INREASING THE STUDENTS' SPEAKINGABILITYBY USING PAIREDSTORYTELLINGTECHNIQUE ATFIRST SEMESTER STUDENT ENGLISHSTUDYPROGRAMIN 2018/2019 ACADEMIC YEAR

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Abstract

Speaking is one of the basic skills in mastering languages. The expectation is speaking can be taught to students to make them capable in communicating by using English correctly. Based on the observation students in Asahan University especially English Education Study Program got difficulties in speaking English especially in describe someone or something. it can be solved by using paired story telling technique to increase students' speaking ability at first semester students English Study Program. The research was categorized into a classroom action research (CAR). In class room action research consist of four main steps, namely: planning, action, observation, and reflection. In this research there were two cycles that was processed. In getting the data, this research gave a speaking test to the students to increase their ability in speaking. The speaking test was given by using paired story telling technique. The result of the research in implementation of paired storytelling technique in class speaking was increase on students' score. In the first cycle the students' mean score 62,71 to 79,28 in the second cycle, with percentage passing classically from 31,42 % or 11 students to 31 students or 88,57 % on the second cycle. From the data was found the activities on the second cycle need not repeated because have met the criteria of success.

Keywords*: Increasing, Speaking, Story Telling, CAR*

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A. Introduction

In mastering the language we have to understand and learn about the four skills of language. They are listening, speaking, reading, and writing. Each of them is important and has the relation one and another.

Speaking is one of the basic skills in mastering languages. Speaking skills is very important because speaking could help people communicate well with their friends in school or society. The expectation is speaking can be taught to students to make them capable in communicating by using English correctly.

Based on the observation students in Asahan University especially English Education Study Program got difficulties in speaking English especially in describe someone or something. There are three difficulties that was found in this research were: First, the students shy to speak about someone or something because they did not have enough vocabularies and less grammar. Second, the students do the mispronunciation in speaking. Third, the students unable to organize their idea. Fourth, the students think the speaking is more difficult from others.
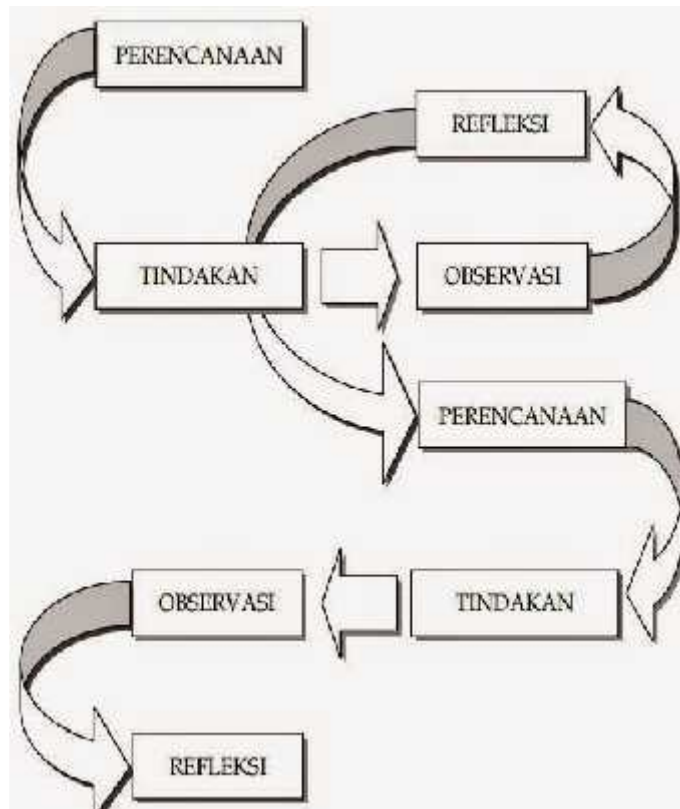
Based on the explanation above, it can be solved by using paired story telling technique to increase students' speaking ability at first semester students English Study Program in 2018/2019 academic year. By using paired storytelling technique is expected students easier to describe something and brave to speak in front of a class.

B. Method

The research was categorized into a classroom action research (CAR). It is consist of three words; Classroom, Action, and Research. Classroom is students group in the same time students are studying from teachers. Action is an intentional activity to do something to get the specific purpose. And research is an activity to observe an object by using specific methodology to get data or information. By combining the limitation of meaning of these words, it means that classroom action research is anobservation toward an intentionalactivityandhappeningin the class.

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In class room action research consist of four main steps, namely: planning, action, observation, and reflection. In this research there were two cycles that was processed. The cycle process has been overcome. The four main steps were preceded by reconnaissance (preliminary study), analysis and identification of problems, planning, observing and reflecting. Here an image of cycle in class room action research by Kemmis and Mc Taggart.

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In getting the data, this research gave a speaking test to the students to increase their ability in speaking. The speaking test was given by using paired story telling technique, where the students did in group than lecturer told a story and students listened than students spoke the story in front of the class. After giving a test, this research made an interview to the students to know about their difficulties in speaking English.

The students' speaking performances were assessed using a scoring rubric proposed by David P. Harris as it is cited in Nurnia (2011: 27). The rubric is shown in the following table.

Table: The Speaking Assessment Rubric

No	Criteria	Rating Scores	Description
1	Pronunciation	5	Has few traces of foreign language.
		4	Always intelligible, thought one is conscious of a definite accent.
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible.
2.	Grammar	5	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.

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		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
3.	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
4.	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant, often forced into silence by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5.	Comprehen si on	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary

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3	Understand most of what is said at slower than normal speed without repetition
2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
1	Cannot be said to understand even simple conversation.

To know the students' mean of the students score for each cycle, this research applied following formulas:

The average value of the class: $\bar{X} = \frac{\sum x}{N}$

Description :

$\bar{X}$ = The means of the students

$\sum x$ = The Total Score

N = The Number of the students

To determine the level of mastery level learning classical formula can be used as follows (suryosubroto, 2002:63)

$$D = \frac{X}{N} \; x \; 100\%$$

Description:

D= Percentage of classical learning completeness

X= Number of students who have been thoroughly studied

N= Total number of students

C. Research Finding

Based on the data in the first cycle and the second cycle, Paired Storytelling Technique can be able improve the students' ability because the technique given students opportunity to spoke in class speaking with their own partner. In the fact, in the first cycle the student can't be able to reach the criteria of success because they seldom practice speaking in the class so that they were not confidence with their ability. And the second cycle the students' speaking ability better than the first cycle based on their pronunciation, fluency and confidence.

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The result of the research in implementation of paired storytelling technique in class speaking was increase on students' score. In the first cycle the students' mean score 62,71 to 79,28 in the second cycle, with percentage passing classically from 31,42 % or 11 students to 31 students or 88,57 % on the second cycle. From the data was found the activities on the second cycle need not repeated because havemet the criteria of success.

D. Discussion

Based on the result of the students' test, it was found out that the student speaking ability increased. It means that there was a positive impact of paired storytelling technique toward the increasing of students' ability in answering the test based on speaking test. Based on this research to know the students' ability in speaking by using paired story telling increased, only two cycles was done. After doing two cycles, the research finished and students' score increased than in the first cycle.

E. Conclusion

Based on the result of this research that had been done in two cycle that conclusion can be taken as follows:

1. After paired storytelling technique was implemented through two cycles, it is concluded that this technique can increase students' speaking ability at first semester students English Study Program in 2018/2019 academic year. The students are active in the class while using Paired Storytelling Technique in terms of sharing ideas, asking, and answering questions.
2. Paired Storytelling Technique has increased the students score in practice speaking as well as the students speaking ability. It is not only increased the students' speaking ability but also gave the interesting and motivating for students in practice speaking.
3. Paired Storytelling Technique can help the reader to increase their speaking skill.

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