THE EFFECTIVENESS OF STORYTELLING ON SPEAKING ABILITY OF TENTH GRADE STUDENTS: AN ISLAMIC SCHOOL CONTEXT

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ABSTRACT

Learning English is quite challenging for some Indonesians, especially to learn speaking because speaking requires someone to produce words directly. Previous research on speaking ability has been conducted, but few researchers examined the effect of speaking in the scope of Islamic senior high schools. To fill the gaps in the literature, this research aims to find out how influential teaching speaking through storytelling is in Islamic senior high schools. The problem of this study focuses on whether or not teaching storytelling affects students' speaking ability and finding out any difference between those who have been taught using storytelling and those who have not. The sample of this study was 69 tenth-grade students of MAN 2 Banjarmasin, which were divided into control and experimental group. To collect the data, each group was assigned a pre-test and a post-test. Based on the results of the Descriptive Statistical Data Analysis, it is explained that there was an effect of learning English by using storytelling on the speaking ability of class X students of MAN 2 Banjarmasin with an increase in the average learning outcomes before and after the storytelling method was 14.117. This is shown by the average value of students from 65.539 to 79.656. Meanwhile, Hypothesis testing is done by using the Mann-Whitney test. H0 will be accepted if the p-value > 0.05 and H0 is rejected if the p-value < 0.05. The Mann Whitney test analysis results on the post-test value of the control and experimental groups obtained a p-value < 0.05. By looking at the average difference in the post-test scores, it can be said that the teaching speaking through storytelling method is more effective for improving students' speaking ability.

Keywords: *Storytelling, Speaking Ability, Teaching Speaking.*

1. INTRODUCTION

In Indonesia, English is regarded as a foreign language. Learning English is quite challenging for some Indonesians, especially to learn speaking skills. Speaking is a language skill that aims to express ideas and feeling verbally. Speaking as an activity to produce sayings in the form of words and sentences orally to communicate with others. In daily life, people need to communicate with others to provide information, obtain information, or even entertain. Zuhriyah (2017) mentioned that speaking is the first way to interact with others in the social community. Everyone can speak basically, but not all people have skills in speaking. Tuan & Mai (2015) stated that proficiency in each of the four language skills is necessary to become a well-rounded communicator, but the ability to speak fully provides people with several distinct advantages. In addition, communication skills are very important owned by someone to convey opinions to others.

Khorashadyzadeh (2014) stated that speaking needs not only students' understanding of the way to produce linguistic competence such as grammar, pronunciation, and vocabulary but also comprehension of sociolinguistic competence such as when, why, and how to speak. Speaking is normally imitative and reproductive which provides students to practice language and communication patterns (Becker & Roos, 2016). Students must acquire speaking skills for communicative purposes. Speaking in class involves interaction between teacher and students or between students depending on how activities are organized. The reason that makes speaking difficult is the English language itself rarely use by foreigners (Febriyanti, 2011). Whereas, students are also expected to be able to speak English well under the learning themes contained in the syllabus and lesson plans. It means that many supporting aspects achieve satisfactory results in learning to speak at school.

Farhani et al. (2020) stated that Indonesian students faced some speaking problems in non-English-speaking schools. Problems in speaking that are found in speaking class are students do not want to talk or say anything, students keep using their language, difficulty in handling students in large classrooms, students are not disciplined or the materials not fulfilling the student's needs (Febriyanti, 2011). Students in school are still stammering, embarrassed, and doubtful to tell stories. Another factor that leads to a lack of speaking skills in students is most teachers still use the "Teacher-centered" learning method in managing classes. This causes students to be bored and passive inside a class. Therefore, teaching methods play an important role in determining lesson work. Teachers have to be careful in preparing learning strategies and choosing teaching methods.

From observations made by the researcher when being a pre-service teacher at MAN 2 Banjarmasin, many students had difficulty speaking English. They were quiet when they were asked to speak in English because they were afraid of making mistakes in producing speech. The teachers had also used several different teaching methods, but the development of English is still lacking. It can be assumed that MAN 2 Banjarmasin is the right school for the researcher to conduct research. Based on the explanation above, the researcher concludes that the innovation of teaching methods has an important role in improving students' speaking ability.

According to Bala (2015), storytelling is widely regarded as one of the most effective methods of teaching English to EFL students. Ikramuddin (2017) stated that storytelling helps EFL learners become more confident to express themselves spontaneously and creatively. Thornbury (2005) mentioned that storytelling is a universal function of language and one of the main ways of conversation. Storytelling with suitable series image media is to practice language skills as well as expression skills. With the help of a specific interaction between the storyteller and the listener, students are asked to retell the stories' plots in various word formations as part of the storytelling teaching method (Zuhriyah, 2017). Storytelling can be done as a teaching method so that students do not feel bored with the common teaching style.

Many previous studies about teaching through storytelling toward speaking ability have been conducted, such as Silvani (2022) and Mujizat (2016). However, there are still few researchers who examine the effect of storytelling on speaking ability within the scope of Islamic Senior High School. To fulfill the gaps in the literature, this study is made to complete this deficiency to find out how influential teaching speaking through storytelling is in Islamic high schools. This research also focused on tenth-grade students as participants to be subject for this research because they will have many chances to learn English well. This is supported by an English Learning Syllabus 2013 for Tenth Grade students which contains text that is easy to apply in the form of storytelling.

The researcher is interested in conducting a study to find out whether the effect of storytelling will make the student have improvement to learn speaking. Therefore, the researcher is interested to conduct a study entitled "The Effectiveness of Storytelling on Speaking Ability of Tenth-Grade Students at MAN 2 Banjarmasin". Thus, based on the explanation above, the problem of this study can be formulated as follows: Is there any effect of storytelling on the speaking ability of 10th-grade students at MAN 2 Banjarmasin?

2. LITERATURE REVIEW
2.1 Definition of Storytelling

Storytelling is the vivid description of ideas, beliefs, personal experiences, and life lessons through stories or narratives that evoke powerful emotions and insights (Serrat, 2008). Storytelling uses the presenter's abilities to tell a story with style, interesting intonation, and good gestures. Storytelling is often used in the teaching and learning process, especially at the beginner level. According to Ebrahiminejad et al. (2014), that storytelling is one teaching method by using short stories. This method is useful for training listening ability pleasant. According to Miller and Pennycuff (2008), storytelling is considered a more personal experience as the listener frequently has greater levels of eye contact with the storyteller as compared to listening to a story from a book.

Storytelling has power, especially in communicating language and delivering moral values that must not be forgotten (Ellis and Brewster, 2014). According to Kayi (2006), Storytelling is one of the activities that can be done in the speaking class to promote speaking. It also can be modified with various media to add to the appeal of the story the storyteller said. Dujmovic (2006) stated that listeners gain insight into the motives and patterns of human behavior as they gain a vicarious feeling for the past and a oneness

with various cultures of the present through stories. Considering the nature of human beings as storytellers, teachers can use storytelling as a teaching method in English classrooms (Yang, 2011).

According to Ebrahiminejad et al (2014), storytelling is one teaching method by using short stories. There are many different categories of short stories, from true stories to fairy tales. Meanwhile, Ikramuddin (2017) stated that there are eight forms of storytelling as below:

1) Cave Painting. Any parietal art that involves applying color pigments to the walls, floors, or ceilings of ancient stone shelters is referred to as Cave Painting. In a time before languages and writing, paintings on cave walls told stories of long ago, whether they were warnings, depicting historical events, or simple stories made up for the entertainment or education of children.

2) Oral Traditional. Oral tradition is information that has been passed down through generations by word of mouth and has not been written down. This includes historical and cultural traditions, literature, and the rule of law. Examine some examples of oral tradition, such as legends, proverbs, folktales, and customs. An example of Oral Traditional is the story of Atlantis, an oral tradition in Egypt that found its way into an epic poem.

3) Fable. Fables are fictional stories that teach the reader specific moral lessons. Animals are frequently used as characters in fables, but objects such as household items that come to life and or parts of nature can also be used as characters. Whatever the main characters are, they are given anthropomorphic characteristics to make them think and act like humans. Fables can be written in either prose or poetry. An example of the fable is "The Tortoise and the Hare".

4) Myth. Myths are traditional stories. Some are based on true events, while others are entirely fictitious. Myths, however, are more than just men's stories; they serve a deeper purpose in both ancient and modern cultures.

5) Legend. Legends are stories or collections of stories about individuals or groups of individuals that have been passed down through history. Legends may contain supernatural beings or elements of mythology, but they are generally told as a piece of history about a person or a location. Legend, like most forms of storytelling, has been passed down through generations and may have changed over time depending on where and when. An example of Legend in Indonesia is "Malin Kundang" and "Danau Toba".

6) Theatre. Theatrical storytelling is a much more interactive form of storytelling. In later years, the actors encouraged the audience to join in and interact with them, such as by shouting famous catchphrases or attempting to assist the protagonist on stage.

7) Text. Textual storytelling has evolved and adapted over a long period. There are numerous examples of large text-based stories, but some notable modern examples include book series such as Percy Jackson and Harry Potter. These are current examples of how text is still a large part of storytelling

today, but how it is all still connected, as these are some of the text stories that have been transformed into film.

8) Film/Movie. To summarize, storytelling is on its way to becoming an effective tool for telling someone's story, whether it is about his daily life or a heroic tale. Furthermore, as storytelling progresses through the ages, it can be considered the oldest method of disseminating both information and knowledge throughout the world. Storytelling can be defined as a teaching method in which students are asked to retell the content of stories in various word constructions by involving a certain interaction between the storyteller and the listener.

2.2 Storytelling in Education

Storytelling is the original form of teaching, and it has the potential to foster emotional intelligence and provide insight into human behavior in children (Dujmovic, 2006). Storytelling is used by requiring teachers to be able to adapt and master the learning content contained in the book by retelling it in the form of a fairy tale. A teacher should refrain from imposing boundaries on students' thinking to keep the lesson from becoming a sermon; in addition, he or she should keep in mind that entertainment is required to continue telling the story (Spaulding, 2011). After telling the story, the teacher must repeat the keywords so that students understand and understand. In addition, facial expressions and expressions in telling stories are adjusted to the object being told. Then the teacher must be able to invite students into the story using eye contact between the teacher and students at the right time. In line with this description, according to Wright (1995), when the teacher does storytelling, several ways can be used to help students understand, namely:

1) Use pictures, masks, objects, and puppets. It aims for students to easily understand a story that is being listened to. When students do not understand a word spoken by the teacher, the teacher can show some pictures in the story, the images can be drawn by the teacher or the students themselves on the blackboard or pictures in books. Teachers can also use masks and puppets to help students understand, just as pictures, masks, and puppets can be made by students themselves.

2) Use mime yourself. When the teacher tells the story, the teacher can imitate the characters in the story, such as doing movements and imitating the sounds of the animals in the story.

3) Use a sound effect. When the story is not boring, the teacher can use various kinds of sound effects as in the original voice. For example, in the story there is a sound of lightning, here the teacher must be able to make the same sound as the sound of lightning, etc.

4) Translate keywords as you tell the story. Tell students the keywords in the story, so that students can have and remember new vocabulary.

Based on the description above, it can be concluded that teaching by using the storytelling method can provide experiences for students' and teachers' learning. These experiences students can get from listening to fairy tales as if students are in a story situation. With the interaction between students and the learning media used, learning will be funnier.

2.3 Teaching through Storytelling on Speaking Ability

According to Davies (2007), storytelling is a form of engagement. Ellis and Brewster (2014) explained that stories often hold a strange and magical quality that can interest and engage learners in a way that few other materials and methods have. Brown (in Fitriani and Hambali, 2014) stated that the process of applying storytelling as a teaching method is as follows:

1. The teacher explains the storytelling method in front of the class. The storytelling material depends on the purpose.

2. Students are asked to give their opinion about the explanation.

3. Students can give their opinion directly or can also write their opinion on a piece of paper first.

4. The teacher also gives opinions in other ways. It is hoped that the method is one of the efforts that can bridge the way students think so that they have many ways of communicating.

5. Students are asked to retell what has been explained.

6. Students make portfolios or reflections on the material that has been obtained.

7. Students are expected to be able to express their opinions. In this case, students learn to communicate a topic according to their point of view.

3. METHODS
3.1 Design Research

This research design is Quasi-Experimental Design. The design is not a real experiment yet because there are still external variables that also influence the formation of the dependent variable. The research design used in this research was quasi-experimental design. The form of the quasi-experimental design chosen was the Non-Equivalence Control Group Design.

Table 1. Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental	O_1	X_1	O_2
Control	O_3	X_2	O_4

Descriptions:

O_1 Pre-test of experiment class
O_2 Post-test of experiment class
X_1 Treatment of Storytelling Method
X_2 Treatment of Discussion Learning Method
O_3 Pre-test of control class
O_4 Post-test of control class

In this design, observations have been done twice: before and after the experiment was implemented. The observations implemented before treatment (O1 and O3) are called the pre-test and the observations implemented after treatment (O2 and O4) are called the post-test. The results of both classes have been compared to each.

3.2 Population and Sample

Population refers to the set or group of all the units on which the findings of the research are to be applied. In this research, the researcher intended to gain the data from batch 2022-2023 of MAN 2 Banjarmasin. The population was all students in tenth grade at MAN 2 Banjarmasin. In this study, the researcher decided to choose tenth-grade classes to be selected because tenth grade students had a big chance to learn English at the beginning of senior high school and the tenth-grade learning syllabus supports the researcher to do speaking lessons related to storytelling.

In educational research, especially in experimental research, probability sampling is not always necessary or may not be possible to select subjects from the larger population. In such cases, purposive sampling was used in this study. The researcher followed the teacher's suggestion because he has been familiar with the student's characteristics. Both classes were recommended by the teacher because they were easier to control under the conditions of limited time in this study. Furthermore, X-D was chosen as a control group and X-D as an experimental group because the teacher stated that students in X-B had more difficulty speaking English and were less enthusiastic in participating about learning English than students in X-D. The teacher suggested that the researcher used X-B (34 students) as an experimental group and X-D (35 students) as a control group. Meanwhile, the samples in this study were 34 students in class X-B and 35 students in class X-D.

3.3 Research Instrument

In this study, the researcher used an oral test as the instrument. The instrument was usually determined by the researcher and tied to the study methodology. The writer did a try-out test to determine the adequacy of the test and the students' aptitude in the sample class of this study. The researcher assessed students' speaking abilities using a voice note or video recording. The researcher assessed students' speaking ability by analyzing their pronunciation, grammar, vocabulary, and fluency.

The test of speaking skill that was used was outcomes in form of pre-test and post-test. The pre-test was conducted before the storytelling method was applied, while the post-test was conducted after the students took learning sessions by applying the storytelling method. The speaking test was conducted in adjusting to Syllabus and Lesson Plan. The assessment was used in observing students' activities when they were participating in the learning process. The observation sheet was an overview of all aspects related to the curriculum that becomes a guide in learning.

3.4 Data Collection

The data collection techniques used in this research were pre-test, treatment, and post-test. The researcher started both classes in the first week by carrying out a pre-test. Because MAN 2 Banjarmasin has implemented face-to-face learning after almost two years of implementing online learning, the researcher asked students to share memories or experiences they have experienced about how COVID-19 spread in their neighborhood area. It can be started from how their experience related to the historic COVID-19 event, how their day instantly changed, or how the learning process passed during COVID-19.

After demonstrating the pre-test, the researcher used storytelling to teach speaking in the experimental group. The story's material consisted of a variety of recount text. The researcher asked the students to practice and then explained the story to the class one by one. Meanwhile, the researcher used discussion-learning in the control group. The procedure of treatment in the experimental group is as follows. In the first treatment, the researcher entered the classroom, greeted the students, and began introducing herself to the students. The researcher motivates the students about the material. The researcher told the recount text "My Activities during Covid-19" by showing several activities and pictures that usually did when online learning using storytelling. The researcher taught them a lesson related to what will be told about a good recount text, then asked the students to repeat after the researcher said some difficult words in the story and translate them. The indicator of the students was then measured by the researcher and raters.

For the second treatment, the researcher came to class, opened the class session, greeted the students, and checked the attendants. The researcher wanted to know how far students knew about historical events in Indonesia. Therefore, the researcher brought a story about "The Youth Pledge" with several picture puppets to help students learn difficult vocabulary. The researcher also asked whether there was any other difficult vocabulary. After that, the researcher gave lessons about conjunctions so that they could compose stories well. Then, the researcher asked the students to repeat the vocabulary in the stories they found and repeat the lesson. After that, researchers and raters measure student indicators

For the third treatment, the researcher came to class, opened the class session, greeted the students, and checked the attendants. In this meeting, the researcher gave material on recount text relating to historical events that occurred in the world, namely "The Black Death", then asked students to join in to learn the recount Text, its purpose, the generic structure of recount text, and the language features of recount text some difficult English vocabulary. At the end of the lesson, the researcher told students for preparing a presentation for the post-test.

After treatment, the next section was a post-test to determine the effect of using the storytelling method. Students are asked to tell a historical event about their favorite holiday of their life. It can be started with how their holiday was, their favorite places to go, or how their favorite event was.

3.5 Data Analysis

To analyze the data obtained from the research results, the researcher used descriptive and inferential statistical analysis. The data collected in the form of pre-test and post-test scores are then compared. Next, both scores are compared by asking questions about whether there was a difference between the control and experimental group scores. Testing the difference in value was only carried out on the average of the two scores. Normality tests and homogeneity tests were also conducted to measure the data to be calculated. If the data were not normally distributed, non-parametric statistics were used

4. RESULTS & DISCUSSION

4.1 Description of the Research

This research was conducted at Madrasah Aliyah Negeri (MAN) 2 Banjarmasin. MAN 2 Banjarmasin is an Islamic educational institution under the auspices of the Ministry of Religion (Kemenag) of the Republic of Indonesia which is trusted to carry out the mandate as characterized by Islamic Public Schools. MAN 2 Banjarmasin has the school's vision and mission related to conduct this research. Those are to improve language skills, appreciation of arts and culture, physical and spiritual fitness, state defense capabilities, and students' information technology skills through various extracurricular activities. So, this research is expected to encourage the success of these goals to improve language skills.

MAN 2 Banjarmasin City stands on a land area of 18172 m². On this land, infrastructure has been built by providing various facilities and learning spaces. In the research that was conducted from September 08th, 2022 to October 06th, 2022, the researcher used classrooms as school facilities to conduct the research in Class X-B with 34 students as the experimental class and class X-D with 35 students as the control class. The study was conducted for five weeks with 1 meeting per week in each experimental group and control group. For the data collection process in this study, there were 5 meetings in Experimental Class. For the first meeting, students were given a pre-test. The second, third, and fourth meetings were given treatment using storytelling. Then, at the last meeting, students were given a post-test to see whether the application of storytelling affected students' speaking ability.

For the control group, students were also given five meetings. For the first meeting, students were given a pre-test. In the second, third, and fourth meetings, students were taught using discussion learning. At the last meetings, students were given a post-test to see whether there was a change in students speaking ability. Due to limited research time and the time given by the school, the meeting schedule between the experimental class and control class was not the same.

4.2 Research Findings

Description of the results of the speaking (pre-test) for students in Experimental Class (X-B) Banjarmasin before the Storytelling method was applied as described below:

1. From the data obtained in the pre-test score on September 08th, 2022, it can be seen that the value of ∑fx= 6685, while the value of N itself is 34. Therefore, the average value (mean) can be obtained as follows:

$$\times = \frac{(6685:3)}{34}$$
$$= \frac{2228,3}{34}$$
$$= 65.539$$

From the results of the calculation above, the average value of the learning outcomes of class X students of MAN 2 Banjarmasin before the application of the storytelling method is 65.359. As for what is categorized according to the technical guidelines for assessing learning outcomes at Madrasah Aliyah in the Decree of the Director General of Islamic Education Number 3751 of 2018, based on data that can be seen in Table 2.

Table 2. Level of Ability

No	Predicate Interval	Frequency	(%)	Result Category
1	89-100	1	2.94	Excellent (A)
2	78-88	3	8.82	Great (B)
3	67-77	7	20.58	Fair (C)
4	<67	23	67.64	Bad (D)
Score		34	100	

Based on the data that can be seen in the table above, it can be concluded that student learning outcomes at the pre-test stage using oral test instruments are categorized as bad 67.64%, fair 20.58%, great 8.82%, and excellent 2.94%. Seeing from the results of the existing percentages, it can be said that the level of students' speaking skills before the storytelling method was applied was classified as Bad

2. Description of the results of the speaking (post-test) for students in class X MAN 2 Banjarmasin after the Storytelling method was applied.

After the treatment was conducted, the data were obtained in post-test scores on October 6th, 2022. The value of ∑fx= 8125, while the value of N itself is 34. Therefore, the average value (mean) can be obtained as follows:

$$\times = \frac{(8125:3)}{34}$$
$$= \frac{2708}{34}$$
$$= 79.656$$

From the results of the calculation above, the average value of the learning outcomes of class X students at MAN 2 Banjarmasin after the application of the storytelling method is 79.656. As for what is categorized according to the technical guidelines for assessing learning outcomes at Madrasah Aliyah in the Decree of the Director General of Islamic Education Number 3751 of 2018 that can be seen in Table 3.

Table 3. Level of Ability

No	Predicate Interval	Frequency	(%)	Result Category
1	89-100	3	8.83	Excellent (A)
2	78-88	15	44.11	Great (B)
3	67-77	16	47.05	Fair (C)
4	<67	0	0.00	Bad (D)
Score		34	100	

Based on the data in the table above, it can be concluded that student learning outcomes at the post-test stage are categorized as bad 0.00%, fair 47.05%, great 44.11%, and 8.83%. Seeing from the results of the existing percentages, it

can be said that the level of students' speaking skills after the storytelling method was applied was classified as Great.

Table 4. Description of English Learning Outcomes

Score	Categorize	Frequency	%
$0 \le \times < 65$	Un-proficient	0	0
$65 \le \times \le 100$	Proficient	100	100
Score		34	100

If Table 4 is associated with indicators of student learning outcomes mastery criteria determined, the number of students who reach or exceed the KKM score (65) is more than 75%. So, it can be concluded that the criteria of completeness in speaking skills of class X MAN 2 Banjarmasin are proficient criteria for completeness classical learning outcomes because students who were complete are 100% 75%

Based on the results of the Descriptive Statistical Data Analysis, it is explained that there was an effect of learning English by using storytelling on the speaking ability of class X students of MAN 2 Banjarmasin with an increase in the average learning outcomes before and after the storytelling method was carried out by 14.117. This is shown by the average value of students from 65.539 to 79.656.

3. Normality Test. The Kolmogorov-Smirnov and Shapiro-Wilk were conducted to test the normality of the instrument. It can be seen in the table that the pre-test significance value in the control class is 0.428 and the post-test significance value is 0.548. Then, the pre-test and post-test values in the control class were normally distributed because they had a significance value of more than 0.05 (p>0.05). It can be seen in the table that the pre-test significance value in the experimental class is 0.007 and the post-test significance value is 0.006. Then, the pre-test and post-test values in the experimental class were not normally distributed because they had a significance value of less than 0.05 (p<0.05). Thus, the assumption of a normally distributed data group is not fulfilled.

Table 5. Normality Test

Variable	P-Value (Sig)	Sign	α	Decision
Pre-Test – Control	0.428	>	0.05	H₀ Accepted
Post-Test – Control	0.548	>	0.05	H₀ Accepted
Pre-Test – Experiment	0.007	<	0.05	H₁ Accepted
Post-Test – Experiment	0.006	<	0.05	H₁ Accepted

4. Homogeneity Test. Based on the homogeneity test using Levene Test, it was found that p-value > 0.05 showed the variance of the pre-test data values between control and the experimental groups and between post-test data values between control and experimental groups is homogeneous. Thus, the assumption of data originating from the same or homogeneous variance is fulfilled. Since the data fulfilled the assumption of homogeneity, but not all the data fulfilled the normality then the data transformation was carried out.

Table 6. Homogeneity Test

No	Group	P-Value	Interpretation
1	Pre-Test Control	0.523	Homogenous
2	Pre-Test Experiment		
3	Post-Test Control	0.194	Homogenous
4	Post-Test Experiment		

The result of the normality test using the data transformation still showed a p-value<0.05 for the pre-test and post-test data of the experimental group. Thus, for the next step, alternative non-parametric testing of the T-test was carried out using the Mann Whitney test to find out whether there was a significant difference between the pre-test scores in the control and experimental group and the post-test scores in the control and experimental group.

5. Hypothesis Testing (Mann Whitney Test). The following are the hypotheses tested in this study:

1) Students' Speaking Ability Before the Storytelling Treatment

a) H_0 : $\mu_1 = \mu_2$ (There is no significant difference in students' abilities between the control class and the experimental class on the Pre-Test scores)

b) H_1 : $\mu_1 \ne \mu_2$ (There is a significant difference in students' abilities between the control class and the experimental class on the Pre-Test scores)

Hypothesis testing is done by using the Mann Whitney test. H_0 will be accepted if the p-value > 0.05 and H_0 is rejected if the p-value < 0.05. The results of the Mann Whitney test analysis of Students' Speaking Ability before Treatment Story Telling were carried out in the control and experimental classes were as follows:

Table 6. Mann Whitney Test – Pre-Test Score

Variable	p-value	Description
Pre-Test Control	0.128	Accepted H₀, Rejected H₁
Pre-Test Experimental		

Based on the table above, the results of the analysis of the Mann Whitney test on the pre-test value of the control and

experimental groups obtained a p-value > 0.05. This shows that there is no significant difference in student abilities between the control class and the experimental class on the Pre-Test score.

2) Students' Speaking Ability by using the Discussion Learning method and the Story Telling method.

   a) $H_0: \mu_1 = \mu_2$ (There is no significant difference in students' abilities between using the Discussion Learning method and the Story Telling method)

   b) $H_1: \mu_1 \neq \mu_2$ (There is a significant difference in students' abilities between using the Discussion Learning method and the Story Telling method)

Hypothesis testing is done by using the Mann Whitney test. H_0 will be accepted if the p-value > 0.05 and H_0 is rejected if the p-value < 0.05. The results of the Mann Whitney test analysis of Students' Speaking Ability using the Discussion Learning method and the Story Telling method are as follows:

Table 7. Mann Whitney Test – Post-Test Score

Variable	p-value	Description
Post Test Control	0.000	Rejected H_0, Accepted H_1
Post Test Experimental		

Based on the table above, the Mann Whitney test analysis results on the post-test value of the control and experimental groups obtained a p-value < 0.05. This shows there are differences in students' speaking abilities using the Discussion Learning method and the storytelling method. By looking at the average difference test on the post-test scores, it can be said that the storytelling method is considered to be better in improving students' speaking skills.

4.3   Discussion

The results of the research on the application of the teaching speaking through storytelling method at MAN 2 Banjarmasin showed that there was a change in students' frequency scores before and after the treatment storytelling was given. During the research, there was a change in the experimental group, the changes were in the form of activities or behavior and the condition of students during the teaching and learning process.

Before the treatment was applied, some students did not seem very interested in learning English. Only a few students were active during the learning process. After students' are given storytelling 3 times in a row, the average value of students' speaking ability in the post-test results has become better than before. In addition to the percentage of result categories, students also seemed more interested in the media and the storytelling method used by the researcher and students were very active and responsive to listening to the stories given after the application of the storytelling method.

In accordance with the theory by Ellis and Brewster (2014) that storytelling has power, especially in communicating language and delivering moral values that must not be forgotten. Storytelling is on its way to becoming an effective tool throughout the world. Storytelling can be defined as a teaching method in which students

are asked to retell the content of stories in various word constructions by involving a certain interaction between the storyteller and the listener. In addition, according to Ikrammuddin (2017), eight forms of storytelling are the basis for researchers to carry out the storytelling method so that researchers use text as a storytelling medium.

The researcher also uses several ways that can be used to help students understand a story. Wright (1995) mentioned such as using pictures, masks, objects, and puppets, using mime yourself, and translating keywords. Therefore, the researcher made that theoretical as the basis for teaching speaking through storytelling. When the researcher did storytelling, it helped the process of teaching English to be easier and more comfortable to understand. The students were not bored during the lesson because they can see the pictures as puppets and the intonation changed according to the story being shown.

Based on the results of inferential statistical analysis using the results of the Mann Whitney test analysis on the post-test value of the control and experimental groups, a p-value <0.05 was obtained. This shows that there are differences in students' speaking abilities. Student's fluency, grammar, pronunciation, vocabulary, and content can be improved when storytelling was implemented in teaching speaking (Indramawan, 2013). The effect of the application of the storytelling method on speaking skills is in line with the results of the observations in assessment sheet based on the results of assessment sheets, it is showing a large number of students who dared to appear in front of the class by applying the storytelling method. Students also begin to be active and confident to retell using their own language; they are more daring in expressing themselves and really enjoy the learning that is being done so they are motivated to speak in front of the class.

Applying a storytelling technique can improve students' confidence in speaking English because it takes a big chance for students to often speak English. Students learned to communicate with others people by speaking through a story. Also, based on the results of descriptive statistical analysis and inferential statistics obtained as well as the results of analysis data that have been carried out, it can be concluded that there is an effect of the storytelling method on speaking skills in English subjects of tenth-grade students of MAN 2 Banjarmasin.

Meanwhile, some previous have already shown evidence that using storytelling has an effect on students' speaking skills. The results showed that using storytelling has a positive impact on improving students' speaking skills. Mu'tashim and Syafi'i (2018) stated that an effective way for teaching speaking is by using storytelling. Storytelling is one of the techniques commonly used in process of teaching and learning a language. Similarly, storytelling assists students in learning to speak. Furthermore, students enjoy and can study wherever and whenever they want. This provides evidence that the implementation of storytelling relevance to materials had been taught by using text (simple past tense) as a form of storytelling.

The research is also in accordance with Indramawan (2013) when storytelling was implemented in teaching speaking, it could improve students' fluency, grammar, pronunciation, vocabulary, and content. Storytelling can be used to teach English language speaking skills in order to develop students' speaking abilities. This

is evidenced by the research instrument in the form of student observation sheets which examine the component aspects of assessing students' abilities which are a benchmark for the effect of storytelling on students' assessment sheets in speaking abilities. By telling stories in front of the class, most students become accustomed to speaking English in front of others. As a result, teaching speaking ability through storytelling becomes one of the effective ways to teach speaking in class. It will be revealed that students struggle to improve their speaking skills due to a lack of time or opportunities to explore their English in oral language production. As a result, this study came up with a solution to the problem of teaching by implementing teaching speaking through storytelling.

5.   CONCLUSION

5.1   Conclusions

The conclusions related to the implementation of the storytelling method on speaking skills in X-grade students of MAN 2 Banjarmasin are speaking skills in class X MAN 2 Banjarmasin before the application of the storytelling method were categorized as Bad. It can be seen in the results by the average of students' learning outcomes bad 67.64%, fair 20.58%, great 8.82%, and excellent 2. 94%.   The storytelling method has an effect on speaking skills in class X students of MAN 2 Banjarmasin. It can be seen from the percentage gain by using an oral test instrument categorized. Students are given a storytelling method in English learning 3 times in a row. In addition to the percentage of result categories. The average of students' learning outcomes also increased at the post-test stage using oral test instruments are categorized as bad 0.00%, fair 47.05%, great 44.11%, and 8.83%.

Based on the results of the hypothesis analysis test on the Mann Whitney test on the post-test value of the control and experimental groups, a p-value <0.05 was obtained. Storytelling is also an effective learning method that will help the teacher to improve students' speaking abilities. This shows that there are differences in students' speaking abilities using the discussion learning method and the storytelling method. By looking at the average difference test on the posttest scores, it can be said that the Story Telling method is considered to be better in improving students' speaking skills.

5.2   Suggestions

Based on the findings related to the results of the study that the application of the storytelling method affects speaking skills in class X students of MAN 2 Banjarmasin, some suggestions are put forward as follows. To educators, especially teachers of MAN 2 Banjarmasin, it is recommended to apply the storytelling method to arouse students' interest and motivation to learn. Researchers are expected to be able to develop this storytelling method by applying it to other materials to find out whether other materials are compatible with this learning method in order to achieve the expected goals. For future researchers, they will be able to develop and strengthen this storytelling method and strengthen the results of this research by reviewing it and being able to conduct more successful quantitative quasi-experiment research.

7.   REFERENCES

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