Improving Speaking Skill of the First Year Students of SMA Negeri 1 Gamping through the Use of Storytelling Video in the Academic Year of 2016/2017

Estriana Yuli Puspitasari
Jamilah
estrianayp17@gmail.com

Abstract: This action research aimed to improve the students' speaking skill of the first year students at SMA Negeri 1 Gamping in the academic year of 2016/2017 through the use of storytelling video. The qualitative data were collected through observing the teaching and learning process, interviewing the students and the English teacher and taking photographs of the teaching and learning process. The quantitative data were collected from the students' speaking performance scores in post cycle I and post cycle II. Data reduction, data display, conclusion drawing and verification were used to analyzed the qualitative data. Meanwhile, the quantitative data were analyzed using descriptive quantitative analysis. The qualitative improvement could be seen from the students' confidence when they were asked to perform their speaking in front of the class and their active participation during the teaching and learning process. Another improvement of the students' speaking skill also could be seen from the students' ability to generate their idea to speak English. The qualitative findings were supported by the quantitative data results. The students' pre-test mean score was 7.35. It increased to 9.6 in post test I. While for the post test II, the mean score increased to 12.9.

Keywords: *action research. speaking. storytelling video*

==

Introduction

Nowadays, mastering English is important to face the modern era for many reasons, such as communicating with others, competing with all people from all of countries, and etc. In every school in Indonesia, including senior high schools, English is taught in four skills; reading, writing, listening, and speaking. Speaking becomes one of the skills that students of Senior High School still find it quite difficult even though they have learnt English from elementary schools. It is not without a reason. Speaking is not tested in final examination. It makes the teacher gives less attention to speaking than other skills. This can be seen from time allocation to teach speaking which is not as much as the other skills. Another reason that makes speaking difficult is because some students talked to one another while the teacher was explaining the lesson. Students's low self-confidence also influences their speaking. They tend to be afraid of expressing their idea in English. This happened because they lacked the knowledge of vocabulary, grammar and pronunciation.

Based on the observation result done on January 11st, 2017, there were some problems faced by the students of grade X A that obstructed the development of their speaking skills. There were three main problems which caused the other problems. The first was that the teacher rarely gave interesting activities in teaching speaking. The second was that interesting media were rarely used to support the teaching and learning process. And the last was that the teacher did not give enough examples for the students when he asked them to perform. Those causes created some problems.

In order to solve the problems, the teacher needed to be creative and innovative to find appropriate media in teaching senior high school students. One of the applicable media is storytelling videos. Storytelling videos was chosen since storytelling videos are believed to be able to stimulate students to speak. Harmer (2001: 282) also says that a video is not only a great aid to see language-in-use such as comprehension since students are able to see general meaning and moods that are conveyed through expression, gestures, and other visual clues, but also to uniquely bridge the cross cultural understanding. The students will see how typical British 'body language' is when inviting someone out or how Americans speak to waiters. He also mentions that for all of the reasons mentioned, most students showed an increased level of interest when they had a chance to see language in use as well as hear it.

Research Method

This research was action research which solved speaking problems in teaching and learning through the use of storytelling videos. The participants of the research were the researcher, the English teacher, the collaborator and the students. The research was conducted in two cycles in February and March 2017.

The place and subjects were 32 grade X A students at SMA Negeri 1 Gamping. The main instrument of the research was the researcher herself who did the observation, planning, implementation, evaluation, reflection and made the report. Besides, she used pre-test and post-test, observation, in-depth interview, and some photographs during the actions.

The data collected techniques were qualitative and quantitative. The qualitative data were collected through observing the teaching and learning process, having interviews with the students, the English teacher and the research collaborator, and taking photographs during the teaching and learning process. The quantitative data were collected through assessing the students' speaking performances in pre-test, post-test I and post-test II by using an assessment rubric.

Data reduction, data display, conclusion drawing and verification were used to analyzed the qualitative data. To fulfill the validity of the research, five criteria proposed by Anderson cited in Burns (1999:161) were employed. Those five criteria are namely democratic validity, outcome validity, process validity, catalytic validity

and dialogic validity. Meanwhile, to fulfill the reliability of the data the research involved the researcher, the English teacher, and the students of grade X A. To test the trustworthiness of the data, the researcher used time triangulation, investigator triangulation and theoretical triangulation.

Findings and Discussion

There were some successful results of the implementation of storytelling videos on the students' speaking improvements. First, the use of storytelling video could attract the students' attention and motivation in the teaching and learning process. Further, it motivated the students to be more active in practicing their speaking skills. Second, the improvement was in students' participation and confidence in speaking English. The students became more active in doing any activities. Third, the use of storytelling video gradually improved their speaking skill as can be seen from Figure 1.
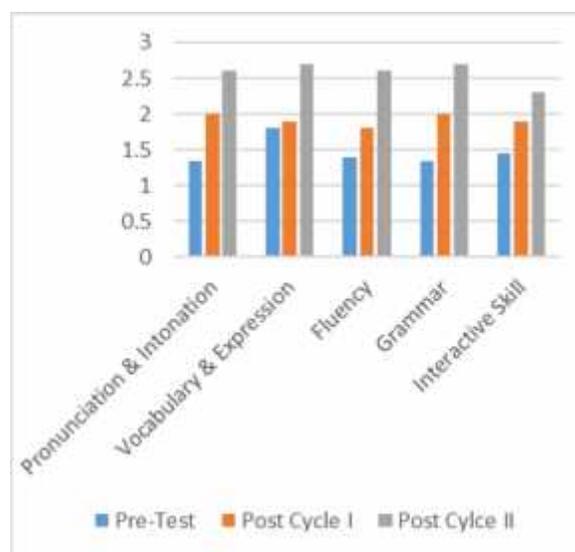

Figure 1: The Charts of the Mean of Each Aspect in Pre-Test,
Post Test I and Post Test II

The figure above also presented the mean scores based on five aspects. They were pronunciation and intonation, vocabulary and expression, fluency, grammar and interactive skill. The first aspect was pronunciation and intonation. In thee pre-test, the mean score was 1.35. Then in post cycle I, the mean score was 2 while, in the post cycle II, the mean score was 2.6. The second aspect was vocabulary and expression. In the pre-test, the mean score was 1.8. Then in the post cycle I, the mean score was 1.9 while, in the post cycle II, the mean score was 2.7. The third aspect was fluency. In the pre-test, the mean score was 1.4. Then in the post cycle I, the mean score was 1.8 while, in the post cycle II, the mean score was 2.6. Then, for the fourth aspect was

grammar. In the pre-test, the mean score was 1.35. In the post cycle I, the mean score was 2 while, in the post cycle II, the mean score was 2.7. The last aspect was interactive skill. In the pre-test, the mean score was 1.45. In the post cycle I, the mean score was 1.9 while, in the post cycle II, the mean score was 2.3.

Conclusion

It can be concluded that the students' speaking skill of grade XA at SMA Negeri 1 Gamping improved through the use of storytelling videos. The actions were carried out in two cycles. Those actions were using storytelling videos during presentation, practice and production activities; those activities contributed to the improvement of the students' speaking skill. In brief, based on the result of this research, speaking activities could be activated by using storytelling videos and the use of storytelling videos could be effective in helping the students to contribute more in learning activities, in stimulating them to speak English and generating their ideas to speak English since they got sufficient input such as vocabulary, grammar and pronunciation by using storytelling videos in the teaching and learning activities.

References

Brown, H. Douglas. 2001. *Teaching by Principle: An Interactive Approach to Languange Pedagogy, Second Edition*. New York: Pearson Education Co.

Burns, A. 2010. *Doing Action Research in English Language Teaching: A Guide for Practitioners.* London: Routledge.

Harmer, J. 2007. *The Practice of English Language Teaching*. Edinburgh: Pearson Education Ltd.

Kemmis, S., and McTaggart, R. 1988. *The Action Research Planner* (3rd Edition). Geelong: Deakin University.