

The Effect of Short Story Towards Students' Speaking Ability at Grade XI IPA1 of SMA Negeri 1 Anggaberi

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Abstrak

Kata Kunci:

Berbicara, Pengaruh, Cerita Pendek.

Penelitian ini menyelidiki pengaruh cerita pendek terhadap kemampuan berbicara siswa di kelas XI IPA1 SMA Negeri 1 Anggaberi. Penelitian ini menggunakan desain pra-eksperimental dengan menggunakan satu kelas; desain pretest dan posttest. Sampel penelitian ini adalah 20 siswa. Sampel diambil dengan menggunakan purposive sampling. Data dianalisis dengan menggunakan statistik deskriptif dan analisis statistik inferensial. Penelitian ini menunjukkan terdapat pengaruh yang signifikan dari cerita pendek dalam meningkatkan kemampuan berbicara siswa di kelas XI IPA1 SMA Negeri 1 Anggaberi. Hasil perhitungan menunjukkan bahwa uji-t adalah 14 dan t-tabel adalah 1,729 ($df=19$, $\alpha=0,05$), artinya hipotesis penelitian ini diterima atau terdapat pengaruh yang signifikan terhadap kemampuan berbicara siswa setelah diajar dengan metode menggunakan cerita pendek pada siswa kelas XI IPA1 SMA Negeri 1 Anggaberi.

Abstract

Key Word:

Speaking, Effect, Short Story

This research investigated the effect of short story towards students' speaking ability at grade XI IPA¹ of SMA Negeri 1 Anggaberi. This research applied pre-experimental design by using one class; pretest and posttest design. The sample of this research was 20 students. The sample was taken by using purposive sampling. The data was analyzed by using descriptive statistics and inferential statistics analysis. The finding shows there is any significant effect of short story in increasing students' speaking ability at grade XI IPA¹ of SMA Negeri 1 Anggaberi. The calculation result showed that $t_{\text{-test}}$ was 14 and $t_{\text{-table}}$ was 1,729 ($df=19$, $\alpha=0,05$), it means that hypothesis of this research was accepted or there is significant effect on students' speaking ability after teaching by using short story at grade XI IPA¹ of SMA Negeri 1 Anggaberi.

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INTRODUCTION

There are four skills that must be mastered by students in learning English language. The four skills consist of speaking, reading, listening, and writing. In this research the researcher focuses on speaking skill. In the curriculum (KTSP), stressed that speaking is a productive skill which is teach in English subject matter especially in senior high school which can make students are communicative whether it is orally or written. As we know that in speaking, the students should master some components in speaking that influence spoken proficiency as follows grammar, vocabulary, pronunciation, fluency, and interaction. It is important to build students' speaking ability in order they can communicate as well as possible, and can apply it either in the learning process or in their daily life. This is justified by the fact that someone who learns English language can be said has ability if he or she can use it orally.

As a facilitator, teacher should be able to encourage his or her students to speak. They have to be more creative in using various technique and media which can be used in the learning process and activate students' interest to speak. Teaching language skills by using literary works as a media provides many benefits and help in improving all four skills, including speaking. It is a way that can be done by the teacher to solve the problems and help their students to speak. This research is focused on a kind of literary works named short story. Short story is most suitable to use in speaking than other literary works. The reason why the researcher choose short story compared with other literary works, because it is not too long and easy to understand by the students. It is different with poetry which needs long time to understand the meaning for the students, novel which need long time to be read, or drama which will be difficult to covered in one or two class session. Short story is a fictional essay which the form is in short prose and the element of the story centered on a main event. Short story can improve all four language skills of a person. Since the short story

provides vocabulary it will enrich the students' vocabulary which can be used to speak. Short story is able to attract the students' interest in learning English for several reasons, such as students enjoy reading a short story, the length is not too long and the words is not too difficult to understand by the students so they will not feel bored to read it, then since short story only centered on a main event and a few character also there is no detail description so the students easy to follow the story, it teaches about moral lesson, and the last it has variety of choice and can be used with all levels, all ages and classes.

There are five main benefits of short story in language learning, such as reinforcing skills, motivating students, teaching culture, introducing literary elements, and teaching higher-order thinking. According on the first benefit of short story it is reinforcing skills, the teacher can create learning activities relate on specific skills for example, speaking skill. Teacher can create learning activity which more valuable using short story to improve students' speaking ability, so the teaching and learning process will not monotone. In the present paper, the researcher will concentrate on activity of students in retelling the short story. By reading the short story, the students will interact with the text and interpret what they read. From their interpretation they can use their own words in retelling what they have read.

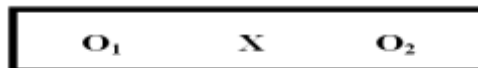
METHOD

Design of the Research

This chapter is divided into following section: design of the research, variable of the research, population and sample, instrument of the research, technique of data collection, rater, inter-rater agreement, marking schema, technique of data analysis, and teaching procedure.

This research applied pre-experimental design by using one class only that was given pretest and posttest. It was aimed to find out whether there is or not any significant effect of short story towards students' speaking ability at grade XI IPA1 of SMA Negeri 1 Anggaberi. Pre-test was given to know students' prior knowledge before giving treatment using short story and the post-test was to know the effect of short story towards students' speaking ability.

The design of this research was as follows:



Where:

- O1 = pretest value to measure the students' knowledge before given short story
X = treatment (the teaching of students' speaking through short story)
O2 = posttest value to measure the students' knowledge after giving treatment trough short story.

Variable of the Research

Variable of research: 1) Independent variable. Independent variable of the research was short story; 2) Dependent variable. The dependent variable was the students' speaking ability before and after the exposure of using short story. The students' speaking ability before the exposure of using short story (pretest) was symbolized by O₁ and that after the exposure of using short story (posttest) was symbolized by O₂.

Technique of Data Collection

The data was collecting by using testing technique. The student tested trough pretest and posttest. In testing the students' speaking ability, the researcher used hand phone to record it. This research was carried out in five (5) meetings consist of three meetings for treatment and two for pretest and posttest. In the treatments, the students asked to read the different short story and then retell them by using their own words. The following procedures were as follows: 1) Pretest was given to know the students prior knowledge before teaching them by using short story. In this session, the researcher conducted the presentation of material, the writer acted as a teacher. It was conducted in the first meeting; 2) Treatment: during the treatment, the writer taught students by using short story. The treatment conducted in second, third, and fourth meeting; 3) Posttest was given to know the students' speaking ability after teaching and learning process using short story. It was conducted at the last meeting.

Technique Of Data Analysis

To determine whether there was or not any significant effect of short story toward students' speaking ability, all the score data from pre-test and post-test were analyzed by using descriptive and interferential statistic analysis. Descriptive statistic was used to describe the result of students' speaking performance and inferential statistic was used to test the hypothesis. The researcher tested

the hypothesis by using a t-test formula as follows:

$$t = \frac{md}{\sqrt{\frac{\sum x^2 d}{n(n-1)}}}$$

where:

t = score of t-count.

md = mean of score difference between pre- and post-test scores.

$\sum x^2 d$ = total squared deviation of score between pre- and post-test scores.

n = the number of sample.

Criteria of testing hypothesis of this study as follows: 1) If $t_{\text{test}} > t_{\text{table}}$, it means there is a significant effect of using short story on the students' speaking ability at grade XI IPA¹ of SMA Negeri 1 Anggaber, (H₀ is refused and H₁ is accepted); 2) If $t_{\text{test}} < t_{\text{table}}$, it means there is not a significant effect of using short story on the students' speaking ability at grade XI IPA¹ of SMA Negeri 1 Anggaber, (H₀ is accepted and H₁ is refused).

Teaching Procedure

In this teaching the students worked in small group and oral way. The writer acted as a teacher: 1) The teacher greeted the students and checking their preparation; 2) The teacher called the roll and asked the students to pray before studying; 3) The teacher gave motivation and apereption; 4) The teacher informed the students about the objective and learning process;

The procedure of teaching speaking trough short story as follows: 1) The teacher gave brief explanation about the material; 2) The students learnt about the structure of short story; 3) The teacher gave introduction about story retelling to the students. And gave them modelling of retelling the short story; 4) The teacher distributed the text of short story to the students; 5) The teacher asked the students to read the story given for ± 15 minutes, and understand the content of the story; 6) The teacher helped the students to think/imagine their idea relate on what they want to say in retelling the short story freely; 7) The students doing discussion with their small group, they were sharing about their idea relate on the story given; 8) The teacher asked each group to look for the meaning of unfamiliar words in dictionary; 9) The teacher asked the students to prepare their self to retell the story using their own words. Each students had to prepare theirself even in their group because all of the students had chance to be called by the tacher as representative; 10) After the students prepared their self, the teacher called a student from each group as representative to retell the story using his/her own words for about ± 3 minutes; 11) The teacher gave the oral feedback of student's performances.

FINDINGS AND DISCUSSION

The following bar graph illustrated the mean difference of students' speaking ability on pre-test and post-test score before and after teaching by using short story at grade XI IPA¹ of SMA Negeri 1 Anggaber. The bar graph indicates that there was a difference score between students' speaking ability before and after treatment. Based on the result of calculation of students' speaking score on pre-test and post-test, it can be calculated in order to examine the effectiveness of using short story whether or not a significant effect towards students' speaking ability at grade XI IPA¹ of SMA Negeri 1 Anggaber.

The criteria of hypothesis testing stated that if $t_{\text{test}} > t_{\text{table}}$ with the level of $\alpha = 0,05$ and the degree of freedom (df) 19, the hypothesis is accepted. However, if $t_{\text{test}} < t_{\text{table}}$ with the level of $\alpha = 0,05$ and the degree of freedom (df) 19, the hypothesis is rejected. Meanwhile from the calculation, t_{test} was 14 and t_{table} was 1,729 (df=19, $\alpha=0,05$), so it means that the hypothesis is accepted meaning that "there is any significant effect of short story towards students' speaking ability on fluency and accuracy aspect at grade XI IPA¹ of SMA Negeri 1 Anggaber".

After analyzing the data trough inferential analysis, the result of this research confirmed that there was significant effect after teaching speaking using short story, because it can increase students' speaking ability after taught effectively at grade XI IPA1 of SMA Negeri 1 Anggaber. Concerning to two aspect of speaking that were measured, it was also found that the students' speaking ability on fluency and accuracy on post-test was better than pre-test.

On the first treatment the researcher gave explanation about short story and modeling on retelling the story. Students divided into small group consist of 4-5. They were given a short story text and had to discuss it with their group and retell it. Most students were not participating actively on their group and just speak

little. The student who as representative on their group had problem in arranging sentences, choosing appropriate vocabulary, and pronouncing some related words. For example: the women two have baby of them...eee..., she is her mother..., they are in one home together..., denied= “denid” (denaid). They also need to write a note before, which helped them to speak in front of the class.

Students’ lack of self confidence also becomes the problem when they were speaking out in front of the class. It was evident when the researcher called a student from their group to retell the short story given as a representative, they were afraid and made reason in order the researcher pointed another student. On the second treatment, the researcher still found students’ mistake, it was commonly from their grammatical and pronunciation. Such as; he don’t want to pay..., the king very angry, mercy= “merci” (mersi), house= “hous” (haws), etc. the researcher tried to straighten their mistake trough showed them how to pronouncing and remind them the language features of narrative text.

While on the third treatment, the student also made some mistake in pronouncing some words, but their understanding about the form of the sentence such as the grammatical form of narrative text was better than in the first treatment. The students had use past tense in retelling the short story given.

Other factors that influence the improvement of students’ speaking ability are motivation and practicing. As can be observed in the first treatment, students were very shy to speak in front of their friends. This can be seen from their attitude when the teacher called them as representative from their group, the students always pointed each other and commonly asked their friend which they think more smart in the class. As the result the teacher need too much time to motivate them to speak and didn’t afraid and retell the story in front of their friends. The students also rare to did practice so they were very stiff to speak. If the students always practice their speaking they will be better in using English. That’s why the teacher kept encourages them in the next meeting by reminding them to practice their English every time if they want to speak English well.

The result from analyzing the data of pre-test and post-test shown that the using of short story in teaching speaking in the classroom was an appropriate media to support the students in practicing their English trough retell it, so their speaking can increase.

To strengthen the statement above it can be seen from the mean score of this research shown that the students’ mean score on post-test on aspect of fluency was 3,3 while accuracy was 3,1, than in the pre-test the students only achieve 2,2 on aspect of fluency and 2,1 on accuracy. It means that the students’ speaking ability on post-test was better than on pre-test after being teaching by using short story.

During the teaching process, the students can learn how to focus on the main event or character of the story and produce English orally, and they were active doing the activity to retelling story. Another source that made the students’ speaking improved was correction from the teacher in terms grammatical, lexical choice, and also pronunciation which were very helpfull for students.

CONCLUSION

Based on the finding that was found, it can be said that the using of short story in teaching speaking had effect on students’ speaking ability. From the computation of the t_{test} it shows that $t_{\text{test}} = 14$. It is consulted to the t_{table} at level of $\alpha = 0,05$ with degree of freedom (df)= 19 found that $t_{\text{table}} = 1,729$. It can be seen that t_{test} is higher than t_{table} , or the hypothesis is accepted. So the writer may conclude that the using of short story effectively in teaching speaking can increase students’ speaking ability on aspect of fluency and accuracy at grade XI IPA¹ of SMA Negeri 1 Anggaberi.

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