

## INCREASING STUDENTS' SPEAKING SKILL THROUGH NARRATIVE STORYTELLING AT SMP MUHAMMADIYAH 2 CIREBON

**Siti Komala**

Politeknik LP3I PSDKU Cirebon, Jalan Tuparev no. 514 Kedawung Cirebon,  
[sitikomala@plb.ac.id](mailto:sitikomala@plb.ac.id)

### ABSTRAK

*Bercerita adalah teknik untuk meningkatkan keterampilan berbicara monolog. Beberapa jenis teks dapat digunakan dalam bercerita seperti recount, dan teks naratif. Penulis menggunakan cerita naratif untuk penelitian ini karena siswa belajar pentingnya bagaimana mengkomunikasikan ide dan berinteraksi dengan orang lain dilengkapi dengan pesan moral di dalamnya. Mereka mengembangkan kosa kata dan belajar bagaimana menggunakan dan mengekspresikan kata-kata dan kalimat. Tujuan dari penelitian ini adalah untuk mengetahui (1) apakah penggunaan cerita naratif meningkatkan keterampilan berbicara siswa kelas VIII (2) untuk mendeskripsikan bagaimana respon siswa setelah mereka belajar bercerita. Populasi penelitian ini adalah siswa kelas VIII SMP Muhammadiyah 2 Cirebon. Penulis menggunakan penelitian pra-eksperimental dalam menemukan penelitiannya. One group pretest-posttest design dari McMillan (2001) digunakan dalam penelitian ini agar dia memilih kelas delapan A sebagai sampelnya dalam penelitian ini. Sebuah tes dan beberapa pertanyaan dalam wawancara diberikan kepada mereka. Data dianalisis dengan rumus t-test dari McMillan. Penulis mendapatkan t-hitung (4.2987) lebih tinggi dari t-tabel (2.0281), perbedaan antara t-a dan t-t adalah sekitar 2.2706. Data yang dibuktikan melalui pengujian hipotesis diterima bahwa ada peningkatan keterampilan berbicara siswa setelah bercerita digunakan dalam pengajaran berbicara di kelas delapan SMP Muhammadiyah 2 Cirebon. Respon siswa setelah mereka belajar bercerita, semuanya bersemangat meskipun kekurangan kosa kata, menerapkan past tense, dan bagaimana mengekspresikan dan intonasi kata-kata tertentu dengan benar menjadi masalah bagi sebagian besar siswa dalam bercerita. Penulis memberikan motivasi, stimulasi dan media pembelajaran untuk mendukung pembelajaran keterampilan berbicara.*

**Kata Kunci:** Bercerita, Naratif, dan Keterampilan berbicara

### ABSTRACT

Storytelling is a technique to increase monologue speaking skill. Some types of text can be used in storytelling such as recount, and narrative text. The writer used narrative story for this research because the students learnt the importance of how to communicate ideas and interact with the others completed by moral message on it. They developed their vocabulary and learnt how to use and express the words and sentences.

The objectives of this research are to determine (1) whether the use of narrative storytelling increase the eighth grade students' speaking skill (2) to describe how the students' responses after they learnt storytelling. The population of this research is the eighth grade of SMP Muhammadiyah 2 Cirebon. The writer used pre-experimental research in finding her research. One group pretest-posttest design from McMillan (2001) was used in this research in order that she chose the eighth grade A for her sample in this study. A test and some question in interview were given to them. The data was analyzed by t-test formula from McMillan. The writer got t-account (4.2987) is higher than t-table (2.0281), the distinction between t- a and t-t was about 2.2706. The data proved through testing of hypothesis was accepted that there was the increasing of students' speaking skill after storytelling was used in teaching speaking to the eighth grade of SMP Muhammadiyah 2 Cirebon. The students' responses after they learnt storytelling, all of them were excited in spite of lack of vocabulary, applied past tense, and how to express and intonation the certain words correctly were the problems for most of the students in storytelling. The writer gave motivation, stimulation, and media of teaching to support speaking skill study.

**Key words:** Storytelling, Narrative, and Speaking Skill

## INTRODUCTION

English has four skills; reading, listening, speaking, and writing. Those are the main skills that have to be learned by students who learn English as a second language or as a foreign language. Speaking is useful for language acquisition that is provided students more or less understand what they speak, the more they speak, the better they get at it. Speaking is a bridge of communication as an activity is doing by someone to communicative with others. One of the language skills that have to be mastered by student in learning English as a foreign language is speaking. According to pre-observation which had been done by the writer to the students and English teacher from three Junior High School in Cirebon. The students are rarely drilled in monologue speaking while in fact the students have to be accustomed both oral monologue and dialogue in order that it makes them usual to speak both of them. The various technique can promote speaking skill both of dialogue and monologue. The writer is interested to do the reasearch in increasing students monologue speaking skill. Storytelling is one of the technique that can improve students monologue speaking skills. Some learning materials for practicing storytelling are recount, and narrative. In this research, the writer chose narrative text as learning material to practice storytelling. It was because the eighth grade students as adolescents learner in pre-intermediate level are ready to learn about past tense or past continuos that is in narrative text grammatical features.

Therefore, the writer was interested to do the research entitled Increasing Students' Speaking Skill through Narrative Storytelling at the Eighth Grade Students of SMP Muhammadiyah 2 Cirebon.

Storytelling in speaking activity that aims to find out how far the students explore their vocabulary and their skill to comprehend the text then retell the story with the expression and intonation correctly to their classmates. Cameron (2001:160) stated 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."* It means, storytelling is one of the techniques commonly used in speaking activity. The story has the plot in order that the students should be developed their speaking skill in order that their performance when they do storytelling can be enjoyable and accepted for the audience. The students have to be understood what the story that will be performed. In addition, the students also have to be drilled how the way that have to do when performance of storytelling with the expression and intonation. *"Storytelling aids language development. Children need to be exposed to language to fully understand its implications. This will also have beneficial effect on being able to associate meaning and emotions with words,"* stated in Davies (2007: 6) In scoring storytelling performance, one of important aspects that the writer focuses in this research is how the students comprehend the story that they want to retell. If the students can comprehend the content of story, plot, and character in the story that they want to retell it can explore and influence their emotions with their own words and express the words with the intonation well appropriate with the content of the story itself in order that it can be understandable for the audiences.

Storytelling can be performed individually or in pairs. The students afraid to practice their speaking in order that the writer decides to ask the students perform storytelling in pairs. If there is a partner who accompanies the students when they perform, at least they can encourage their self-confidences and decrease their feeling of afraid to talk in front of the classmates. As Lie's statement (2008) in Murni and Siambotan (2011: 2) defined that, *"Paired Storytelling is the interactive approach between students, teacher, and materials."* 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 of storytelling. Through storytelling in paired, it can be

solved the problem of the students' self-confidence in order that the students want to perform and decrease their feeling of shy and afraid of making mistakes, to be laughed. In addition, the learning process can be interactive and effective.

Choosing the learning material is important as a bridge in practicing storytelling. As Wright (2005: 8) stated that, *"Pre-intermediate (students after Elementary level) are ready to learn structures such as the past simple and past continuous."* The adolescents learner is hoped, they can learn the story that involves structures past simple and past continuous in order that they can follow and comprehend the lesson with their ability about past simple and also past continuous. The choosing of the text which is included past simple and past continuous structure, it can make the students comprehend the story easily. Gillis & Olson (1987) in Klingner, Vaughn and Boardman (2007: 77) stated that, *"Children develop sensitivity to narrative structure early. By the time they begin school, most children have developed some sense of story structure and can use this knowledge to comprehend simple stories."* The writer chooses suitable text that can be as teaching material in speaking as performance. Storytelling is usually identical with narrative and recount text. Narrative text has general structure that has sequence of events in series and can still comprehend easily by students in beginner learners. The writer chooses narrative text as learning material in practicing storytelling that can be comprehended by the eighth grade students. As Dawes (2008: 119) mentioned that, *"What speaking skills can we teach? Speaking skill with the way tell a story the context is given text, own work, oral story progression are including detail, with props, with expression, use story language."* Therefore, narrative storytelling can increase the eighth grade students' speaking skill.

Some factors that make students feel the difficulties were fear of making mistakes in pronounce the words or sentences, fear of be laughed at their friends and classmates when they made the mistakes, and having less of confidence of their own ability to explore their ability in English speaking. Therefore, helping the student to overcome this problem by motivating them to speak is important. For this reason, using teaching strategies that encourage students to take a part in speaking activity is needed. Through choosing narrative storytelling for teaching speaking, there are the problems of this research that can be stated as follows: Can narrative storytelling improve students'

speaking skill at the eighth grade of SMP Muhammadiyah 2 Cirebon? How are the students' responses in learning speaking storytelling in pair?

The objectives of the research are to find out whether there is the increasing of speaking skill through narrative storytelling at the eighth grade of SMP Muhammadiyah 2 Cirebon and to describe the students' responses after they learnt speaking storytelling in pair.

## **RESEARCH METHODOLOGY**

### **3.1 Method of the Research**

Based on the problem and the objectives of the research, pre-experimental design is applied by the writer. Fraenkel and Wallen (2008: 261) stated that, "*In pre-experimental study, researchers look at the effect(s) of at least one independent variable on one or more dependent variables.*" It means, on the title of this research fulfils requirement of the pre-experimental research is appropriate because it has two variables. They are speaking skill as dependent variable and narrative story telling as independent variable. Pre-experimental research is included a quantitative technique. As McMillan (2008: 11) defined that, "*Quantitative research techniques a priori categories to collect data in the form of numbers.*" In this research, the instrument measures the result of study in the form of score in order that it is included quantitative technique using mathematically based methods to calculate the result score of the study whether increasing or not when pre-test and post-test were held.

### **3.2. Population and Sample**

#### **3.2.1. Population**

The writer decided to do the research in SMP Muhammadiyah 2 Cirebon to apply the results of her research finding. The population is the eighth grade students, it contains two classes as follow eight A class and eight B class. They are about 70 students which consists of two classes.

#### **3.2.2. Sample**

Because the writer uses pre-experimental research therefore the writer chooses one class between two classes as population of this research. In order

to, the writer just takes one class as a sample of subject in doing this research. As McMillan and Schumacher (2001: 330) defined that, *“One-group pretest-posttest design is a single group of subjects given pretest, then the treatment and then the post-test. The result is examined is a change from pre-test to post-test.”* The writer uses one group pretest-posttest design therefore the writer just takes one class that is Eight A class as the writer’s. The sample is eight A class which consists of 37 students that is selected through purposive sampling (non-random sample) as McMillan and Schumacher (2001: 175) stated that, *“In purposive sampling the researcher selects the particular elements from the population that will be representative or informative about the topic interest.”*

### 3.3. Design of the Research

McMillan and Schumacher (2008: 11) states that *“Research design refers to the plan for carrying out of the study.”* Because the writer takes one class as her research sample therefore she uses the one-group pretest-posttest design. She uses the research design from McMillan and Schumacher book.

McMillan and Schumacher (2001: 331) states that the research design of one group pretest-posttest design as follows:

<u>Group</u>	<u>Pretest</u>	<u>Treatment</u>	<u>Posttest</u>
A	O <sub>1</sub>	X	O <sub>2</sub>

### 3.4. Technique of the Data Analysis

#### 3.4.1. Technique of Collecting the Data

The writer takes place as her research at SMP Muhammadiyah 2 Cirebon that is located Jalan Tuparev no. 70A. The writer chooses class 8A as her research and she is going to do her research experiment for three weeks in four meetings. Based on the research methodology that is carried out in pre-experimental design that is one group pre-test post-test design. The test is used to collect the data from the participants (students). During doing the experiments, the writer holds two speaking tests to students that aims to measure the students achievement in

learning speaking through narrative storytelling in pair whether increasing or not that can be shown by score of each group.

They are two tests. The first test is called the pre-test that is an oral monologue (storytelling in pair) performance test form that is held before treatment. Then, the last test is named post-test, it is similar test like pre-test in the form of oral monologue (storytelling in pair) performance test that has balance weight as pre-test. The posttest is held after treatment. Beside the test, as the statement of the problems that the writer proposed is through interview to some students to explains how the students responses after they learnt speaking storytelling. McMillan and Schumacher (2001: 40) stated that, *"In an interview there is direct verbal interaction between the interviewer and the subject."* There are four questions that will ask to some students as sample of all participants through structured interview. McMillan and Schumacher (2001: 40) stated that, *"Structured interview is an oral, in-person administration of standard set of questions that is prepared in advance."*

This interview will do after the experiment is held. The questions are about students' responses to the material and technique that is applied and also their difficulties during learnt storytelling. From the students' answers, the writer would like to describe the students' responses during the experiment was held in data analysis and discussion chapter. It shows stronger reasons from students' achievement of final test result after the experiment was held.

### 3.4.2. Analysis of Collecting the Data

The data is analyzed using statistics analysis in the analysis of data collection. The writer uses formula that was stated in McMillan and Schumacher (2001: 620) to calculate the mean between pretest and posttest then to calculate t-account as follow:

$$\bar{D} = \frac{\sum D}{N}$$

$$\mathbf{t - account} = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

$\bar{D}$  = the mean differences for all of scores

$\sum D^2$  = the sum of squares of the differences

$(\sum D)^2$  = the square of the sum of the differences

$N$  = the total number of sample

The last calculation to prove the testing of hypothesis is finding t-table, the writer writes the formula as follow:

$$\mathbf{t-table} = \mathbf{t_{(1-\frac{1}{2}\alpha) (df)}}$$

where:  $\alpha$  = standard of significant 5% = 0,005)

df =  $N - 1$

#### 4. Result and Discussion

##### 4.1. Finding of the Pre-Test

The writer had done the experiment after that the writer got several data that is preceded in this section. The objectives of the research are, to find out whether improve speaking skill through narrative storytelling at the eighth grade of SMP Muhammadiyah 2 Cirebon and to describe the students' responses after they learnt speaking storytelling in pair. The experiment was begun by conducting a pre-test. The purpose of this activity was to check the students' skill in speaking through storytelling.

The writer gave a test in the first meeting to measure the students' speaking skill in storytelling activity. The total numbers of students are 37 students which were divided by two. Therefore, they are 19 groups of storytelling and they performed in

pairs. The writer gave the score in each of pairs but the writer gave score to each students. The scores can be seen in the table below:

**Table 4.1.**

**The Result of The Pre-Test**

<b>No.</b>	<b>Names of Students</b>	<b>vocabulary</b>	<b>comprehension</b>	<b>Expression</b>	<b>Score D</b>
<b>1.</b>	Students 1	25	20	10	45
<b>2.</b>	Students 2	55	80	10	70
<b>3.</b>	Students 3	20	20	10	45
<b>4.</b>	Students 4	20	20	10	45
<b>5.</b>	Students 5	20	30	10	50
<b>6.</b>	Students 6	50	60	10	60
<b>7.</b>	Students 7	20	10	10	45
<b>8.</b>	Students 8	90	90	65	85
<b>9.</b>	Students 9	45	40	10	55
<b>10.</b>	Students 10	25	25	10	50
<b>11.</b>	Students 11	25	20	10	50
<b>12.</b>	Students 12	10	20	10	50
<b>13.</b>	Students 13	60	90	10	70
<b>14.</b>	Students 14	55	45	10	60
<b>15.</b>	Students 15	20	20	10	45

<b>16.</b>	Students 16	65	63	10	65
<b>17.</b>	Students 17	25	30	10	50
<b>18.</b>	Students 18	20	20	10	45
<b>19.</b>	Students 19	20	20	10	45
<b>20.</b>	Students 20	60	50	10	65
<b>21.</b>	Students 21	60	50	10	65
<b>22.</b>	Students 22	25	25	10	50
<b>23.</b>	Students 23	25	20	10	45
<b>24.</b>	Students 24	50	78	10	70
<b>25.</b>	Students 25	25	35	10	50
<b>26.</b>	Students 26	70	70	10	65
<b>27.</b>	Students 27	60	55	10	60
<b>28.</b>	Students 28	25	25	10	45
<b>29.</b>	Students 29	20	20	10	45
<b>30.</b>	Students 30	65	85	45	75
<b>31.</b>	Students 31	65	85	20	75
<b>32.</b>	Students 32	55	45	10	60
<b>33.</b>	Students 33	55	75	20	70
<b>34.</b>	Students 34	30	30	10	55
<b>35.</b>	Students 35	20	20	10	45
<b>36.</b>	Students 36	20	20	10	45
<b>37.</b>	Students 37	10	10	0	40
	<b>Total</b> <b>D = 37</b>				<b><math>\Sigma D =</math></b> <b>2055</b>

From the result of the pre-test above, the writer puts the average score by using the formula of means as follows:

$$\bar{D} = \frac{\sum D}{N}$$

Where:

$\bar{D}$  = the mean (pre-test)

$D$  = a raw score (score of pre-test)

$\sum D$  = sum of a raw score

$N$  = the number of scores in the distribution

Using the formula of the computation of the average score from table above is as follows:

$$\begin{aligned}\bar{D} &= \frac{2055}{37} \\ &= 55.54\end{aligned}$$

Thus, the mean of pre-test scores from vocabulary, comprehension, and expression scores of the students' storytelling performance.

After accounting the writer got the result of the data about the mean of pre-test is 55.54. This score is included poor to average score and it is known that the average score of the students is 56 that can be seen in the precentage of pre-test result.

**Table 4.2.**

### The Percentage of Pre-Test Result

Scale of Score	Number of Students	Category	%
0 – 49	13	Poor	35 %
50 – 59	9	Poor to Average	24 %
60 – 79	14	Average to Good	38 %
80 – 100	1	Good to Excellent	3 %
N	37		100%

The data in table 1 shows that the highest score is 85 and the lowest score is 40. The mean is 55.54. The result of the test, as shown in the table 2 indicates that 13 students (35%) have poor scores and 9 students (24%) have poor to average scores, 14 students (38%) have average to good scores in pre-test. This result shows that around 2/5 students from 37 students in one class can perform storytelling in average to good category.

#### a. Finding of the Post-Test

The last step of the experiment after gave the treatments, the writer collected the data on the post-test same as pre-test while it has different story that students

performed in post-test. Before the writer gave the post-test to the students, the writer gave the treatment in the form of building knowledge of the field to direct the students in to the post-test. Such as practiced the students to express the sentence and introduced the use of past tense and the last gave the exercise about adjective and verb that can be used in the post-test. Those scores of post-test can be seen in the table below:

**Table 4.3.**

**The Result of Post-Test**

<b>No.</b>	<b>Names of Students</b>	<b>vocabulary</b>	<b>comprehension</b>	<b>Expression</b>	<b>Score D</b>
1.	Students 1	30	20	20	50
2.	Students 2	70	90	0	70
3.	Students 3	30	20	20	55
4.	Students 4	20	20	20	45
5.	Students 5	40	25	40	60
6.	Students 6	60	90	0	70
7.	Students 7	30	20	10	50
8.	Students 8	75	95	90	90
9.	Students 9	45	45	30	55
10.	Students 10	70	75	0	65
11.	Students 11	75	95	80	90
12.	Students 12	15	20	20	45
13.	Students 13	80	85	90	90

<b>14.</b>	Students 14	60	45	35	65
<b>15.</b>	Students 15	30	20	20	50
<b>16.</b>	Students 16	95	90	60	90
<b>17.</b>	Students 17	24	20	30	45
<b>18.</b>	Students 18	20	20	10	45
<b>19.</b>	Students 19	20	20	10	45
<b>20.</b>	Students 20	70	88	70	80
<b>21.</b>	Students 21	25	25	20	50
<b>22.</b>	Students 22	25	25	20	50
<b>23.</b>	Students 23	25	25	20	50
<b>24.</b>	Students 24	85	65	65	85
<b>25.</b>	Students 25	60	65	40	70
<b>26.</b>	Students 26	70	60	30	65
<b>27.</b>	Students 27	51	25	20	60
<b>28.</b>	Students 28	30	20	20	50
<b>29.</b>	Students 29	10	10	10	45
<b>30.</b>	Students 30	75	90	65	90
<b>31.</b>	Students 31	95	90	70	95
<b>32.</b>	Students 32	45	50	35	65
<b>33.</b>	Students 33	75	90	0	75
<b>34.</b>	Students 34	35	35	30	55
<b>35.</b>	Students 35	25	20	10	45
<b>36.</b>	Students 36	50	25	20	50
<b>37.</b>	Students 37	10	10	10	45

	<b>Total</b>				<b><math>\Sigma D =</math></b>
	<b>D</b>				<b>2300</b>

From the result of the post-test above, the writer puts the average score by using the formula of means as follows:

$$\bar{D} = \frac{\Sigma D}{N}$$

Where:

$\bar{D}$  = the mean (post-test)

D = a raw score (score of post-test)

$\Sigma D$  = sum of a raw score

N = the number of scores in the distribution

Using the formula of the computation of the average score from table above is as follows:

$$\begin{aligned}\bar{D} &= \frac{2300}{37} \\ &= 62.16\end{aligned}$$

After accounting the data of the test, it is known that the average score of post-test is 62.16. The category of students can see from table 4. The increasing can be shown from table 4 whether the students increase their score or not when the post-test was held.

**Table 4.4.****The Percentage of Post-Test Result**

<b>Scale of Score</b>	<b>Number of Students</b>	<b>Category</b>	<b>%</b>
0 – 49	<b>8</b>	Poor	<b>22 %</b>
50 – 59	<b>11</b>	Poor to Average	<b>30 %</b>
60 – 79	<b>10</b>	Average to Good	<b>27 %</b>
80 – 100	<b>8</b>	Good to Excellent	<b>22 %</b>
<b>N</b>	<b>37</b>		<b>100%</b>

The data in table 4 shows that the highest score is 95 and the lowest score is 45. The mean is 62.16.

The result of the test, as shown in the table 4 indicates that 8 students (22%) still have poor score, they cannot increase their skill therefore their skill is not developed and stagnant in post-test. 11 students (30%) have poor to average score, some students can increase their score in the post-test. The rest 10 students (27%) have average to good category and 8 students (22%) who have very good to excellent score in post-test. From the table 4 it shows that some students can increase their skill after the writer gave the treatment before the post test was held.

**b. The Calculation of the t-test**

In the table 7, the writer calculates the comparison between the score of pre-test and post-test, whether there is significant increasing or not between pre-test and post-test score.

**Table 4.5.**

Number of students	Score of post-test Y	Score of pre-test X	(Y-X) D	(Y-X) <sup>2</sup> D <sup>2</sup>
Students 1	50	45	5	25
Students 2	70	70	0	0
Students 3	55	45	10	100
Students 4	45	45	0	0
Students 5	60	50	10	100
Students 6	70	60	10	100
Students 7	50	45	5	25
Students 8	90	85	5	25
Students 9	55	55	0	0
Students 10	65	50	5	25
Students 11	90	50	40	1600
Students 12	45	50	-5	25
Students 13	90	70	20	400
Students 14	65	60	5	25
Students 15	50	45	5	25
Students 16	90	65	25	625
Students 17	45	50	-5	25
Students 18	45	45	0	0

Students 19	45	45	0	0
Students 20	80	65	15	225
Students 21	50	65	-5	25
Students 22	50	50	0	0
Students 23	50	45	5	25
Students 24	85	70	15	225
Students 25	70	50	20	400
Students 26	65	65	0	0
Students 27	60	60	0	0
Students 28	50	45	5	25
Students 29	45	45	0	0
Students 30	90	75	15	225
Students 31	95	75	20	400
Students 32	65	60	5	25
Students 33	75	70	5	25
Students 34	55	55	0	0
Students 35	45	45	0	0
Students 36	50	45	5	25
Students 37	45	40	5	25
<b>TOTAL N = 37</b>	<b><math>\Sigma Y = 2300</math></b>	<b><math>\Sigma X = 2055</math></b>	<b><math>\Sigma D = 245</math></b>	<b><math>\Sigma D^2 = 4775</math></b>
<b>AVERAGE</b>	<b><math>\bar{D} = 62.16</math></b>	<b><math>\bar{D} = 55.54</math></b>		

Based on the data in table 7, the writer calculates the result of  $\sum D = 245$  and  $\sum D^2 = 4775$ . To find out the mean of differences ( $\bar{D}$ ) between score pre-test (X) and post-test (Y), the writer used the formula:

$$\begin{aligned}\bar{D} &= \frac{\sum D}{N} \\ &= \frac{245}{37} \\ \bar{D} &= 6.62\end{aligned}$$

The writer found the sum of the differences then it must be squared with the formula:

$$\begin{aligned}(\sum D)^2 &= (245)^2 \\ &= 60025\end{aligned}$$

From the calculation of the table above, the writer found some results for substitution into the formula of finding the last calculation that is determining the result of t-account (ta) of the test with formula:

$$\begin{aligned}\bar{D} &= 6.62 \\ \sum D &= 245 \\ (\sum D)^2 &= 60025 \\ \text{t - account} &= \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\ &= \frac{6.62}{\sqrt{\frac{4775 - \frac{60025}{37}}{37(37-1)}}}\end{aligned}$$

$$= \frac{6.62}{\sqrt{\frac{4775 - 1622.3}{1332}}}$$

$$= \frac{6.62}{\sqrt{\frac{3152.7}{1332}}}$$

$$= \frac{6.62}{\sqrt{2.367}}$$

$$\mathbf{t - account} = \frac{6.62}{1.54} = 4.2987$$

### c. Interpreting of Research Findings

To complete the result of the research, the writer finds out the degree of freedom (df) with the formula:

$$df = N - 1$$

$$= 37 - 1 = 36$$

$$\mathbf{t-table} = t (1 - \frac{1}{2}\alpha) (df)$$

$$t\text{-table} = t (1 - \frac{1}{2}(0.05)) (36)$$

$$= t (1 - 0.025) (36)$$

$$= t (0.975) (36)$$

$$t\text{-table} = 2.0281$$

df = 36 (see table of t-table at the degree of significance 5% in two tailed)

At the degree of significance 5% = 2.0281. The result is  $t\text{-table} = 2.0281 < t\text{-account} = 4.2987$ .

There is the increasing of t account amount after the storytelling technique was used to teach speaking. It was because the distinction between t- account and t-table at the degree of 5% is about 2.2706.

The writer gets the increasing of gain of mean between pre-test and post-test. From the result of calculation, it is obtained the table of the t account (ta) is 2.937 the degree of freedom (df) is 36 (obtained from  $N-1 = (37-1 = 36)$ ). The writer used the degree of significance two tailed in 5% to prove her hypothesis is accepted or not. The result shows that on the degree of significance of 5% df 36, the t-table is 2.0281. The result is t-account (4.2987) is higher than t-table (2.0281). The distinction of t-a and t-t is 2.2706. Beside the writer took the data from the pre-test and post-test, seven students of the eighth grade of SMP Muhammadiyah 2 Cirebon had been interviewed as the vice sample from the students in one class to get supporting data. Here, the writer reported the questions that were talking about the enjoyable of the students after they learnt speaking through storytelling, the difficulties of the material that was given when the experiment was holding, the students' speaking skill after they learnt storytelling, and the last what the students' problems during they learnt storytelling.

The writer concludes the answers from seven participants that all of them felt happy, enjoy, interested and gave positive responses during learnt storytelling they were more confident, applied past tense, and understood the material that was performed easily. Because the material is fable story, three of them said that fable story was easy enough for them while the others said recount text, fairy tale, and also describing something are easier for them. After they performed, all of them said, their self-confidence was increased in order that they made them usual to speak English in front of the others. All of them said many problems during learning storytelling are about how to express certain sentences such as when angry, sad, and please to someone with the intonation and mimic maximally, and applying past tense condition in telling the story. These problems made them difficult to tell the story.

Therefore, the writer concludes from the data was gathered *the hypothesis* (Ha) which was stated, there is the increasing students' speaking skill through narrative storytelling is accepted.

## 5. Conclusion and Suggestion

### 5.1. Conclusion

From the data gathered, it is clear that there is the increasing students' speaking skill through narrative storytelling. The writer finds the result of the test that shows  $t_{\text{account}} > t_{\text{table}}$  at the degree of significance on two tailed of 5%. It means the first research objectives had been answered and the hypothesis is accepted. Second, the students are interested and motivated in storytelling in order that they gave full attention during learning activity. While in fact, the students still found difficulties about vocabulary, applying past tense, and expressing the sentences in storytelling. The students' gave positive responses during and after they learnt narrative storytelling.

### 5.2. Suggestion

The writer gives some suggestion for the readers as follows: First, giving motivation and stimulation before speaking activity are needed. It is important to begin speaking English through accustomed students to speak English in every chance at least in English lesson meeting. Second, Supporting media should be prepared before applying the technique. Therefore, it can be more fun, interesting and attractive in order that the students are more excited to attend speaking lesson and give positive responses and feedback in the final test result of speaking activity maximally.

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