



Teaching Speaking Through Story Telling: South Sulawesi Folktales and Its Influence to the Students Speaking Competence

Abd Kadir Hakim⁽¹⁾, Bahrin Amin⁽²⁾, Erwin Akib⁽³⁾

Universitas Muhammadiyah Makassar, Indonesia

E-mail: ⁽¹⁾alinkakadir@gmail.com

Received: 22 August 2022; Revised: 20 November 2022; Accepted: 28 November 2022

Abstract

In the world of globalization, communication plays a vital role in getting success in all fields. Language is used as a tool for communication, The objective of the research is certainly intend to answer and solve the problem statement which has been stated before and it's the aim of this thesis. In line with the research question stated above, the objectives of this research are (1) To figure out the extend using South Sulawesi folktales by storytelling method can improve students speaking competence. (2) To find out the students responses towards using the South Sulawesi folktales by storytelling method in teaching speaking. In doing this study, quasi experimental research is used which requires the careful collection, analysis, and interpretation of quantitative data. based on the data analysis it can be concluded that the result of pretest and posttest scores of experimental class and control class, we could see that the posttest score was higher than pretest.

Keywords: south sulawesi folktales, story telling, teaching speaking

Introduction

Perfect communication is not possible for people without using a language. Moreover, people cannot achieve their aims, objectives, and goals without using proper language to communicate. Therefore, there is a need for a language to communicate with others those who live all around the globe. As English is considered the international language and it is spoken all over the world, it serves the purpose of communicating with the people who live in different regions, states, countries, and continents of the world. Speaking is literally means talking to other individuals. It, in a broader context, is an interactive process in the oral mode to express thoughts, opinions, and ideas, which involves more than just articulating words through n oral cavity. Brown and Burns and Joyce as cited in Akbar. (2019) state that speaking is an interactive process between speakers and hearers, which involves producing, receiving, and processing information. This suggests that speaking is a complex process of communication by which people exchange information, feelings, and meanings through verbal and non-verbal

messages. In line with this concept, speaking a foreign language can be assumed as the communicative process of constructing meanings by using others' native language. Its process can be very challenging for non-native speakers because they are required to have a certain level of competence. According to Kurniawan. & Parwati. (2018), state that speaking performance of second language learners with the intermediate level of English was affected and the results also lend support to the effect of English proficiency. Therefore, one way to overcome this problem is to provide creative material accompanied by interesting activities such as the use local folktales of south Sulawesi as material by storytelling method and The learning material chosen must be in accordance with the syllabus and student needs. According to Asjuh. & Rahman (2018), said that the students respond positively toward the use of the materials. Most of the students agreed that Local Folktale-Based English Materials are interesting, motivating, and effective to be used as learning materials because it could improve their speaking skill.

Folktales consists of a concatenation of

events, plots, and many actions that are suitable to get the students' attention and encourage their motivation in learning. Besides, Folktales is a story whose origin comes from the community and grew up in society in the past. According to Oli. (2016). State that prose narrative texts (folktales and short story) motivate students' interest to learn in the classroom. It also develops language ability, literary appreciation, moral values, and raises awareness of the target language cultures. In short it improves students' listening and speaking skills, provides motivating materials, stimulates language acquisition, enhances critical thinking and develops emotional awareness. The writer researched the questions as follows, (1) To what extent using south Sulawesi folktales by storytelling method can improve student speaking competence?, (2) What are the students responses towards of South Sulawesi folktales by storytelling method in teaching speaking?

Research Theory Teaching Speaking

Teaching speaking is really different, unlike teaching listening, writing, and reading. Speaking needs a habit formation because it is a real communication. Speaking only need practice more over. So the writer believe that if the student always practice the English language, they should be able to mastery English language by easily.

According to Brown (2001) there are six categories apply to the kinds of oral production that students are expected to carry out in classroom. They are:

1. Imitative
Imitative speaking is a kinds of practicing an intonation or trying to pinpoint a certain vowel sound. It is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. This activity is usually performed in form of drilling.
2. Intensive
Intensive speaking goes one step beyond imitative to include any speaking performance that is designed for practicing some grammatical aspect of language. It can be in the form of self-initiated or pair work activity.
3. Responsive
Responsive speaking is meant by being able to give replies to the questions or

comments in meaningful in authentic one.

4. Transactional
In this case transactional is mere done in the dialogue. It is aimed at conveying or exchanging specific information, an extended form of responsive language.
5. Interpersonal
Like in the transactional, interpersonal speaking here is also carried out in a dialogue. It is purposed for maintaining social relationships than for the transmission of facts and information. These conversations are little trickier for learners because they can involve some factors such as, slang, ellipsis, sarcasm, a casual register, etc. This often makes the learners find it difficult to understand the language, or even misunderstood.
6. Extensive
Extensive speaking here mostly in the form of monologue, in the practice, the advanced levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps short speeches. Each category above can be implemented based on the students' level and students' ability.

Story Telling

Storytelling describes the social and cultural activity of sharing stories, sometimes with improvisation, theatrics or embellishment. Every culture has its own stories or narratives, which are shared as a means of entertainment, education, cultural preservation or instilling moral values. Crucial elements of stories and storytelling include plot, characters and narrative point of view. The term "storytelling" can refer in a narrow sense specifically to oral storytelling and also in a looser sense to techniques used in other media to unfold or disclose the narrative of a story.

According to Fikriah. (2016). Says that the implementation of Storytelling for teaching speaking with narrative texts was effective not only to improve the speaking ability of the students but also their ability to produce fluent, accurate and comprehensible grammatically correct sentences. The researchers performances in teaching speaking were also improved by using the STT. By implementing the STT for teaching and learning of speaking ESL through narrative texts, the involvement and participation of the students gradually increased. The STT helped both the students and also the teacher in the

teaching and learning process.

Amru B. (2016). Says that the use of the storytelling technique helped to significantly improve the speaking ability of the EC students. The storytelling technique encouraged the EG students to develop their speaking abilities and they considered it a very helpful technique to improve their speaking ability. In the other world, the students enjoyed learning speaking through storytelling, since they could improve their vocabulary as well as their pronunciation. By using storytelling, the students got the opportunity to speak at length and also helped them to develop their oral language proficiency as well as their reading comprehension. In fact, storytelling allowed the EG students to gain knowledge about important aspects of stories: beginnings and endings, settings, characters, and plot lines.

Folktales

Soe (2015) assert that folktales in general are part of folk literature, which is more widely referred to as folklore. Simply put, a folktale is a traditional story that has been passed on by words of mouth before writing systems were developed.

Folktale is anonymous, timeless, and placeless tale circulated orally among a people. That means naturally and usually, a folk tale has no author, it has no certain time frame and again it is not confined to any particular place. A folktale is transmitted and circulated orally by people, " Sayeef. (2019). Says that Folktales are composed orally by illiterate people belonging to rural communities and passed on from one generation to the next by means of telling and retelling. Because of their oral nature, folk tales often tend to have different versions.

Pham et al (2016). Folktales (also written as folk tales) are among the most common types of folklore narrative. A folktale is a story, myth or legend forming part of an oral tradition, does not have a single, identifiable author or writer and is or was passed down from one generation to the next. A folktale can change over time, be reshaped by modifications and was often changed with each retelling. As a result, there can be various versions of the same folktale. This will be demonstrated through this book when some folktales are provided with different versions across a number of chapters. As a form of common folklore, folktales sugarcoat the hard lessons of life so as to give listeners or readers guidance about how they should behave.

In this way, folktales help pass values and beliefs, traditions and culture across the generations. Popular examples of folktales are fairy tales (or fairytale), myths, legends, trickster tales, and tall tales.

The Implementation of Teaching Speaking through storytelling using south Sulawesi folktales.

Asjuh et al. (2019), said that, to implemented the South Sulawesi Folktales as an english speaking materials in real classroom situation. In order to know the effectiveness of the materials, experimentation was conducted during the implementation. In the first meeting, the teacher conducted pretest to know the students' English speaking skill before the materials were used. Then in the next meetings, the teacher were taught using Local Folktale-Based English materials in 6 meetings. After that, the researcher conducted posttest to know the students' English speaking skill after implementing the materials.

Materials and Method Research Design

Research method was concerned with how the design is implemented and how the research is carried out. This research using quantitative method. According to Creswell (2012), quantitative method was the correlation design in which investigators used the correlational statistic to describe and measure the degree or association (or relationship) between two or more variables or sets of scores. This method collected numerical data through evaluation sheet that administrated by the writer. It involved answering questions concerning the current status of the subjects of the study.

In this study, pre-test and post-test design were used to collect the data. This study will be measured by pre-test before giving the treatment and post-test after giving the treatment. Data collection is the systematic approach to gathering and measuring information from a variety of sources to get a complete and accurate picture of an area of interest. According to Sugiyono (2013) data collection is the most strategic step in the study, because the main goal of the study is to get the data. The data used in this research are pretest and posttest.

Results and Discussion

This chapter is aimed to find out the influence students speaking competence and responses toward south Sulawesi folktales by storytelling in teaching speaking at first grade of MA. Muhammadiyah Sibatua Pangkajene. This chapter is divided four subheadings: description of data analysis, data presentation, data analysis and discussion. Besides, this chapter analyzes statistically the data gained from the result of pre-test and post-test of both experimental and control group. For this case, the SPSS was applied.

The Analysis of the Experimental Class Scores

After giving the pretest, treatments, and posttest to the experimental class, the researcher got the result from pretest and posttest scores presented as follows:

From the table 1, it can be seen that there is progress of the students speaking competence. In pretest, the means of the students' score is 12.1 for fluency, 9.21 for pronunciation, 15.8 for accuracy, 15.5 for clarity, and 14.2 for performance. So, the means of the students' total score is 66.58. It shows that the students' speaking competence was still low. Therefore, the researcher taught the students through used south Sulawesi folktales by storytelling as the treatment for the experimental class to influence the students' speaking competence. While in posttest, the means of the students' score is 15 for fluency, 15.5 for pronunciation, 17.6 for accuracy, 17.6 for clarity, and 16.6 for performance. So, the means of the students' total score is 82.63 The score of the posttest compared with the pretest shows that the students' scores increase significantly after they got the treatments. The significant increase of the students' score also shows that used south Sulawesi folktales by storytelling can improves the students' speaking competence. The improvement is 2.9% in fluency, 6.29% in pronunciation, 2.1% in accuracy, 2.1% in clarity, and 2.4% in performance. The improvement of the students' total score is 8.19%. The significant improvement of the students' speaking competence can be seen in the charts as follows:

From figure 1 the Analysis of the Control Class Score After conducting pretest, conventional teaching, and posttest to the control class, the researcher got the result of pretest and posttest scores presented as follows:

Table 1. Total and Mean of Pretest and Posttest Score of Experimental Class

TEST		FL	PR	AC	CL	PR F	Total
Pre	Σ	230	175	300	295	270	1265
	\bar{x}	12.1	9.21	15.8	15.5	14.2	66.58
Post	Σ	290	295	335	335	315	1570
	\bar{x}	15	15.5	17.6	17.6	16.6	82.63
Improve ment		2.9 %	6.29 %	2.1 %	2.1 %	2.4 %	8.19%

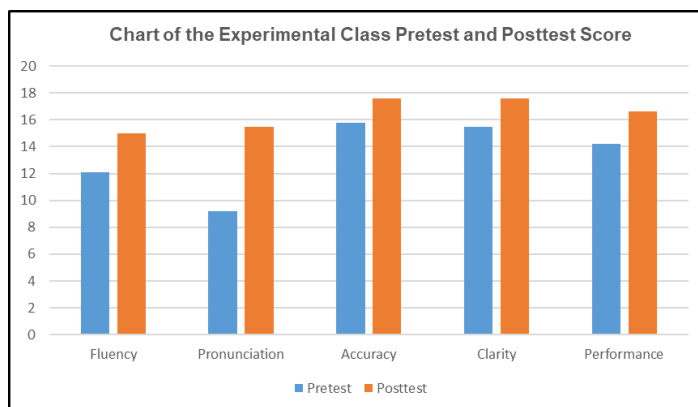


Figure 1. Total and Mean of Pretest and Posttest Score of Experimental Class

Table 2. Total and Mean of Pretest and Posttest Score of Control Class

TEST		FL	PR	AC	CL	PRF	To- tal
Pre	Σ	145	140	200	210	205	900
	\bar{x}	8.53	8.24	11.8	12	12.1	52.94
Post	Σ	180	160	210	220	220	990
	\bar{x}	10.6	9.41	12.4	13	12.9	58.23
Improve ment		2.07 %	1.17 %	0.6 %	1%	0.8%	5.29 %

From the table 2, it can be seen that there is progress of the students' speaking competence. In pretest, the means of the students' score is 8.53 for fluency, 8.24 for pronunciation, 11.8 for accuracy, 12 for clarity, and 12.1 for performance. So, the means of the students' total score is 52.94. The students of control class have the same level of speaking competence as the students of experimental class. But, the researcher did not teach

control class through used south Sulawesi folktales by storytelling. They were taught using conventional teaching which is usually used by the teacher. Meanwhile, the means of the students' posttest score is 10.6 for fluency, 9.41 for pronunciation, 12.4 for accuracy, 13 for clarity, and 12.9 for performance. So, the mean of the students' total score is 58.23. The posttest score, compared with the pretest, shows that the students' scores increase. The increase of the students' score means that there's also improvement of students' speaking skill at control class. The improvement is 2.07% in fluency, 1.17% in pronunciation, 0.6% in accuracy, 1% in clarity, and 0.8% in performance. The improvement of the students' total score is 5.29%. The improvement of the students' speaking competence at control class can be seen in the charts on the figure 2:

From the result of pretest and posttest scores of experimental class and control class, we could see that the posttest score was higher than pretest. It would then be compared with pretest to find out the improvement. The improvement can be seen through the following table 3:

The Data Analysis
T-test

After all the data of the students' score had been collected, the researcher analyzed the data through t-test. T-test is a tool which is used for comparative hypothesis of two samples if the data is in interval or ratio. It is aimed to find out whether the students who are taught through use south Sulawesi folktales in teaching speaking by storytelling can to influence the students speaking competence or not.the researcher used t-test to calculate the data from the experimental and control group's posttest score. But, before using t-test, the researcher should find standard deviation and

mean of the data from both of the experimental and control group. Standard deviation and mean of each group are presented as follows:

Based on table 4 the results of the independent t-test with SPSS in the table above, it could be seen that :

- a. The basic concept of independent sample t-test :
 - 1. The sample t-test used to find out there were a difference in the mean of two unpaired samples
 - 2. Parametric statistical test conditions were Normal and Homogeneous

The Result of Questionnaires

Questionnaire also used to collect the data by during the researcher conducting her research. The researcher used this technique to know the

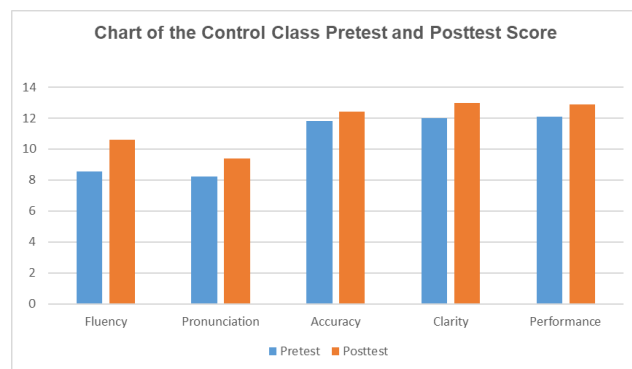


Figure 2. Total and Mean of Pretest and Posttest Score of Control Class

Table 3. Pre-test and Post-test Difference

Group	Pre-test Mean	Post-test Mean	Difference Mean
EXPERIMENTAL	66.58	82.63	8.19%
CONTROL	52.94	58.23	5.29%

Table 4. The result of t-test by SPSS

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Student Learning Outcomes	Equal variances assumed	9,763	,004	11,531	34	,000	24,396	2,116	20,097	28,696
	Equal variances not assumed			11,114	22,089	,000	24,396	2,195	19,845	28,947

students' responses to the use south Sulawesi folktales to influence the students' speaking competence. questionnaire consists of 10 questions and it was given to the students in the last meeting

The students' opinion about use south Sulawesi folktales in teaching speaking by storytelling to influence the students speaking competence (3,4,5,6,7,8,9,10).

Based on table 5 the percentage shows, there is good respond when using south sulawesi folktales by storytelling was implemented in the classroom. The students feel that this technique make them learning speaking interesting and make students brave to present their opinion in the class. The students' active in learning process by using south sulawesi folktales by storytelling.

Results and Discussion

This study is about the using south sulawesi folktales by storytelling to influence the students' speaking competence of the second graders. This research uses quasi-experimental research as the design of the research. This section is intended to analyze the result or research findings based on the related theory. All data collected from the research instrument provides information of the research findings. The result of the students' score is calculated using t-test by SPSS and the *result of students' responses*.

1. Students' score

The researcher conducted the research in eight meeting for each group. In the first meeting, pretest was administered in both of the experimental and control group. The aim of conducting pretest was to know the students' improvement before getting the treatments. Besides, pretest was conducted to ensure that both of experimental and control group have similarity of speaking skill. The second, third, fourth, five, six and the seven meeting, the researcher gave treatments. The treatment was teaching using south sulawesi folktales by story telling at the experimental group. In the contrary, the control group was taught using conventional teaching. In last meeting, the students were given posttest after they got the treatments. It was conducted to measure students' improvement after getting the treatments. According to Bailey, speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information. Based on that theory, the researcher implemented the use of south sulawesi folktales by story telling to

influence speaking competence. The aim was to find out students' strength and weakness so that they could influence their speaking competence. In short, the researcher introduced a new alternative of variation in teaching speaking for students of Madrasah Aliyah Muhammadiyah Sibatua, Pangkep.

The result of students' speaking improvement could be seen from pre test and post test from each group. In the experimental, the improvement progress reached is 82.63. While in the control group, the improvement progress is only 58.23. On the other words, the experimental group is getting higher improvement progress than control group. The researcher used t-test to test the hypothesis and know the significant difference of the experimental and control group. It's used to check whether H_0 was accepted or not. The criteria is If the value of Sig (2-tailed) < (smaller) than 0.05. it means that Null Hypothesis (H_0) is rejected and Alternative hypothesis (H_a) is accepted. So, students who are taught through speak used South Sulawesi folktales by story telling have better speaking skill than those who are not taught South Sulawesi folktales by story telling. If the value of Sig (2-tailed) > (greater) than 0.05., it means that Null Hypothesis (H_0) is accepted and Alternative Hypothesis (H_a) is rejected. Thus, students who are not taught through South Sulawesi folktales by story telling have better speaking skill than those who are taught through South Sulawesi folktales by story telling.

2. The result of questionnaires

According to Thorndike, response is a reaction that appears when students learn, which can also change your mind, feeling or movement/action. In this discussion, the result of questionnaire has been briefly explained the result of the questionnaire will be analyzed based on the research problem that going to be discussed. In this part the discussion will be devide into 4 matter. The first was about the students' responses of English lesson. Based on the result of questionnaire, it could the calculated that the most of students liked English lesson. The second was about the students' responses of speaking skill, it

was showed that 60% of them admitted that they liked speaking skill, The thrid was about the students' opinion about the south sulawesi folktales by story telling were used as media. Based on the result of questionnaire, it could be calculated that the use south sulawesi folktales in teaching speaking as a media in teaching make the students was very interesting to be learned. In addition, most of the students considered that the use south sulawesi folktales as teaching media was appropriated and be able to help them explore their opinion.

Conclusion

Based on the result of the research above, it could be concluded that the use south sulawesi folktales as teaching media has beneficial for the students in influence their speaking competence. In addition, the researcher thinks that students' response are good and could make students comfortable. By using south sulawesi folktales, the students can influence students' speaking competence and make them learning speaking interesting and make students brave to present their opinion in the class by story telling.

References

- Abrar, M. (2019). Re-telling: A Narrative inquiry of Indonesian graduate students' speaking experiences in a United Kingdom university. *Indonesian Journal of Applied Linguistics*, 8 (3), 588–596. <https://doi.org/10.17509/ijal.v8i3.15257>
- Asjuh, N., Rahman, M. A., & Salija, K. (2018). Developing Local Folktale-Based English Materials for Teaching Speaking Skill in Senior High School. Universitas Negeri Makassar, Indonesia.
- Amru, Bin As, B. (2016). Storytelling To Improve Speaking Skills, University of Syiah Kuala, Banda Aceh.
- Brown, H. Douglas. (2001). Teaching by Principle and Interactive Approach tolanguage pedagogy. New York: Longman Inc.
- Creswell (2012) *Research-Design_ Qualitative-Quantitative-and-Mixed-Methods-Approaches*.
- Fikriah, B. (2016). USING THE STORYTELLING TECHNIQUE TO IMPROVE ENGLISH SPEAKING SKILLS OF PRIMARY SCHOOL STUDENTS. *EEJ* (Vol. 7).
- Kurniawan, E., & Parwati, E. (2018). The effect of a narrative structure and English proficiency on university students' speaking performance: Pausing patterns. *Indonesian Journal of Applied Linguistics*, 8(2), 402–408. <https://doi.org/10.17509/ijal.v8i2.13306>
- Oli, A. (2016). The Role of Folktales and Short Stories in Teaching Listening: The Case of Oromo Language. *International Journal of Engineering Science and Computing*. Retrieved from <http://ijesc.org/>
- , Linguistics and Language Teaching TEACHING ENGLISH LANGUAGE USING POPULAR FOLK TALES IN BANGLADESH.
- Soe, M. L. (2015). Using Folktales for Language Teaching, English Language and Literature Academic Group National Institute of Education Nanyang Technological University.
- Sugiyono. (2011) *Statistika untuk Penelitian*. Bandung: Penerbit Alfabeta
- Thi, P., & Nhung, H. (2016). Pham Thi Hong Nhung. Folktales as a Valuable Rich Cultural and Linguistic Resource to Teach a Foreign Language to Young Learners. *International Journal of Education*, 1(1), 23–28. <https://doi.org/10.11648/j.ijecs.20160101.15>