

**An Analysis of the Second Year Students' Speaking Ability through Story Telling at
MAN Batu Mandi Tiltang Kamang Kabupaten Agam**

Hanifa¹⁾, Ernati²⁾, Welya Roza²⁾

¹⁾ : English Students of FKIP

E-mail : Hanifaalmeira@yahoo.com

²⁾ : English Lecturer

English Department

The Faculty of Teacher Training and Education of Bung Hatta University

ABSTRACT

Based on the writer's observation at second year students of MAN Batu Mandi Tiltang Kamang Kabupaten Agam, it was difficult for students to speak English. This research was aimed to describe students' ability in speaking through story telling. The design of this research was descriptive. The number of population members was 109 students. The writer used stratified cluster random sampling technique because the populations are divided into strata. The writer took 47 students as the sample. In collecting the data, the writer used speaking test orally. In real test, the writer gave five topics to be chosen by students. To analyze the data based on the result of speaking test, the writer presented the raw score, calculated the students' score, mean, standard deviation, classified the students who got high, moderate, or low ability, and counted the percentage of students' ability. The result of this research showed that the students' speaking ability through story telling at MAN Batu Mandi Tiltang Kamang Kabupaten Agam in general was moderate (65.96%). In detail the percentages of each aspects in speaking through story telling were 89.36% students had moderate ability in expressing the content, 82.98% students had moderate ability in using grammar, 72.34% students had moderate ability in choosing and using appropriate words, 61.70% students had moderate ability in pronouncing the words, and 70.2% students had moderate ability in applying fluency. The writer gives suggestion to both the teachers and the students. For teachers, the writer suggests to consider their teaching aspect for instance through story telling as their media in teaching. For students, the writer suggests study harder especially in speaking, because speaking is the main language skill to be mastered among three other skills.

Key words: Ability, Speaking, Components of Speaking.

INTRODUCTION

In learning English, there are four skills that should be mastered by the students. They are listening, speaking, reading and writing. Each of them is related each other. From the beginning of our life, the first skill we acquire is listening because since we were the baby, human just could listen without saying anything except crying. Then, later on when the baby is getting older or have known about their environment, the next skill she/he achieves is speaking skill. Kent (1992:32) says that speaking is a skill where someone speaks or tells something to each other. In our life, we always hear information, news, as well as story and then we try to retell again to somebody else, whether in spoken or written form.

Therefore, the learners try to study speaking skill very hard, in order they could tell story and speak in English. They regard speaking as the most important skill perhaps they can communicate with each others. The writer did observation at MAN Batu Mandi Tilatang Kamang Kabupaten Agam because the writer found students' problem in speaking, the writer wants to know their ability in speaking. Another reason most of people think that in Islamic school, specifically study about Islamic, so how about general subject especially in speaking,

it was the reason why the writer chose MAN not SMA. Based on the writer's observation at second year students of MAN Batu Mandi Tilatang Kamang, it was difficult for them to speak especially story telling. In fact, they have already studied speaking skill in English subject. They also had low motivation in speaking. The students were mostly passive and they did not have self-confidence in speaking English. The writer thinks that the students also need a new attractive media to increase their motivation and grades one of them through story telling.

In teaching process, the teacher just explains the material to the students, for example the material about narrative text, the teacher gave material to the students, and then asked them to read it. After that the teacher gave the task. In this situation, the students feel bored and did not have spirit to follow the subject. In teaching material, the teacher had use genre text, but she just explained in general, and made the students confused and did not understand about material. The teacher did not explain in specifically.

One of the attractive activities that can be chosen in teaching speaking is story telling. Harmer (2007:123) states that there are three reasons for getting students to speak especially through story telling in

front of the class: (1) speaking activities provide rehearsal activities – chances to practice real – life speaking in the safety of the classroom, (2) speaking task, the students try to use any or all of the language they know provide feedback for both teacher and students, and (3) the students have opportunities to activate the various elements of language they have stored in their brains.

In this type of students' activity, the students may tell story about legend, myth, history and fairy tales such as Malin Kundang, Lake Toba etc. By this activity, students will be enthusiastic through story telling, and automatically they will speak English while story telling. In story telling, it is necessary to pay attention to five components: content, grammar, vocabulary, pronunciation, and fluency.

From the explanation above, the writer was interested to know the second year students' speaking ability through story telling at MAN Batu Mandi Tilatang Kamang.

RESEARCH METHOD

The design of this research was descriptive in nature. It described students' speaking ability through story telling. The population of this research was the second year students at MAN Batu Mandi Tilatang Kamang

Kabupaten Agam. The total number of this population was 109 students.

In this research, the writer used stratified cluster random sampling to select the sample because the populations are divided into three strata (exact, social and religion).

In selecting the sample, the writer chose one class as a sample. The writer took one class from each strata randomly. In choosing the sample, the writer used seven small papers. The writer wrote the name of each class, and the writer put the small paper into three boxes, one box was for exact science, one box was for social science and one box was for religion strata. Then, the writer took one piece of the paper from each box with closes eyes. The selected classes became class sample, and all members of the class sample became the sample of this research. For try out, the writer took one class from all classes with close eyes.

The instrument that the writer used to collect the data in this research was speaking test orally. Here, the students were given five topics about Malin Kundang, Lake Toba, Cinderella, Timun Emas and Tangkuban Perahu and they chose one of them. They read and comprehend it first and retell the story again with their own words. While they retell the story, the writer record

students' voice by using camera digital. The time that was given 10 minutes. Some important aspects that would be considered in story telling are content, grammar, vocabulary (word choice), pronunciation and fluency. Real test was done on 15 July 2013. To make sure the students understood the instruction and got enough time to do the test or not, whether the test was reliable or not, the writer would give try out the test to the students out of the samples.

The writer used content validity to see the validity of the test. It was because the content of the test is based on the syllabus or teaching material of speaking (narrative text) and it fixed with material that has given to the students. To see the reliability of the test, the writer used two scorers method. It meant that there were two scorers. They were scorer 1 and scorer 2. The goal was to minimize the subjectivity in scoring. Beside that to calculate the coefficient correlation between two scorers, the writer used Pearson Product Moment Formula by Arikunto (2010:72).

The writer gave try-out test and the writer found the coefficient correlation of the two scorers was 0.76. The test had high correlation and the test was reliable.

The writer collected the data by giving five topics to the students. In

technique of analyzing data, the writer analyzed the data based on the result of speaking; the writer presented the raw score. Then calculated the students' score, the mean, standard deviation (SD), classified the students who got high, moderate, or low ability, and counted the percentage of students' ability.

FINDINGS AND DISCUSSIONS

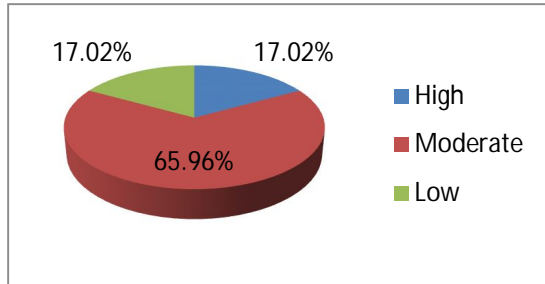
Findings

Students' speaking ability through story telling in general

Based on the data analysis, the highest score was 21.5 and the lowest one was 15. After calculating the Mean and Standard Deviation, the writer got Mean 18.10 and Standard Deviation 1.74. The result of the data showed those 8 students (17.02%) who had High ability, 31 students (65.96%) who had Moderate ability, and 8 students (17.02%) who had Low ability. In order to be clear, the result can be seen on the following diagram:

Diagram 1

Students' Speaking Ability through Story Telling in General

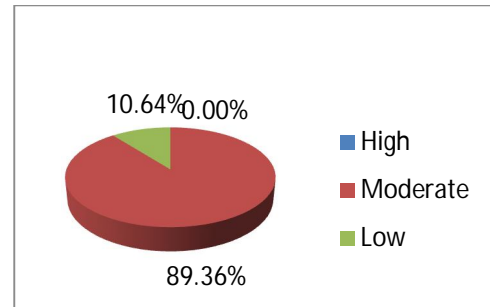


Students' Speaking Ability in Expressing the Content through Story Telling

To find out the students' ability in expressing the content of story, the writer firstly counted the students' score. The highest score of this component was 5 and the lowest one was 3.5. After calculating the Mean and Standard Deviation, it was found that the Mean was 4.73 and Standard Deviation was 0.42. The result of the data analysis showed that there were not students (0%) who had high ability, 42 students (89.36%) who had moderate ability, and 5 students (10.64%) who had low ability. It can be seen from the diagram below:

Diagram 2

Students' Speaking Ability in Expressing the Content through Story Telling

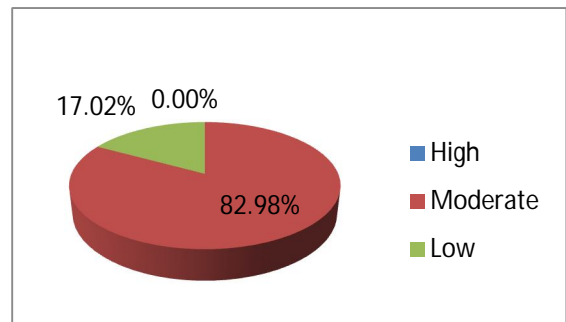


Students' Speaking Ability in Using Grammar through Story Telling

Based on the calculation of students' speaking score, the highest score of this component was 4.5 and the lowest one was 2. Data analysis also demonstrated the Mean was 3.77 and the Standard Deviation was 0.56. The data analysis also showed that there were no students (0%) had high ability, 39 students (82.98%) who had moderate ability, and 8 students (17.02%) who had low ability. It can be seen from the diagram below:

Diagram 3

Students' Speaking Ability in Using Grammar through Story Telling

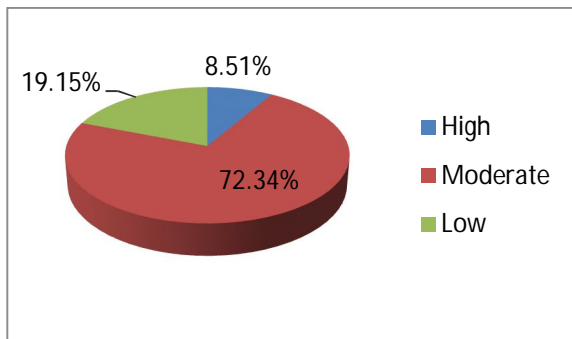


Students' Speaking Ability in Choosing and Using the Appropriate Words through Story Telling

In terms of choosing and using the appropriate words through story telling, the result of the data analysis showed that the highest score was 4.5 and the lowest one was 2.5. The data analysis also demonstrated the Mean was 3.64 and the Standard Deviation was 0.47. The data analysis also showed those 4 students (8.51%) who had high ability, 34 students (72.34%) who had moderate ability, and 9 students (19.15%) who had low ability. It can be seen from the diagram below:

Diagram 4

Students' Speaking Ability in Choosing and Using Appropriate Words through Story Telling



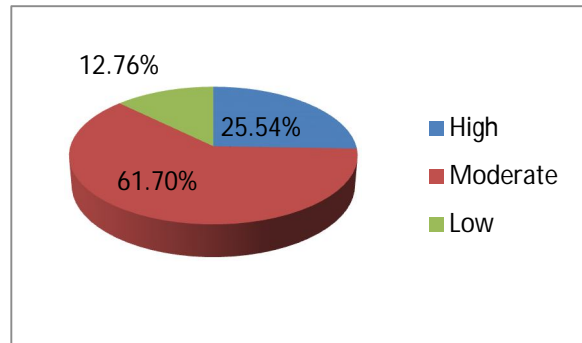
Students' Speaking Ability in Pronouncing the Words through Story Telling

In terms of pronunciation, the highest score for this component was 4 and the lowest one was 2. It also showed the Mean was 2.95 and the Standard Deviation was 0.50. The result of the data showed that 12 students (25.54%) who had high ability,

29 students (61.70%) who had moderate ability, and 6 students (12.76%) who had low ability. It can be seen from the diagram below:

Diagram 5

Students' Speaking Ability in Pronouncing the Words through Story Telling

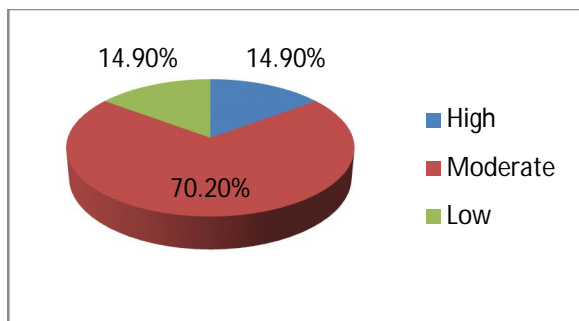


Students' Ability in Applying Fluency through Story Telling

In terms of students' fluency through storytelling, the writer found that the highest score was 4 and the lowest one was 2. The data analysis also showed the Mean was 3 and the Standard Deviation was 0.69. The result of the data analysis showed that there were 7 students (14.9%) who had high ability, 33 students (70.2%) who had moderate ability, and 7 students (14.9%) who had low ability. The diagram below showed the percentage of students' fluency:

Diagram 6

Students' Ability in Applying Fluency through Story Telling



CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the findings of the research, the writer concluded that:

1. In general, the second year students' speaking ability through story telling at MAN Batu Mandi Tilatang Kamang Kabupaten Agam was moderate.
2. The students' ability in expressing the content through story telling was moderate.
3. The students' ability in using grammar through story telling was moderate.
4. The students' ability in choosing and using the appropriate words through story telling was moderate.
5. The students' speaking ability through story telling in fluency was moderate.

Suggestions

Based on the conclusions of the research, the writer purposes some suggestions as follow:

1. For the English teacher

Teacher especially English teacher are suggested to consider their teaching aspect for instance through story telling as their media in teaching. In order the students' ability in speaking especially through story telling can be improved.

2. For students

It is suggested to the students to study harder especially in speaking, because speaking is the main language skills that should be mastered among three other skills. And by practicing story telling, it can improve speaking ability. The students are suggested to do more practice through story telling to enrich their vocabulary, improve their pronunciation and fluency, and also story telling can promote their skill and knowledge in using grammar.

3. For the further researcher

It is suggested to the further researcher to study about some factors that cause the students to have low motivation in study especially in speaking or to study about the strategy of motivating students to improve speaking ability.

ACKNOWLEDGMENTS

Alhamdulillahirrabil'alamin. First and foremost, the writer would like to express

her great thank to the Almighty God – Allah SWT who has given his blessing, strength, health, opportunity and patient to finish this thesis. It was submitted to fulfill a partial requirement for getting Strata one (S1) degree from English Department, the Faculty of Teacher Training and Education (FKIP) Bung Hatta University.

The writer wishes to express her gratitude and appreciation to her advisors, Dra. Ernati, M.Pd as first advisor and also as the Chief of English Department and Dr. H. Welya Roza, M.Pd as second advisor, who have given guidance, shared their time in completing this thesis. She also wants to express her gratitude to Dra. Lisa Tavriyanti, M.Pd as the secretary of English Department, Dr. Marsis, M.Pd as the Dean of FKIP Bung Hatta University and, Drs. Khairuddin, M.Si as the Vice Dean.

The writer extends her great thanks to her beloved mother (Wartis), father (Maryulis), her older brothers (Ikrar Abdi, M.A, Jummi Afrianto, Benni Warmen, Zam Arif S.Hi), her older sister (Nani Arifah S.Pd) who gave love, spirit, material, motivation, prayer, support, ideas and everything that have wonderful meaning for her life.

Finally, the writer hopes that this thesis is going to be useful for everyone who is involved in the process of teaching and learning English. The writer realizes that this thesis is not perfect yet and has several mistakes. Therefore, she welcomes any suggestions or criticism from the reader to improve this thesis.

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