

DEVELOPING SPEAKING SKILL THROUGH NARRATIVE TEXT

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Abstract

This research aimed at developing the speaking skill through narrative text. The population of this research was the grade XI students of SMA Negeri 1 Sindue. The researcher employed purposive sampling technique and adopted two classes of the students that were given pre-test and post-test. The result of the data analysis showed that the t-counted value of (3.174) was higher than t-table value of (2.000) by applying 0.05 level of significance and the degree of freedom (df) 58. It means that the application of narrative text can develop the speaking skill of grade XI students of SMA Negeri 1 Sindue.

Keywords: Developing; Speaking Skill; Narrative Text.

INTRODUCTION

English is used by many countries in this world. It plays an important role as a global language. This is why the Indonesian government offers English as the first foreign language to be taught in schools. It is introduced as a compulsory subject in junior or senior high school and general subject at tertiary level.

There are four skills in learning English. They are listening, speaking, reading and writing. Speaking is a productive skill which is the speaker produced by expressing a sequence of ideas and at the same time she or he tries to get the idea or the message across. In this case, there is a process of giving message called encoding process. It means that we deliver spoken language for someone to tell what we need and try to fulfill what other people ask. People can express themselves to other people to get a comfort situation in understanding each other. Brown (2001) states, "Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information". Based on the quotation, it can be said that the people can give the ideas and exchange the information with others through interactive process.

Based on curriculum 2013, the goal of language learning is to enable the students to use English. The main purpose of learning is aimed at developing the students' skills in

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communicating English well. In addition, the curriculum emphasizes that the students should master the components of language, namely: vocabulary, pronunciation, grammar, and language skill.

By using an appropriate strategy, the learners can personally enjoy the teaching process during the class. There are many techniques in teaching speaking that can develop students' speaking skill, such as narrative text, drama, role play, and simulation. The researcher was interested in choosing one of those ways to develop the students' speaking skill which is narrative text.

The researcher was interested in conducting this research because speaking skill is the skill that the students should develop in learning English. In this era, the competence of speaking English is much more important than knowing just the structure of the sentences. Then, the researcher needs to find out the result of using narrative text to develop speaking skill.

The researcher identified that the ability of grade XI students of SMA Negeri 1 Sindue in speaking is still low. The students' difficulties occurred when they speak English. It was caused by their limitation in mastering the component of speaking. Besides, students practiced to speak English rarely. They only have a little chance to practice speaking English either in the class or out of classroom.

By seeing the problem above, the researcher formulated the objective of this research that whether speaking skill of grade XI students of SMA Negeri 1 Sindue could be developed through narrative text or not. Narrative text is one of teaching media that can entertain the students in the process of learning. Meyers, (2005) argues that a narrative text is an imaginative story to entertain learner or reader about a past story or story related to the real experience, imaginary or complex event. In this case the researcher used potential narrative text containing motion picture and audio visual that can help the students to develop their speaking skill.

Based on the explanation above, the researcher formulated the research problem: *can speaking skill of grade XI students of SMA Negeri 1 Sindue be developed through narrative text?*

METHODOLOGY

There were two classes in the sample of this research, experimental and control classes. In this case both of classes were given pre-test and post-test in order to know the

initial condition whether there is a significance difference between the experimental and control classes. The researcher applied the design proposed by Sugiyono (2009), as follows:

R	O ₁	X	O ₂
R	O ₃		O ₄

Explanation:

- R : experimental and control classes
- O₁ & O₃ : pre-test of experimental and control classes
- X : treatment
- O₂ & O₄ : post-test of experimental and control classes

Population is all the subject of the research. The population of the study was the grade XI students of SMA Negeri 1 Sindue in the academic year of 2013/2014. The grade XI students of SMA Negeri 1 Sindue were divided into 4 classes. They consisted of 121 students. In getting the sample of the research, the researcher took some procedures. The researcher wrote number 1 to 4 on small piece of paper. After that, all piece of paper was put in a small box and then the researcher asked the chair person for each class to take one of the piece of paper. Then, the experimental class was XI IA2 and the control class was XI IA1. There were two variables in this research.

Creswell (2009:50) defines, variable is a variation object of the study. There are two types of variables: dependent and independent variables. Dependent variable is the response or the criterion variable that is presumed to be caused by or influence the independent treatment or independent variable. The independent variable was selected by researcher to determine the relationship with the dependent variable.

Referring to Creswell's statement, the independent variable was narrative text and the dependent variable was speaking skill.

In collecting the data, the researcher used test. The test was used as pre-test in order to measure the students' ability before the treatment and post-test to measure the students' ability after the researcher conducted the treatment.

The data of this research were collected through observation and test. The purpose of this activity was to find out the actual data of the students during the learning process. There are two types of test used in this research: pre-test and post-test.

The researcher analyzed the data by using statistical analysis. It was used to analyze the test result (pre-test and post-test). He computed the individual score by using formula proposed by (Arikunto, 2006:308):

$$\sum = \frac{x}{n} \times 100$$

Where:

Σ = standard score

x = students score

n = maximum score

100 = constant number

The researcher computed the mean score of the students in pre-test and post-test by using formula proposed by (Arikunto, 2006:313):

1. The formula was used for experimental class

$$Mx = \frac{\Sigma x}{N}$$

2. The formula was used for control class

$$My = \frac{\Sigma y}{N}$$

Where :

Mx = mean score of experimental class

My = mean score of control class

Σx = sum of score of experimental class

Σy = sum of score of control class

N = number of students

After that, the researcher computed the mean deviation of pre-test and post-test using formula proposed by (Arikunto, 2002:276):

1. The formula was used for experimental class

$$Md_x = \frac{\Sigma x}{N}$$

2. The formula was used for control class

$$Md_y = \frac{\Sigma y}{N}$$

Where :

Md_x = mean deviation of experimental class

Md_y = mean deviation of control class

Σx = sum deviation of experimental class

Σy = sum deviation of control class

N = sum of students

After that, the researcher computed the square deviation using the formula proposed by proposed Arikunto (2006:308) as follows:

1. The formula for experimental class

$$\sum x^2 = \sum x^2 - \left(\frac{(\sum x)^2}{N}\right)$$

2. The formula for control class

$$\sum y^2 = \sum y^2 - \left(\frac{(\sum y)^2}{N}\right)$$

Where :

$\sum x^2$ = the sum of square deviation of experimental class

$\sum y^2$ = the sum of square deviation of control class

N = number of the students

After getting the mean of the pre-test and post-test between the experimental and control classes, the researcher needs to test the hypothesis. The researcher applied the formula proposed by Arikunto (2006:311):

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where :

t = the value of t-counted

Md = the mean deviation of pre-test and post-test difference (posttest and pretest)

$\sum x^2$ = the sum of square deviation for experimental class

$\sum y^2$ = the sum of square deviation for control class

N = number of the subject

2 = constant number

FINDINGS

To find out the result of the technique that the researcher applied was successful or not, he examined the students before and after treatment. The pre-test was used to measure the students' speaking skill before treatment. The post-test was given after both of classes got treatment. The test was focused on three components of speaking: accuracy, fluency and appropriateness.

The pre-test of both of experimental and control class was held on November 13th 2013. The results of pre-test are presented in the following tables:

Table 1.1
The result of experimental class pre-test

No.	Initial Name	Score's Criteria			Average Scores	Category
		Fluency	Accuracy	Appropriateness		
1	AFS	55	55	55	55	Poor
2	AD	55	55	55	55	Poor
3	AN	60	55	60	58	Poor
4	AS	55	55	55	55	Poor
5	DN	60	60	60	60	Poor
6	DEW	65	60	60	62	Fair
7	FL	55	55	55	55	Poor
8	FR	55	55	55	55	Poor
9	FD	70	70	70	70	Fair
10	HA	55	55	55	55	Poor
11	IS	55	55	55	55	Poor
12	IR	60	60	60	60	Poor
13	KN	75	75	75	75	Good
14	MO	55	55	55	55	Poor
15	MH	55	55	55	55	Poor
16	MS	60	60	60	60	Poor
17	MS	60	55	60	58	Poor
18	NM	75	75	75	75	Good
19	NR	55	55	55	55	Poor
20	NH	60	60	60	60	Poor
21	RM	70	70	70	70	Fair
22	RR	60	60	60	60	Poor
23	RRD	70	65	65	65	Fair
24	RJ	60	60	60	60	Poor
25	RS	60	60	60	60	Poor
26	RF	55	55	55	55	Poor
27	SR	70	70	70	70	Fair
28	SH	55	55	55	55	Poor
29	SR	60	60	60	60	Poor
30	WS	55	55	55	55	Poor
Total		1810	1790	1800	1798	
Average		60.33	59.66	60	60	

To find the mean score of experimental class in pre-test, the researcher applied the formula as stated previously. The mean calculation was as follow:

$$Mx = \frac{\sum x}{N} \qquad Mx = 60$$

$$Mx = \frac{1798}{30}$$

Table 1.2
The result of control class pre-test

No.	Initial Name	Score's Criteria			Average Scores	Category
		Fluency	Accuracy	Appropriateness		
1	AS	60	60	60	60	Poor
2	AN	75	70	75	73	Good
3	DA	60	55	60	58	Poor
4	EC	55	55	55	55	Poor
5	ES	55	55	55	55	Poor
6	FA	60	55	55	57	Poor
7	IF	70	70	70	70	Fair
8	IK	55	55	55	55	Poor
9	IR	60	55	60	58	Poor
10	KM	55	55	55	55	Poor
11	LS	70	70	70	70	Fair
12	MS	55	55	55	55	Poor
13	MD	55	55	55	55	Poor
14	MR	60	65	65	63	Fair
15	NI	60	60	60	60	Poor
16	PAR	55	55	55	55	Poor
17	RA	70	70	70	70	Fair
18	RH	60	60	60	60	Poor
19	SB	60	60	60	60	Poor
20	SL	55	50	55	53	Poor
21	SP	70	70	70	70	Fair
22	SF	55	55	55	55	Poor
23	SH	55	55	55	55	Poor
24	SA	70	70	70	70	Fair
25	SS	55	55	55	55	Fair
26	SS	70	65	70	68	Fair
27	TP	60	60	60	60	Poor
28	UJ	60	60	65	62	Fair
29	WD	70	70	70	70	Fair
30	ZO	65	65	65	65	Fair
Total		1835	1810	1835	1882	
Average		61.16	60.33	61.16	62.73	

After computing the control class pre-test, the researcher computed the mean score by using mean formula. The mean calculation was as follow:

$$My = \frac{\sum y}{N} \qquad My = 62.73$$

$$My = \frac{1890}{30}$$

The post-test of both of experimental and control classes was held on December 5th 2013. The results of pre-test are presented below:

Table 1.3
The result of experimental class post-test

No.	Initial Name	Score's Criteria			Average Scores	Category
		Fluency	Accuracy	Appropriateness		
1	AFS	70	70	70	70	Fair
2	AD	70	70	70	70	Fair
3	AN	70	70	70	70	Fair
4	AS	70	70	70	70	Fair
5	DN	70	70	70	70	Fair
6	DEW	85	85	85	85	Very good
7	FL	80	80	80	80	Good
8	FR	70	70	70	70	Fair
9	FD	80	80	75	78	Fair
10	HA	70	70	70	70	Fair
11	IS	70	70	70	70	Fair
12	IR	70	70	70	70	Fair
13	KN	95	95	95	95	Excellent
14	MO	70	70	70	70	Fair
15	MH	70	70	70	70	Fair
16	MS	80	80	80	80	Good
17	MS	85	85	85	85	Very good
18	NM	100	100	100	100	Excellent
19	NR	70	70	70	70	Fair
20	NH	60	60	60	60	Poor
21	RM	75	75	75	75	Good
22	RR	70	70	65	68	Fair
23	RRD	75	75	75	75	Good
24	RJ	70	70	70	70	Fair
25	RS	65	70	65	68	Fair
26	RF	75	75	75	75	Good
27	SR	90	90	90	90	Excellent
28	SH	85	85	85	83	Very good
29	SR	70	70	70	70	Fair
30	WS	80	70	80	77	Good
Total		2260	2285	2250	2258	
Average		75.3	76.16	75	75.3	

To find mean score of experimental class in post-test, the researcher applied the formula as stated previously. The mean calculation was as follow:

$$Mx = \frac{\sum x}{N} \qquad Mx = 75.3$$

$$Mx = \frac{2258}{30}$$

Table 1.4
The result of control class post-test

No.	Initial Name	Score's Criteria			Average Score	Category
		Fluency	Accuracy	Appropriateness		
1	AS	70	70	70	70	Fair
2	AN	95	95	98	96	Excellent
3	DA	70	70	70	70	Fair
4	EC	55	55	55	55	Poor
5	ES	70	70	70	69	Fair
6	FA	70	70	70	70	Fair
7	IF	70	70	75	72	Good
8	IK	70	70	70	70	Fair
9	IR	70	70	70	70	Fair
10	KM	70	70	70	70	Fair
11	LS	80	70	80	77	Good
12	MS	70	70	70	70	Fair
13	MD	60	60	60	60	Poor
14	MR	75	75	75	75	Good
15	NI	70	70	70	70	Fair
16	PAR	60	60	60	60	Fair
17	RA	80	70	80	77	Good
18	RH	85	85	95	88	Very good
19	SB	65	65	65	65	Fair
20	SL	60	60	60	60	Poor
21	SP	85	85	90	87	Very good
22	SF	60	60	60	60	Poor
23	SH	65	60	65	63	Fair
24	SA	85	85	87	86	Very good
25	SS	60	60	60	60	Poor
26	SS	60	60	60	60	Poor
27	TP	70	70	70	70	Fair
28	UJ	70	70	70	70	70
29	WD	80	80	80	80	80
30	ZO	75	70	70	72	72
Total		2135	2085	2135	2123	
Average		71.16	79.5	71.16	70.76	

After computing the control class post-test, the researcher computed the mean score by using mean formula. The mean calculation was as follow:

$$My = \frac{\sum y}{N}$$

$$My = \frac{2123}{30}$$

$$My = 70.76$$

After computing the mean score of both classes, then the researcher computed the sum of square deviation of the experimental and control class as stated in the following tables:

Table. 1.5
The result of experimental class pre-test and post-test

No.	Initial Name	Standard score		Standard deviation (x) (x2-x1)	(x) ²
		Pre-test (x1)	Post-test (x2)		
1	AFS	55	70	15	225
2	AD	55	70	15	225
3	AN	58	70	12	144
4	AS	55	70	15	225
5	DN	60	70	10	100
6	DEW	62	85	23	529
7	FL	55	80	25	625
8	FR	55	70	15	225
9	FD	70	78	8	64
10	HA	55	70	15	225
11	IS	55	70	15	225
12	IR	60	70	10	100
13	KN	75	95	20	400
14	MO	55	70	15	225
15	MH	55	70	15	225
16	MS	60	80	20	400
17	MS	58	85	27	729
18	NM	75	100	25	625
19	NR	55	70	15	225
20	NH	60	60	0	0
21	RM	70	75	5	25
22	RR	60	68	8	64
23	RRD	65	75	10	100
24	RJ	60	70	10	100
25	RS	60	68	8	64
26	RF	55	75	20	400
27	SR	70	90	20	400
28	SH	55	83	28	784
29	SR	60	70	10	100
30	WS	55	77	22	484
<i>Total</i>		1798	2258	$\sum x = 456$	$\sum x^2 = 8262$

The computation of the students' mean deviation was presented as the following:

$$Md_x = \frac{\sum x}{N}$$

$$Md_x = \frac{456}{30}$$

$$Md_x = 14.866$$

$$Md_x = 15$$

Having counted the mean deviation, then, the researcher computed the square deviation as shown below:

$$\sum x^2 = \sum x^2 - \left(\frac{(\sum x)^2}{N}\right)$$

$$\sum x^2 = 7962 - \left(\frac{(456)^2}{30}\right)$$

$$\sum x^2 = 8262 - 6931.2$$

$$\sum x^2 = 1330.8$$

Table. 1.6
The result of control class pre-test and post-test

No.	Initial Name	Standard score		Standard deviation (x) (y2-y1)	(y) ²
		Pre-test (y1)	Post-test (y2)		
1	AS	60	70	10	100
2	AN	73	96	23	529
3	DA	58	70	12	144
4	EC	55	55	0	0
5	ES	55	69	14	196
6	FA	57	70	13	169
7	IF	70	72	2	4
8	IK	55	70	15	225
9	IR	58	70	12	144
10	KM	55	70	15	225
11	LS	70	77	7	49
12	MS	55	70	10	100
13	MD	55	60	5	25
14	MR	63	75	12	144
15	NI	60	70	10	100
16	PAR	55	60	5	25
17	RA	70	77	7	49
18	RH	60	88	28	784
19	SB	60	65	5	25
20	SL	53	60	7	49
21	SP	70	87	17	289
22	SF	55	60	10	100
23	SH	55	63	7	49
24	SA	70	86	16	169
25	SS	55	60	5	25
26	SS	60	60	0	0
27	TP	60	70	10	100
28	UJ	62	70	8	63
29	WD	70	80	10	100
30	ZO	65	72	7	49
Total		1890	2123`	$\Sigma y = 309$	$\Sigma y^2 = 4033$

The computation of the students' mean deviation was presented as the following:

$$Md_y = \frac{\Sigma y}{N}$$

$$Md_y = \frac{309}{30}$$

$$Md_y = 10.3$$

Having counted the mean deviation, then the researcher computed the square deviation as shown below:

$$\begin{aligned}\sum y^2 &= \sum x^2 - \left(\frac{\sum x}{N}\right)^2 & \sum y^2 &= 850.3 \\ \sum y^2 &= 4033 - \left(\frac{(309)^2}{30}\right) \\ \sum y^2 &= 4033 - 3182.7\end{aligned}$$

Furthermore, he needed to analyze the data in order to know the significant progress between pre-test and post-test. The computation was as follows:

$$\begin{aligned}t &= \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}} & t &= \frac{5}{\sqrt{(37.60)(0.066)}} \\ t &= \frac{15.2 - 11.23}{\sqrt{\left(\frac{1330.8 + 850.3}{30 + 30 - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}} & t &= \frac{5}{\sqrt{2.4816}} \\ t &= \frac{15 - 10.3}{\sqrt{\left(\frac{2317.84}{58}\right)\left(\frac{2}{30}\right)}} & t &= \frac{5}{1.575} \\ t &= \frac{5}{\sqrt{\left(\frac{2181.1}{58}\right)\left(\frac{2}{30}\right)}} & t &= 3.174\end{aligned}$$

DISCUSSION

In testing the students, the researcher used score criteria that focus on the three components of speaking. They are fluency, accuracy, and appropriateness. Then, he needed to test the students to know the significant progress by each student before and after the treatment.

The researcher gave pre-test to know the students proficiency before they got treatment. He showed that using narrative text was not quite easy for the students. The distribution of the pre-test showed there were 6% students who got good score, 13% got fair score, and 80% got poor score. In this case 20% students who spoke fluently and 17% spoke accurately and appropriately. Furthermore, the researcher needed to give treatment to the students to know the progress of each student before they got post-test.

In doing the treatment, the researcher used communicative teaching technique. The purpose of this technique was to make the students were active during the teaching and

learning process. In this case the researcher needed to give more exercises to the students to develop their speaking skill.

During the treatment the researcher did different things. Firstly, he divided students into seven groups, each groups consisted of four members. Secondly, he distributed narrative story to the students. Then, he gave the situation to the students to discuss about the story. Thirdly, he asked the students to retell the story in front of class. In this case, the researcher needed to identify the student problem since they retold the story.

After knowing the students problem, then the researcher gave them another treatment. In this case he taught the students how to retell the story fluently and accurately by giving them a lot of examples and exercises. He gave the situation to the students to retell the story in groups. Then, he asked the students to identify the problem faced by their friends in retelling the story. Furthermore, both researcher and students solved the problem.

After conducting the treatment, then the researcher gave post-test to the students. In the result of post-test, it was found that most of the students had a significant progress. There were 10% students who got excellent score, 10% got very good, 20% got good, 56% got fair score, and 3% got poor score. In this case, 95% of the students who spoke fluently, 98% spoke accurately and 95% spoke appropriately. It indicates that the implementation of the treatment gives progress to the students in the post-test.

In relation to the previous study, using narrative text could improve the speaking ability of the first semester students at IAN Malang. The researcher interested in using the same technique to develop speaking skill of grade XI students of SMA Negeri 1 Sindue. The previous study gained the data by giving the students questionnaire, observation, and test, but the current study only used observation and test. The previous study needed to test reliability and validity of the test. The current study does not need to test the reliability and validity of the test. Indeed, the current study found that using narrative text can not only improve the speaking skill of the tertiary level, but can also develop speaking skill of senior high school level.

CONCLUSION AND SUGGESTION

By seeing the result of the test, the t-counted value of 3.174 is higher than t-table value of 2.00. The hypothesis is accepted and null hypothesis is rejected. It indicates that the speaking skill of grade XI students of SMA Negeri 1 Sindue can be developed through narrative text.

The researcher would like to give some suggestion as follow; the students should study hard and feel motivated to develop their speaking skill. They should practice speaking both inside and outside of the class without hesitating and being afraid of making mistake. Then, the next researcher should use a variety of teaching techniques that make the students feel enjoy the process of learning.

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