

THE EFFECT OF FOLKTALE BASED STORYTELLING METHOD ON STUDENTS' SPEAKING ABILITY IN INSTITUT PENDIDIKAN TAPANULI SELATAN

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Abstract

The purpose of this research is to investigate whether there is a significant effect of using folktale based storytelling method on students' speaking ability at the second semester students of English Language Education Program in Institut Pendidikan Tapanuli Selatan. The research methodology is quantitative method. The sample was taken by using total sampling technique. The instrument of the research is speaking test. The data were then analyzed by using descriptive and inferential analysis, it was t-test formula by Arikunto. The results of the research are the mean score of students' speaking ability before using folktale based storytelling method is 51.5, it is categorized less, then after using using folktale based storytelling method is 72.37, it is categorized good. The hypothesis testing showed that t-test was higher than t-table ($17 > 2.04$), it means that the hypothesis is accepted. The finding of research reveals that there is a significant effect of using folktale based storytelling method on students' speaking ability at the English Language Education Program in Institut Pendidikan Tapanuli Selatan.

Keywords: speaking ability, folktale based storytelling method

Introduction

English is a foreign language that is taught in every level of education in accordance with the Minister of Education Regulation No. 22 of 2006. Not only in elementary, junior high and high school, English is also taught in higher education. This clearly shows that English is one of the important foreign languages which must be mastered in order to interact with people in the world. Teaching English as a foreign language in English is called Teaching English as Foreign Language (TEFL) which focuses on four skills, namely listening, reading, speaking and writing (listening, reading, speaking and writing).

Listening and reading are included in receptive skills, which means skills in absorbing information from what is listened to and read. While speaking and writing are included in the productive skills, which means the skills to produce language orally and in writing. From the four skills above, speaking skill is considered as the most difficult skills to master by learners, because they are required to be able to produce language, in other words, to be able to communicate in English orally.

There are many factors which make it difficult for students to communicate in English, one of them is the lack of English vocabulary. As stated by Megawati and Mandarani (2016) in their research results that students' difficulties in speaking English are caused by little or minimal English vocabulary.

This difficulty is also faced by students who study English at university level. Students do not have enough English vocabulary when speaking English, which makes them difficult to convey their ideas or what they think. It is the evidence from the speaking score in the Speaking II course at English Language Education Program in Institut Pendidikan Tapanuli Selatan, most of them got C grade. This shows that the students' ability in speaking English is still low.

To overcome this problem, one of the efforts that can be done is using appropriate English teaching method to make students' English vocabulary mastery can be increased. One of the teaching methods that can be applied is storytelling based on folktale or known as folktale based storytelling.

The storytelling method can be used as a solution to overcome the difficulty of speaking English. Almost everyone likes stories, so through stories learning becomes more enthusiastic. Because storytelling can develop learners' language skills through hearing and then retell it so that they can convey their thoughts orally to others. In short, by speaking the vocabulary will increase, so the ability to speak becomes better.

According to Bailey (2005:18), storytelling is the art of sharing aloud mythology and legend, fables, folk, and fairy tales, family stories and original tales in the oral tradition. Furthermore Leung (2004, p. 24) says that storytelling is the activities in organizing information into a meaningful context, conveying emotions and building the community.

Jianing (2007, p.61) says that there are some reasons that storytelling technique is a recommended technique in teaching EFL speaking classrooms, they are:

- (1) Stories can motivate and make students interested because the contexts of the stories can attract the listeners and promote students' attention to communicate,
- (2) Stories are regarded as the models of language and treasures of the culture because for hundreds of years thousands of stories have been created,
- (3) The lively and real life contexts created in a story can encourage readers and listeners, especially students to speak and discuss the stories each other.

The stories conveyed in learning should be stories that are close to everyday life in order to make students more active and enthusiastic because they are not difficult to find inspiration about what to tell others such as folktales. Students at English Education Program in Institut Pendidikan Tapanuli Selatan come from various regions such as Padangsidempuan, South Tapanuli Regency, Central Tapanuli Regency, Sibolga, Mandailing Natal Regency and North Padang Lawas Regency. The various regions of origin of these students, of course they have folktales

from their regions. For example, Si Lunduni Pahu from South Tapanuli Regency, Putri Rungguk from Central Tapanuli and Sampuraga from Mandailing Natal Regency.

These folktales are presented in teaching English speaking ability. So far, the stories told are not folktales. If the local folklore itself is told, it will certainly give birth to a different spirit and can foster a sense of love for the local culture itself. Thus, the folktale-based storytelling method is considered to improve students' English speaking ability while at the same time instilling the character values contained in the folklore. So this research investigates the significant effect of folktale based storytelling method on students' English speaking at English Language Education Program in Institut Pendidikan Tapanuli Selatan.

Methodology

This study used a quantitative research design. Data were collected by speaking test to measure the students' ability to speak English. Then the researcher compared the results obtained after applying the folktale-based storytelling learning method with the results obtained using conventional method.

This research was conducted in Institut Pendidikan Tapanuli Selatan which is located on Jl. Stn. Md. Arif, North Padangsidempuan. The population in this study was the second semester students of the English language education study program. The sample of this study was the second semester consisting of 24 students who were taken by using total sampling technique. The reason for using this technique was because the population was less than 100 people. Then the data were analyzed using the t test formula to prove whether the alternative hypothesis was accepted or rejected.

Findings

a. Students' Speaking Ability before Using Folktale based Storytelling Method

Before applying the folktale based storytelling method, the researcher conducted a pre-test. From the results of the pretest, the highest score was 83 and the lowest score was 31. The mean score was 51.5, the median score was 50 and the mode score was 50. For more details, students' speaking ability before using the folktale-based storytelling method is presented in table 1.

Table 1 Mean, Median, Mode before applying folktale based storytelling (Pre-test)

No	Pre-test Score	
1	Mean	51.5
2	Median	50
3	Mode	50

Furthermore, the description of students' speaking ability based on the indicators will be described as follows:

- a. Students' speaking ability in fluency aspect before using the folktale based storytelling method obtained 45.6 which was included failed category.
- b. Students' speaking ability in vocabulary aspect before using the folktale based storytelling method obtained 52.8 which was included less category.
- c. Students' speaking ability in grammatical aspect before using the folktale based storytelling method obtained 47.8 which was included failed category.
- d. Students' speaking ability in pronunciation before using the folktale based storytelling method obtained an average which was included less category.
- e. Students' speaking ability in comprehension before using the folktale based storytelling method obtained 48.8 which was included failed category.

From the description of the pretest results, it is clear that the students' English speaking ability is still low.

b. Students' speaking ability after using folktale based storytelling method

After applying the folktale based storytelling method, the researcher conducted a post-test. From the post-test results, the highest score was 92 and the lowest score was 51. The mean score was 72.37, the median score was 72 and the mode score was 70. For more details, the students' speaking ability after using the folktale-based storytelling method is shown in table 2.

Table 2 Mean, Median, Mode after using folktale based storytelling (Post-test)

No	Post-test Score	
1	Mean	72.37
2	Median	72
3	Mode	70

Furthermore, the description of students' speaking ability based on the indicators will be described as follows:

- a. Students' speaking ability in fluency aspect after using the folktale based storytelling method obtained 63 which was included sufficient category.
- b. Students' speaking ability in vocabulary aspect after using the folktale based storytelling method obtained 76.6 which was included good category.
- c. Students' speaking ability in grammatical aspect after using the folktale based storytelling method obtained 67.8 which was included sufficient category.
- d. Students' speaking ability in pronunciation after using the folktale based storytelling method obtained 65.4 which was included sufficient category.
- e. Students' speaking ability in comprehension after using the folktale based storytelling method obtained 70.6 which was included good category.

Based on the description of students' score of each of the indicators above, it shows that the the highest indicator score is the vocabulary indicator, it is 76.6 which categorized as good. This means that the folktale based storytelling method brings a significant effect on students' English speaking ability,

especially in terms of vocabulary and comprehension.

Previously, students had difficulties in speaking English due to lack of vocabulary and understanding of English. So we need the right way to solve this problem. Teaching with the storytelling method can be used as a solution to overcome the difficulty of speaking English. Almost everyone likes stories. Learning by telling stories makes you more excited. Because storytelling can develop students' language skills through hearing and then retell it so that they can convey their thoughts orally to others. In short, by speaking the vocabulary will increase, so that the ability to speak becomes better.

Especially if the stories conveyed in learning are stories that are close to everyday life. This makes students more active and enthusiastic because they are not difficult to find inspiration about what to tell others such as folktales. Not only can develop speaking ability, this method can also instill the character of love for local culture for students so as not to be eroded by foreign cultures.

Therefore, the application of the folktale-based storytelling method has a significant effect on the students' speaking ability at English Language Education Program in Institut Pendidikan Tapanuli Selatan, which is indicated by the results of hypothesis testing that t-test is higher than t-table ($17 > 2.04$) or in other words, the proposed hypothesis is accepted.

Conclusions

Students' speaking ability before using folktale based storytelling method is low. Then, there is a significant effect of using the folktale based storytelling method on students' speaking ability at English Language Education Program in Institut Pendidikan Tapanuli Selatan from the results of hypothesis testing. It clearly shows that folktale based storytelling method gives positive effect on students' speaking ability especially in vocabulary.

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