



# Teaching Model Development of English-Speaking Skill Using Story Telling in Junior High School

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## Abstract

The research aim is to describe the problem of speaking ability in junior high school needs to be done to observe the development of students' learning difficulties in current speaking skills. The type of research is a class action research descriptive quantitative. The population of this research is class VIII teacher at Junior High School state three Binjai. Based on the results of the pre-test, the pre-test mean score was 66,26 and the mean score in the post-test was 86,93. It can be seen that the students' skill in speaking by using storytelling technique increased. From these calculations, it can be inferred that there was a difference of students' scores before and after receiving the treatment. The affect storytelling used single story telling is from score minimum pre-test 30 to score posttest is 82 and score maximal pre-test 65 and post-test is 82 it is mean the research is succeeding and have affect to speaking skill. The improving from the research is when using the single-story telling model, the results obtained increased by approx. 49%. Based on the data analysis, the researcher found that storytelling technique can improve students' skill in speaking. As the result from the pre-test and post-test mean scores which were given. The improvement of mean score was 66,26 to 86,93. It means that there is significant difference of achievement between the students who were taught by using storytelling technique and the students who were taught without storytelling technique. The data also showed that students felt that storytelling technique could help them in speaking. Most of them also responded that they attempt to use storytelling technique in their daily speaking.

**Keywords:** *Teaching model development, Speaking skill, Storytelling*

## **Introduction**

Speaking is a form of speech act which is the sound produced by the speech organs. Speaking is also called a skill that is needed by everyone to be able to communicate well with others. Speaking is very important in every area of life, especially in the learning process. Speaking, in particular, is an essential skill for students to develop because it is related to daily activities. Speaking is the capacity to explain oneself in real-life settings by articulating a succession of ideas (Manurung et al., 2023). Of course, every time there is a learning process there must be a communication process. Someone who has low speaking skills will find it difficult to communicate well with the teacher or other students. Speaking skills certainly improve other language skills, namely listening, reading, write. Therefore, speaking skill is not a passive process, but an active process that requires logical and systematic thinking.

(Putra, 2017) defined that "Speaking is desire and purpose driven, in other words we genuinely want to communicate something to achieve a particular end". In speaking, students must be able to distinguish facts and opinions, recognize causal relationships, state arguments, and so on. Technology can enhance student learning outcomes, particularly when studying, and digital technology can no longer be separated since research evidence gives knowledge and determination that technology, particularly digital technology, has been demonstrated to improve and accelerate learning Tampubolon et al., (2021). The role of speaking is very large second in school, society everyday life. Speaking skills need to be taught from an early age so that students have the courage to speak in front of others. This needs to be considered by the teacher so that students can be more fluent and fluent in speaking. Low speaking skills will make it difficult for students to express ideas, ideas, and opinions.

We can see that if his speaking skills are good, it will definitely make it easier for him when he wants to continue his education to a higher level, namely in university. In the world of work, if speaking skills are good, the process at work is easier and it is easier to communicate with people from abroad or others. But there are some problems in the previous research

But there are a number of problems in previous studies, it is said that when students enter the school environment, the level of speaking ability by students may vary. Starting from those whose speaking skills are already good or good, moderate, stuttering in lacking. There are students who are fluent in expressing their opinions and some other students are also still hesitant to stand in front of the class and express their opinions in front of their classmates, even to the point

that some are awkward and break out in cold sweat and even forget everything. There are several factors that greatly affect the low level of good speaking skills, namely internal factors and external factors. External factors are influenced by the family and community environment and internal factors which are influenced by the use of models, media, the strategic approach used by the teacher also affect the ability to speak.

In general, students experience obstacles when they are given assignments by the teacher to express opinions or ideas in front of the class. They have difficulty in expressing ideas and mastering the material or stories given by the teacher. From lack of public speaking, lack of confidence so unable to express opinions. Nevertheless, most teachers are unprepared to educate utilizing social media. It is tough to break their habit of face-to-face instruction or traditional education (Sipayung, 2021). These difficulties make them incapable of good thoughts or ideas, so that students are still reluctant to express their creative ideas when studying.

Based on previous similar research, it is also said that speaking ability is also influenced by several things, namely the use of diction that is still not quite right, the sentences used are still not effective, expressing opinions using inappropriate vocabulary, speech structures that are still ambiguous, and students' lack of activity during class. going on in class which causes a lack of ability to speak properly and correctly. In social life or in ordinary schools, we find that the ability to speak cannot be called good ability speaking. Especially in English is still lacking, because English is not the first language or mother tongue but a foreign language.

When in the school environment to foster students' interest in speaking skills here we can use several models, namely models that can attract students' interest to get even better speaking skills. The model of speaking skills that we can use is the story telling model, so students' speaking skills will be high and learning objectives will be achieved. One effort to improve speaking ability is to choose the right learning model. The researchers will try to create a teaching or learning model for speaking skills, namely by using the storytelling method. Indeed, the storytelling method has been used by another researcher, namely Rosalina Rizki Pratiwi, but I want to try using a new method, namely using the storytelling method. (Setiana et al., 2020) argues that storytelling is one of speaking skill that aims to provide information. That is, in telling a story one involves thoughts, mental readiness, courage, clear words so that others can understand them. Development of an English language learning model to improve students' speaking skills using the storytelling method.

This research shows that there are several problems experienced by junior high school students in learning speaking skills. Therefore, this research aims to

describe the problem of speaking ability in junior high school needs to be done to observe the development of students' learning difficulties in current speaking skills. Based on the background description described by the researcher above. Researchers try to reveal the problems that occur in the ability of junior high school students. So the researcher is interested in researching use the title "Teaching Model Development of English Speaking Skills Using Story Telling".

## **Method**

The research design was be use pre-experimental design type of One-Group Pretest-Posttest Design. An initial test is given in the form of a pretest, before being given treatment/treatment and at the end of learning is given (final test) in the form of a posttest. In this study, the results of the treatment can be known more accurately, because they can be compared with the conditions before being given treatment (treatment). The population in the study were the entire students' in junior high school state three Medan by Total Sampling. There are two classes in the eighth grade. In this study, researchers used a type of instrument using an English learning achievement test with pretest and posttest types. The pretest is carried out before the Paired Story Telling learning model and the Listening Team learning method are applied, while the posttest is carried out after students take part in learning using paired story telling learning model and the Speaking Team learning method. The learning result test was given to obtain data about the learning outcomes of class VIII students at Junior High School State Fifteen Medan which were developed by researchers. In this study, researchers used a type of instrument using an English learning achievement test with pretest and posttest types. The pretest is carried out before the Paired Story Telling learning model and the Listening Team learning method are applied, while the posttest is carried out after students take part in learning using paired story telling learning model and the Speaking Team learning method. The learning result test was given to obtain data about the learning outcomes of class VIII students at Junior High School State Fifteen Medan which were developed by researchers. In this study, researchers used a type of instrument using an English learning achievement test with pretest and posttest types. The pretest is carried out before the Paired Story Telling learning model and the Listening Team learning method are applied, while the posttest is carried out after students take part in learning using paired story telling learning model and the Speaking Team learning method. The learning result test was given to obtain data about the learning outcomes of class VIII students at Junior High School State Fifteen Medan which were developed by researchers.

## **Result and Discussion**

This chapter specifically explains the findings and discussion of the research. The findings of this study explain the development of a model for teaching English speaking skills using storytelling. The development of the story telling learning model have an effect in speaking skill. Its affect is evident from the results of the pre-test and post-test. Researchers compared the results of the pre-test and post-test. If the post-test results are higher than the pre-test, it means that speaking skills using story telling have an effect.

So, it can be concluded that speaking story telling has an influence on students speaking skills when telling stories in the class. It can be concluded that it has an influence through the pre-test scores before the model is implemented and the post- test after the model is implemented.

Students development of storytelling learning model can improve speaking skill. To find out whether there was an increase in speaking skills using the single-story telling model, researchers carried out direct observations in the classroom, namely by assessing the grammar, pronunciation, vocabulary, fluency and others of the students. Observations or observations are also carried out with tests, after carrying out a series of observations and tests to know the results from speaking skills using storytelling. So, it is concluded that speaking skills using tests and observations can improve students' speaking skills by around 41%. So, this research is considered significant and has succeeded in answering existing problems. These results improve that speaking English is effective in improving students' speaking ability.

**Table 1.** Improvement Pre-test to Post-test

Kinds of test	Mean Score	Improvement
Pre-Test	66,26	50,11%
Post-Test	86,93	

**Table 2.** Effect of model single story telling

Data		
Min	30	82

Max	65	95
Mean	66,26	86,93
Total	1060	1391

Based on the data in the table above, there was a significant increase in students at the beginning of the pre-test, the students' abilities based on the scores obtained were still very low, but after doing the new model, the students' speaking skills increased.

### ***Significant Testing***

After getting the data, the researcher analyzed the data by used t- test. The t- test value was 11.501 and it was higher than t-table value 1.68957. It was revealed that used Single Story Telling improved students' speaking skill of seventh grade at SMP N 3 Binjai.

**Table 3.** T-Test analysis

t-test	t-table	Comparison	
11.501	1.68957	t-test<t-table	Significant

### **Paired Samples Test**

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
					Lower	Upper			
					Pair 1	Pre test - Post test			

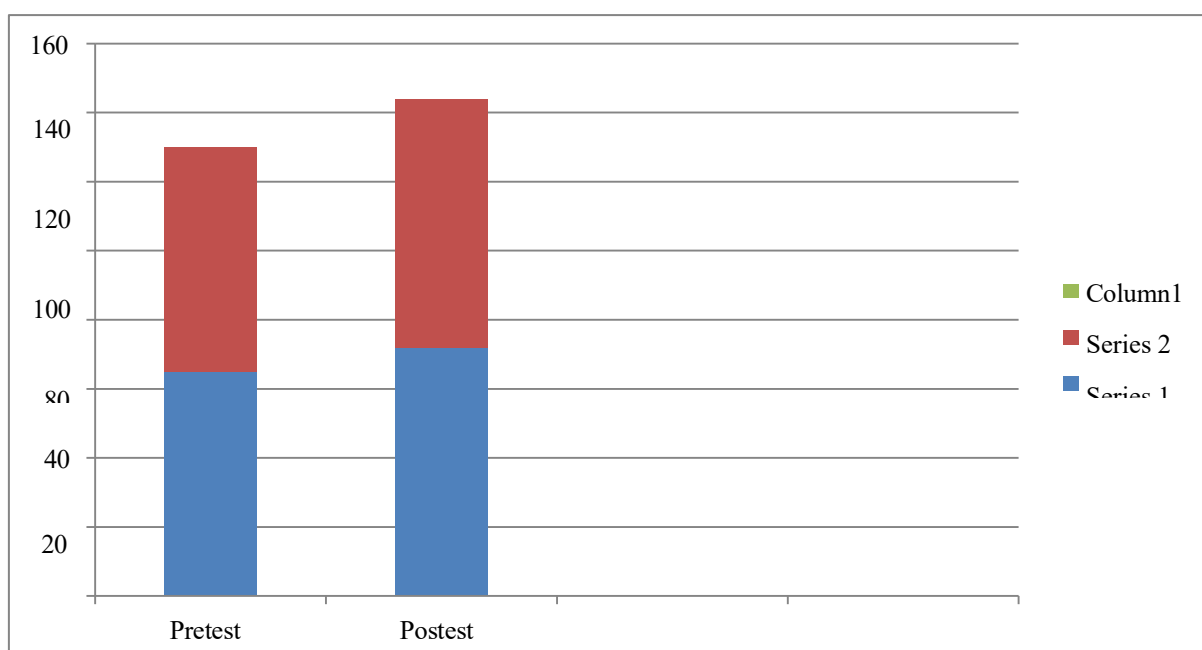
The researcher compared t-test score and t-table to know whether the used of Single Story Telling improved students' speaking skill was significant, to find out the degree of freedom (df) the researcher used formula  $N-1=36-1=35$ , for the level significant  $(p)=0,05$  and  $df=35$ , t-table got score 1.68957. After calculating, it was found the score of the t-test was 11.501, so the score of t-test and t-table was  $(11.501>1.68957)$ , and it means that there was different result of the score of t-test and t-table. As the result, since the t-test was higher than the t-table, The  $H_a$  was accepted and  $H_0$  was rejected, The use of the Single Story Telling improved students' speaking skill.

### Description of Research Subjects

This research was carried out 5 (five) times from 02 to 7 November 2023. The research was carried out with 1 pre-test, namely telling stories without using the story telling method, 4 times story telling using the paired story telling method, namely telling stories repeatedly to get results from the method. The subjects of this research were 130 grade 8 students of junior high school state three Binjai semester I of the 2023/2024 academic year. Details of the number of grade eight students at junior high school state three can be seen in the table below: The number of students studied was 16 students, at junior high school state three grade eight in Binjai.

Class	Male	Female	Amount
VIII-8	13	17	30

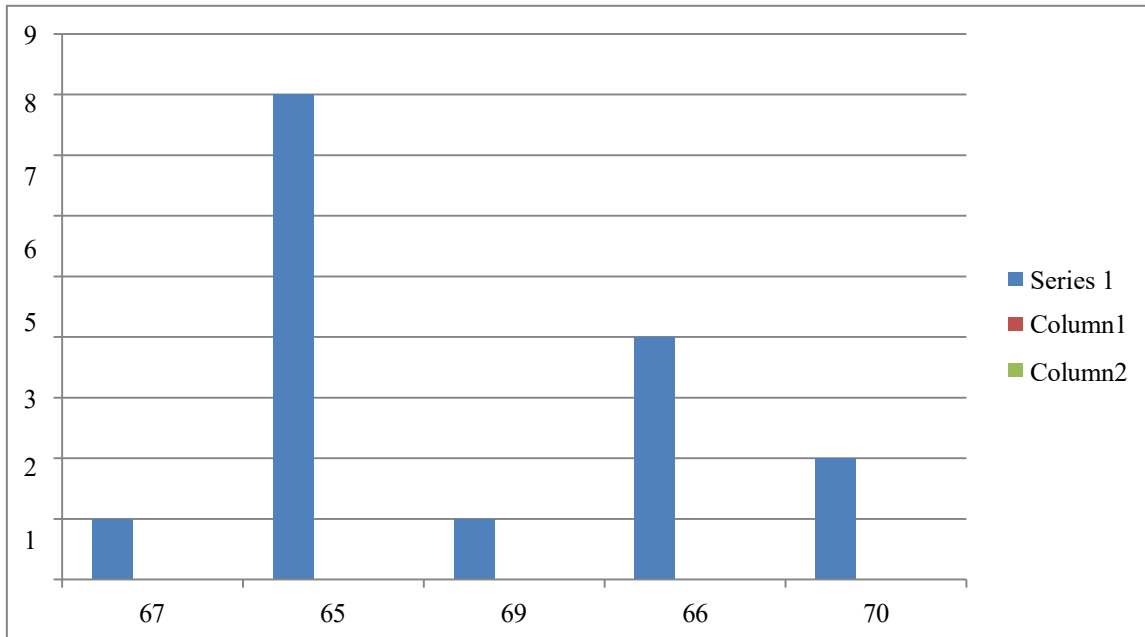
In this research only one class was used as a subject from the entire research population which had almost the same characteristics. Students learning motivation is obtained through storytelling activities in circle time which are carried out before treatment. Researchers used some of class VIII-8 students Junior High-Class state three Binjai as research subjects.



**Figure 1.** Pretest and posttest diagrams before applying the story telling method

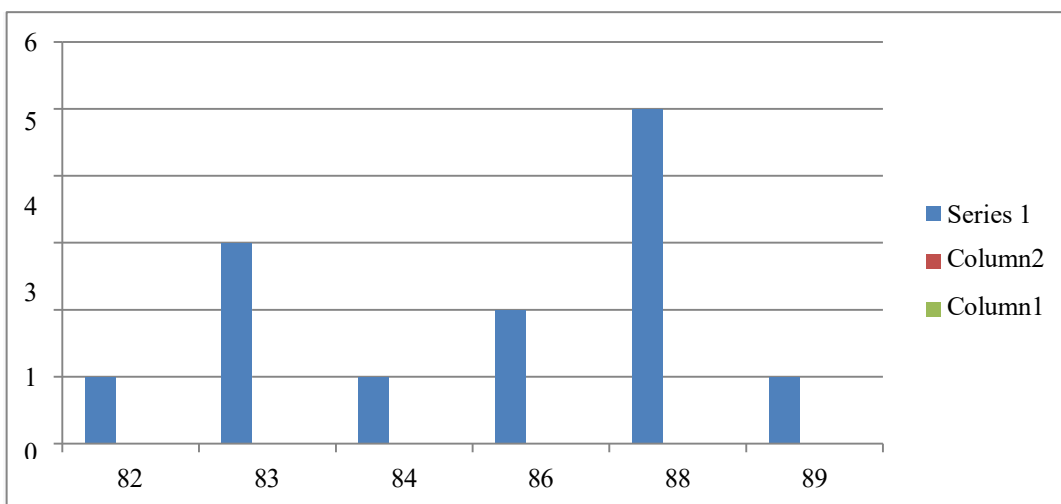
Based on the frequency distribution table, the total pre-test score above can be depicted in a histogram as follows:





**Figure.2** Diagram before applying the story telling method

The table and histogram show that the frequency of storytelling before treatment was highest in the 65 intervals for 8 children (40%) and least in the interval (67 – 69) for 2 children (10%). The researcher explains that three Binjai State Junior High School participants have learning motivation calculated from a sample of 16 students, 8 children in the low category (40%), 5 children in the medium category (25%), and 5 children in the high category. as many as 3 children (15%). So, it can be concluded that the tendency for the learning motivation variable in circle time activities before treatment (pre-test) was in the poor category, namely 8 children (40%) from a sample of 15 children.



**Figure Figure 3.** diagram after applying post-test stages of treatment

The table and histogram show that the frequency after the paired story telling learning method was carried out, the most treatment was in the interval (88) as many as 5 children (25%) and the least was in the interval (82) as many as 1 child (5%). Determining the variable category of student learning motivation in the post- test, after the maximum score and minimum score are known.

## Discussion

This chapter specifically explains the findings and discussion of the research. The findings of this study explain the development of a model for teaching English speaking skills using storytelling. The development of the story telling learning model have an effect in speaking skill. Its affect is evident from the results of the pre-test and post-test. Researchers compared the results of the pre-test and post-test. If the post-test results are higher than the pre-test, it means that speaking skills using story telling have an effect.

So, it can be concluded that speaking story telling has an influence on students speaking skills when telling stories in the class. It can be concluded that it has an influence through the pre-test scores before the model is implemented and the post- test after the model is implemented.

To find out whether there was an increase in speaking skills using the single-story telling model, researchers carried out direct observations in the classroom, namely by assessing the grammar, pronunciation, vocabulary, fluency and others of the students. Observations or observations are also carried out with tests, after carrying out a series of observations and tests to know the results from speaking skills using storytelling. So, it is concluded that speaking skills using tests and

observations can improve students' speaking skills by around 41%. So, this research is considered significant and has succeeded in answering existing problems.

Previous research used to analyze the questionnaire; the researcher found that most of the students were interested in learning speaking by using storytelling technique. The data also showed that students felt that storytelling techniques could help them. In here research on teaching models using story telling using single story telling models, the results of this research state that there is an improvement in the model used by research. This research used repetition when the students do storytelling, if there repetition the result is more better before previous research From the results of the pre-test 66 to post-test 88, it was stated that this research had been successful due to an increase in student scores after the research was conducted at school.

### **Conclusion**

After finding and discussion found, it can be concluded some points two: Based on the data analysis, the researcher found that storytelling technique can improve students' skill in speaking. As the result from the pre-test and post-test mean scores which were given. The development from speaking skill using storytelling, and the result of mean score was 66 to 86. It means that there is significant difference of achievement between the students who were taught by using storytelling technique and the students who were taught without story telling technique. The data also showed that students felt that storytelling technique could help them in speaking. Most of them also responded that they attempt to use storytelling technique in their daily speaking. Significant affect from speaking skill using story telling have affect in teaching model development. From the results of the pre-test 66 to post-test 88, it was stated that this research had been successful due to an increase in student scores after the research was conducted at school. The researcher does repetition when do research. As a result, the grades obtained are better because the single-story telling model is applied.

Development of students' story telling learning models is also improving their speaking skills; researchers concluded that students' pronunciation, grammar, intonation, diction, fluency and vocabulary were getting better than previous results. The pre-test score of 66 to the post-test of 88 concludes that this research can improve students' speaking skills. This research is also said to be developing because before implementing the model the student's pre-test score was 30 and this was the minimum score, but after it was implemented the student managed to get a score of 80, it can be said that there was development for the student. Which

at first was not good or could be said to be below the KKM, but after testing and observation the scores were good and even exceeded the KKM scores set by the school.

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