

THE EFFECTIVENESS OF USING SHORT STORY TO TEACH SPEAKING SKILL TO THE ELEVENTH GRADE STUDENTS AT SENIOR HIGH SCHOOL 1 MUARA BELITI

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Abstract

This research aimed to prove significantly effective or not to use short story in teaching speaking skill. This research used a pre-experimental design with one group pre-test and post-test. The population was all of the eleventh grade students of SMA Negeri 1 Muara Beliti with consist that 131 students. The sampling technique used cluster random sampling with method of lottery and the sample selected was XI IPA 2 class with consist 27 students. The data for this research were collected by used oral test. Technique for collecting the data was the researcher classifying individual score students and data collection. The researcher found that using Short Story to teach speaking skill to the eleventh grade students at senior high school 1 muara beliti was effective. It could be proved by the significant difference between the mean score in the pre-test and post-test. The mean score of the students in the pre-test was 4.60 and in the post-test was 7.30. the t-obtained was 17.66, it was higher than 2.056 as the critical value in t-table. Therefore, it was clearly stated that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted.

Key words: *Narrative text, Short story, Speaking skill, Teaching students*'.

I. INTRODUCTION

Speaking was a communication activity in which meaning was communicate either verbal and non-verbal. People often discuss their beliefs, feelings, and opinions with others. Considering how difficult it is to master, it is also described as a talent that students should study in the classroom. There are particular definitions used by experts.

Speaking is basically an interactive process of building conversation

using spoken language. The involved in the communication process and produces informations by using oral language. So, that other people can make sense of them Ompusunggu (2018). According to Burns (2019) Speaking is a very complex and dynamic skill. Multiple simultaneous processes (cognitive, physical, sociocultural) must be used to rapidly activate speaker knowledge and skills in real time.

Speaking English is a difficult skill for students. The main reasons for students' low interest in learning English are lack of interest in learning and boring teaching methods in class. Another problem that are when speaking is the pronunciation of terms and vocabulary. Teachers are the only source that can motivate students to learn English, especially speaking. However, it is a rather passive learning activity, only listening to the teacher and poor use of the materials in school Tristiana & Swondo (2020).

A short story is a narrative that can be read in one sitting in 30 minutes to 2 hours, and is limited to a specific unique or single effect, to which all details are subordinate Ompusunggu (2018).

Short stories are effective in teaching culture to EFL students. Short stories convey the culture of the people for whom the story is written. By studying culture, students learn about the past and present, as well as the customs and traditions of people Lasaiba (2015).

The Advantages of Using Short Story

Rahmawati (2020) Advantages of using short stories in EFL and ESL teaching short stories can be used as a supplemental or alternative teaching tool in the classroom vocabulary. It has been argued that short stories help student improve their vocabulary. Therefore, enrichment and by acquiring a broad vocabulary. You can improve other skill such as speaking, reading, writing, and listening.

Procedures of Teaching Speaking Using Short Story

According to Sari, R. M. (2014) There are some steps how to use retelling

short story practice in teaching speaking:

1. First, the teacher distributes the short story.
2. Second, the teacher reads the story loudly to the class with much animation and students hear accurately.
3. Third, the teacher asks the students to read the story silently for 10-15 minutes.
4. Fourth, the teacher asks the students what the story is about and their difficulties.
5. Fifth, the teacher explains the grammar used and generic structure.
6. Sixth, the teacher tests the students' speaking skill in terms of grammar, vocabulary, fluency, and pronunciation by asking the students to retell the short story given in front of the class.

METHODOLOGY

This research utilized the Quantitative research method; the aim of the research was to find out the effectiveness of using Short Story among the eleventh grade students of Senior High School 1 Muara Beliti. It was referred to the pre-experimental method. The pre-experimental method design involved a single group pre-test and post-test before and after the treatment, followed by a pre-test and post-test to assess the effectiveness of the learning treatment. The study measured components of speaking, such as pronunciation, grammar, vocabulary, and smoothness. The success of the treatment was determined by comparing pre-test and post-test scores.

II. RESULT AND DISCUSSION

1. The Mean Score and Improvements

The mean score and Improvement of the students' speaking ability focused with accuracy and fluency. It was presented as follow:

Table 2.1. The Mean Score of the Students' Speaking Ability

Students' Speaking Ability	Pre-test	Post-test	Improvement %
	4.60	7.30	58.7 %

The students' score in pre-test (4.60) was different from the post- test (7.30). It meant that the mean score of post-test was higher than the pre-test.

2. The Result of the Students' Score in Pre-test

This part were the result of the students' speaking achievement in accuracy and fluency. The students' score in pre-test was classified as follows:

Table 2.2. The Result of the Students' Pronunciation in Pre-test

No.	Classification	Score	Pronunciation	
			Frequency	Percentage
1.	Excellence	6	0	0
2.	Very Good	5	0	0
3.	Good	4	4	14.81 %
4.	Fair	3-3.5	14	51.86 %
5.	Poor	2-2.5	9	33.33 %
6.	Very Poor	1	0	0
Total			27	100%

Based on the table, it showed the students' score of pre-test in term pronunciation that there was 4 students (14.81%) are in good classcerts, 14 students (51.86 %) are in fair classcerts, and 9 students (33.33 %) are in poor classcerts.

Table 2.3. The Result of the Students' Grammar in Pre-test

No.	Classification	Score	Pronunciation	
			Frequency	Percentage
1.	Excellence	6	0	0
2.	Very Good	5	0	0
3.	Good	4	7	25.92 %
4.	Fair	3-3.5	6	22.22 %
5.	Poor	2-2.5	14	51.86%
6.	Very Poor	1	0	0
Total			27	100%

Based on the table, it showed the students' score of pre-test in term grammar that there was 7 students (25.92%) are good category, 6 (22.22%) are fair category, and 14 (51.86%) are poor category.

Table 2.4. The Result of the Students' Vocabulary in Pre-test

No.	Classification	Score	Pronunciation	
			Frequency	Percentage
1.	Excellence	6	0	0
2.	Very Good	5	1	3.7%
3.	Good	4	2	7.41%
4.	Fair	3	8	29.64 %
5.	Poor	2	15	55.55%
6.	Very Poor	1-1.5	1	3.7%
Total			27	100%

Based on the table, it showed the students' score of pre-test in term vocabulary that there was 1 student(3.7%) are very good category, 2 students(7.14%) are good category, 8 students (29.64%) are fair category, 15 students (55.55%) are poor category and 1 student (3.7%) are very poor category.

Table 2.5. The Result of the Students' Smoothness in Pre-test

No.	Classification	Score	Pronunciation	
			Frequency	Percentage
1.	Excellence	6	0	0
2.	Very Good	5	0	0
3.	Good	4	2	7.41 %
4.	Fair	3	11	40.75 %
5.	Poor	2-2.5	10	37.03%
6.	Very Poor	1-1.5	4	14.81%
Total			27	100%

Based on the table, it showed the students' score of pre-test in term smoothness that there was 2 students (7.41%) are good category, 11 students (40.75%) are fair category, 10 (37.03%) are poor category and 4 students (14.81%) are very poor category.

3. The Result of the Students' Score in Post-test

This part were the result of the students' speaking achievement in accuracy and fluency. The students' score in post-test was classified as follows:

Table 2.6. The Result of the Students' Pronunciation in Post-test

No.	Classification	Score	Pronunciation	
			Frequency	Percentage
1.	Excellence	6	2	7.41%
2.	Very Good	5	15	55.55%
3.	Good	4	5	18.52%
4.	Fair	3	5	18.52%

5.	Poor	2	0	0 %
6.	Very Poor	1	0	0%
Total			27	100%

Based on the table, it showed the students' score of post-test in term pronunciation that there was 2 students (7.41%) are excellence category, 15 students (55.55%) are very good category, 5 students (18.52%) are good category and 5 students (18.52%) are fair category.

Table 2.7. The Result of the Students' Grammar in Post-test

No.	Classification	Score	Pronunciation	
			Frequency	Percentage
1.	Excellence	6	1	3.7%
2.	Very Good	5-5.5	12	44.44%
3.	Good	4	11	40.75%
4.	Fair	3	3	11.11%
5.	Poor	2	0	0 %
6.	Very Poor	1	0	0%
Total			27	100%

Based on the table, it showed the students' score of post-test in term grammar that there was 1 students (3.7%) are excellence category, 12 students (44.44%) are very good category, 11 students (40.75%) are good category and 3 students (11.11%) are fair category.

Table 2.8. The Result of the Students' Vocabulary in Post-test

No.	Classification	Score	Pronunciation	
			Frequency	Percentage
1.	Excellence	6	2	7.41%
2.	Very Good	5	10	37.04%
3.	Good	4	12	44.44%

4.	Fair	3-3.5	3	11.11%
5.	Poor	2	0	0%
6.	Very Poor	1	0	0%
Total			27	100%

Based on the table, it showed the students' score of post-test in term vocabullary that there was 2 students (7.41%)are excellence category, 10 students (37.04%) are very good category, 12 students (44.44%) are good category, and 3 student (11.11%)are fair category.

Table 2.9. The Result of the Students' Smothness in Post-test

No.	Classification	Score	Pronunciation	
			Frequency	Percentage
1.	Excellence	6	1	3.7%
2.	Very Good	5	6	22.22%
3.	Good	4	11	40.74%
4.	Fair	3	8	29.64%
5.	Poor	2	1	3.7%
6.	Very Poor	1	0	0%
Total			27	100%

Based on the table, it showed the students' score of post-test in term smothness that there was 1 student (3.7%) are excellence category, 6 students (22.22%) are very good category, 11 students (40.74%) are good category, 8 students (29.64%) are fair category and 1 students (3.7%) are poor category.

4. The Improvements of the Students'

Table 2.10. The Improvements of the Students in Accuracy and Fluency

Indicator		Pre-Test	Post-Test	Improvement
Accuracy	Pronunciation	2.92	4.52	54.8%
	Grammar	2.91	4.44	52.6%
	Vocabulary	2.67	4.44	66.3%
Fluency	Smoothness	2.54	4.11	61.8%
Total Score (ΣX)		124.14	197.09	58.7%
Mean Score (\bar{X})		4.60	7.30	58,7%

The table above showed 4 (four) indicators in the students' speaking ability. The mean score of students' speaking ability in pre-test is 4.60. It was classified as a poor category, but after used the Retelling Short Stories Technique in treatment, the mean score of post-test becomes 7.30. It was greater than pre-test, it was classified as a good category.

5. The Significance of the Students

To know the level of significance of the pre-test and post-test, the researcher used t-test analysis on the level of significance (p) = 0.05 with the degree of freedom (df) = $N-1$, where N =number of subject (27 students) then the value of t-table is 2.056. The t-test statistical, analyzed for independent sample was applied. The result t-test calculation:

Table 2.11. The Result T-test of the Students Speaking Ability

	T-Test	T-Table	Comparison	Classification
Speaking Ability	11.78	2.056	T-Test > T- Table	Significantly Different

The table above showed that t-test score was greater than t-table ($T\text{-Test} > T\text{-Table}$) the score was ($11.78 > 2.056$). It meant that there was significant difference between the students' speaking ability before and after used Retelling Short Stories. It was also said that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

III. CONCLUSION

Based on the result and the discussion of the data analysis previously, the researcher takes conclusion as follows: 1) Using Retelling Short Stories in teaching speaking was effective to increase the students' accuracy with pronunciation, grammar and vocabulary at the eleventh grade of Senior High School 1 Muara Beliti, 2) The students' accuracy with pronunciation was (54.8%), 3) The students' accuracy with grammar was (52.6%), 4) The students' accuracy with vocabulary was (66.3%), 5) The students' accuracy with smoothness was (61.8 %).

Based on the finding and discussion of the research, it can be concluded that the use of Retelling Short Stories in teaching speaking as a techniques was effective in increasing the students speaking achievement of the eleventh grade students of Senior High School 1 Muara Beliti It was proved by the t-test score that was (17.66), which was greater than the t-table (2.056)

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