ENRICHING THE ENGLISH STUDENTS’ SPEAKING ABILITY BY APPLYING NARRATIVE STORY TELLING WITH GUIDED QUESTIONS

Adriani Jihad
Sekolah Tinggi Keguruan dan Ilmu Pendidikan
Yayasan Pendidikan Ujung Pandang
Email: adriani_jihad@yahoo.com

Abstract. Applying appropriate technique to expand the students speaking ability is the English lecturer’s responsibility in STKIP YPUP Makassar to create the situation. Narrative Storytelling with Guided Question is a technique in generating speaking class more enjoyable, fun and memorable for the students. This research aims at: (1) finding out whether or not narrative storytelling technique with guided questions enrich the students speaking ability and (2) knowing the students’ attitude toward the use of narrative storytelling technique with guided questions in learning speaking. This research employed quasi experimental design. The population of this research was the students of English department at STKIP YPUP Makassar in academic year 2017/2018. The sample of this research consisted of 60 students that belong to two groups; 30 students in control group and 30 students in experimental group. The research data was collected by using speaking test through interview and questionnaire which were analyzed descriptively and by inferential statistic through SPSS 22.0 program. The students’ result of posttest of experimental group is significantly enriched than the students’ result of posttest of control group by the mean score 71.45 > 59.74. The difference of both scores is statistically significant based on the t-test value at significant level 0.05 in which the probability value is lower than the significant level (0.00 < 0.05). The mean score of the students’ attitude is 79.10 and it is categorized as positive attitude. It can be concluded that narrative storytelling technique with guided questions is effective to enrich the students’ speaking ability, and the students give a positive attitude in learning speaking by applying narrative storytelling technique with guided questions.

Keywords: Narrative Storytelling, Guided Questions, Attitude and Speaking Skill

http://sastra.unifa.ac.id/journal/index.php/jes/index

INTRODUCTION

Speaking is one of the difficult skills when learning a foreign or second language. Learning to speak is obviously more difficult than learning to understand the spoken language (Tatham and Morton, 2006: 273). Although everyone knows that the best way to speak a language fluently is to practice speaking as much as possible but not many people can do this. The researcher has found a case in STKIP YPUP Makassar where the problem appears that students want to communicate in English but they cannot perform the task successfully due to such possible reasons as tension, shyness or lack of effective communication skill in English. Student rarely speak English in their daily lives. However, students are still lack in English situations in their academic or working lives.

Based on the problems, the lecturer must apply appropriate technique to expand the knowledge of students. Lecturer realizes that the best strategies for formatting the students to communicate actively in English are by changing the situation in the classroom. In other words, the lecturer’s responsibility is to create situation that provide opportunities and stimulates students to communicate actively with their English that they may have at disposal, thus giving them confidence in their ability in speaking through creative thinking approach because in teaching oral English, the students should be served with conducive learning activity so they can practice English well.
To pay attention to the description above, the researcher is interested to apply the use of storytelling which offers experiences with rich, complex, and vivid language. Two studies (e.g. Bloch, 2010 and Davies, 2007) stated that storytelling can make a significant contribution in the language classroom to build speaking, writing, reading and listening skills.

Storytelling which has generic structures; orientation, complication, and resolution by giving knowledge and experience about the stages of generic structure of text will enable students to tell the story easily. Some of storytelling is narrative text form, because through those genres the students can express thought logically and feelings and getting moral values that make it more interesting. This research used this narrative story telling with guided questions to enrich students’ speaking ability.

**Previous Related Studies**

Many researchers have conducted and investigated the effectiveness of story telling in proving the students’s speaking ability as follows:

Habirun (2010) states that the using of storytelling in teaching speaking gave significant enrichment in students’ speaking ability. The application of storytelling helped the students to enrich their accuracy, fluency, and comprehensibility in speaking English.

The similar research was conducted by Masda (2009) in his research about the implementation of storytelling method in developing children’s communication ability at Kindegarten Pertiwi Maroanging concluded that using of storytelling develop the children’s communication ability.

The previous study above have inspired the researcher chose storytelling technique with guided questions as an object of the research. The previous studies focused on materials of story as teaching device, one researcher directed to the types of speaking task and one researcher intended to the use of storytelling as a way of teaching, while this research will focus on both storytelling technique and guided questions.

**Some Pertinent Ideas**

1. The Concept of Speaking
   a. Definition of speaking

   Based on the Oxford Advanced Learner’s Dictionary speaking is defined as to talk or conversation to somebody about something. While in Dictionary.com (2018), speaking means the act, utterance, or discourse of a person who speaks.

   According to Tarigan (2008; 16) states that speaking is the ability to pronounce articulations of sound or words to express thought. Speaking is a system of signs which is audible and visible using muscles of human being for the purposes of that idea. Based on the definitions above, the researcher concluded that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learn through teaching and learning process.

   b. The purpose of speaking

   The purpose of speaking has been described by Rahayu (2010) in her research. She stated that there are four purposes of speaking; informing, entertaining, persuading, and discussing. In this respect, the researcher concluded that speaking purpose is the feeling, thought, and emotion that are expressed through language and sound to the opposite speakers which can be understood by them.

2. Definition of Storytelling

   The term “Storytelling” is used some speaking task and it is one of technique to enrich speaking ability for the students. Ozhan Tingoy (2015) Storytelling is a means of expressing experiences, emotions and ideas in different forms of transfer and dating back to ancient times despite all the modern innovations, the attraction of the art of storytelling has not rely been lost, particularly, in the field of education where it still carries a major importance.

   Pellowski in Davies (2007) states that storytelling as the art or craft of narration of
stories in verse and prose, as performed or led by one person before a live audience; the stories narrated may be spoken, chanted, or sung, with or without musical, pictorial, and other accompaniment and may be learned from oral, printed, or mechanically record sources; one of its purposes may be that of entertainment.

a. Kinds of Story

Based on the School Level Curriculum 2013 (revision 2017) stated that there are two kinds of text that can be used by teacher in teaching speaking skill in the form of story or storytelling in term of monolog text namely narrative text and narrative text.

b. Recount Story

Recount story is report of events or activity in the past. It is to inform or to entertain the readers/listeners.

c. Narrative story.

A narrative is a story. Mostly, narrative are imaginary stories but sometimes narrative can be factual too. Narrative includes fairy stories, fables, mystery stories, science fiction, any romance and horror.

This research focused to narrative story because it is easy to retell in form of speaking ability and can create remarkable enjoyment or fun ambience.

3. Guided Question

According to Wilhelm (2007), Guided question can be defined as question that mentally affect and lead the students’ ideas to find the whole things that are questioning by the teacher. Eka Lestari (2010) quoted that a guided question is used to verify students’ recollection of facts which are essential for the understanding of concepts or the application of rules. Questions in this type have only one correct answer and refer to the information presented to the students through the lesson or reading materials, or the previously taught materials. Guiding question help provide focus and coherence of study.

Based on the statement above, the researcher can conclude that the use of guide questions in storytelling, lecturer is expected to receive some hints about the techniques in teaching storytelling so that the learners are easily to perform their story based on the generic structure of the text.

4. The Concept Attitudes

Ahmad et al. (2010) states that attitude is termed as a hypothetical construct that represents an individual’s like or dislike for any behavior. The definition above refers to the internal condition of individual. In this case the mental aspects that stimulate the response of the individual choice of interest and keep it consistence.

RESEARCH METHOD

In this research, the researcher applied quasi experimental design. The researcher divided the research object into two groups; they are the experimental group who had a treatment with narrative storytelling technique by guided questions and the control group without such treatment. Both groups are given pre-test and post-test.

The population was the English students department of STKIP YPUP Makassar in academic year 2017/2018, that consisted of four classes which each class consisted of 30 students. The total number of population was 120 students. The researcher used cluster random sampling technique where the researchers took two groups randomly. One of them was randomly selected as experimental group and another one as control group.

This research carried out by using speaking test and questionnaires. The instrument using speaking test concerned to the students’ imagination (folktale, myth, local legend or fables) that they had already recognized. The students were given a situation about a famous folklore they had known and supported by guided questions to help them telling their imagination. The test was administered in pretest and posttest. The speaking aspects of tests in this research area were fluency, accuracy and comprehensibility. Meanwhile, the instrument using questionnaire was given to find out the student’s attitude
toward the using of narrative storytelling technique with guided questions in learning speaking.

Before doing the treatment, the students were given pretest to find out the students' prior ability in speaking. The pretest was given to the both classes; experimental and control group. After doing the treatment in six meetings, the post-test was given to the students by supplying the same test in the pretest in order to find out the students' speaking enrichment after being treated using narrative storytelling technique with guided questions. The questionnaire was given to the students after treatment.

This research analyzed the students' speaking performance and their attitude. First, in speaking test, to conduct phonetic transcription from the speaking record, the researcher used three testers to calculate the students’ score. They were; the researcher herself and two other English lecturers of STKIP YPUP Makassar. To calculate the students’ score in pretest and posttest, the researcher used the scoring criteria level that appropriate to accuracy, fluency, and comprehensibility into some score and classification; (1) Very Poor, (2) Poor, (3) Average, (4) Good, (3) Very Good, and (5) Excellent. Then the obtained scores were analyzed by using some steps; converting, classifying, and calculating the scores by using SPSS version 22.0 for Windows Evaluation Version.

The second, the data of the students’ attitude from the questionnaire was classified by using a choice of five Likert-Scale responses; Strongly positive, Positive, Neutral, Negative, and Strongly Negative (Sugiyono, 2008).

RESULT AND DISCUSSION
1. The Interpretation of the Result of Students’ Achievement Test.

The presentation of the data in this part is obtained through the speaking test interpretations. The interpretations are taken from mean score, standard deviation, frequency, and any other supporting source of statistical elements.

a. Scoring classification of the students’ pretest for both groups.

As being stated earlier that after tabulating and analyzing the students’ scores into percentage, they were classified into five levels based on STKIP YPUP scoring system (2016). Based on the chart below, most of the students in experimental and control group were in fair and poor category. The aggregate percentage of experimental group, 16 students (53.33%) categorized as poor, and fair category was 14 students (46.67%). While in control group, there were 13 students (43.33%) in poor category whereas fair category was 17 students (56.67%). Both groups remained in the same classification; fair and poor category. The aggregate percentage both experimental and control group showed that low achievement was bigger. It indicated both of the groups still needed to be improved.

b. The mean score and standard deviation of students’ pretest for both groups.

Based on the classification of speaking test, the mean score of the experimental group 58.57 was considered poor with the standard deviation 5.66. In the control group, also the category of poor was clearly identified since the mean score was 58.67 with the standard deviation 5.67.

Both mean scores of the experimental and control group are slightly different. Even though there was a different value between the control and the experimental group, the control group is higher than experimental group but both of them are still categorized as fair from five levels. It indicates that the two points of the classification reached by the students are still low.

c. Scoring classification of the students’ posttest for experimental and control group.

The aggregate percentage of students both of the groups generally tend to spread in very good and good category. The aggregate percentage of experimental group; 12 students (40%) were categorized as good, fair classification was 16 students (53.33%) dominantly, and only 2 students (6.67%) were in a poor category. While
in control group, there were 9 students (30%) categorized as poor, and 21 students (70%) were in Fair classification.

d. The mean score and standard deviation of students’ posttest for both groups.

The experimental group was valued 71.45 for its mean score with the standard deviation obtained 07.13. For the control group, the mean score was 59.74 with the standard deviation valued at 5.66. It can be referred from the description about the mean score and the standard deviation for both experimental and control groups before and after the research (pretest and posttest) that the experimental group shows an improvement in improving speaking ability.

e. Test of significance (t-test).

Based on the result of data analysis as summarized in table above, pretest of control and experimental group, the researcher found that the p-Value (probability value) is higher than α (0.94 > 0.05). The t-test value of experimental and control group in pretest was remarked not significant. Meanwhile, the p-Value of posttest from both groups was lower than α (0.00 < 0.05). The t-test value of both groups in posttest was remarked significantly different.

2. The Interpretation of the Data Analysis in the Questionnaire.

The questionnaire as the basis for this statement obviously indicates that most of the students 17 (56.67%) out of 30 students reached the positive attitude classification. The rest 9 (30%) students were categorized as strongly positive attitude and 4 (13.33%) students remain in neutral. Based on the scoring classification of students’ questionnaire stated in previous chapter, the mean score of students’ attitudes is 79.10 classified as positive. It revealed that the students of experimental group had a positive attitude in learning English speaking by using narrative storytelling technique with guided questions.

The implication of teaching using narrative storytelling technique with guided question was the improvement of students’ speaking ability where it was indicated by the significant difference the percentage of students’ speaking skill in experimental and control group as shown in the following description and table. Specifically, the implementation of narrative storytelling technique with guided question implies the students’ level speaking ability namely accuracy, fluency, and comprehensibility level.

In sum, students’ posttest result of speaking ability using narrative storytelling technique with guided question in experimental group was shown in the table below. The table illustrated the frequency and percentage of the students’ posttest achievement of experimental group in term of accuracy, fluency, and comprehensibility.

Students’ posttest achievements in experimental group in term of Accuracy, Fluency and comprehensibility where the aggregate percentage of students generally tend to spread in good and fair category. The aggregate percentage in three aspects which categorized as good was 40% (12 students). The average classification was dominated by the students from 53.4% to 60% or around 16 to 18 students. Meanwhile, only 1 or 2 students were in poor.

a. Accuracy

Pronunciation is one of the significant parts in speaking, because the effective communication must be supported by accurate pronunciation of words. In this research result, it is found out that there is an improvement in accuracy level. It is proved that there is a movement of the high score before and after the treatment from fair to good classification. The mean score of accuracy level in pretest is 56.63 and posttest is 71.50 where the interval is 14.87. As a result, after giving treatment of narrative storytelling with guided questions, the students of experimental group have a good accuracy. Some mistakes that the students made when pronouncing the English words during pre-test, treatment and post-test; for example, before treatment the students pronounce “crowded” with /kraodl/, “naughty” with /nafty/, “culture” with /kultur/, “scenery” with /skeneril/
and “determine” with /determin/. During the treatment, the students are treated to repeat such word many times until they are pronouncing such word correctly (/kraodid/, /nɔtə/ /kʌlʃə (r)/, /sienəri/ and /diˈtɔrmən/. After giving them a treatment, they are not shame to practice how to pronounce and talk. The table 1 showed the “phonetic transcription” before and after the treatment which most students made in the pretest or posttest.

Table 1. The Phonetic Transcription of the Students’ Achievement in Term of Accuracy in Experimental Group.

<table>
<thead>
<tr>
<th>No</th>
<th>Words</th>
<th>Pronunciation Before</th>
<th>Pronunciation After</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>crowded</td>
<td>/kraod/</td>
<td>/kraodid/</td>
</tr>
<tr>
<td>2</td>
<td>naughty</td>
<td>/nafty/</td>
<td>/nɔtə/</td>
</tr>
<tr>
<td>3</td>
<td>culture</td>
<td>/kultur/</td>
<td>/kʌlʃə (r)/</td>
</tr>
<tr>
<td>4</td>
<td>scenery</td>
<td>/skeneri/</td>
<td>/sienəri/</td>
</tr>
<tr>
<td>5</td>
<td>determine</td>
<td>/diˈtɔrmən/</td>
<td>/diˈtɔrmən/</td>
</tr>
</tbody>
</table>

b. Fluency

Fluency refers to the smooth of speech without unnatural pauses, fragmentary delivery and halting delivery. This research result of fluency level indicates that the significant improvement of students’ speaking level is in fluency level. It is proved that there is a movement of the high score before and after the treatment from fair to good classification. The mean score of fluency level in pretest is 56.46 and posttest is 71.63 where the interval is 15.17. For the first meeting most of the students get difficulties in expressing their idea. During this research, the researcher found that the students lacked of English vocabulary and non-mastery of grammar in speaking that hindered them to speak English fluently. When they tried to retell the story, they made too many pauses, fragmentary delivery and halting delivery and they used to repeat the words several times, because they were worried and nervous to make mistake. Those can influence the rhythm of their speaking to be unnatural speech. However, the implementation of narrative storytelling with guided questions was very effective to train the students to speak English fluently and naturally. The students’ inhibitions in speaking fluency are described in the following:

1) Unnatural pauses

It is a pause that the speaker makes in speaking when he wants to say something but he forgets the words, he does not know the words or he loses of the ideas or thought that he wants to express. The students made unnatural pauses and they used code switching and code-mixing. For example of unnatural pauses, code switching and code-mixing: (1) It is about e...a couple e maksudnya. e ah... (2) e... unforgettable experience in my last holiday. I...used...maksudnya.....motorcycle e.....I left my house at 0.7.00 o’clock and arrived in seruni Beach at.....08.30 o’clock. (3) I determine go there to eee..... Menenangkan pikiran apa? E...menenangkan pikiran? Menenangkan pikiran? to peace in mind.

2) Fragmentary delivery

It is incomplete speaking because the speaker does not know what to say. For example: We eat....eee..., drink eee... swim..eee bath, and....and etcetera.....

3) Halting delivery

It is a stop of talking because the speaker does not know what he will say. For example: there are so many people, I’m so very happy....e...

4) Repeating word

It is a word repetition that the speaker almost always repeats the same word all the time to get what to say. For example; I ....I.could come again to seruni beach. I....I.went there by bus. My last holiday ... My last holiday was.....

c. Comprehensibility

Comprehensibility is the ability of the listener to understand what the speaker is saying. The idea level of comprehensibility will achieve when speaker communicate his/her ideas, the listener understands the speaker attention and general meaning. In this research result, it is found out that the students get increase from fair
to good classification and the mean score in pretest is 57.10 and posttest is 71.83 where the interval is 14.73 point. Student formally face difficult in finding the proper word when they want to communicate their ideas, as well as the student make mistake in pronouncing certain word and grammatical error in constructing sentences. But during the treatment, the researcher finds out that the students try to follow in pronouncing a certain word that stated by a figure in radio, film or advertisement on TV. They got new words where it could enrich their vocabulary and narrative storytelling with guided questions could train their communication skill as well.

The most significant improvement of students’ speaking level is in fluency level where it is proved by the interval result of posttest which is 15.17 point. Therefore, the mean scores of each skill in pretest were varying around poor score, while in posttest the mean scores are classified around fair score.

Generally, the students like the narrative storytelling technique with guided question because they love to tell the past stories. It is also an appropriate technique for the students. In order to make a storytelling more interesting, guided questions are needed. Using narrative storytelling with guided questions can be very pleasing and interesting for the students. Students will be more interested and more active in learning. They feel something new from what they usually get in their class and they have more a chance to express their mind, emotions and feelings.

At least, the implementation of narrative storytelling technique with guided question in speaking learning gives some advantages. In learning speaking, Pellowski (2007) states that storytelling as the art or craft of narration of stories in verse and prose, as performed or led by one person before a live audience; the stories narrated may be spoken, chanted, or sung, with or without musical, pictorial, and other accompaniment and may be learned from oral, printed, or mechanically record sources; one of its purposes may be that of entertainment. He added that storytelling is an effective educational tool that features strongly across all cultures since human language evolved. It is argued that storytelling has a highly effective role to play in the education of students. Storytelling is a feature of every country’s culture. It is loved by children and adults. It inspires imagination; it is natural part of learning. The sources can be found everywhere (friends, fairytales, myths, legends, television, film, magazines, newspaper, world religion, internet, music, songs, and students).

In this research, the researcher also found the students were helped about the ideas or concepts they want to communicate with some guided questions. The students were not been faced the problem about what they want to communicate. By using narrative storytelling technique with guided questions, students can define for them what a statement in speaking is about, and what their real interests and concerns are. By narrative storytelling technique with guided question, they can explore their inner feeling, their wishes, and fears. According to Traver, R (1989) a guiding question is the fundamental query that directs the search for understanding. Everything in the curriculum is studied for the purpose of answering it. Guiding question help provide focus and coherence of study.

1. Students’ Attitude

The questionnaire was only distributed to the group that used narrative storytelling technique with guided question with guided questions that was experimental groups. The analysis revealed that the narrative storytelling with guided questions influenced the students’ attitude in learning speaking. This means that a good applicable activity or technique and method are now available. In other words, the students’ attitude is an indication of the degree of success that a foreign language learner is likely to have in a real given foreign language setting. As stated by Gardner (in Sunubi, 2004) that attitude are directly related to motivating which in term is directly related to the second language learning.
In other words, attitude should be viewed as motivational not as factors which have a direct effort on second language learning. He also argues that attitude toward the teacher and material, for example; are related to both integrative and instrumental motivation. Therefore, using narrative storytelling technique with guided question with guided questions can be categorized as intrinsic aspect (technique), so that it helped teacher to find out the alternative learning technique who affect the students’ attitude.

This research found that the students’ attitude toward using narrative storytelling technique with guided question was positive. This is indicated by the questionnaire data which shows that most of the students 16 (53.3%) out of 30 students reached the positive classification. The rest 11 (36.7%) students were categorized as strongly positive classification and 3 (10%) students remained in neutral. From all classifications, none of the students were categorized as negative or the lowest classification namely strongly negative. Thus, the means score achieve 79.20 is classified as positive attitude classification. It implies that the students in experimental group have a positive attitude to learn speaking by using narrative storytelling technique with guided question with guided questions.

CONCLUSION

Based on the findings discussed in the previous chapter, some conclusion could be drawn as follows:

1. The use of narrative storytelling technique with guided questions significantly enriches the speaking skill of the students of STKIP YPUP Makassar. It is proved by the mean score of posttest in experimental group is greater than the posttest in control group ($X_{\text{posttest}} = 71.45 > X_{\text{posttest}} = 59.74$). It can be also seen through the result of Independent t-test value ($0.00 < 0.05$). This output indicates that there is a significant difference in the posttest between experimental and control group.

2. The applying of narrative storytelling technique with guided questions in teaching speaking in the classroom gives a positive attitude to the students of STKIP YPUP Makassar. The means score achieved is 79.10 classified as positive attitude.

REFERENCES


