An Analysis of the Students’ Speaking Ability Through Storytelling at the Eighth Grade of UPTD SMP Negeri 3 Gunungsitoli in 2021/2022

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Abstract
In the Syllabus for class VIII UPTD SMP Negeri 3 Gunungsitoli, the MCC, especially for class VIII, is 70, which students must achieve in order to be successful in English lessons. The aims of this research are 1) To analyze students' speaking abilities through storytelling and 2) To analyze the factors that influence students' speaking abilities through storytelling. Therefore, this research was conducted to find out the answer. Furthermore, the research informants were 15 students in class VIII-A UPTD SMP Negeri 3 Gunungsitoli. After analyzing student tests and interviews, the researchers concluded that class VIII-A students at UPTD SMP Negeri 3 Gunungsitoli had level 3+ (good level) with the highest percentage of ability (89.6%) in this field. speak through telling personal experiences. The percentage levels are followed by level 3 (36.6%), level 4 (36.6) and level 2+ (12.6). Apart from that, research findings also reveal that factors that influence students' ability to speak through personal experience of telling stories are the frequency of practice and repetition of topics, the type of speaking material and teaching and learning methods/approaches. Finally, the researcher wrote several suggestions: For English teachers, it is important to improve the way they teach English, especially in conveying speaking material to students. The frequency of practice must be increased, various topics such as storytelling, especially about personal experiences, the use of English needs to be given to students in every material studied so that they can train students' self-confidence, students' obstacles in speaking practice can be overcome one by one. As future researchers, it is hoped that they will be able to conduct better research on this research topic in the future.

Keywords: Students’ Ability, Storytelling, Speaking, Qualitative Research.

Abstrak
Dalam Silabus kelas VIII UPTD SMP Negeri 3 Gunungsitoli telah ditetapkan MCC khususnya kelas VIII adalah 70 yang harus dicapai siswa agar berhasil dalam pelajaran bahasa Inggris. Tujuan penelitian ini adalah 1) Untuk menganalisis kemampuan berbicara siswa melalui bercerita dan 2) Untuk menganalisis faktor-faktor yang mempengaruhi kemampuan berbicara siswa melalui bercerita. Oleh karena itu penelitian ini dilakukan untuk mengetahui jawabannya. Selanjutnya informan penelitian adalah siswa kelas VIII-A UPTD SMP Negeri 3 Gunungsitoli yang berjumlah 15 siswa. Setelah melakukan analisis terhadap tes dan wawancara siswa, peneliti menemukan bahwa siswa kelas VIII-A di UPTD SMP Negeri 3 Gunungsitoli memiliki level 3+ (level baik) dengan persentase kemampuan tertinggi (89,6%) dalam bidang tersebut, berbicara melalui penceritaan pengalaman pribadi. Tingkat persentase diikuti oleh tingkat 3 (36,6%), tingkat 4 (36,6) dan tingkat 2+ (12,6). Selain itu, temuan penelitian juga mengungkapkan faktor yang mempengaruhi kemampuan siswa dalam berbicara melalui pengalaman pribadi bercerita adalah frekuensi latihan dan pengulangan topik, jenis materi berbicara dan metode/pendekatan belajar mengajar. Terakhir, peneliti menyarankan beberapa saran: Bagi guru Bahasa Inggris, penting untuk meningkatkan cara mengajar Bahasa Inggris, khususnya dalam menyampaikan materi berbicara kepada siswa. Frekuensi latihan harus ditingkatkan, berbagai topik seperti storytelling terutama tentang pengalaman pribadi, penggunaan bahasa Inggris perlu diberikan kepada siswa dalam setiap materi yang dipelajari agar dapat melatih rasa percaya diri siswa, latihan kendala siswa dalam latihan berbicara dapat teratasi satu per satu. Sebagai peneliti selanjutnya diharapkan dapat melakukan penelitian yang lebih baik lagi mengenai topik penelitian ini di masa yang akan datang.

Kata Kunci: Kemampuan Siswa, Bercerita, Berbicara, Penelitian Kulaitatif.

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INTRODUCTION

Speaking is one of four skills in language that have to be mastered by the students. It can be a tool for the students through peaking. The students can get information from other students through speaking. Speaking is a verbal communication of language use to communicate with others. The students can tell or convey of their information or problems from their mind ideas through speaking. Speaking helps students to be active so that they can share what they know or what they do not know are about the case they are faced. In addition, speaking is the way to express some a particular problem, to increase the proficiency in speaking and to maintain the relationship or friendship. From explanation above it can be conclude that speaking is a skill that must be mastered by students to send or to receive the information or message, to communicate and so on.

According to Linse in Waode (2018:58), speaking is one of the important aspects. It means that the students should master the aspects of speaking such as grammar, vocabulary, pronunciation, and fluency. Speaking is the verbal use of language to communicate with others in expressing personal identity, and information with the right words and correct grammatical.

According to Aldilah (2018:14) in Farzaneh, states that storytelling is a great strategy to improve the oral speaking of students as they draw students; focus on meaning rather than form. Storytelling is an activity involving the interaction between storytelling and audience and between an individual and the listener in certain lavel.

Moreover, according to the 2013 curriculum at the eighth grade of UPTD SMP Negeri 3 Gunungsitoli, the ability to speak in English fluent are the goal of the 2013 curriculum. The basic competence expects the students to be able to compose oral and written recount text, arranging the oral and written recount text, very short and simple, regarding experience in the past, taking into account the social function, text structure, and linguistic element, correctly and contextually. In storytelling can help the students to treat their thinking process. Students can briefly summarize a tale or story they heard from somebody beforehand.

In syllabus at the eighth grade of UPTD SMP Negeri 3 Gunungsitoli state speaking is one of the skills that must be taught to students, and expected students to be able to speak fluently with correct speech, word stress, and intonation. To achieve the target in the syllabus of appendix 1, the school has decided the minimum Competence Criterion (MCC) especially in English lesson. The in ability to achieve will fail the students themselves.

In this research, based on the preliminary observation at the eighth grade especially class VIII-A on May 12th2021 when the students performed storytelling most o the students didn’t speak English properly, and did meet the expectation stated in the syllabus because of several reasons. First, they were difficult to convey their words to other because they confused to convey or to say something. Second the students were shy to speak because of mispronunciation word and were not confident. Then, the last students were lack of vocabularies; made grammatical mistake in speaking pausing, so they didn’t express their ideas, their structure were not good. Both their performance and
motivation of speaking were not satisfied. It indicated the existence of problem in the students’ speaking ability.

In facts, the researcher conducted a descriptive qualitative research to describe the situation of students’ speaking ability by using storytelling. Haryanto (2018:198) descriptive research is defined as a research method use to describe the existing phenomena as accurately as possible. The word “existing phenomena” makes descriptive research contrary to experiment research which observes not only the existing phenomena, but also the phenomena after a certain period of treatment. The phenomena observed in descriptive are already available. Additionally, Dedy (2019:84) “Qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual (i.e. non-numerical) data to gain insights into a particular phenomena of interest”. Thus, the descriptive qualitative research is an approach to describe, investigate, and study cause-effect that emphasize the data collecting in natural setting and uses inductive thinking inductive thinking begins with specific details or facts and progresses to a general principle as conclusion.

Regarding to the explanation above, the researcher investigated the eighth grade speaking ability by using descriptive qualitative research. The research title is “An Analysis of the students’ Speaking Ability Through Storytelling at the eighth Grade of UPTD SMP Negeri 3 Gunungsitoli in 2021/2022.”

**METHOD**

To conduct the research, the researcher used the inductive approach aims on finding the focused of the research. Mimansha (2019:53) says that “The inductive approach does not involve formulation of hypothesis. It starts with research question and aims and objectives that need be achieved during the research process.

Furthermore, the types of instruments for collecting data used two kinds. The first, the students’ performance (audio) which was obtained through the students to perform simple monolog based on select topic and record them. These record was transcribed and described based on the speaking indicator to gain the score of their performed. The second, was interview guidelines where the researcher conducted the interview with the students regarding the performance they have, which the researcher also analyzed. The purpose was to obtain the reason/factors that effect the students’ speaking ability.

The place on conducting research was UPTD SMP Negeri 3 Gunungsitoli, located in Towi-Towi Street, Gunungsitoli City. The researcher choses this location because it was the place of implementation of teaching internship 1 to 3 of the researcher.

The Data of the research indicated the types of data that should be collected and analyzed by the researcher. According to Amanda (2018:13), The qualitative data for the study are video tapes of classroom activity, participation observation field notes, notes from informal interviews, transcript of formal taped interviews, and unobtrusive data such as school record, reports, program description,
material from children’s cumulative folders, photographs, and teacher and students-made artifacts. In other words, the data and informant are selected purposefully which help the researcher to understand the problem and the research focus that have been formulated.

Thus, the data source were the transcription of the students’ speaking performance of storytelling (audio), and the transcription of the structured interview with the students. The researcher chose participate of 15 students of the eighth grade especially class VIII-A of UPTD SMP Negeri 3 Gunungsitoli as the informants. The researcher chose this location because it was the place of implementation of teaching internship 1 to 3 of the researcher before.

The data collection off qualitative research consist of some procedures as follows: identify the purposefully select sites or individuals for the proposed study, a related topic would be the number of sites and participants to be involved in your study, indicate the types of data to be collected, collecting information through unstructured or semi-structured observation and interviews, documents, and visual materials, as well as establishing the protocol for recording information.

After the data was collected, the researcher analyzed them. The data was sourced from the test and transcript of interviews. To analyze the data, the researcher done two steps, as follows:

**Analyzing the Quantitative Data**

The researcher had adopted those steps which starts from 1) collecting the data such as identification of the students’ speaking performance through storytelling in recording or audio, then 2) the researcher made a transcript and 3) described the students’ performance in storytelling personal experience. The transcription had to be described through the rubric of speaking assessment by Hans (2019:13) in Mukminatus.

**Analyzing the Qualitative Data**

After analyzing the quantitative data, the researcher had analyzed the quantitative data source from the transcripts of interviews. Gay et al in Waode (2018:467) says that one way to proceed with analysis I to follow three iterative, or repeating steps: reading/memoing, describing what is going on in the setting, and classifying research data.

**Reading and Memoing**

This step focuses on becoming familiar with data and identifying potential themes. The researcher was read out write memos about the transcript of interviews to get an initial sense of the data and identifying the themes.

**Describing**

This step focused on examining the data deeply to provide detailed description of the setting participant, and activity. In this step, the researcher analyzed comprehensive description of the participant, the setting, and the phenomena studied to convey the rich complexity of the research. The aim of this step was to provide a narrative picture of the setting and events that take place in it.
Classifying

This step focused on categorizing and coding pieces of data and grouping them into themes. In this step, the researcher categorized all of the collected data into some classification or categories. The researcher examined and compared all data, one to another to categorize them.

RESULTS AND DISCUSSION

The documentation was the students’ record (audio). Speaking performance storytelling personal experience. The data displayed were the students’ scores based on the speaking proficiency description. The students’ scores as follows:

Table 1. The students’ score of speaking ability (total score of All Speaking Proficiency Indicator)

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Students</th>
<th>Proficiency Description</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Alexsius Milkat H. Mendrofa</td>
<td>2 18 20 12 19</td>
<td>65</td>
</tr>
<tr>
<td>2.</td>
<td>Ardiansyah F. Telaumbanua</td>
<td>2 24 16 10 15</td>
<td>75</td>
</tr>
<tr>
<td>3.</td>
<td>Berlin Syukur Telaumbanua</td>
<td>1 12 18 6 12</td>
<td>49</td>
</tr>
<tr>
<td>4.</td>
<td>Candida E. Telaumbanua</td>
<td>2 24 16 10 15</td>
<td>67</td>
</tr>
<tr>
<td>5.</td>
<td>Christian Voter O. Gea</td>
<td>2 24 20 10 15</td>
<td>71</td>
</tr>
<tr>
<td>6.</td>
<td>Cindi Novelist Telaumbanua</td>
<td>1 24 16 10 19</td>
<td>72</td>
</tr>
<tr>
<td>7.</td>
<td>Cornelius Daeli</td>
<td>4 30 20 12 23</td>
<td>88</td>
</tr>
<tr>
<td>8.</td>
<td>Elroi Zai</td>
<td>4 30 24 12 23</td>
<td>92</td>
</tr>
<tr>
<td>9.</td>
<td>Erni Indah Mesrani Lase</td>
<td>3 30 24 10 23</td>
<td>90</td>
</tr>
<tr>
<td>10.</td>
<td>Damianus Bu’ulolo</td>
<td>2 24 20 10 19</td>
<td>75</td>
</tr>
<tr>
<td>11.</td>
<td>Fidel Alres Waruwu</td>
<td>1 24 20 10 19</td>
<td>63</td>
</tr>
<tr>
<td>12.</td>
<td>Floretha Telaumbanua</td>
<td>1 24 20 10 19</td>
<td>75</td>
</tr>
<tr>
<td>13.</td>
<td>George Bastian Zendrato</td>
<td>4 30 24 12 23</td>
<td>92</td>
</tr>
<tr>
<td>14.</td>
<td>Harris A. Telaumbanua</td>
<td>2 12 12 8 15</td>
<td>49</td>
</tr>
<tr>
<td>15.</td>
<td>Hariyanti Telaumbanua</td>
<td>2 24 12 12 19</td>
<td>69</td>
</tr>
</tbody>
</table>

After presenting the research findings of the research, the researcher categorized the students' proficiency level. It can be seen in the table below:

<table>
<thead>
<tr>
<th>Score</th>
<th>Proficiency level</th>
<th>Number of students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 – 50</td>
<td>2</td>
<td>2</td>
<td>12,6%</td>
</tr>
<tr>
<td>55 – 70</td>
<td>3</td>
<td>4</td>
<td>36,6%</td>
</tr>
<tr>
<td>71 - 84</td>
<td>3</td>
<td>5</td>
<td>89,6%</td>
</tr>
<tr>
<td>85 - 100</td>
<td>4</td>
<td>4</td>
<td>36,6%</td>
</tr>
</tbody>
</table>

The table above shows that there are 2 students at level 2+, also 4 students (36,6%) at level 3, the highest percentage is 5 students (89,6%) in level 3+. Furthermore, at level 4 with 4 students (36,6%).

CONCLUSION

In accordance with the analysis of research findings on test and interview, the research concluded that the students of Class VIII-A in UTD SMP Negeri 3 Gunungsitoli had level 3+ (good level) as the highest percentage (89,6%) off their ability in speaking through storytelling personal
experienced. The level of percentage was followe by level 3 (36.6 %) level 4 (36.6 %), an level 2+ (12.6 %).

There are several suggestions from researcher after conducting the research, such as: (1) For the English teacher at UPTD SMP Negeri 3 Gunungsitoli: It is substantial to improve the way of teaching English. Particularly in handling the speaking material to the students. The frequency of practice must be increased, various topics such as storytelling especially about personal experience, using English need to be given to students in very material studied in order to train students’ self confidence, practice students’ speaking skills, add their new Vocabulary, so that students obstacles in practice speaking English can be solved one by one. (2) For the students of UPTD SMP Negeri 3 Gunungsitoli: Students must continue to improve their English speaking skills so that English lessons, especially through storytelling, the students more active to speak in English by giving their reason how to solve the problem. (3) For the next researchers: They are expected to do better research concerning the topics in this research, in the future.

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REFERENCES


