

IMPROVING SPEAKING SKILL THROUGH STORYTELLING

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ABSTRACT

This researcher is proposed to know storytelling could develop students speaking skill and there are some significance differences between before and after the implementation using the storytelling to develop the students' speaking skill. The respondent of the study was 22 students of the second grade of secondary school Catholic Sao Paulo II Laclo in the school year 2018. The method of this study used qualitative with descriptive analysis. The qualitative method was used to count the mean score of student pre-test and post- test. While the descriptive analysis was used to describe the result of students encountered during the pre-test without intervention of researcher during the implementation of storytelling to taught speaking and show was the mean score of post-test to be compared with the pre-test. The result of this research showed that mean score of pre-test of the speaking skill from before using storytelling was 4.6. This is meant that students did not understand using storytelling to develop speaking skill and students still got difficulties in speaking skill. And after teaching the speaking skill through the storytelling, the mean score post-test was 7.3. So, the significance differences applied to the formula of *t test* is 4.6 greater than *t* table is 2.074 through the degree of freedom is 22 which was applied to level of significance deference is 0.5. Finally, it concluded that using storytelling could develop students' speaking skill. Based on the result of the research that has been aforementioned it can be interpreted that there are some significance differences between before and after the implementation teaching speaking skill by using storytelling. And storytelling could be considered as the new strategy or a new useful method to be used by the English teachers to teach Speaking skill to the **Second Grade** Students Of Secondary School Catholic Sao Paulo II Laclo in the School Year 2018.

Keywords: storytelling, improving speaking skill

INTRODUCTION

The success in learning a foreign language can be seen from the ability of the learner's speaking skill. However, it is very hard for the foreign language learners are unable to speak English in the teaching and learning process that occurs at classroom. English is now considered as an international language among the many countries in terms of bilateral, regional and multilateral cooperation to develop in education, culture, political and economy.

Other words, English Speaking skill is one of the most important skill among the others three skills; listening, Reading and Writing and it is the most important aspect in human interaction with the others natives and no-native speakers in the foreign affairs.

Martins (1987) stated that language is one of the hardest areas for the beginning students which are full of difficult questions technical arguments and jargon. This statement is clear that the English beginners who consider it is as foreign language in their countries, it is too difficult for them to be able to practice in their daily activities. English is a language spoken by people in English speaking countries or in international events among countries around the world that is considered as a language of the diplomacy and international communication, business, tourism, education, science, computer, media, internet and so on.

On the other hand, Smith & Keller man, (1986,P. 1) explained that having knowledge will help people what other people say or write which is called cross linguistic influence because it is about interplay between earlier and later acquired languages. As social human, people always interact and communicate one another that the first way to do the interaction and communication is by speaking. In this case, people express their ideas and communicate what they want orally.

Yosafat (2010) expressed his idea that people think learning any language is only by practice, practice, and practice. As long as they know many vocabularies and how to pronounce then correctly, they will judge themselves that they have mastery the language. This mainly and especially happen when they are learning English. People are always avoiding grammar class since they think that grammar is not important. They events judge that grammar will only limit their creativity in speaking English. However, every language has they owns grammar. Not only English but also other language has their own grammar in order to speak and write in that language correct.

Teaching speaking skills is a crucial part of the English as a Foreign Language (EFL) learning process. It is fundamental to communication in the foreign language. So, students learn to speak or get any opportunity to speak in the language classroom they may soon get de-motivated and lose interest in learning. Other words, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be. It is important to teach students' speaking as a part of teaching the language. Speaking can motivate students to learn the Foreign language because they realize that the language they are studying is spoken.

In addition, Ur (1996:120) states that of all the four skills (listening, Speaking, reading, and writing) speaking seems intuitively the most important. People who know a language are referred to as a speaker of that language, as speaking, is assumed to include all four kind of knowing the foreign language. English as formal subject taught in senior high school level, which the goals are to be able speak and write. The goals of teaching and learning English for these levels are improving four English skills.

As the indirect observation of the writer, the Timorese students have learned English from the first-grade of junior high school until university level. The EFL

students are primarily interested in learning to speak compared to other skills. So, the fact is teaching speaking at school is not easy. The writer know and find some difficulties with teaching his students' speaking such as: (1) many times the students had no idea about what to say, so they just kept silent, (2) some were shy and uncomfortable and worried that they would make mistakes, (3) some students were afraid of making errors in class because they feared they would be laughed at by their friends, (4) some students were not used to talking in front of the class (example; in public speaking), (5) some worry that their vocabulary was limited and their pronunciation might not be good, and (6) some students did not want to speak until their leaders have spoken even though these leaders were unofficial. "An Indian Proverb" says that Tell me a fact and I will learn. Tell me the truth and I'll believe but tell me a story and it will live in my heart forever.

Storytelling, the art of narrating a tale from memory rather than reading is one of the oldest of all art forms. And storytelling is the original form of teaching and has the potential of fostering emotional intelligence and helps the Child gain insight into human behavior. It also promotes language learning by enriching learners' vocabulary and acquiring new language structures.

Moreover, storytelling can provide a motivating and low anxiety context for language learning which is meant to help the teacher as a storyteller to prepare for a storytelling "performance" for students.

In view of the formulated problems, the objectives of these studies are (1) to know that storytelling improve students speaking skill or not (2) to find out there are significant different between before and after the implementation of storytelling.

THEORETICAL FRAMEWORK

In this chapter, the researcher presents some review of local and foreign related literatures of studies which is related to the main and supporting theories of storytelling technique to improve students speaking skills.

Speaking Skill

Speaking is the way of people to express and communicate ideas to others orally. Gert and Hans in Efrizal (2012: 127), defined that speaking is speech or utterances produced by the speaker with an intention of being known and then, the listener processes the sayings in order to know the speaker's intention.

Irawati (2014: 26) defines speaking as an activity to produce sayings in the form of words and sentences orally in order to communicate with others. Khorashadyzadeh (2014: 12) states that speaking needs not only the learners' understanding about the way to produce the linguistic competence such as grammar, pronunciation, and vocabulary but also comprehension about sociolinguistic competence such as when, why, and how to speak.

Bahadorfar and Omidvar (2015: 9) say that speaking skills can be categorized as good speaking skill when the listener can understand the words produced by the speaker.

Akhyak and Indramawan (2013: 20) says that the successful speaking activity has the characteristics as follows:

- 1) The language learners talk so much
- 2) All the participants of speaking activity get the opportunity
- 3) The language learners are highly motivated and have interest in the speaking
- 4) The language produced is at the acceptable level.

Storytelling

Storytelling is to retell the story having read or heard by using the storytellers' own words based on their understanding about the story. According to Zaro and Saberri in Akhyak and Indramawan (2013: 20), storytelling is an activity involving the interaction between storyteller and audience and between an individual and the listener in the certain level.

Safdarian (2013: 208) defines storytelling as the way of the students to retell stories in a different word construction after being told the stories by the teacher. Ebrahiminejad, Azizifar, Gowhary, and Jamalinesari (2014: 43) say that storytelling is one teaching method by using short stories.

According to Ling in Julia (2015: 14), storytelling as a learner-centered method helps the students to use the information and delivers the messages to others. Thus, it can be said that storytelling is a teaching method in which the students are asked to retell the content of the stories in different word constructions by involving a certain interaction between the storyteller and the listener.

Samantaray (2014: 42) describes that the procedures of storytelling as follows:

- 1) The teacher hangs different written stories with colorful papers on the whiteboard,
- 2) The teacher asks the students to make groups of five,
- 3) The teacher asks every group take a paper from the white board,
- 4) The teacher asks them to develop a story in 15 minutes,
- 5) The teacher asks them to retell their story based on the group discussion, and
- 6) The teacher gives award to the group considered as the best group.

Fikriah (2016: 96), presents the procedures of storytelling as follows:

- 1) The students are asked to sit in the groups
- 2) Then, the students make a story based on a sequence of pictures having some key sentences given by the teacher, and

3) The teacher asks the students to tell the story based on the result of their discussion in front of the class.

Barzaq, (2009:6-7) Firstly, a story is defined as a narrative account of a real or imagined event(s), it is a structure of narrative with a specific style and a set of characters. Additionally, in this technique 'storytelling' learner may share experience and learn from others' wisdom, beliefs, and values. Besides that, stories build blocks of knowledge and it is the foundation of memory and learning, lastly, stories connect people to the past, present and the future.

METHOD

This chapter discusses the research design, subject of the study, instrument, and procedures of research and data analysis.

Collaborative Action Research designed used in this study for conducting to find out solution of improving English Speaking skill which is encountered by a particular group of the students. The study was conducted in the grade II students of Ensino Secundaria Geral São Paulo II Lacio in the school year 2018.

It is in line with the characteristics of the Classroom Action Research proposed by Kemmis and Mc Taggart (1988: 22-23) mentioned as the following steps : 1) it is carried out by practitioner or a classroom teacher rather than outside researchers, 2) it can be conducted collaboratively, 3) the aim of action research is changing things, and 4) action research is group activity.

The subject of his research was the second grade students which consist altogether with 15 males and 7 females which are totally 22 students. They are still considered as foreign language learners because in the teaching and learning process of English language is rarely using English language as the instruction in the classroom. Therefore, one group was chosen as the subject of this study in order to develop their speaking through the storytelling.

The research carried out at the grade II students of Escola Secundariu Sao Paulo Lacio which is located in eastern part of Timor leste - Manatuto district on 24 August 2018.

The researcher arranged two cycles, each cycles consists of Planning, Action, Observation and Reflection. The classroom action research applied for the one group of the grade II students of Escola Escola Secundariu Sao Paulo Lacio.

Both situation of teachers and staffs in the Escola Escola Secundariu Sao Paulo Lacio were described based on the each of their roles of teaching and learning process.

Table 1 Condition of Teachers and Staffs

No.	Name	Condition		
		Degree	Position	Subject
1	Pe. Abilio da costa	Licenciatura	Director	Teologia
2	Tobias A. de Jesus	Licenciatura	Adjuntu Director	Filosofia

	S.Sousa			
3	Ariana Maris C. Leki	Licenciatura	Chefe Gavinete	Educação civica
4	Angelina Correia Soares	Licenciatura	Professora	Direito
5	Lucilia de Carvalho	Licenciatura	professora	Sociologia
6	Domingas Oligaria C. Oliveira	Licenciatura	professora	CSH
7	Tomasia Soares Garcia	Licenciatura	professora	Gestão e Economia
8	Felisberto Soares	Licenciatura	professor	L.Inglês
9	Celnaria dos Santos fernandes	Licenciatura	Professora	Biologia
10	Paulino Mateti dos Santos	licenciatura	professor	Gestão e Economia
11	Francisca da Costa Alvel	Bacharelato	professora	Eng. Computação
12	Antonio Amado de Jesus Relvas Guterres	Bacharelato	professor	L. Portugues
13	Josefrini Pires	Finalista	Professor	Fisica
14	Luzia Ritana P. Cunha	Finalista	professora	Quimica
15	Cosme da Silva Soares	Finalista	professor	Matematica
16	Cristiano Carceres	Licenciatura	professor	Gestão
17	Maria M. F. Guterres	D ²	professora	Religião Moral

Table 3.3.2 presents the facilities of the Escola Secundariu Sao Paulo Lacro. There are some facilities which needed by teachers and students to support teaching learning process that could be seen in the table below.

Table 2 Facilities

No	Facilities	Quantity
1.	Computer	40
2.	Projector	1
3.	Speakers sound	2
4.	Valley ball	2
5.	Foot ball	2
6.	Net valley ball	2
7.	Printer HP	2
8.	Big Cabbage	10
9.	Office for the teacher	2
10.	Bibliotheca	1
11.	Class Rooms	14
12.	White board	1
13.	Green Board	15

Table 3 presents the distribution class of the grade II students of Escola Secundariu Sao Paulo Lacro who were selected as the sample of the study were;

No	Class	Sex		Total
		Male	Female	
1	Class A (Natural Science Program)	7	15	22
2	Class B (Social Science Program)	10	16	26
	Total			48

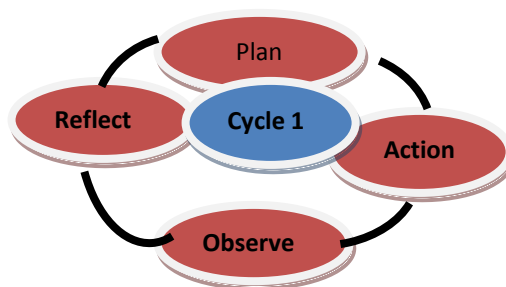
Table 3 The Lists of the grade II students of the Natural and Social Science Program in the Secundariu Sao Paulo Lacro who were selected and taught with Speaking skill through storytelling.

Table 4 List of the Students

No	Name
1.	Nivia M. Carceres Pereira
2.	Francisca Rode Q. da Cruz Carceres
3.	Clara A. Correia de Carvalho
4.	Julmira Beatriz R. de Carvalho
5.	Minçe Leonardia Klau Carcere
6.	Octavio Junior G. carceres
7.	Novelio S. F. Oliveira
8.	Filipi Guterres Carceres
9.	Rolando A. Carceres dos Santos
10.	Isabelina Paulina de Jesus Sousa
11.	Antonia Soares
12.	Agripina da Silva Soares
13.	Maria Noemia dos Santos
14.	Feviana M. de Jesus Oliveira
15.	Gilda vicnte soares
16.	Carlos Amaral
17.	Nofelia da Graça de Oliveira O. paulo
18.	Micaela Clarinha C. da Cunha
19.	Simeira M. da Costa C. Carceres
20.	Jorgr Gonzlo Name
21.	Adencio Ajon Pedro
22.	Jacinta de Jesus de Carvalho

This cycles of action research have two meeting. The procedures of Classroom Action research took several steps as follows:

Kemmis, S. (2011) has developed a simple model of the cyclical nature of the typical action research process (figure 1) each cycle has four steps: *plan*, *act*, *observe* and *reflect*.



Planning: The Activities of the Planning

- 1) Preparing speaking material, lesson plan and designed the step in doing action.
- 2) Preparing the list of students
- 3) Preparing teaching (hand out)
- 4) Preparing sheets for classroom research and process observation
- 5) Preparing a test (to know how far students speaking skill)

Action

- 1) The teacher administers the pre-test
- 2) The teacher teaches speaking skill by using drama
- 3) The teacher make simple simulation with one of the students to be seen by the others
- 4) The teacher gives 5/10 minutes to the students make the storytelling
- 5) Every 2//3 students are asked to perform their storytelling in front of the class
- 6) The teacher pays attention mark the scores to every group
- 7) The teacher gives the students some evaluations including teaching speaking skill based on the lesson plan
- 8) The teacher administered the post-test in the first cycle

Observation

Observation is one of the instruments which were used in collecting data. As a scientific method, observation could be systematically used to observe and note all of the phenomena investigated like the students feeling, thinking and something they do in the process of teaching learning speaking skills by using drama which called classroom observation.

Reflection

Reflection is an activity as the self-evaluation based on the observation to find the weaknesses of the activities that have been carried out in using drama to

teach speaking. The weaknesses can be refined in the next cycle; so that finally it can be determined how effective drama can improve the students' speaking skill.

In conducting the evaluation, the researcher also gives pre-test before he starts to teach speaking by using drama. It is given in the beginning of cycle 1. The post test was given at the end of action in cycle. Based on the data evaluation, The researcher could make a self-reflection in doing the action. The data from the test also show whether the students' speaking skill was developed.

In this research, The researcher used two kinds of research instrument, as follow:

a) Test

The instrument that used to measure students speaking skill through the storytelling in every cycle and collect the data consists of one set pre-test item and another one set of post-test. One group of students will be selected to be administered the pretest is *"Everyday Activities"* before the implementation by using storytelling technique as an innovative method teach to improve students speaking skills, And then the implementation of teaching speaking skill by using storytelling technique, the students will be administered the pretest is *"Yesterday activities"*.

b) Non-test (observation)

The researcher uses observation sheet to analyze the condition when the research held. It is observed by researcher partner with the local English teacher.

Table 5 presents the Evaluation Criteria as the Standard Measurement that is being used in the local school.

No	Components	Score	Criteria
1	Meaning	very good (8 -10)	Expressing ideas clearly which is understandable and correspondences.
		Good to average (7.5 – 8)	The meaning of speaking is being intended.
		Fair or enough (5.5 – 7.4)	Limited expression and word meaning
		Poor or lowest (0 – 5.4)	Speak words but not sentence
2	Form	very good (8 -10)	Fluency expression ideas in compound complex sentences
		Good to average (7.5 – 8)	Speak in well-organized in simple sentences and compound sentences
		Fair or enough (5.5 – 7.4)	Speak in simple sentence in affirmative, negative and interrogative correctly
3	Vocabulary	very good (8 -10)	Expressing appropriate Vocabulary
		Good to average (7.5 – 8)	Appropriate cohesive words (conjunction)
		Fair or enough (5.5 – 7.4)	Limited vocabulary
		Poor or lowest (0 – 5.4)	Creole or pidgin vocab.

4	Grammar	very good (8 -10)	Expressing ideas through the correct tenses
		Good to average (7.5 – 8)	Answer correctly (5W+H)
		Fair or enough (5.5 – 7.4)	Good word orders
		Poor or lowest (0 – 5.4)	Words forms errors
5	Pronunciation	Excellent or very good (8 -10)	Very good phonological awareness
		Good to average (7.5 – 8)	Good accent
		Fair or enough (5.5 – 7.4)	Misspelling words forms

Table 6 Method of Data Collection

There are some technique to collect the data collections in this research as follows.

Table 6 Classroom Observation Sheet

No	Activity	Distribution		
		Excellent	Good	Fair
1	Pre-teaching			
	a. Opening /greetings			
	Q : “Good morning” A : “Morning sir”		✓	
	Asking Condition Q : “How are you today?” A : “I am fine	✓		
2	Attendance Q : “listen to your name” A : “yeah teacher”		✓	
	b. Introduction		✓	
	c. Motivation		✓	
	a. Explanation		✓	
	✓ Teaching Speaking		✓	
	✓ Introducing storytelling method		✓	
	✓ Simulation		✓	
	b. Practice			
	✓ Dividing into some groups	✓		
	✓ Choosing the topic	✓		
3	Post-test teaching		✓	
	a. Concluding		✓	
	✓ b. post test		✓	

Table 7 Process Observation Sheet

No	Process	Distribution		
		Excellent	Good	Enough
1	Teacher prepares the material with drama		✓	
2	Students perform the storytelling with speaking		✓	
3	Teacher observes	✓		
4	Students pay attention teacher's Explanation		✓	
5	Teacher explains about storytelling	✓		
6	Teacher introduces storytelling to students	✓		
7	Teacher combines speaking and drama	✓		
8	Teacher asks the students difficulties		✓	
9	Students understand the teacher's Explanation		✓	
10	Students practice to make storytelling in speak		✓	
11	Best Students are asked to perform in class	✓		
12	The students become active in the class	✓		
13	Teacher corrects the students performance		✓	
14	Students are brave to imitate		✓	
15	Students feel happy and enjoy with the lesson	✓		

Test that was used by the researcher to examine students speaking skill or other instrument which measure the students, the writer prepared as following materials;

❖ **Pre-test**

❖ **Teaching step**

❖ **Post-Test**

Storytelling as a strategy for face to face interaction among low, medium and high ability of students. And these test items became as the result of the lesson that was researched. In this research, the researcher used tests the two times. It contained of pre-test and post -test in each cycle. Then the researcher marked the scores for the test by looking for the mean score. After the mean of score was found from the tests, the teacher could find out how extend drama can improve the students speaking skill as the significance of the study.

The writer used pre-test and post-test to know how far the students understand about the material. Pre-test was administered to the students before the teacher uses his strategy of drama to teach speaking skill. Then, post- test was given to students after the strategy of drama to teach speaking skill was implemented. Both were used to know the differences of students skill before and after.

This researcher analyzed the mean of pretest and posttest score to be compared and calculated with the *t*-test analysis as the following steps:

Mean is average from division between sums of students' scoring a total number of respondents. The research applied as the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \text{mean}$$

X = score

$\sum$ = sum or add

N = Subject

$$t \text{ test} = \frac{\sum D}{\sqrt{\frac{N \sum D^2 - (\sum D)^2}{N - 1}}}$$

Apply *t* test dependent means to determine there is a significance difference between the before and after the implementation teaching speaking skill by using storytelling to the second grade students of the Escola Secundariu Sao Paulo Laclo. Level of significance is applied for $\alpha = .05$

The result of numerical data between the *t* test compare *t* table is interpreted and described based at the level of significance $\alpha = .05$ that if there is a significant differences between before and after the implementation teaching speaking skill by using Storytelling.

A descriptive technique is used to describe the students behavior during the implementation of teaching and learning process by using Drama as the strategy to English Speaking skill in order to develop students' interesting speaking skill based on the classroom observation sheet that has been provided.

Furthermore, the researcher also describes and analyses the process of implementation based on the process of observation sheet which has been made by his partner.

FINDINGS AND DISCUSSIONS

In this chapter, the writer would like to present the result of conducting research of using storytelling to improve English speaking skill. The mean of score of pre-test and post-test were administered to the second grade II students of Secondary School Catholic of Sao Paulo II Laclo especially on natural science program.

The first cycle was held on September 03th, 2018. The research Activities actually, what the researcher did in the first meeting for the classroom action research when the researcher was allowed to enter the class, the situation was noisy, some

students spoke with their friend, they didn't care the teacher was coming into the classroom.

The research stood up in front of class all of the student's eyes looked to the teacher and they surprised because there was the new teacher. A few second later the researcher begun to start the class, firstly the researcher did short self -introduction to students less and more five minutes and then the researcher gave chance to students to introduce their self. After that, finished the researcher did the short introduction about the topic to the students **“DEVELOPING SPEAKING SKILL THROUGH THE STORYTELLING TO THE SECONDARY SCHOOL CATHOLICGENERAL SAO PAULO II LACLO”**. Based on this topic, the researcher administered the pre-test to the 22 students in the class while the researcher checked the attendance list. After that the researcher told the students about how storytelling would be applied. Then, the researcher distributed the lesson plan about teaching speaking by using storytelling method. Below were the steps the storytelling that the researcher did as follows;

- ❖ The researcher distributed the materials and asked the students to sit in the groups to tell the story among of them.

- ❖ The researcher explained to the students before telling their story

“Everyday Activities”.

- ❖ The students tell the story with among of them based on their own

thinking about everyday activities

- ❖ The researcher asked every group to report their discussion result in

Three minutes

Therefore, after retell the story from each the group which is considered the result of the Pre-Test in the table below

Table 8 Pre-Test score of Speaking Skill

Students' codes	Grammar	Vocabulary	pronunciation	meaning	Total
NMCP	4	5	5	3	6.25
FRQCC	6	6	7	6	6.25
CACC	4	5	5	3	6.25
JBRC	4	5	5	3	5.25
MLKC	6	6	7	6	5
OJGC	3	3	3	2	4.25
NSFOS	3	4	5	2	4.25
FGC	3	3	4	2	4.25
RACS	4	4	5	3	4.25
IPJS	2	3	4	2	4.25
AS	3	3	4	2	4
SMCCC	3	3	4	2	3.5
MCCC	5	5	6	5	3.5

NCOP	3	4	4	2	3.5
RS	3	4	4	2	3.25
ASS	6	6	7	6	3.25
MNS	5	5	6	4	3
FMJO	3	4	5	2	3
GVS	5	4	5	3	3
CA	4	4	6	3	3
JGN	3	3	4	2	2.75
AAP	3	4	5	2	2
Total					88.5
Average					4.1

$$\bar{X} = \frac{\sum X}{N}$$

Calculate the result of **pre-test**:

$$\text{Mean: } \bar{X} = \frac{88}{22} = 4.1$$

The mean score of pre-test is derived from the total score of pre-test is divided to total of the participants of the study.

Table 9 Post-Test score of Speaking Skill

Students' codes	Grammar	Vocab.	Pronunciation	Meaning	Scores
NMCP	8	8	9	8	9
FRQCC	9	9	9	9	9
CACC	7	7	8	6	9
JBRC	7	7	8	6	8.25
MLKC	9	9	9	9	8
OJGC	6	7	7	6	8
NSFOS	6	7	7	6	7.75
FGC	6	6	7	5	7.5
RACS	6	7	7	6	7.25
IPJS	6	7	8	6	7
AS	7	7	8	6	7
SMCCC	7	7	8	6	7
MCCC	8	8	9	7	7
NCOP	6	8	8	6	7
RS	6	7	7	6	7
ASS	9	9	9	9	7
MNS	8	8	9	7	6.75
FMJO	7	7	8	6	6.5
GVS	7	7	8	6	6.5
CA	8	8	8	7	6.5

JGN	7	8	8	7	6
AAP	7	7	8	7	6
Total					161
Average					7,3

$$\bar{X} = \frac{\sum X}{N}$$

Calculate the result of post test

$$\text{Mean: } \bar{X} = \frac{161}{22} = 7,3$$

The post-test was held in September 10, 2018. The researcher activities the in the first meeting, the researcher checked the attendance list. Then, the researcher told the students about how he would handle the class for that meeting, especially the extended time for discussion stage before the students presented their discussion result. The researcher gave addition time for five minutes. So, the time for discussion was twelve minutes. Then, the researcher applied the storytelling method. The followings were what researcher did in the class dealing with the storytelling that used.

- 1) The researcher asked the students to sit in the groups of three
- 2) The researcher got the students to pay attention full
- 3) The researcher had the students to discuss about the content in the above based on their own thinking about everyday activities
- 4) The researcher asked every group to present their discussion result in front of class three minutes

As usual, the researcher was walking around the class during the discussion while was motivating the students seeming lazy and answering the questions from the students about the vocabularies. She also modeled the pronunciation of words being asked by certain groups. Unfortunately, it was also still as usual. Every meeting there was students not joining the class or being absent from the class. In the first meeting, there were 22 students joining the class. So there were 7 representatives of the groups coming forward to retell the result of their groups' discussion.

Students' codes	Pre-test	post-test	D	D ²
NMCP	4,25	8,25	4	16
FRQCC	6,25	9	2,75	7,6
CACC	4,25	7	2,75	7,6
JBRC	4,25	7	2,75	7,6

MLKC	6,25	9	2.75	7.6
OJGC	2,75	6.5	3.75	14.1
NSFOS	3,5	6.5	3	9
FGC	3	6	3	9
RACS	4	6	2	4
IPJS	2	6,75	4.75	22.6
AS	3	7	4	16
SMCCC	3	7	4	16
MCCC	5,25	8	2.75	6.9
NCOP	3,25	7	3.75	14.1
RS	3,25	6.5	3.25	10.6
ASS	6,25	9	2.75	7.6
MNS	5	8	3	9
FMJO	3,5	7	3.5	12.3
GVS	4,25	7	2.75	7.7
CA	4,25	7.75	3.5	12.3
JGN	3	7.5	4.5	20.3
AAP	3,5	7,25	3.75	14.3
Total	88	161	73	239.9
Average	4	7,3		

calculated with the t test =
$$\frac{\sum D}{\sqrt{\frac{N \sum D^2 - (\sum D)^2}{N - 1}}}$$

$$= \frac{73}{\sqrt{\frac{22(239.9) - (73)^2}{22-1}}}$$

$$= \frac{73}{15.8}$$

$$= 4,6$$

So, that result t test is 4, 6 compared with level of significant .05 and degree of freedom (df) = $N-1 = 22-1 = 21$. That is why, the result of t test is 4.6 which is greater than t table is 2.074.

Interpretation: based on the result of the t calculation, there are some significance differences between the mean score **Pre- test** and **post-test** or before and after the implementation using storytelling to develop speaking skill to the second grade students of secondary School Geral Catholic Sao Paulo II Lacio in the school year 2018.

Therefore, the English teacher and students of local school are recommended that the storytelling is a good strategy to develop the students' ability of English speaking skill. Storytelling could stimulate the students who has low, medium and high ability may interact among of them to develop students' speaking skill spontaneously.

CONCLUSION

Based on the data analysis, the writer made conclusion in order to answer the statements of the problems that the students' of secondary School Catholic Sao Paulo II Lacro in the school year 2018 is able to speak English through the storytelling this is why, the storytelling is considered as an useful way to use in teaching and learning English Speaking in the classroom.

It is indicated that the mean score of pre-test is 4.1 is lower than the mean score of post-test is 7.3. And the result of pre—test and post-test are compared through the level of significance is 0.5 with the degree of freedom is 22.

$$(df) = N-1 = 22-1 = 21.$$

So, after the mean score of pre-test and post-test were compared within the formula of t test is 4.6 is greater than t table is 2.074.

Based on the result of the calculation, there are some significant differences between the score Pre- test and post-test or before and after the implementation using storytelling to develop students' speaking skill to the second grade students of secondary School Catholic Sao Paulo II Lacro in the school year 2018. This is why, storytelling can use to teach English language speaking skill in order to develop the ability of students speaking skill.

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