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BAHASTRA

Jurnal Ilmiah Bahasa dan Sastra

- ❑ THE EFFECTS OF TEACHER CORRECTIVE FEEDBACK ON STUDENTS' WRITING COMPETENCE
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- ❑ ENHANCING STUDENTS' SPEAKING SKILL THROUGH COMPUTER ASSISTED LANGUAGE LEARNING (CALL)
Arlia Triyoga
- ❑ PERKEMBANGAN KEMAMPUAN TATA BAHASA PADA ANAK
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- ❑ THE EFFECTIVENESS OF STORYTELLING USING REALIA TO IMPROVE SPEAKING ABILITY IN THE TENTH GRADE STUDENTS AT SMAN 1 SANDEN IN ACADEMIC YEAR 2012/ 2013
Salamah Jamiatun - Sucipto

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Salamah Jamiatun dan Sucipto.....

**THE EFFECTIVENESS OF STORYTELLING USING REALIA TO IMPROVE
SPEAKING ABILITY IN THE TENTH GRADE STUDENTS AT SMA N 1 SANDEN
IN ACADEMIC YEAR 2012/ 2013**

Salamah Jamiatun and Sucipto
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Abstract

This study is conducted to find out the speaking ability of the students taught through storytelling using realia and those who are taught without storytelling using realia. Moreover, this study is aimed to find out whether there is a significant difference in the speaking ability between the students taught through storytelling using realia and those who are taught without storytelling using realia.

This research is an experimental research which was held at SMA N 1 Sanden. The subject of the research was the tenth grade students in academic year 2012/ 2013. The number of students was 61 consisting of 31 in experimental group and 30 in control group. The experimental research involved one experimental group compared with a control group. They were class X4 as the experimental group taught through storytelling using realia and class X5 as the control group taught without storytelling using realia. Both classes were given the pre-test at the beginning. The post-test was given at the end after the treatment. For the collecting the data, this study utilized a speaking test and the data were analyzed by utilizing t-test computation; descriptive analysis, and inferential analysis.

The research findings show the result of the research that the mean of the post-test in the experimental group is higher than the mean of the pre-test ($57.03 > 34.84$). Likewise, the mean score of the post-test in the control group is higher than the mean score of the pre-test ($39.73 > 37.33$). There is a significant difference between the speaking ability of the students who were taught through storytelling using realia and those who were taught without storytelling using realia. It can be seen from the mean score of the post-test in experimental group that was higher than that of the control group ($57.03 > 39.73$). It is also supported by the result of the t-test which t-observed was higher than t-table ($19.68 > 2.001$). Then, the hypothesis in this research is accepted. Therefore, it can be concluded that teaching speaking through storytelling using realia is more effective than without storytelling using realia.

Keywords: *speaking, storytelling, realia, experimental research.*

Introduction

Speaking is perhaps the most demanded skill for the teacher to teach. In their own language children are able to express emotions, communicate intentions and reactions, explore the language and make fun of it. The children do not find difficulties when they express their own language because they use it in their daily life. Since English as the second language, they are expected to be able to do the same in English.

“The mastery of speaking skills in English is a priority for many second-language or foreign-language learners” (Richards, 2008: 19). This reality makes teachers and parents think that speaking ability should be mastered by their students and children. In high education level, English is more difficult, especially in speaking ability such as in senior high school, students not only are expected to be able to receive the information in English but also they must be able to communicate to the others fluently.

In learning speaking ability, the students often find some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. Another reason is because of motivation lack to practice the second language in daily conversation. They are also too shy and afraid to take part in the conversation. Students who need such skills and find them lack report that they sometimes fell awkward and at a loss for words when they find themselves in situations that require talking for interaction.

Teaching speaking is teaching a motor skill. It means teaching student to do something: to produce sounds. The problem faced by English teacher is that there are currently no materials available for teaching speaking communicatively. In this case, the teacher is demanded to be creative when he/ she prepares the materials and media for the students in English learning.

The teacher's techniques that will be applied in the class are also necessary to make the teaching learning process successful. The techniques that are used can be supported by interesting media. Using good techniques and adding an appropriate media in the learning process hopefully can increase the quality of the teaching and learning process especially in speaking ability. There are many alternatives to teach speaking ability in the senior high school. For example, teachers can use games, pictures, realia, song, storytelling, and other techniques like direct method, silent way, audio lingual method and others. Based on the technique, it is necessary for the teachers to achieve the goal of English teaching and learning.

This study aims to find out the alternatives teaching technique in speaking ability, so that the technique which is used to teach speaking more attractive. Using media is necessary to support the technique. This study used storytelling technique using realia to improve speaking ability of the tenth grade students at SMA N 1 Sanden in academic year 2012/ 2013. This study was conducted to find out the speaking ability of the students taught through storytelling using realia and those who were taught without storytelling using realia. Moreover, this study is aimed to find out whether there is a significant difference in the speaking ability between the students taught through storytelling using realia and those who are taught without storytelling using realia.

This research was held at SMA N 1 Sanden. The subject of the research was the tenth grade students in academic year 2012/ 2013. The number of students was 61 consisting of 31 in experimental group and 30 in control group. The experimental research involved one experimental group compared with a control group. They were class X4 as the experimental group taught through storytelling using realia and class X5 as the control group taught without storytelling using realia. Both classes were given pre-test at the beginning. The post-test was given at the end after the treatment. There were four treatments that given for both groups. For the collecting the data, this study utilized a speaking test and the data were analyzed by utilizing t-test computation; descriptive analysis and inferential analysis.

Literature Review

Speaking

In Oxford Advanced Dictionary the definition of speaking is “to express or communicate opinions, feelings, ideas, etc.”, by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages. According to Brown (1994: 64), speaking ability is “a skill in producing oral language”. It is not only utterance but also a mean of communication. According to Chaney (1998: 13), speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.” Speaking becomes a process to share information among people in any scope of lives. It can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching-learning methodologies.

Five principles for teaching speaking (Nunan, 2007: 54-56): 1) be aware of the differences between second language and foreign language learning contexts; 2) give students practice with both fluency and accuracy; 3) provide opportunities for students to talk by using group work or pair work and limiting teacher talk; 4) plan speaking tasks that involve negotiation for meaning; and 5) design classroom activities that involve guidance and practice in both transactional and interactional speaking. There are many activities that can be applied by ESL teachers to improve the students to speak in the second language; discussion, role-play, simulation, information gap, brainstorming, storytelling, interview, story completion, reporting, and playing games.

To evaluate speaking ability there are five aspects (Harris, 1969: 81); pronunciation (concluding segmental feature, vowel, and the intonation pattern), vocabulary (the total number of words which can make up a language), grammar (the role in spoken language and written language), fluency (the speeds of speaking with a good grammar, clear pronunciation, and high speed), and comprehension (the minds or power of understanding).

Storytelling

Storytelling is a communicative activity, the teacher gives a story, students listen, imagine, and speak; guess what they hear. Cameron (2001: 160) states that storytelling is an oral activity, and stories have the shape they do because they are designed to be listened to and, in many situations, participated in. There are many kinds of story that can be used in storytelling (McKay, 1996); fable (a short moral story about people or animals), fairy tale (magical stories about fairies), folk tale (a traditional story, in which ordinary people gain special insight, transforming them and enabling them to overcome extraordinary obstacle), legend (a story based on the life of a real person in which events are depicted larger than life), and myth (a traditional story of unknown authorship, ostensibly with a historical basis). Several reasons why stories should play a central role in teaching a foreign language based on Wright (2004: 4); motivation, meaning, fluency, language awareness, stimulus for speaking and writing, communication, and general curriculum.

There are many media that can be used by the teacher to tell stories such as puppets, props, flannel board, blackboard, cut-outs, origami, costumes, diorama, pop-up pictures or animal models. According to Wright (2004: 21-25), there are some media that is usually used when telling stories such as pictures, realia, mime, context, and translation.

Realia

According to Nugroho (2010: 17) Realia is "real life objects that enable students to make connections to their own lives". Richard (1992) said that realia is "actual objects and items which are brought into classroom as examples or as aids to be talked or written about and used in teaching". According to Robison (2008: 24), realia is "a term for real things-concrete objects-that are used in the classroom". Moreover, Robison said that if the real thing is not available, the teacher must move down the continuum from the concrete (real thing), to a replica such as model, to a semi concrete object such as a photograph or illustration.

Mumford (2009) says that "realia can be used to teach specific grammar points, drills, and speaking". Using realia stimulates the mind and is one way of encouraging creativity by involving the senses. Realia saves time, as recognition of an object is immediate and so cuts

out the need for lengthy explanations. Elicitation becomes much easier and holding up the object with a raised eyebrow will usually result in the desired word being spoken.

Teaching Storytelling Using Realia

According to Gamez (2000) in Project K-NSTP there is process of effective storytelling; 1) before telling the story (preparing everything needed before the audience assembles and bridging the gap between the children and words found in the story.), 2) beginning the story (the teacher proceeds to introduce the story), 3) actual telling of the story (simply narrating the story) and 4) after telling the story (talking about the story by discussing).

In this study, there was a hypothesis that drawn which said "there is a significant difference in the speaking ability between the students taught through storytelling using realia and those taught without storytelling using realia at SMA N 1 Sanden in academic year 2012/ 2013".

Research Findings and Discussion

The Comparison of the Pre-test and Post-test Score between the Experimental and Control Group

This study belongs to experimental research, which has function to find out the effectiveness of storytelling using realia to improve speaking ability in the tenth grade students at SMA N 1 Sanden in academic year 2012/ 2013. The effectiveness of storytelling using realia can be viewed from the gained scores of the students taught through storytelling using realia (experimental class) with the gained scores of the students taught without storytelling using realia (control class). The data presentation pre-test and post-test both groups can be seen in the table.

The Result of Pre-test and Post-test in Experimental Group and Control Group

Data	Experimental Group		Control Group	
	Pre-test	Post-test	Pre-test	Post-test
N	31	31	30	30
Mean	34.84	57.03	37.33	39.73
Standard Deviation (SD)	6.86	7.44	6.33	6.03
Maximum Score	52	76	48	48
Minimum Score	24	48	28	28

Based on the table above, in experimental group, the mean score of pre-test was 34.84, while on the post-test was 57.03. On the pre-test, the lowest score was 24 and the highest score was 52. On the post-test, the lowest score was 48 and the highest score was 76. It can be said that the pre-test and post-test score of the students in experimental group was increase significantly. Meanwhile, in control group, the score of the pre-test and post-test were not increase significantly. It is proved by the mean score of the pre-test is 37.33 and the post-test is 39.73. Furthermore, the table above shows that the maximum score of pre-test is 48 and in post-test is same.

To prove the effectiveness of the technique, this study used t-test. Before analyzing the t-test, there were two requirements that should be fulfilled; normality test and homogeneity test.

Normality Test

The normality test is aimed at seeing whether the distribution of the responses in the population meets the normal distribution requirement or not. The results of normality test for the post-test data can be seen in the table below.

The Normality Test Result of the Post-test

Group	Chi-square		df	p	Status
	X_o^2	X_t^2			
Experimental	11.00	11.07	5	0.051	Normal
Control	4.400	11.07	5	0.493	Normal

The distribution can be said to be normal if the value of X^2 observed is smaller than the value of X^2 table and the result of the obtained probability value (p) is higher than 0.05. Based on the table, the value of X^2 observed in experimental group was 11.00, it was 4.400 in control group, while the value of X^2 table was 11.07. Moreover, p value was 0.051. Therefore it can be inferred that the data distribution of the post-test both groups was normal.

Homogeneity Test

Homogeneity test is held to know whether or not the score of one group has homogenous variance with the score of other groups. The result of the homogeneity test can be seen in the table.

The Result of Homogeneity Test

Group	F		df	p	Status
	F_o	$F_{t5\%}$			
Experimental	1.35	2.62	5; 24	0.27	Homogeneous

Control (pre-test)					
Experimental	2.47	2.62	5; 24	0.06	Homogeneous
Control (post-test)					

Theoretically, if the value of the F-observed (F_o) is lower than the value of the F-table (F_t) and the probability is higher than the probability obtained ($p > 0.05$), the population is homogeneous. Based on the table, in the pre-test in experimental and control group the value of F_o was 1.35, $F_{t\ 5\%}$ was 2.62, and p value was 0.27. The data of post-test both groups showed; F_o was 2.47, $F_{t\ 5\%}$ was 2.62, and p value was 0.06. Therefore, it can be seen that the score of experimental group had homogenous variance with the score of control group.

2.001) and the result of the p (sig.) is lower than 0.05 ($0.004 < 0.05$). Based on the data above, it can be drawn a conclusion that the speaking ability of the students in experimental group after having the treatment is better than that in the control group. It means that the hypothesis proposed in this study was accepted.

Conclusion

1. The speaking ability of the students of SMA N 1 Sanden taught through storytelling using realia gives positive achievement. It can be seen in the mean improvement of pre-test score into post-test score. Based on the result of the pre-test and the post-test, it is shown the mean of the pre-test scores in the experimental group is 34.84 and that of the post-test is 57.03, the maximum score of the pre-test is 52 and that of the post-test is 76. It can be concluded that the students who belong to the experimental class get significant improvements. The description shows that there is a significant difference in the students' speaking ability between the pre-test and post-test score of the experimental group.
2. The speaking ability of the students of SMA N 1 Sanden taught without storytelling using realia does not give significant improvement. It can be seen in the mean score of pre-test and post-test that shows a little progress. The mean of pre-test is 37.33 and that of the post-test is 39.73. The increase is about 2.40 points. The maximum score of the pre-test is 48 and also the post-test. The minimum score also has same point that is 28. It can be concluded that there is no significant difference of the students' speaking ability between the pre-test and post-test score of control group.
3. Teaching speaking ability through storytelling using realia is more effective than without storytelling using realia. It can be seen in the mean score of pre-test and post-test that increase significantly from 34.84 to 57.03. It is also supported by the value of t-observed (t_o) of the gain score both groups is 19.68 with the $p = 0.004$. It means that t-observed is higher than t-table ($t_{5\%} = 2.001$) and p is lower than probability 0.05. Therefore, the hypothesis which says "there is a significant difference in the speaking ability between

the students taught through storytelling using realia and those taught without storytelling using realia at SMA N 1 Sanden in academic year 2012/ 2013” was accepted.

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