

THE EFFECT OF PAIRED-STORY-TELLING TECHNIQUE ON THE SPEAKING ABILITY OF THE SECOND YEAR STUDENTS OF SMP N 8 PEKANBARU

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Abstract: *The main objective of this study was to find out the effect of Paired-Story-Telling technique on the speaking ability of the second year students of SMP N 8 pekanbaru. This study was an experimental research with one group pre-test post-test design. The population of this research was the second year students of SMP N 8 pekanbaru. In this research, a single group was selected to be a sample by using cluster random sampling. The sample that has been choosen was class VIII.8 consisting of 39 students. a speakingl test was used to get the score of the students before and after taught by using Paired-Story-Telling technique. After all the data were collected, the writer calculated and analyzed them by using Microsoft excel 2010 and T-test formula. It was found that t-test score was 13.30 while t-table was 2.024. Since t-test was higher than t-table, it can be concluded that there is a significant effect of Paired-Story-Telling technique on the students' speaking ability of the second year students of SMP N 8 Pekanbaru that can be seen from the t-test result and the improvement of the students' scores in post-test.*

Keywords: *Junior high school students, Speaking ability, Paired-Story-Telling technnique*

DAMPAK PENGGUNAAN TEKNIK *PAIRED-STORY-TELLING* TERHADAP KEMAMPUAN BERBICARA SISWA KELAS 2 DI SMP N 8 PEKANBARU

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Abstrak: Tujuan utama dari penelitian ini adalah untuk mencari tahu adakah dampak dari penggunaan *Paired-Story-Telling* terhadap kemampuan berbicara siswa kelas dua di SMP N 8 pekanbaru. Penelitian ini adalah penelitian eksperimen dengan satu grup untuk pre-rest dan post-test. Populasi penelitian ini adalah seluruh siswa kelas 2 SMP N 8 Pekanbaru. Didalam penelitian ini, satu grup dipilih untuk dijadikan sample dengan menggunakan metode *cluster random sampling*. Sampel yang terpilih adalah kelas VIII.8 yang berjumlah 39 siswa. Test lisan di gunakan untuk mendapatkan skor siswa sebelum dan sesudah diajarkan menggunakan teknik *Paired-Story-Telling*. Setelah semua data terkumpul, penulis menghitung dan menganalisisnya dengan menggunakan microsoft excel 2010 dan rumus T-test. Ditemukan bahwa skor t-test adalah 13.30 sementara t-table adalah 2.024. Oleh karena t-test lebih tinggi daripada t-table, maka dapat disimpulkan bahwa ada dampak dari penggunaan teknik *Paired-Story-Telling* terhadap kemampuan berbicara siswa terhadap siswa kelas 2 SMP N 8 Pekanbaru yang dapat dilihat dari hasil t-test dan peningkatan skor siswa di post-test.

Kata kunci: Siswa SMP, kemampuan berbicara, *paired-story-telling*

INTRODUCTION

Communication is something important for people in the world. Through communication, people can interact with each other because they can express what is in their mind. Language has an important role in communication. English is the most important language in international communication. It has been widely used at international events or meetings. This condition makes English language important to be mastered. Harmer (2007) states that English is learned by many people because it is useful in some ways for international communication such as in political life, business, safety, communication, entertainment, the media and education. In Indonesia, English has been studied from Elementary up to Senior high school level and university. There are four language skills that need to be mastered by the learners. They are speaking, writing, listening and reading.

One of the ways to communicate using English language is through speaking. Thornburry (2005) states that speaking is a speech production that becomes a part of our daily activities. As one of the English four skills, speaking is important for the learners to practice their understanding and their capability, how to send and share their ideas, how to speak, pronounce and spell the words well. Richard (2008) states the mastery of speaking skill in English is a priority for many second-language speakers or foreigners. Therefore, the students sometimes reflect their success in language learning based on how much they have improved in their speaking. However, to be able to master speaking is not an easy thing to do. Students need a lot of practices to be able to speak fluently.

In the Kurikulum Tingkat Satuan Pendidikan (School-Based Curriculum), speaking is one of the basic competences that the students should acquire. To acquire speaking competence, students should have many aspects of speaking such as pronunciation, structure, vocabulary, content, and fluency but the conditions of their environment rarely support them to speak English. When the writer was having a practice teaching in SMP N 8 Pekanbaru, materials that the students learn in the classroom are more focus on reading and writing. Speaking was lack of exposure as the material in the classroom. As the result, students did not get enough practice in speaking and they lacked of speaking activities. Another problem that made the students cannot acquire the speaking competence was they were afraid to make a mistake in grammar, pronunciation and they did not have much vocabulary when they wanted to express their needs and ideas. According to Harmer (2001), students are reluctant to speak because they are shy and worried about speaking badly. They could not use that language because the lack of vocabulary and didn't know how to produce the sentence.

Furthermore, students preferred to keep silent rather than trying to speak in proper and correct English because when they started to speak in English, their friend would laugh at them and made them loss their confidence. Besides that, the technique that was used by the teacher was not interesting. The teacher gave the students some papers containing the materials and the tasks that should be done. Then, asked them to read and answer the questions, and after that they discussed the questions and answers together. The opportunity for them to speak in the class was very low. To be able to overcome the problems, there must be a suitable technique to be used to give the students chance to speak up more. The English teacher supposes to apply more challenging techniques in teaching speaking. The teaching will be more interesting if the teachers can create fun activities by applying some kinds of techniques that fit the students' level.

Actually, there are many techniques that can be applied in teaching speaking. One of the techniques that can be used by the teachers in teaching speaking is Paired-Story-Telling technique. Paired-story-telling-technique is one of the techniques to teach students with the story and read the story with their partners not individually. It means that in paired-story-telling, the students have to work or discuss with their partner to get the information from each other about the story. Then they have to retell the story in front of the class with their partner. Furthermore, Lie (2008) states that Paired-Story-Telling technique is a technique which develops as an interactive approach between students, teachers and teaching materials. Lie states that this storytelling technique provides opportunities for one-on-one interaction among students around school tasks and gives them opportunity to use the target language communicatively. The cooperative work improves group relations, increases self-esteem, and increases vocabulary. In this technique the teacher notices schemata or background of the students experience and helps students active these schemata for learning materials become meaningful. In this activity, students are stimulated to develop thinking skills and the ability to imagine.

Paired-Story-Telling technique helps the students to understand the story and paired-story-telling is the effective method in communicative. The students can learn more easily in speaking class because they learn with their partner. The students are brave to speak in front of the class. Paired-Story-Telling can increase students' motivation that they enjoy their activity. Moreover the class situation is more active because all of the students participate in the class. Paired-story-telling creates an interesting situation for the students and the interesting situation can make the students motivated to learn.

Finally, based on some reasons stated above, the writer was interested to carry out the research entitled "The Effect of Paired-Story-Telling Technique on the Speaking Ability of the Second Year Students of SMPN 8 Pekanbaru".

RESEARCH METHODOLOGY

This research was conducted from March to October 2017 and the data were collected from April 2017 to May 2017 at SMP N 8 Pekanbaru which is located at Jl. Adi Sucipto No. 115. The sum total of the research was seven meetings. The population of this research was the second semester of the second year students of SMP N 8 Pekanbaru. They were VIII.1 – VIII.9. Each class consisted of thirty five up to forty students. The total of population was 361 students. The selected sample in this reserach was the students of VIII.8. The total students of VIII.8 is 39.

The purpose of this research was to know the students' speaking ability before and after the treatment by using paired story telling technique. The writer used the pre-test to get the data before the teaching learning process and used the post-test after the teaching learning process by using Paired- Story-Telling technique. The test was an oral test. The method that was used to collect the data was quantitative research. The instrument of this research was used an individual test in oral speaking test.

Table 1.1 Blueprint of the Test (Pre-test and Post-test)

No	Test	Topic
1	Pre- test	A Rabbit and Twenty Crocodiles
2	Post- test	The Bear and The Two Friends

The classification of students' scores was adopted from Harris (1974) was used to score students' work and classify students' scores in pre-test and post-test.

Table 1.2 The Classification of Students' Score

No	Test Score	Level of Ability
1.	80-100	Excellent
2.	60-79	Good
3.	50-59	Mediocre
4.	0-49	Poor

(Adopted from Harris, 1974)

THE RESEARCH FINDINGS

The data were collected by using speaking test to the students individually. They had to retell a story. There were 2 stories in the pre-test and post-test. A pre- test was given at the beginning of the research to find out the student's ability before the treatment. Furthermore, the post test was given after the treatment.

The test results are presented by the researcher to show the students' ability in each aspects of speaking. In speaking, the students were assessed in five aspects, they are: pronunciation, grammar, vocabulary, fluency and comprehension. The result of this research was presented by showing the result of T- test table in comparing the different results of student's speaking ability in pre- test and post- test which was calculated by SPSS. 23.0. The researcher presented the finding based on the data which were scored by three raters in order to make the data more objective, valid and reliable.

This research had positive result using "Paired-Story-Telling" technique for students' speaking ability. It could be seen from the average score in pre-test and post-test. The score of students' pre- test and post- test was collected based on five aspects of speaking, they are pronunciation, grammar, vocabulary, fluency and comprehension. The interpretation of students' average score in each aspects of speaking can be seen on the table below:

Table 1.3 Students' Average Score in Each Aspect of Speaking

No	Aspect of Speaking	Pre- Test	Post- Test	Different Score
1	Pronunciation	49.74	55.89	6.15
2	Grammar	56.06	62.73	6.67
3	Vocabulary	57.43	67.68	10.25
4	Fluency	47.00	53.33	6.33
5	Comprehension	55.38	64.78	9.40

Table 1.3 shows that the students' average score significantly increases. Based on the situation in the classroom during the treatment, the students showed their interest in learning process by using Paired-Story-Telling technique. The students were enjoyed their activities and motivated to speak because they worked and presented their story with their partner which made them gained confidence. In addition, the improvement of the students' average score in pre-test and post-test is also good and it can be conclude that applying Paired-Story-Telling Technique gives significant effect on the students' average score in each aspect of speaking.

Result of T- Test Table

In this research, t- test formula was used to compare the pre- test and the post- test result in determining whether the hypothesis could be accepted and measuring whether the treatment could give an effect to the students' speaking ability or not.

In performing pre-experimental research, hypothesis was needed to see whether there is a difference after the activities was completely performed. The mean of pre-test score (X) achieved by the second year students was 53.12 Furthermore, when the treatment was given to the students, the improvement of students' speaking ability appeared.

The improvement could be seen in their mean score as shown in the post-test results (Y), 60.88. The margin of pre-test and post-test achieved was 7.76. Besides that, from the improvement score of pre-test and post-test, in order for the hypothesis could be accepted, the results of t' test formula is also required. The 't' test formula shown in table 1.4.

$$\begin{aligned} t \text{ table} &= n-1 (\alpha 5\%) \\ &= 39-1 (\alpha 5\%) \\ &= 38 (\alpha 5\%) \\ &= 2.024 \end{aligned}$$

**Table 1.4 T-Test Table
Paired Sample Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 POST-TEST	60,88	39	8,25	1,32
PRE-TEST	53,12	39	7.43	1,19

Table 1.4 shows that the mean score of pre-test is 53.12 and in the post-test is 60.88. The difference of mean score between pre-test and post-test is 7.76. The gap of mean score shows the effect of students' speaking ability in speaking test after treatment. Standard deviation is a spread of values in the sample while standard error mean is an estimate of that standard deviation, derived from a particular sample used to compute to estimate. So, the spread of values in the sample of pre- test was 7.43 while

standard error of mean was 1.19. Besides that, the standard deviation and standard error for post- test was 8.25 and 1.32.

Discussions

The result of t-test table and students' average scores in each aspect of speaking of second year students' of SMP N 8 Pekanbaru showed enrichment of students' speaking ability after applying Paired-Story-Telling technique in speaking activity. According to the research result, the lowest score of speaking aspects in pre- test and post- test was fluency. In the learning process, students were unable to speak fluently because they still unfamiliar with English and they also lacked of speaking activities and lack of confidences which made them need more time to construct their ideas or feelings immediately. Therefore the students need to practice their English to make them be familiar with the word which can help them to increase their fluency aspect. In addition, the aspects that have significant different in post- test is vocabulary. The students are gain more vocabulary from the learning process and it makes the students could comprehend the material and the idea easily.

In addition, the aspect that has significant increase in the post-test is vocabulary. After applying Paired-Story-Telling technique, students were familiar with the words that related to the context and materials which made the students were able to share their ideas and transfer their information easily to each other. It is in line with Brown (2001) that defines speaking as an interactive process of constructing meaning, involving producing, receiving and processing information. In learning activities, the students learned about the materials while they were in Paired-Story-Telling technique activities such as in using tenses and using appropriate vocabulary when they created and presented their story which is in line with Smith (2002), speaking is many things such as thinking what one wishes to say, choosing the right words in the proper grammatical, communicating the feelings we have and soon.

In this research, after applying Paired-Story-Telling technique, the students were motivated to speak in the activities because they worked with their partner to completed and presented the story. The students also enjoyed the activities and became more motivated in the classroom. It is in line with Lie (1994), one of the benefits of Paired-Story-Telling technique is in cooperative atmosphere of working in pair may greatly motivate students and give them confidence to use the target language.

This result was also in line with the result of the study which was conducted by Eriviana Garnis Whalesi (2010) which is showed that after applying Paired-Story-Telling as a technique in teaching speaking, it can motivate students to speak as it gained the students' interest. The result of the study was conducted by Sri Minda Murni and Prame Kardo Siambotan (2012) also showed the similar result in which in their research, the students' scores were also significantly increased after given Paired-Story-Telling technique. This research showed the improvement in the diary notes, interviews sheets and observation sheets that the students were more interested and motivated in learning English. The students are not afraid to express their ideas and use as many vocabularies as they can that are related to the topic given. The students share new vocabularies with their friend and develop their ideas through a collection of vocabularies they have for speaking activities. Therefore, it can be concluded that there

is a significant improvement of student's score and ability in speaking by using Paired-Story-Telling technique.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

In this research, the writer used Paired-Story-Telling as a technique to make the students familiar to use English for communication with other students and improved their speaking ability. The effect of Paired-Story-Telling technique can be seen in their scores in the pre-test and the post-test while the significant effect can be seen from the different scores of each aspect of speaking from the pre-test and the post-test scores. The significant of their speaking also can be seen from their speaking because in this technique they have to conduct the communication with their friends to get the information about the story, it makes them speak in the activity.

The results in pre-test and post-test showed that their ability in speaking was increased. In pre-test, the average score was 53.12 meanwhile in post-test, the average score was 60.88. It also showed from the results of t-test (13.30) was higher than t-table (2.024). It means that there was a significant difference between the results of pre-test and post-test. Hence the alternative hypothesis was accepted and null hypothesis was rejected. This research have answered the research question that applying Paired-Story-Telling have significant effect in students' speaking ability and it is effective to be used in teaching speaking and effective on speaking ability of the second year students of SMPN 8 Pekanbaru.

Recommendations

Based on the results of this research, the writer would like to offer some recommendations. The recommendations might be helpful and useful for the teacher and students in teaching and learning English especially in teaching speaking.

First is for the teachers. The teachers need to apply the appropriate technique to make the lesson more effective, interesting and enjoyable for the students. Paired-Story-Telling can be an alternative technique for the teacher to apply in teaching and learning English. Based on the result, Paired-Story-Telling technique have an effect on the students' speaking ability and also effective to make students communicate in the classroom with their friends. English teachers need to give a chance to the students to express their mind and ideas in English. And, it is also suggested that the teachers should explain the procedure of this technique more clearly to the students before it is used in the classroom. Because the lowest score is in fluency and pronunciation aspects, it is recommended that the teacher should train the students to practice more in speaking and also the teacher must concern how to pronounce words in English while teaching speaking.

Second is for the students. The students are suggested to be more confident in saying their opinions, ideas, emotions, attentions, reactions which can be practiced by the students and their friends.

The last is for the next researcher. The writer hopes that this research can provide useful information to the next researchers who are interested in conducting a research related to the technique of teaching speaking.

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