TEACHING SPEAKING NARRATIVE MONOLOGUE BY USING SHRINKING STORY STRATEGY

Firmansyah, Sudarsono, Eni Rosnija.
English Language Education Study Program of FKIP UNTAN, Pontianak
Email: firmansyahrusli@yahoo.co.id

Abstract: The purpose of this research is to find out the level of effectiveness of the use shrinking story strategy in teaching speaking narrative monologue to twelfth grade students of SMA Negeri 1 Semparuk in academic year 2013/2014. This research was a pre-experimental research with one group pre-test and post-test design. The population of this research were twelfth science grade students. The samples of this research were twelfth science one students. The technique of data collecting was measurement technique. The data were collected by applying pre-test and post-test through speaking narrative monologue performance orally and were analyzed by using speaking scoring criteria. The final computation shows that the effect size of the treatment is 1.55 (>0.8) and considered strong effect. It proves that the use of shrinking story strategy is highly-effective to teach speaking narrative monologue to twelfth science students.

Key Words: Teaching, Narrative Monologue, Shrinking Story.

Abstrak: penelitian ini bertujuan untuk menetahui tingkat keefektifan pengunaan strategy shrinking story dalam mengajarkan berbicara naratif dalam bentuk monolog kepada siswa kelas dua belas tahun ajaran 2013/2014. Penelitian ini adalah sebuah penelitian eksperimental dengan rancanggan satu grup pre-test dan post-test. Populasi dalam penelitian ini adalah siswa-siswa kelas dua belas ilmu alam. Sample penelitian ini adalah siswa kelas duabelas ilmu alam satu. Teknik pengumpulan data adalah teknik pengukuran. Data-data diambil dengan menerapkan pre-test dan post-test melalui penampilan berbicara naratif monolog secara lisan dan kemudian dianalisa menggunakan criteria penilaian berbicara. Perhitungan akhir menunjukkan bahwa *effect size* dari perlakuan adalah 1.55 (>0.8) dan dikatakan tinggi. Hal tersebut membuktikan bahwa penerapan strategy shrinking story sangat efektif untuk mengajar berbicara naratif monolog pada siswa kelas duabelas ilmu alam.

Kata kunci: pengajaran, monolog naratif, shrinking story.

Speaking is not merely a matter of using words, but it needs a more complicated process of producing speech. Speaking is a productive skill that needs a lot of practices. In addition to listening, speaking is mostly taught to the students before reading and writing. By using spoken English, the students will be able to convey their idea. Therefore, speaking is a direct route from one mind to another and is the best way to ask a question or give an explanation (Turk, 2003; p.194). This explains that the aim of speaking is the best direct way to convey idea such as asking a

question or giving explanation. Speaking can be generally in two main forms, they are dialogue and monologue (Brown:2001; p.227). in a dialogue, where the speaker needs to speak in turn to communicate. In a monologue, where the speaker does not need partner in speaking turn, s/he is the single character that has a speech to express. Meanwhile, to make students competent in speaking, the teacher needs to encourage the students to have practice. Offner (1997:2) claims that the only way to acquire English speaking skill is through practice. According to Heaton (1998:100), there are three components in speaking skill. The components are fluency, accuracy, and comprehensibility. According to Brown (1997:4), fluency can be defined as the ability to speak fluently. Signs of fluency include a reasonably fast speed of speaking and only a small number pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message. Therefore, fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. accuracy is the extent to which students' speech matches what people actually say when they use the target language. Here, accuracy concerns to a matter of grammatical productivity of a speech that is performed by a speaker. Comprehensibility is generally intelligible; oral or written language is easily understood. Comprehensibility is considered an element of language control. Lack of language control shows as errors in speech or writing that generally impedes comprehensibility. It means that comprehensibility is related to how understandable the speech of the speaker is. However, according to Brown (2001:241), speaking class must be exposed to three key items: 1) form focused instruction, that is attention to detail of pronunciation, grammar, and vocabulary, 2) meaning focused instruction, that is opportunities to produce meaningful spoken message with real communicative purpose, and 3) opportunities to improve fluency. Those three items refer to both fluency and comprehensibility.

According to School-Based Curriculum (KTSP=*Kurikulum Tingkat Satuan Pendidikan*), English teachers have to make students competent in speaking. The curriculum also determines the syllabus which covers basic competence and standard competence as a guide in teaching speaking for senior high school level. The standard competence of teaching speaking is expressing meaning in functional text in form of recount, narrative and procedure in context of daily life. The basic competence of the syllabus is expressing meaning in text in form of monologue, by using appropriate and acceptable language in various context of daily life in form of recount, narrative, and procedure. To conclude, based on the basic competence and standard competence of teaching speaking in senior high school level, the teacher is required to teach students how to speak narrative monologue in contextual condition by using appropriate and acceptable language. However, based on the pre-observation, the teacher experienced having difficulty to invite his students to speak English in front of the class. Students will have difficulty in speaking, if they do not know how to construct their ideas in mind. Difficulties in speaking are considered obstacles to improve students' ability in speaking. Teaching speaking at SMA Negeri 1 Semparuk

was delivered through stories to invite the students to speak up in the classroom. The teacher just gave the material to the students, left them alone and got them to memorize the story. This way of teaching made students hard to memorize and it spent a lot of time. Brown (2000:7) claims that teaching is guiding and facilitating learners, enabling the learner to learn, setting the condition for learning. In teaching speaking English for instance, the teacher has to guide learners on how to speak well, to make the students able to speak English, and create circumstances that support teaching.

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency (Richard:2008,p.19). In designing speaking activities or instructional materials for second language or foreign-language teaching, it is also necessary to recognize the very different functions speaking performs in daily communication and the different purposes for which our students need speaking skills.

In line with the problem above, the writer focuses on how to make speaking monologue easier to students. There are actually various ways to teach speaking. One of them is using shrinking story. Shrinking story strategy is developed through discussion in a group-work (Klippel, 1984; p.79). Ur (1981:13) claims that the advantage of group-work is of course increasing the participation and motivation of participants. They also improve when they work in a small group. A group work or discussion is the most natural and effective way for learners to practice talking freely in English. It is working by thinking on the same problem or situation together through verbal interachange of ideas, or in simpler term, to discuss. The use of shrinking story involves a discussion to determine a summary and key points of the story to teach speaking narrative monologue is considered prospective strategy in Senior High School level. It is one of good strategies to teach narrative monologue. Klippel (1984:73) claims that shrinking story can make the students sensitive towards the feelings of the other students and share their worries and joys. The shrinking story strategy was developed as a part of Peer Assisted Learning Strategies (PALS) and allows and encourages the students to take turns in speaking, summarize key points in a part of story and provide feedback to enhance comprehension. Bilbrough (2011:17) states that shrinking story is a strategy to chunk the language to memorize story easier.

The application of shrinking story strategy is proposed by Klippel (1984:73). The strategy begins by teaching the nature of narrative that has three parts as its generic structure. They are orientation, complication, and resolution. This strategy helps the students to think on the flow of a narrative. Each part of narrative has key points that can be summarized into simple form so that the students can easily memorize the story to tell. In short, this strategy is potential to teach speaking narrative monologue. By using shrinking story strategy, the researcher does several steps. The steps were as follow: 1) the researcher shared story that was going to be

discussed to twelfth grade students. 2) the researcher asked the students to listen when the teacher read the story to the students once. 3) the researcher asked the students to read the story together twice. 4) the researcher and the students discussed to make a summary of the story. 5) the researcher asked students to carefully listened to each part of story and made a chunk (summary) of the story that was being played or read. In chunking the story, all had to agree to one summary of important point that story should contain. The general summary was discussed as a chunking story to be told to the whole class. After that, 6) the researcher gave a model on how to tell story by using the summary of the story in front of the class. 7) the researcher gave a few minutes to the students to memorize the story. And, 8) the researcher asked the students to perform the story in the front of the class.

METHOD

To know how effective is the use of shrinking story strategy in speaking narrative monologue, a pre-experimental research was conducted. Since it is used to see the effect of the treatment on a certain group, the pre-experimental study is conducted by choosing a cluster sampling to be subjects of a research. This research applies both pre-test and post-test. Pre-test is aimed to measure students' prior-knowledge before a treatment given. Meanwhile post-test is applied to measure the students' knowledge after a treatment given.

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Table 1
The design of pre-experimental research

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Experimental	O_1	X	O_2

The design table above describes that O1 symbolizes the pre-test, O2 the post-test which was administered to experimental class. X represents the treatment that is the use of shrinking story strategy which was taught to subjects of research in sampling class. In this research, the treatment was given once to make the treatment worksThe steps of conducting the research were: 1) Defining the population 2) Taking the sample 3) Administering the pre-test 4) Giving the treatment 5) Administering the post-test 6) Organizing and analyzing the data. The population of this research is all students of the Grade twelfth of science program SMA Negeri 1 Semparuk.

Gray (2004, p.81) states "Population is defined as the total number of possible units or elements that are included in the study". The population of this research is the twelfth grade science students of SMA Negeri 1 Semparuk in Academic Year 2014/2015. The total number of population is 59 students.

According Bordens and Abbot (2008, p.163), a sample can be defined as a small sub group taken from the population. In this research, researcher used the

cluster sampling technique in taking the sample. Gray (2004, p.395) defines "cluster sampling is a sampling strategy involving successive sampling of units or clusters, progressing from larger units to smaller ones." The number of population in this research is 59 students. They are in two classes (clusters). They are XII IA 1 and XII IA 2. Sample is a part of population that becomes the source of data. The sample is a cluster. The cluster is selected at random out of two classes. The selected sample is XII IA 1. This sample consists of 29 students. In SMA Negeri 1 Semparuk, there are two classes of the science twelfth grade.

This research applied the measurement technique in collecting the data. Pre-test and post-test were applied in this research to know the interval before and after the treatment. Both performances were measured. To measure the students' score in both pre-test and post-test of speaking narrative monologue, the scoring rubric introduced by Heaton, (1998;p.100) was applied. Since it is a pre-experimental research and it aims to find out the effectiveness of the treatment, the effect size formula is used.

$$ES = t\sqrt{\frac{1}{N}}$$

(Burns, 2000: p.170)

The calculation is then categorized into the qualification of the effectiveness shown in the following table:

Table 1
The qualification of the effectiveness

ES 0-0.1	**Weak**
ES 0.1-0.3	**Modest**
ES 0.3-0.5	**Moderate**
ES > 0.5	**Strong**

Muijs (2004:195)

In the effect size formula, the formulas to compute the "t" test ratio (t) of each group and the mean of difference score of pre-test and post-test ($\overline{D}$) are needed. First, to compute the mean difference of each group which symbolized by $\overline{D}$ (mean difference of post-test and pre-test of experimental group), the researcher subtracts the mean score of post test (M2) with the mean score of pre test (M1) as described in the following formula. To compute "t" of the above formula, the following formula was applied

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N\,(N-1)}}}$$

(Ary et al 2010; p.177)

To compute t ratio, the difference of students mean score in post-test and pre-test is divided by difference score squared ($\sum D$) subtracted by difference scores summed then squared $(\sum D)^2$ which divided by number of students (N), then divided by df (N-1) then rooted. To computed difference score of post-test and pre-test, the researcher uses this following formula.

$$\overline{D} = X_2 - X_1$$

(Viechbauer, 2004)

To compute the difference score of post-test and pre-test, the researcher subtracts the mean score of students in post-test (X2) with the mean score in pre-test (X_1)."X_1" and "X_2" of the above formula are computed by this following formulas.

$$X_1 = \frac{\sum X_1}{N} \qquad\qquad X_2 = \frac{\sum X_2}{N}$$

(Brown,2005; p.98)

X_1 represents pre-test, it is computed by dividing the total score of students in pre-test ($\sum X_1$) by the number of students (N). X_2 represents post-test, it is computed by dividing the total score of students in post-test ($\sum X_2$) by the number of students (N)

FINDINGS AND DISCUSSION
Findings

After the data were collected, they are put into the ES formula. The result of the computation can be seen below.

$$ES = t\sqrt{\frac{1}{N}}$$

$$ES = 8.393\sqrt{\frac{1}{29}}$$

$$ES = 8.393 \text{ x } 0.1856$$

$$ES = 1.55$$

The computation of the "t-value" is as follows:

$$t = \dfrac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N\,(N-1)}}}$$

$$t = \dfrac{0.706897}{\sqrt{\dfrac{20.25 - \dfrac{(20.5)^2}{29}}{29\,(29-1)}}}$$

$$t = \dfrac{0.706897}{\sqrt{\dfrac{20.25 - \dfrac{420.25}{29}}{29\,(28)}}}$$

$$t = \dfrac{0.706897}{\sqrt{\dfrac{20.25 - 14.491}{29\,(28)}}}$$

$$t = \dfrac{0.706897}{\sqrt{\dfrac{5.759}{812}}}$$

$$t = \dfrac{0.706897}{\sqrt{0.0070}}$$

$$t = \dfrac{0.706897}{0.08421}$$

$$t = 8.393$$

So, the "t-value" of the computation is 8.393. However, before computing the t-value, the researcher computed the difference of the mean score of pre-test and post-test.

Table 2
The difference mean score of pre test and post-test

Group	$\sum X_1$	$\sum X_2$	D
Experimental	63	83.5	0.70

As shown in the above computation, the effect size is 1.55. It is categorized high.

Discussion

After conducting this research, the researcher discovers that concern to the effect size of teaching speaking monologue by using shrinking story strategy. The data were students' speaking performances that were recorded. These recordings were analyzed to find out the interval of pre-test and post-test, and the effect size of the treatment. It is found that teaching speaking narrative monologue by using shrinking story strategy is very effective. It can be concluded that the students' achievement in speaking got improved. In pre-test, the mean score of the students' achievement was 2.1724. The treatments produced the significant difference between pre-test and post-test. In post-test, the mean score of the students in post-test was 2.8793. This progress showed that teaching speaking narrative monologue by using shrinking story strategy was successful to improve students' achievement. The improvement of the achievement was considered an effect of the treatment. The treatment in this research is the use of shrinking story strategy in teaching speaking narrative monologue.

In the treatment, the students were given the same topic. The topic was folklore. In the treatment, the researcher tried to make the meeting interesting. The researcher guided the students to learn more on generic structure of narrative text so that the students could know more on how to take important points of each part of the story. The class was so alive with some students who tried to tell story in the front of the class by using shrinking story strategy. The researcher also taught the students the language features of narrative text. Those language features were taught to help the students in making their own comprehension and expressing the story in their own words. By the treatment, the students' confidence and their courage got improved. They dare to speak narrative monologue by using shrinking story strategy in the front of the classroom. Here, the students showed their good progress. The pre-test and post-test measured were fluency and comprehensibility. In the post-test, the students showed a high significant positive progress in those two aspects than in pre-test .

In conclusion, the use of shrinking story strategy in teaching speaking narrative monologue has a strong effect to improve the students' achievement. Although the researcher found out that shrinking story strategy is effective to teach speaking narrative monologue, but shrinking story strategy can be more effective if the teacher pays attention to students' grammar knowledge on how to construct grammatical sentences in expressing students' own comprehension based on the story given. In this research the researcher found that shrinking story can help students in fluency of their speaking narrative monologue, but it cannot cover grammar knowledge that causes several problems in comprehensibility in their speech.

CONCLUSIONS AND SUGGESTIONS
Conclusions

In this research, first, the researcher administered the pre-test in experimental class. The pre-test for the experimental group was given on 19 August, 2014. The

result showed that the mean score of experimental class was 2.17 or categorized as low to average. After analyzing the result of the pre-test, the researcher gave different treatments for the class in three meetings. For the experimental class, the treatment was teaching reading comprehension by using Shrinking Story strategy. The treatment was given three times (in three meetings). The allocation for each meeting is 2 x 40 minutes. In the first meeting for the experimental class was on Wednesday, August 20, 2014. The second meeting was on Friday August 26, 2014. The researcher taught this strategy with almost similar procedures as in the first meeting. During this meeting, students started to be familiar with the strategy used and they participate in the discussion better than in the previous meeting despite the fact that still not all the students participate actively. Then, the third meeting was on Wednesday 27, 2014 with the similar procedures as the second treatment. During this meeting, the students had a better understanding about what the strategy is about and how the steps of this strategy are applied. Then, there are more students who participate actively in the discussion since the students be more condifent than in the previous meetings.

The procedures of applying the shrinking story strategy were adapted from the procedures applied by Klippel and are combined with the procedures explained by Ur. Originally, this strategy was applied for the learning of native speaker students whose first language is English. While in this research, the students were not differentiated based on the speaking level since they learn English as foreign language so they were considerably difficult to speak in foreign language. Referring to those explanations, the researcher tried to modify the procedures without eliminating the essence of the strategy. First, the researcher modified the arrangement of the procedures in which the researcher demonstrated how to differentiate or find the answer for the three types of question all at once, then let the students practice using the strategy, and last gave the students individual exercises. Referring to the research finding, the researcher draws some conclusions. (a) There is a significant progress in students' speaking narrative monologue ability in fluency and comprehensibility in students' oral performance. In pre-test, the average score of students' fluency and comprehensibility in their performance is 2.17. Meanwhile in post-test, the average score of students' fluency and comprehensibility is 2.87. Based on this, there is significant progress between pre-test and post-test, because of the treatment given. (b) The use of shrinking story strategy in teaching speaking narrative monologue is one of effective ways to improve students' achievement in oral production. Effectiveness of using shrinking story strategy can be shown by the different score of student' score in pre-test and post-test. The different score of pre-test and post-test is 0.70. It means that shrinking story strategy is effective to be used to teach speaking narrative monologue. (c) The effectiveness of using shrinking story strategy to teach speaking narrative monologue is high because the effect size (ES) is 1.55. the effectiveness is categorized high because the Effect Size is higher than 0.5. (d) The use of shrinking story strategy in teaching speaking narrative monologue in twelfth grade students is considered very good to apply in improving students' achievement in terms of fluency and comprehensibility. (e) Teaching speaking

narrative monologue by using shrinking story strategy is a simpler way for students to avoid wasting time to memorize a story fully. (f) Shrinking story strategy can help students to summarize important parts of a narrative passage.

Suggestions

Research findings of this research come up with suggestions to improve students' achievement in Speaking Narrative Monologue in twelfth grade students. The suggestions are as follows. (a) The writer suggests giving clear instructions in using shrinking story strategy to avoid the students from misunderstanding in performing speaking monologue in classroom. (b) The writer suggests using teaching media which is able to make the classroom situation alive to avoid students from getting bored. (c) The teacher should be able to choose appropriate strategy that concerns to the classroom situations. (d) It is suggested to the teacher to use shrinking story strategy in teaching speaking narrative monologue in improving students' achievement to avoid wasting time memorizing whole story. (e) When using shrinking story strategy, it is suggested to pay attention to students' grammar. (f) The researcher suggests managing the time well in teaching speaking to avoid from running out the time. (g) The writer suggests preparing lesson plans before teaching the students. (h) It is suggested preparing materials and media that are related to topic that is taught in the meeting. (i) It is suggested conducting the same research on this topic but in different skills, such as; improving reading ability by using shrinking story strategy, and improving students' listening ability by using shrinking story strategy.

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