ENRICHING THE ENGLISH STUDENTS' SPEAKING ABILITY USING RECOUNT STORY TELLING WITH GUIDED QUESTIONS AT STKIP MUHAMMADIYAH.

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ABSTRACT

Applying appropriate technique to expand the students speaking ability is the English lecturer's responsibility in STKIP Muhammadiyah Bulukumba to create the situation. Recount Storytelling with Guided Question is a technique in generating speaking class more fun, enjoyable, and memorable for the students. This research aims at: (1) finding out whether or not recount storytelling technique with guided questions improve the students speaking ability and (2) knowing the students' attitude toward the use of recount storytelling technique with guided questions in learning speaking.

This research will employ quasi experimental design. The population of this research is the students of English department at STKIP Muhammadiyah Bulukumba in academic year 2016/2017. The sample of this research consists of two groups of students; control and experimental group. The research data will be collected by using speaking test through interview and questionnaire which are analyzed by descriptive and inferential statistic through SPSS program.

By discipline, this research is under the field of applied linguistics in finding out the effectiveness of using recount storytelling technique with guided questions to improve the students' speaking ability and the attitude of the students. By activity, the students in the experimental group are introduced and taught by applying Recount Storytelling with Guided Question. At last, the students' speaking ability in both groups will be compared to see whether there is a different achievement after they are treated by different technique in learning English speaking skill.

Keywords: Recount Storytelling, Guided Questions, Attitude and **Speaking** *skill*

1. INTRODUCTION

There are four skills that we have already known in English, namely listening, speaking, reading and writing. Later, the skills should be taught better to master and get complete thought about English itself because each skill has general or specific function in communicating. However, it is undeniable that speaking is the most important one for asking information and conversely for delivering information and as a direct system of communication.

Speaking is one of the difficult skills when learning a foreign or second language. Learning to speak is obviously more difficult than learning to understand the spoken language (Tatham and Morton,2006: 273). Although everyone knows that the best way to speak a language fluently is to practice speaking as much as possible but not many people can do this. The researcher has found a case in STKIP Muhammadiyah Bulukumba where the problem appears that students want to communicate in English but they cannot perform the task successfully due to such possible reasons as tension, shyness or lack of effective communication skill in English. Student rarely speak English in their daily lives. However, students are still lack in English situations in their academic or working lives.

Based on the problems, the lecturer must apply appropriate technique to expand the knowledge of students. Lecturer realizes that the best strategies for formatting the students to communicate actively in English are by changing the situation in the classroom. By creating an interesting environment, the students are expected to be immersed in the activities given by the lecturers. Concerning to the techniques in teaching speaking, the English lecturer has to be aware of innovative ways and well selected techniques in teaching speaking. In other words, the lecturer's responsibility is to create situation that provide opportunities and stimulates students to communicate actively with their English that they may have at disposal, thus giving them confidence in their ability in speaking through

creative thinking approach because in teaching oral English, the students should be served with conducive learning activity so they can practice English well.

To pay attention to the description above, the researcher is interested to apply the use of storytelling which offers experiences with rich, complex, and vivid language. Two studies (e.g. Bloch, 2010 and Davies, 2007) stated that storytelling can make a significant contribution in the language classroom to build speaking, writing, reading and listening skills.Barzaq (2009:7) defines storytelling as a knowledge management technique, a way of distributing information, targeted to audiences with a sense of information. She also noted that stories provide natural connections between events and concepts, and that visual storytelling is a way of telling stories through images.

2. LITERATURE REVIEW

Storytelling which has generic structures; orientation, complication, and resolution by giving knowledge and experience about the stages of generic structure of text will enable students to tell the story easily. Most of storytelling is recount text form, because through those genres the students can express their thought, feelings, and experiences that make it more interesting. This research will use this recount story telling with guided questions to improve students' speaking ability.

a. Definition of speaking

Based on The Oxford Advanced Learner's Dictionary speaking is defined as to talk or conversation to somebody about something. While in Dictionary.com (2016), speaking means theact,utterance ,or discourseofa person who speaks.

According to Kayi (2006) speaking refers to the gap between linguistic expertise and teaching methodology. Linguistic expertise concerns with language structure and language content. Tarigan (2008; 16) states that speaking is the ability to pronounce articulations of sound or words to express thought. Speaking is a system of signs which is audible and visible using muscles of human being for the purposes of that idea.

Speaking however particularly in English is not easy to do. Samira (2014) states that learning to speak is obviously more difficult than learning to understand the spoken language, because it concerns with sequential arrangement of activities that requires on the part of the teacher and the learners. So it is enough for the students to hear the speech only. Therefore, as students, they have to practice their English anywhere. A teacher should give more attention and give various activities in teaching speaking skill to increase the student ability to use the language because this case is one of the ways to increasestudents' English speaking.

Encouraging the students to learn English is not an easy job. The teacher must be patient to build up the students' motivation. It is not enough only asking them to study hard but the teacher should be a good model in showing their positive attitude toward English, besides they must present the material in teaching process by using some appropriate methods which are suitable with students' conditionand interest.

Based on the definitions above, the researcher concluded that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learn through teaching and learning process.

b. Teaching speaking

According to HayriyeKavi (2006) that what is meant by teaching speaking is to teach ESL learners to:
1) Produce the English speech sounds and sound patterns.
2) Use word and sentence stress, intonation patterns and the rhythm of the second language.
3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4) Organize their thoughts in a meaningful and logical sequence.
5) Use language as a means of expressing values and judgments.
6) Use the language quickly and confidently with few unnatural pauses, which are called as fluency.

c. The kinds of speaking

Speaking is commonly divided into two kinds namely speaking performance and speaking competency. In this research, the writer will explain them clearly as follows:

1) *Speaking Performance*. Manser in Jumahida, (2008:19) states that performance is the person's process or manner of a play. Therefore we may conclude that speaking which is assessed through how fluency and accuracy are made.

2) *Speaking Competency*. According to Manser in Jumahida, (2008:19) that competency is having the ability, skill, and knowledge to do something. Then, through this basic definition, we may also conclude that speaking competency is the ability of someone to speak which is supported with adequate skill and knowledge and it is not assessed but it is delivered.

d. Recount Stor

Recount story is report of events or activity in the past. It is to inform or to entertain the readers/listeners. Structure of the text are :

1) Orientation gives information about who, what, when, and where.
2) Report of event or activity (In cronological order) tell what happened, in what sequence.
3) Re-Orientation (optinal) shows personal comments.

e. Guided Question

In the most learning activity, guided question can be applied among the students, between a teacher and the students, between students and a teacher, between students and other people who came in the classroom. Guided questions are also found in discussion, learning community, finding difficulties, observation and so on.

Traver, R (1989) a guiding question is the fundamental query that directs the search for understanding. Everything in the curriculum is studied for the purpose of answering it. Guiding question help provide focus and coherence of study. The following are the characteristics of the good guiding questions :

1) Good guiding question are open-ended yet focus inquiry on specific topic.
2) Guiding question are no jugmental, but answering them requires high level cognitive.
3) Good guiding questions contain emotive force and intellectual bite. (http:webcache.googleusercontent.com/search, Retrieved on 24 January 2104).

Brown (1994) stated that in the second language classrooms, where learners often do not have a great number of tools for initiating and maintaining language, your question provide necessary stepping stone to communication. Appropriate questioning in an interactive classroom can fulfill a number of functions.

1) Teacher questions give students the imputey and opportunity to produce comfortably language without having a risk initiating language themselves.
2) Teacher questions can serve to initiate a chain reaction of students' interaction among themselves.
3) Teacher questions give the instructor immediate feedback about students' comprehension.

Based on the statement above, the researcher can conclude that the use of guide questions in storytelling, the teacher or lecturer are expected to receive some hints about the techniques in teaching storytelling so that the learners are easily to perform their story based on the generic structure of the text.

3. RESEARCH METHOD

In this research, the researcher will apply quasi experimental design. The researcher divides the research object into two groups; they are the experimental group who has treatment with storytelling technique by guided questions and the control group without such treatment. Both groups are given pre-test and post-test. The pre-test is given to find out the prior knowledge of the students, while post-test is given to find out the effect of the use of storytelling technique with guided questions to improve the student speaking ability. The number size of population In this research, the population is the English students department of STKIP Muhammadiayah Bulukumbain academic year 2016/2017, that consists of four classes which each class

consists of 30 students. The total number of population is120 students. The researcher will use clusterrandom samplingtechniquewhere the researchers take two groups randomly. One of them is randomly selected as experimental group and another one as control group. Group A is taken as experimental group and group B is taken as control group

4. FINDINGS

the Frequency score and the percentage of the student's achievement in pretest and posttest both experimental group can been seen in the following table

Table 1. The Frequency and Percentage of the Students' Pretest in Experimental and Control Group of the Total Score of Speaking Tests.

Classification	Score	Experimental Group		Control Group	
		Frequency	Percentage	Frequency	Percentage
Very Good	91 - 100	0	0	0	0
Good	76 - 90	0	0	0	0
Fair	61 - 75	9	30	11	36.7
Poor	51 - 60	21	70	19	63.3
Very Poor	< 50	0	0	0	0
Total		30	100%	30	100%

Based on the data in Table 1, most of the students in experimental and control group were in poor category. The aggregate percentage of experimental group, categorized as poor was 70% (21 students) and fair was 30% (9 students). While in control group, categorized as poor was 63.3% (19 students) and fair category was 36.7% (11 students). Based on aggregate percentage both experimental and control group showed that low achievement was bigger. It indicated both of the groups still needed to be improved.

Table 2. The Frequency and Percentage of the Students' Posttest in Experimental and Control Group of the Total Score of Speaking Tests.

Classification	Score	Experimental Group		Control Group	
		Frequency	Percentage	Frequency	Percentage
Very Good	91 - 100	0	0	0	0
Good	76 - 90	12	40	0	0
Fair	61 - 75	16	53.4	14	46.7
Poor	51 - 60	2	6.6	16	53.3
Very Poor	< 50	0	0	0	0
Total		30	100%	30	100%

Table 2. shows that the students' achievements in experimental and control group were improving after the treatment. The aggregate percentage of students both of the groups generally tend to spread in good and fair category. The aggregate percentage of experimental group, categorized as good and fair was 93.4% (28 students) and poor was only 6.6% (2 students). While in control group, there were 14 (46.7%) students classified as fair. In poor classification was 53.3% (16) students.

The score distribution for experimental group and control group in posttest showed the difference from the pretest. After the treatment conducted, both of them showed an improvement but in experimental group gave higher achievement than control group

The frequency score and the percentage of the students' accuracy in pretest both experimental and control group can be seen in the following tables.

Table 3. The Frequency and Percentage of the Students' Achievement in Term of Accuracy in Pretest.

Classification	Score	Experimental Group		Control Group	
		Frequency	Percentage	Frequency	Percentage
Very Good	91 - 100	0	0	0	0
Good	76 - 90	0	0	0	0
Fair	61 - 75	9	30	7	23.4
Poor	51 - 60	17	56.6	17	56.6

Very Poor	< 50	4	13.4	6	20
Total		30	100%	30	100%

Table 3 illustrates that most of the students in experimental and control group were in low achievement category. The aggregate percentage of experimental group, categorized as poor and very poor was 70% (21 students) and fair was only 30% (9 students). While in control group, the categorization was almost the same as experimental group. Based on aggregate percentage both experimental and control group showed that low achievement was bigger. It indicated that both of the groups still needed to be improved. The frequency score and the percentage of accuracy in posttest both experimental and control group can be seen in the following table.

Table 4. The Frequency and Percentage of the Students' Achievement in Term of Accuracy in Posttest of Experimental and Control group

Classification	Score	Experimental Group		Control Group	
		Frequency	Percentage	Frequency	Percentage
Very Good	91 - 100	0	0	0	0
Good	76 - 90	12	40	0	0
Fair	61 - 75	16	53.4	13	43.4
Poor	51 - 60	2	6.6	14	46.6
Very Poor	< 50	0	0	3	10
Total		30	100%	30	100%

Illustrates that the students' achievement in experimental and control group were improving after the treatment. The aggregate percentage of students both of the groups generally tend to spread in fair and good category. The aggregate percentage of experimental group, categorized that almost students got high achievement after giving treatment. While in control group, categorized as fair was 43.4% (13 students) and poor or very poor was 56.6% (17 students).

The score distribution for experimental group and control group on accuracy in posttest showed the difference from the pretest. After the treatment conducted, both of them showed an improvement but in experimental group gave higher achievement than control group

Table 5. The Mean Score of Students Achievement in Pretest and Posttest in Experimental and Control Group

Group	Mean Score	
	Pretest	Posttest
Experimental	56.73	71.65
Control	56.93	57.94

Table 5 above shows that the scores achieved by the students in experimental group tend to get increased from pretest to posttest. The mean score of students' achievement in pretest is 56.73 and posttest is 71.65 where the interval is 14.92 point. Therefore, the mean score in pretest is poor classification, while in posttest the mean scores are classified as fair. On other hand, the scores achieved by the students in control group tend to get increased from pretest to posttest, but the improvement is not significant than the experiment class improvement. It can be seen from the mean score in pretest is 56.93 and posttest is 57.94 where the interval is 1.01 point. It means that both of mean score in pretest and posttest of control group is classified as poor.

In the table below, the researcher presented the mean score of speaking components from both group in pretest and posttest.

Table 6 The Independent t-test Value of Students' Achievement in Control and Experimental Group

Variables	Probability Value	α	Remarks
Pretest of control and experimental group	0.89	0.05	Not Significant
Posttest of control and experimental group	0.00	0.05	Significantly different

Based on the result of data analysis as summarized in table 4.11 pretest of control and experimental group, the researcher found that the p-Value (probability value) is higher than α (0.89 > 0.05) and the degree of freedom 58. The t-test value of experimental and control group in pretest was remarked not significant. Meanwhile, the p-Value of posttest from both groups was lower than α (0.00 < 0.05) and the degree of freedom was 58. The t-test value of both groups in posttest was remarked significantly different. It indicated that the alternative hypothesis (H_1) was accepted and, of course, the null hypothesis (H_0) was rejected. It showed that the use of storytelling technique with guided questions is more effective to improve the students' speaking ability achievement.

a. Test of Analysis of Variance (ANOVA)

Determining of the significant difference among of speaking criteria or which dominantly affected in the both group, the researcher analyzed it by using SPSS 17.00 Version.

Table 7. One Way ANOVA Analysis of Experimental Group

	Sum of Squares	df	Mean Square	F_{obs}	Sig.
Between Groups	1.689	2	.844	.017	.983
Within Groups	4314.633	87	49.593		
Total	4316.322	89			

Based on the table above, it shows that the score of F-obs (0.17) is smaller than F-table (3.10) or 0.17 < 3.10. Thus, H_1 is rejected and H_0 is accepted. So, the three speaking criteria have the same average score. And the data also shows that the statistics test p= 0.983 > α(0.05). It means that there is not significantly different score among of the three levels of students' speaking ability in experimental group or accuracy, fluency, and comprehensibility criteria. The scores almost have the same score.

5. CONCLUSION

Based on the finding In the previous Chapter The researcher Put forward the following conclusion

a) There was a Significant Enriching the student's speaking ability and recount storytelling technique with guided question the improve the speaking skill STKIP Muahammadiyah Bulukumba

b) The Use Of story Telling technique with Guided Question in teaching speaking in classroom gives positive attitude to students of STKIP Muhammadiyah Bulukumba

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