Improving Second Semester Students' Speaking Ability Through Storytelling Learning Model at English Study Program of Timor University (A Classroom Action Research Method)

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Abstract

The aim of this research is to increase the students' speaking ability through storytelling model in Universitas Timor, Timor Tengah Utara Regency (TTU), East Nusa Tenggara, Indonesia. The main purpose of this research is to know the improvement of many aspects in speaking ability such as grammatical aspect, vocabulary aspect and pronunciation aspect. This research used class action research. The subject of the research is the second semester of English education in A class in the academic year of 2016/2017. There were 30 students for the research subject. Based on the data analysis, there is a significance improvement in each cycle. The average of students' speaking ability in Cycle I is 67%. That average is taken from vocabulary aspects 68%, pronunciation aspect 67% and grammatical aspect 66%. Then, in cycle II the average of student's mark is increasing into 81% that consist of vocabulary aspect 83%, pronunciation aspect 795 and grammatical aspect 81%. Therefore, this research indicates that storytelling model can improve the speaking ability of second semester students in Uiversitas Timor.

Kata Kunci: *Storytelling model, improving speaking ability*

A. INTRODUCTION

By and large, speaking lecture is the most difficult lecture in university level. It can be proved by the teacher' experience (the writer) while he taught Speaking for Everyday Communication lecture in first semester students in academic year 2016/2017. The writer found many students could not speak well. Moreover, there were some students almost could not produce a good English sentence in their speech. They had faced some problems when they spoke. There were 3 main sub skills that were difficult faced by the students in speaking. They were grammar, pronunciation and vocabulary. Students made many mistakes or errors in producing English language. Hence, from those problems, the writer tried to find out how to improve students' speaking ability.

The writer had evaluated the teaching and learning process in first semester before he taught the same students in speaking for group activities lecture in second semester. The writer

assumed that he had to change teaching and learning method because he already conducted some teaching methods to improve students speaking ability in previous semester but the teaching and learning result was still low. He decided to use individual learning model because he assumed that students could develop their speaking skill. In other words, the writer used students centered learning. Teacher is only as facilitator to guide students in learning. Teacher had only described the general view of the topic and students had to elaborate the topic in detail. Therefore, students could have many chances to speak.

In this era, there are some teaching methods can be applied in teaching and learning process to improve students' ability. According to curriculum 2013 (Jalil, 2014, p. 55), there are six teaching and learning methods which make students active in teaching and learning process. They are individual learning, peer learning, affective learning, collaboration learning, play learning and cooperative learning. Every teaching method has some advantages and disadvantages dealing with the topic and ability which will be improved. Teacher can use those methods to support the topic that has to discuss in the class. In conducting this study, the writer used individual learning method especially storytelling learning model (SLM). The writer applied this model to improve students' speaking ability because by using SLM, students could express their ideas or thought in the classroom. Students had many times to speak in teaching and learning process because they presented their task in classroom by using storytelling learning model.

The researcher realized that SLM is appropriate used in EFL language teaching on improving students' Speaking ability. The researcher assumed that SLM should be a good learning model, if it was combined with the Classroom Action Research (CAR) Method. It is an activity that concerns on the teaching learning activities in the classroom. CAR method is also deliberately to be appeared and occurs in the classroom at the same time (Arikunto, 20014, p. 3). Moreover, Suhardjono (2014, p. 58) argued that classroom action research is an action research which is occurred in order to improve the quality of teaching and learning process. A teacher or a researcher carries out classroom action research to improve and develop the quality of teaching and learning process. Therefore, the writer intended to conduct a research using classroom action research method on applying SLM in teaching learning process to improve speaking ability of second semester student on Speaking for Group Activities lecture. Thereby, The title of this study is *"Improving Second Semester Students' Speaking Ability Through SLM At Timor University (A Classroom Action Research Method".*

From all explanation above, the writer formulated some problem statements in some questions that should be answered in the data analysis and discussion. They are: (1). Does SLM improve speaking ability of second semester students of English study program of Timor University? (2). Does SLM improve the grammar accuracy, vocabulary and pronunciation ability of second semester students of English study program of Timor University?. The writer also has some purposes in conducting this study. The purpose was divided in two kinds. They were general purpose and specific purpose. The general purpose was to improve teaching and learning process. The specific purposes were (1) To know whether the SLM improved the speaking ability of second semester students of English study program of Timor University. (2) To know whether the SLM improved the grammar accuracy, vocabulary and pronunciation ability of second semester students of English study program of Timor University.

B. REVIEW OF RELATED LITERATURE

1. Teaching Speaking Skill

Traditionally, language teaching methods emphasize mastery of language skills or abilities. They are listening, speaking, reading and writing. This study only concerns in teaching speaking ability. Speaking ability is a difficult skill for foreign language learners because effective oral communication requires ability to use language appropriately in social interactions. According to Rebecca (2006, p. 144), "speaking is the first mode in which children acquire language, it is part of the daily involvement of most people in language activities, and it is the prime motor of language change". It provides our main data for understanding bilingualism and language contact. Moreover, "speaking is depending on the complexity of the information to be communicated; however the speaker sometimes finds it difficult to clarify what they want to say (Brown and Yule, 1994, p. 14)". In English language learners teaching, speaking ability is an aspect that need special attention and instruction. Furthermore, speaking skill is also one of the central elements of communication.

In teaching speaking, teachers have to controll all situations happenend in his or her classroom activities. Teachers arrange several activities which support their teaching. It is used to make a good teaching and learning process in classroom. Several speaking activities are not similar to be conducted in every class. As a teacher, he or she must use speaking activities depend on the level and who is in his or her class. It means that a teacher use several activities to improve speaking skill of students depend on level of school which he or she wants to teach.

There are certain types of speaking activities that tend to be very popular. Riddle stated (2010, p. 156), there are seventh (7) activities as follows. (1). Ranking is putting items in a particular over. (2). Balloon debate is where students take on the identities of famous people travelling together in a hot air balloon which is overloaded. (3). Debates can be organized, though only for high – level class. (4). Questionnaires involves finding out information and reporting back. (5). Describing visuals is another good area to explore and can be a good way to allow students with imagination and sufficient language to extend their normal classroom speaking. (6). Student talks are good for more advanced levels. (7). Discussion on topics of interest or maybe in the news, is a relaxed way to promote fluency, but make sure the students have something specific to talk about, and teachers do not end up doing more speaking them.

In this study, the writer applied the student talk activities on his teaching speaking in class by using teaching and learning method. SLM is the learning model that applied by writer. He as a teacher taught students on applying SLM. The teacher measured the student speaking skill by giving a test. Oller (1979: p. 1) argued "language test as a device that tries to assess how many students have learned a foreign language course or some parts of course". In this definition, Oller refers to the measurement of how far students master the learning materials and reach the objective of language course. In this study, the teacher conducted the test to measure the speaking ability of the students. In other words, the teacher measured the students speaking skill from three elements of speaking skill. Hence, there are three (3) important things that should be explained. Such things include the accuracy of grammar, vocabulary and pronunciation.

a. *Accuracy of Grammar*

"Accuracy is the ability to use the correct grammar and the right vocabulary. It is important because however, in many situations, accuracy is the ability to make oneself understood" (Riddle, 2010, p. 145). In this research, the element of accuracy means the accuracy of grammar.

b. *Pronunciation*

"Pronunciation is prominence (by means of stress or intonation) given to a syllable" (Hughes, 1990, p. 11). Another definition, according to Merriam – Webster dictionary (2003; Answer Staff, 2012), "pronunciation refers to the way in which someone sounds out a word". Thus to pronounce something means to sound out the individual phonemes of a word, but also to correctly emphasize its syllable.

c. *Vocabulary*

There are some experts who give definitions of vocabulary. "Vocabulary is the collection of words that an individual knows" (Linse, 2005; Jr, 2012). Hatch and Brown (1995; Jr, 2012) define that "vocabulary as a list of words for a particular language or a list or set of word that individual speakers of language might use". Furthermore, according to Webster Dictionary (1985; Jr, 2012), "vocabulary is define as a list or collection of words usually alphabetically arranged and explained or lexicon, stock of words use in language or by class, individual, etc".

2. Teaching Method

It cannot be argued that teaching is a process to transfer of knowledge from a teacher to student, to create good condition in classroom, and to stand at the front controlling affairs, or moving around classroom quietly helping the student only when needed. Nathaniel Gage states that "teaching is like an instrument art. That is something departs from recipes, formulas, algorhytm. It requires improvisation, spontaneity, the handling of host of considerations of form, style, pace, rhythms and appropriateness in ways so complex that even computers must, in principle, fall behind, just as they cannot achieve what a mother does with her five years old or what a lover says at any given moment to his or her beloved (Arends, 2007, p. 4)".

Methodology is systematic and scientific way of teaching any subjects. It guides teacher how to teach, and how his teaching may be effective. It is very necessary for teacher to know various types of methods and techniques of teaching English. Method may also be defined as: "the process of planning, selecting and grading language materials and items, techniques of teaching, etc (Patel and Jain, 2008, p. 71)". Moreover according to Anthony (1963; Patel and Jain, 2008), "methods is a particular trick, strategy or contrivance used to accomplish an immediate objective. It must be consistent with a method and harmony with an approach as well".

In this era, according to several experts, there are some teaching methods to be applied by the teacher in teaching and learning process. It is used to help teacher can transfer his or her knowledge well in classroom. There are some researches in this university but they have not used SLM in their research yet. In this study, the writer used SLM. The writer as a teacher used this model to improve students' speaking ability in Timor University because it is a new breakthrough. In conducting this study, the writer also used classroom action research method. Therefore, this study was conducted in few cycles.

3. Storytelling Learning Model (SLM)

SLM is an activity on teaching and learning process to tell story by students one by one based on central topic in front of class while other students are listening. In teaching using this model, the lecturer usually offers topics beforehand and students find sources, or may tell their own experience to the whole class. Storytelling becomes more significant because students' ideas naturally are expressed through speech. The writer assumes this learning model is also a better one on teaching and learning process because all English basic skills are covered such as grammatical structure, vocabulary and pronunciation. There are some steps in conducting learning model on teaching and learning process in the classroom. Jalil (2014, p. 67) explained that SLM also has some steps and the writer modified those steps to support his study. Those steps are presented below:

a. The teacher conveys the learning purpose
b. Students will acquire the explanation toward the learning material
c. Students will acquire the explanation toward the performance of storytelling learning model
d. The teacher will request students to hear the example of a story
e. The teacher will request all student to see how to tell a story in front of classroom
f. The teacher will ask several questions for students' understanding toward learning material
g. The teacher will give a test
h. The teacher will evaluate to measure the success of learning purpose

In this study, the writer applied SLM to improve students' speaking ability. It means that the writer as a teacher taught the students on using some topics. The writer used several functional texts as the topic in conducting this study. They were narrative text and descriptive text.

C. RESEARCH METHOD

Before doing research setting, first of all kind of research should have been identified. The writer conducted this study in Timor University (UNIMOR). It is located in Kefamenanu town, especially in Jalan Eltari Kilometer 9, TTU regency, East Nusa Tenggara Province. This study was conducted during 1 month on May 2017 in the academic year 2016/2017. This study belongs to classroom action research method. The subjects of this study were second semester students of English study program of Timor University in academic year 2016/2017. Therefore, total members of second semester students were 90 who were divided into three (3) classes.

Every class consisted of 30 students. The writer determined one class because he assumed that, students had sufficient knowledge of English in this class. The instruments were used to obtain the data analyzed in this study were in form of test, camera, and document. The using technique of data collection in doing this study was observation, test, and documentation.

In doing this classroom action research method, the writer used qualitative and quantitative source data. The final purpose of this study was to know the students' learning achievement after had given any treatment. The writer conducted the treatment by using some steps in analyzing the data. After the writer had determined the scoring rubric of three indicators, he used simple formula to measure the average of students' speaking skills. In giving grades to the students both as an individual and as a class two formula were used. The first was for counting grade or score showing their ability of the students. The second was for counting grade or score showing their ability level as a class. The students' ability level as a class is achieved in the lecture if 85% of all students get score more than 66% or 6, 6 score ($\geq$ 6, 6). Moreover, in this study, the writer also analyzed the criteria of teaching and learning process. They were the teacher' competency and students' activity. The data of teacher' competency manages on teaching and learning process showing by average of the teacher competency. The students' activity is also determined by average of score being achieved then. The writer also used the formula to measure those criterias.

This study used some procedures to collect the data. This study used four (4) stages. They were planning, acting, observing, and reflecting. Planning is conducted on observing the analysis finding that gets from early observation. Then, the teacher conducted the learning act dealing with learning act program that already prepared on planning stage. The writer was helped by his friend when the writer carried out the act to observe an activity that carried out by teacher and students response of the activity. It is called collaborative learning. Then, the result of observation was analyzed by the writer and the writer's friend to know whether the act was success or not in each cycle. If the result of analysis demonstrated the act was not success, thereby, the writer and the colaborator arranged the plan of other activities to conduct into next cycle. This research has done if the result of the cycle is succsessed. In other words, this research has done if the speaking ability of the students improve. Moreover, in general, the purpose of this research improved the result on teaching and learning process. Specifically, this research developed and improved speaking ability of students especially aspect of speaking skill such as accuracy of grammar, pronunciation and vocabulary skill through storytelling

learning model. In general, the research procedure of this research can be described in this picture below.
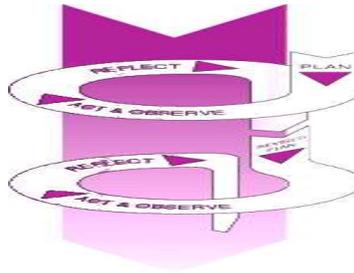
Picture 1. Kemmis and Taggart Classroom Action Research Model

D. Finding and Discussion

1. Storytelling Learning Model (SLM) Improve Students' Speaking Ability

The Analysis of First Cycle

The first cycle was held on Tuesday/May 02th 2017. The time was 3x50 minutes with three steps: they were opening, core and closing activities. The first cycle was about teaching and learning process and assessment test. Teacher as writer applied SLM to support students in performing a narrative text.

a. Planning

In this stage, the writer prepared material to be learned in the first cycle. They were lesson plan, observation sheet of students' and teacher activities, and students' handout, etc. The writer arranged lesson plan with the collaborator.

b. Acting

In this stage, the writer applied SLM. The research activities began with teacher had opened the class and checked students' attendance. Teacher gave some questions and instructions for students in relating to the material. The teacher gave a question for students "Who has ever told a story to someone?" Several students answered "Yes, I have ever told a story to someone". Another student answered "No, I have never told a story". From the students' answers, then the writer gave another feedback "Do you know what is narrative text?'. Generally, students answered the definition of narrative text. Next, the teacher gave a question again 'How to make a good narrative text?". However, all students were silent. Therefore, the teacher told that he already prepared handout which helped students to understand about narrative text. Furthermore, the teacher explained about narrative text. The teacher also explained how to tell or perform a narrative text. Then, the teacher asked each of them to make a good narrative text (a story) and presented it in front of the class.

c. Observing

In collecting the observations data were conducted by the writer and the collaborator. The collaborator observed students and teacher activities during teaching and learning process. Then, he gave score for students' activities while they had accepted material from the teacher. The collaborator also gave score of teachers' activities in managing teaching and learning process. The result of those competencies was shown in the table below:

Table 3
Observation student's activity checklist in the first cycle

No	Activities	CYCLE 1					CYCLE 2				
		A				S	A				S
		1	2	3	4		1	2	3	4	
1	Students pay attention to the teacher explanation			-		3			-		4
2	Students do their task			-		3		-			3
3	Students discuss with other students			-		3			-		4
4	Students discuss with the teacher			-		3			-		4
5	Students' courage present their task (the story)	-				2		-			3
	TOTAL					14					18
	SCORE					2,8					3,6

Table 4
Observation of teacher's activity checklist in the first cycle

No	Activities	CYCLE 1					CYCLE 2				
		A				S	A				S
		1	2	3	4		1	2	3	4	
1	Teacher gives the apperception			-		3			-		4
2	Teacher roles' as a facilitator				-	4			-		4
3	Teacher guides the students in doing presentation				-	4			-		4
4	Teacher guides the students to make conclusion			-		3		-			3
5	Teacher gives the task				-	4			-		4
6	Teacher manages the class				-	4			-		4
7	Teacher manages the time		-			2		-			3
8	Asking technique			-		3			-		3
	TOTAL					27					29
	SCORE					3,3					3,6

Based on two observations result above, it can be concluded that many of the students joined the class enthusiastically and the teacher as a writer was fairly good while he taught narrative text in the class. In other words, in this cycle most of students interested in learning

speaking lecture through SLM but they did not have good self confidence to express their ideas in presenting a story in classroom. Most of them were still fear and shy to speak. But overall, SLM could motivate students to be active and had a great participant in speaking lecture during teaching and learning process in classroom. Therefore, teaching and learning process ran well. To measure the ability of student's speaking skill, the writer conducted test for students in performing their task (story) in front of the class. The writer and the collaborator assessed students speaking skill or students' speech while they presented their story using third (3) elements of speaking. In analyzing students' score, the writer and the collaborator listened students' speech. Then, they gave score dealing with students' ability of grammar accuracy, word choice in arranging a good sentence and pronounce the words while they presented their story. They also recorded students' speech. It is used to help them to analyze and to obtain accurate data from students' speech.

From the analysis of students test result, it was clear that the average of the students test of the first cycle was still medium. The total score was 67% It was proved by the data. There were sixteen (16) students had high scores but fourteen (14) students who still had low score, they did not fulfill classical standard measurement that applied in this university yet. Therefore, the writer decided to conduct the second cycle.

d. Reflecting

In this stage, the writer and collaborator reflected all activities in the first cycle. Then, they analyzed those activities and it became a reference to conduct second cycles. There are several points that have to correct in first cycle. They are:

1. The main mistake from every student's speech was language use. Students were difficult to use the correct tense in telling a story.

2. They also confused to use the correct word in a sentence

3. They made some errors in pronouncing the word.

4. The students were difficult to build up a good content in telling a good story. They were still difficulties in arranging the good story.

5. Teacher should guide all students to pay attention on teachers' explanation during teaching and learning process

6. Teacher has to motivate all students to present their task without hesitant

The Analysis of Second Cycle

The second cycle was held on Tuesday /May 8th 2017. The time was 3x50 minutes with three steps: they were opening, core and closing activities. The second cycle was almost same with

the first cycle. It was about teaching and learning process and the assessment test. But the topic was different with first cycle. Teacher as a writer applied SLM to support students in performing a descriptive text.

a. Planning

In this stage, the writer prepared the matter or subject to be learned in second cycle. They were lesson plan, observation sheet of students' and teachers' activities, and students' handout, etc. In this cycle was also similar with previous cycle, the writer arranged lesson plan with the collaborator.

b. Acting

In this stage, the writer applied SLM. The research activities began with teacher had opened the class and checked students' attendance. Teacher gave some questions and instructions to students that related to the topic. The teacher gave a question for the students "Who has ever described someone, place or thing?" Several students answered "Yes, I have ever described someone". Another student answered "No, I have never described someone". From the students' answers, then the researcher gave the feedback "Do you know what is descriptive text?'. Generally, students answered the definition of descriptive text. Next, the teacher gave a question again 'How to make a good descriptive text?". However, all students were silent. Therefore, the teacher told that he already prepared the handout which helped students to understand about descriptive text. Then, the teacher explained about descriptive text. The teacher also explained how to tell or perform a descriptive text. Next steps, the teacher asked each of them to make a good descriptive text (a story) and presented their descriptive text in front of the class.

c. Observing

Collecting the observations data were conducted by the writer and collaborator. The collaborator observed students and teacher activities during the teaching and learning process. Based on two observations result (teacher competency level and students' activities) on the table above, it can be concluded that majority of students joined the class enthusiastically and the teacher as a researcher was better than previous cycle while he taught a descriptive text in the class. In other words, in this cycle most of students interested in learning speaking lecture through SLM. They had good self confidence to express their ideas in presenting a story in classroom. Most of them could minimize their fear and shy to speak. But overall, SLM could motivate students to be active and had a great participant in speaking lecture during teaching and learning process in classroom. Therefore, teaching and learning process could run well. It

can be seen from their responses during teaching and learning process, almost all students took a part in the classroom. To measure the ability of student's speaking skill, the writer conducted test for students in performing their task (story) in front of the class.

In this cycle, the writer and the collaborator also assessed students speaking skill or students' speech while they presented their story in front of the class using third (3) elements of speaking. In analyzing students' score, the writer and the collaborator listened of students' speech. They gave score dealing with students' ability of grammar accuracy, word choice in arranging a good sentence and pronouncing the words while they presented their story. They also recorded students' speech. It is used to help them to analyze and to obtain accurate data from students' speech.

From the analysis of student test result, it is clear that the average of students speaking skill in second cycle was completed. It was proved by the percentage of students' score. It was 81 %. All students were fulfilled classical standard of measurement. Therefore, from the analysis of students test result in second cycle, it can be said that it was better than previous cycle. There was an improvement in this cycle. The writer concluded that the problems have been solved on using SLM. The analysis of the test from first cycle and second cycle can be seen in chart below:


Chart 1. The Average of Students' Score
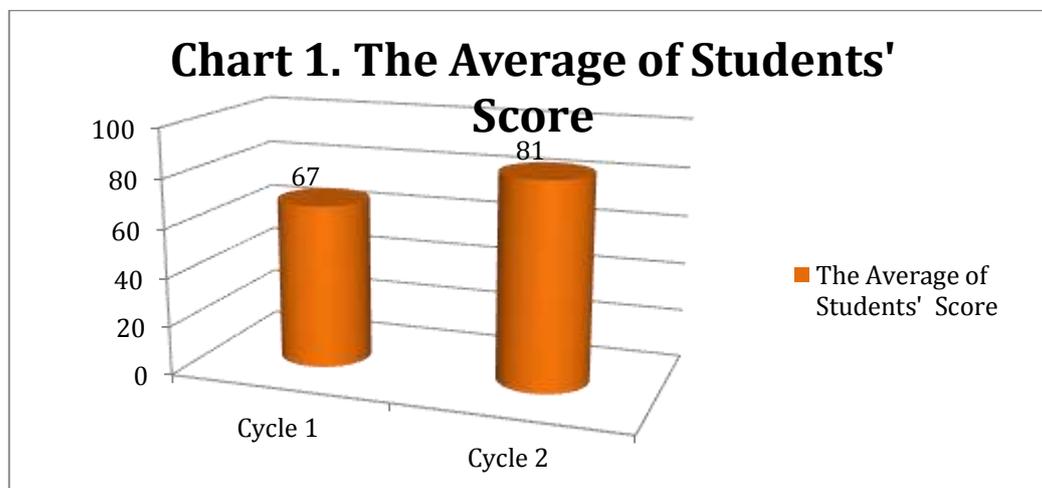
2. SLM Improve Grammar Accuracy, Vocabulary and Pronunciation

Accuracy in this research means accuracy of grammar. Students' language should be grammatically correct while they presented their story in front of classroom. The writer also checked the pronunciation of the students' speech. In other words, the writer measured how students pronounced correctly words in a sentence while they presented their story. The writer also measured students' vocabularies. In other words, he checked the students vocabularies

while they presented their story whether the use of students vocabularies were correct in a sentece or not. As the researcher stated in previous sub chapter, that the use of SLM improved students speaking skill. It means that all elements of speaking skill were also increased. Accuracy of grammar, pronunciation and vocabulary skill are one of those elements. Furthermore, the researcher also determined those elements to assess the second semester students' speaking skill.

In first cycle, the writer applied SLM so there was teaching and learning process and test in the class He found that the average of this element was still medium. It can be seen from the average of students' score. The average of students' score of grammar accuracy was 66%, the pronunciation skill was 67% and the vocabulary skill was 68%. From the data analysis, there were several students who had low score. Therefore, the teacher planned to conduct the second cycle.

In second cycle, the researcher also still applied SLM. After the teacher analyzed the data, he found that there was significant improvement of students' speaking ability elements. It can be seen by the average of students' score of those element in this cycle. The average of students' score of grammar accuracy was 81%, the pronunciation skill was 79% and the vocabulary skill was 83%. The all students were fulfilled the classical standard of measurement that applied in this university. Therefore, from the result of analysis above, the researcher concludes that the use of SLM improves second semester students' of grammar accuracy, pronunciation and vocabulary skill in Timor University. The improvement of students' score of grammar accuracy, pronunciation and vocabulary skill in first cycle and second cycle also can be seen in this chart below.

Chart 2. The Aspect of Speaking Score
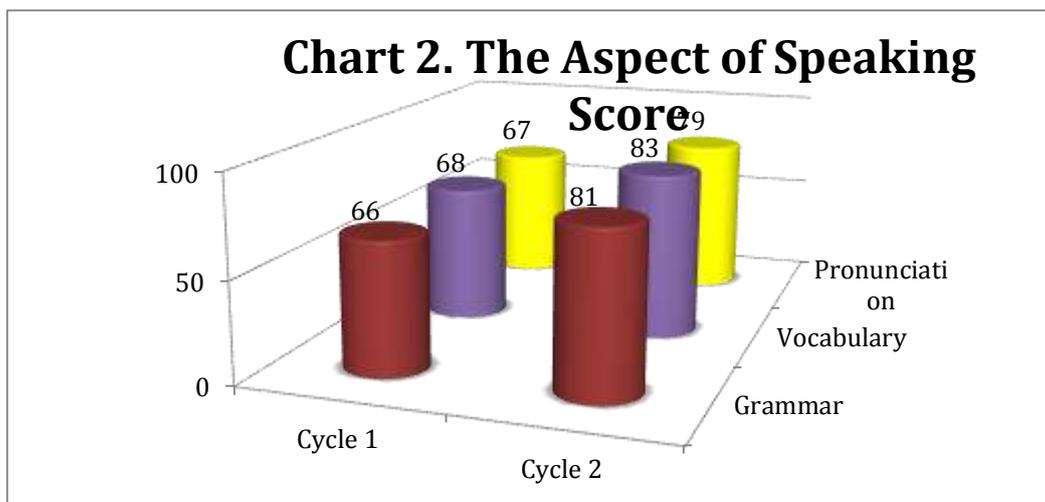
E. CONCLUSION

From all the data analysis toward the use of SLM to improve students' speaking ability, it can be concluded that the use of SLM can improve students' speaking ability.

1. SLM Improve Students' Speaking Ability

In first cycle, the average of the students' achievement was 67 %. It was clear that the average of the students' test of the first cycle was still medium. It was proved by the data (There were sixteen (16) students had high scores but fourteen (14) students who still had low score, they did not fulfill classical standard measurement that applied in this university yet. In second cycle, the average of the students' achievement was 81 %. The result of this study showed that the students' speaking ability improved efficiently and effectively in each cycle. From the analysis of student test result, it is clear that the average of students speaking skill in second cycle was completed. It was proved by the percentage of students' score. It was 81 %. All students were fulfilled classical standard of measurement. Therefore, from the analysis of students test result in second cycle, it can be said that it was better than previous cycle. There was an improvement in this cycle. The researcher concluded that the problems have been solved on using SLM.

2. SLM Improve Grammar Accuracy, Vocabulary and Pronunciation Skill

In first cycle, the writer found that the average of those elements was still medium. It can be seen from the average of students' score. The average of students' score of grammar accuracy was 66%, the pronunciation skill was 67% and the vocabulary skill was 68%. From the data analysis, there were several students who had low score. Therefore, the teacher planned to conduct the second cycle.

In second cycle, The average of students' score of grammar accuracy was 81%, the pronunciation skill was 79% and the vocabulary skill was 83%. The all students were fulfilled the classical standard of measurement that applied in this university. Therefore, from the result of analysis above, the researcher concludes that the use of SLM improves second semester students' of grammar accuracy, pronunciation and vocabulary skill in Timor University.

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