students' pretest and posttest both in the class. It was proved by the independent sample t-test that there was a significant difference. The mean score of the posttest in the experimental group was higher than the mean score of the posttest in class. It means that the influence storytelling based CLT was helpful students' speaking.

V. CONCLUSIONS AND SUGGESTIONS

Conclusions

This research was concerned with the implementation of storytelling in teaching speaking at the second graders. In relation at the research findings and discussion, the researcher draws the following conclusions:

1. There was a significant improvement on students' speaking skills after being taught through storytelling Based CLT technique at the first grade of MA ASH SHIDIQI 2. It can be seen from the mean score of pretest and posttest by t test formula. The Mean score of posttest is higher than mean score of pretest. It happens because storytelling Based CLT technique has been found to build students ability to speak. This can be identified from the increase of the students' achievement in speaking class
2. The results of this research revealed that all the aspects of speaking skill that improved the most ranging from the highest to the lowest aspect sare:

Comprehension improved the most because the students could understand the story and general meaning, also the students al ready

knew the structure and could tell the story in good order. It means that the students could uder stand well what their retell about the story.

Pronunciation improved because the students could pronounce the words in posttest better than in pretest they could use spelling, intonation, pitch and stress.

Fluency improved because the students could express the words quickly and easily so the other speaker can give respond well without difficulty without using pause.

Vocabulary improved because the students could use the right close class such as; conjunction, pronoun, and preposition, and open class such as noun, verb, adjective, and adverb in the sentence.

Grammar improved because they were able to use unit and pattern of language in oral from, also they could differentiate present tense and

Suggestions

Referring to the conclusion above, some suggestions can be listed as follows:

1. English teachers are recommended to apply storytelling Based CLT as one of the ways in teaching speaking because it can help the students in comprehending the text easier. It can make the student senjoy the teaching learning activity in and stimulate the students' speaking achievement. This is proved by the result of students' speaking score.
2. In this research, the researcher had applied Storytelling Based CLT to increase the students' speaking ability of narrative text achievement. Further researchers should apply other kinds of texts, i.e., descriptive, exposition, spoof, recount, report text etc. In implementing this technique, the teachers are suggested to give more attention to students' awareness in grammar because grammar was the lowest score.
3. Since the researcher just conducted her study at the second year senior High School. Further researchers are suggested to conduct Storytelling Based CLT technique on different level of student in order to investigate whether there is any significant improvement of the students' increase in speaking ability.

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