



THE USE OF STORY TELLING IN PAIRED TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILL

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Abstract.

This research was aimed at improving the students' speaking skill through Paired Story Telling technique. This research analyzed how the procedure of the use of Paired Story Telling technique to improve the students' speaking skill, whether the use of Paired Story Telling technique could improve the students' speaking skill, and how far the implementation of the students' speaking skill of students of the first grade of Junior High School level. through Paired Story Telling technique. Forty students of the first grade of Junior High School level. were instructed through Paired Story Telling technique to improve their speaking skill. The methodology of this research used Classroom Action Research (CAR). There were two cycles to give the students more opportunities to improve their understanding about how to speak English with confident in front of the class and comprehend the passage well and effectively in pairs. This technique could help the students remember about storytelling and the details of the narrative text. In the implementation of Paired Story Telling technique, the students could enrich their vocabularies, grammar, pronunciation and be confident to speak English in front of the class. Based on the results, the research recommends using Paired Story Telling technique in speaking skill.

Keywords: Speaking Skill, Story Telling in Paired Technique.

INTRODUCTION

Speaking is a communication activity. Speaking is the productive skill in the oral mode. Brown (1994) defines speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purpose for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts.

Some student feels afraid to do something because they feel shy and afraid to make a mistake, but it also students embarrassed to asked. Sometimes the teacher treats students as objects. Paired story telling technique will give students' freedom to explore their speaking performance. There are some techniques that may help students improve students' speaking skill such as: interview, dialogue, storytelling, and song etc. But the write will use paired story telling technique because it can explore students' ideas, creativity, and self-expression.

Paired Story Telling technique is one technique of cooperative learning method that was developed as an interaction among students, teacher and the learning material (Lie, 2008: 7). It encourages ESL (English Second Language) students in high school and college to use prior knowledge to improve speaking skill.

There are many reasons that cause the students failed to speak well because their teacher failed to make interesting lesson, failed to apply a good methodology of teaching and there is still a lack in improving speaking technique. One of technique can be used to stimulate the students in learning speaking is Paired Story Telling. Through this way, the students will be active to speak English based on their wish or idea. In accordance with the problem above, the researcher will present paired story telling as a technique to improve speaking skill by implementation of chain story as paired story telling technique – based activities in classrooms' speaking tasks. Besides that, paired story telling is an interesting technique for the writer to be known whether the technique is effective or not in improving speaking skill for the students.

METHODOLOGY

This research used a qualitative method. The writer used classroom action research (CAR) in this research. The definition of CAR could be inferred by the notions of CAR; this kind of research constitutes action research which was conducted in a class to solved the problem class that arises. Suharsimi (2007: 3) explained that CAR is an analysis of learning process along with an action in a class. In this case, the researcher analyzed the problem of the student's occurred in the learning process and found it which was then solved by Paired Story Telling technique.

FINDINGS AND DISCUSSION

From the result of analyzes in cycled I and II, the writer analyzed the students improvement from cycled I and cycled II. In addition, the mean of pre-test and post-test of each cycled increased significantly and effectively. The mean of pre-test is 73.3 and the mean of posttest is 74.8. The mean of pre-test and post-test also

increased (2.1%).

The result shows that the mean of the findings in cycled I and II are higher than the standardized score (*kriteria ketuntasan minimal*) in score 75. The score of mean of posttest in cycled I and cycled II is 73.3 and 74.8. It means that in cycled I and cycled II is successful to achieved the standardized score. The results of mean in cycled I and cycled II is successful. In this case, the difference result happens because there are some problems occurred. As we look at the students, they are difficult to spoken the text and lack of grammar and pronunciation so they feel confused to reconstructing narrative text. Also, this problem occurs because of the students are not familiar with the pronunciation and they do not talk dictionary. From the explanation above, it could be seen that using paired story telling technique could improve students' speaking skill. Moreover, the result of test in cycled I and cycled II is increased.

The implementation of paired story telling technique could improve students' speaking skill. The improvement could be examined from the results of the students' spoken by reconstructing of speaking assignment in the classroom. The students could enrich their vocabularies and had been confident to shown and retell what they had spoken. Before the technique was implemented, the students encountered many difficulties in understanding a narrative text. Trained with paired story telling technique helped the students to comprehend some narrative texts that was read and speak.

The proof that students' speaking skill had an improvement could also examined from the score in each cycle has increased. The students' score was also considered as one indicators of the improvement. The result of the students' work in cycled I and II had improved. The students were able to reconstruct the narrative text and comprehend it. They are also performed their understanding with good diction.

From the finding research above, it could be shown that the used of paired story telling technique could improve the students' speaking skill because of this technique encourages bilingual /ESL students to be actively engage in the speaking process.

Through the activities, students used their prior knowledge and develop their imagination (Lie, 1994: 4). Thus, they could spoke the text well after it. At last, the students can achieve the major goal of speaking is to understand the printed language (Heilman, Blair, & Rupley, 1981: 2). So, this research proves that the students' speaking could be improved through Paired Story Telling technique in learning.

CONCLUSION

The use of storytelling in pair technique is effective to use. The use of Story Telling in Pair Technique shows that the students who learned speaking by using in pair story telling technique get better scores than who learn without this technique. The result shows from analyzes in pretest and posttest of each cycle increases significantly and effectively. The mean of pretest is 73.3 and the mean of posttest is 74.8. The mean of pretest and posttest also increases (2.1%). The use of storytelling in pair technique is effective to use in teaching-learning process because most of the students (75%) showed their improvement in speaking skill and their positive response on the use of the technique. For the next researcher, it would be very good if story telling in pair technique can be implemented in other genres and be applied story telling in pair

technique in other skills and in other levels of the students.

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