IMPROVING PUPILS' SELF ASSURANCE AND LITERACY IN SPEAKING THROUGH STORY TELLING AT SMP SWASTA TRIANA

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Abstract

This study investigates the effectiveness of storytelling techniques in improving students' self- assurance and literacy in speaking English at SMP Swasta Triana. The research employs a Classroom Action Research (CAR) design, involving 33 eighth-grade students. The study utilized a mixed-method approach, collecting both qualitative and quantitative data through interviews, questionnaires, and pre- and post-tests. Results demonstrate a significant improvement in students' speaking proficiency and confidence levels. Speaking skills increased from 51% in the pre-test to 72% in the first post-test, and 100% in the second post-test. Qualitative data revealed that storytelling created an engaging and comfortable learning environment, enhancing students' understanding and problem-solving skills. The storytelling technique effectively boosted students' confidence in public speaking and English language use. It also encouraged increased reading and improved English presentation skills among all participants. These findings suggest that storytelling is an effective method for enhancing English speaking skills, self-assurance, and literacy among junior high school students. This research contributes to the field of English language teaching by providing empirical evidence on the efficacy of storytelling in improving speaking skills. The study recommends that educators incorporate diverse speaking activities and creative teaching strategies, such as storytelling, to facilitate engaging and effective language learning experiences.

Keywords: *storytelling, speaking skills, self-assurance, literacy, english as a second language (ESL), classroom action research*

Abstrak

Penelitian ini menyelidiki efektivitas teknik bercerita dalam meningkatkan kepercayaan diri dan literasi siswa dalam berbicara bahasa Inggris di SMP Swasta Triana. Penelitian ini menggunakan desain Penelitian Tindakan Kelas (PTK) yang melibatkan 33 siswa kelas VIII. Penelitian ini menggunakan pendekatan metode campuran, mengumpulkan data kualitatif dan kuantitatif melalui wawancara, kuesioner, dan tes sebelum dan sesudah. Hasilnya menunjukkan peningkatan yang signifikan dalam kemahiran berbicara dan tingkat kepercayaan diri siswa. Keterampilan berbicara meningkat dari 51% pada pre-test menjadi 72% pada post-test pertama, dan 100% pada post-test kedua. Data kualitatif mengungkapkan bahwa bercerita menciptakan lingkungan belajar yang menarik dan nyaman, meningkatkan pemahaman siswa dan keterampilan memecahkan masalah. Teknik storytelling efektif meningkatkan rasa percaya diri siswa dalam berbicara di depan umum dan penggunaan bahasa Inggris. Hal ini juga mendorong peningkatan kemampuan membaca dan peningkatan keterampilan presentasi bahasa Inggris di antara seluruh peserta. Temuan ini menunjukkan bahwa bercerita adalah metode yang efektif untuk meningkatkan keterampilan berbicara bahasa Inggris, rasa percaya diri, dan literasi di kalangan siswa sekolah menengah pertama. Penelitian ini memberikan kontribusi pada bidang pengajaran bahasa Inggris dengan memberikan bukti empiris mengenai kemanjuran bercerita dalam meningkatkan keterampilan berbicara. Studi ini merekomendasikan agar para pendidik menggabungkan beragam aktivitas berbicara dan strategi pengajaran yang kreatif, seperti bercerita, untuk memfasilitasi pengalaman belajar bahasa yang menarik dan efektif.

Kata Kunci: *bercerita, keterampilan berbicara, rasa percaya diri, literasi, bahasa inggris*

sebagai bahasa kedua (ESL), penelitian tindakan kelas

1. INTRODUCTION

Language and society are inextricably linked. In social environments, people constantly interact and communicate using the languages prevalent in their time. In this era of globalization, English has become an international language widely used in various fields, including technology and global communication (Devita et al., 2023). Consequently, mastery of English as a second language has becomeincreasingly important, especially for students.

However, English language teaching in schools still faces various challenges. Phenomena observed in English classes at SMP Swasta Triana show that many students lack motivation to learn, feel insecure, and experience difficulties in English literacy. Factors contributing to this include ineffective teaching methods, students' difficulty in understanding the material, and lack of support from the learning environment.

Literacy, encompassing the ability to read, write, speak, and listen, is a crucial aspect of education (Widiyarto et al., 2023). In particular, speaking skills are considered to play a vital role in communication (Delima et al., 2022). However, mastery of English speaking skills cannot be achieved without strong critical thinking abilities and self-confidence. Self-confidence is one of the determining factors for students' success in learning and speaking English (Rina et al., 2023).

Students with high self-confidence tend to participate more actively and interact in various learning situations. Conversely, lack of self-confidence can lead to uncertainty and insecurity in foreign language learners. Considering the importance of self-confidence and literacy in English language learning, this study aims to improve students' self-confidence and literacy in speaking English through storytelling methods at SMP Swasta Triana. This method is chosen as a strategy to help students overcome challenges in learning English, while simultaneously developing their critical thinking abilities and self-confidence.(Rianthi et al., 2022)

2. RESEARCH METHOD

The study utilizes a Classroom Action Research (CAR) design, a systematic inquiry conducted by educators to gather data on their teaching practices and student learning outcomes (Setiawan et al., 2021). This study uses a collaborative Classroom Action Research (CAR) approach with eighth-grade English students at SMP Swasta Triana, focusing on planning, acting, observing, and reflecting for improvement.

The research is conducted at SMP Swasta Triana, North Sumatra, focusing on 33 students from Class VIII-2 in the 2023-2024 academic year.

Picture 3.1
Kurt Lewin's Action Research Design

Classroom Action Research uses Lewin's design, consisting of planning, action, observation, and reflection in a cycle. A preliminary study is conducted to gather data on problems faced by teachers and students in learning activities. Researchers observed classes and conducted interviews with second-year students to understand teaching techniques and English language guidance.

3. RESULTS AND DISCUSSION

Classroom Action Research (PTK) study focuses on improving 8th-grade students' self- assurance and English speaking literacy through storytelling at SMP Swasta Triana, allowing simultaneous teaching and research without disrupting learning.(Dewi et al., 2023).

a) Pre-Action Activities

The research, initiated by a proposal seminar attended by 8th semester students, supervisors, and examiners, was approved by the Faculty of Teacher Training and Education.(Saragih et al., 2022). The researcher will analyze English class hours from 10 May 2024 to 10 May 2024 using storytelling and interviews with Class VIII 2 homeroom teacher, Mrs. Nurul Azmi, to understand students' passive learning behavior and enhance English literacy:

Table 4.1 Pre test results

No.	Analysis	Statistics
1.	Total number of learners	33
2.	Number of test takers	30
3.	Average score of learners	50,66
4.	Number of learners who are complete	5
5.	Number of pupils who did not complete	25
6.	Learning completeness	51%

Source: Pre Test Results (The full calculation can be seen in the attachment) The researcher plans to improve English speaking skills in Class VIII-2 students using the stoy telling method, focusing on vocabulary mastery, self- assurance, and literacy.(Padila et al., 2019)

b) Data Exposure of Action Implementation

Cycle I, conducted twice on May 10 and 11, 2024, involved researchers distributing questioners, explaining learning material, and conducting Post Tests, preparing instruments, materials, and observation sheets.

1. First Meeting

   On May 10, 2024, a researcher at SMP Swasta Triana initiated learning activities, boosting motivation through ice breaking, grouping students, and rewarding them with posters.

2. Second meeting

   On May 11, 2024, a meeting was held at SMP Swasta Triana, where the researcher initiated learning activities by greeting students, inviting prayer, checking attendance, informing objectives, and motivating them through singing. They then provided opportunities for students to evaluate their understanding.(Sabaretnam et al., 2019) The researcher conducted an oral evaluation at the end of the lesson, followed by a discussion with the pupils, urging them to study at home for the next meeting.

3. Third Meeting

   On May 17, 2024, a meeting was held at SMP Swasta Triana, starting with greetings and prayer. The meeting focused on learning objectives, English songs, and motivation through activities. The researcher taught vocabulary, story-telling, and presented project projects. The meeting concluded with prayer and greetings.(Anggerainy et al., 2019).

Data on the Final Test Results (Post Test) Cycle I

The cycle I Post Test assesses project presentations using story teling models, evaluating self-assurance, literacy, pronounciation, and gesture. Full marks are given for good storytelling, but value adjustments are made.(Purnama et al., 2020). The formula used to determine a student's level of understanding and achievement of learning outcomes is :

$$S = SA+L+P+G$$

Description:
S : Value sought or expected
SA: Total score of the Self Assurance
indicator L : Total score of the Literacy
indicator
P : Total score of the Pronunciation
indicator G : Total score of Gesture
indicator

Table 4.2 Post Test scycle 1 results

No.	Analysis	Statistics
1.	Total number of learners	33
2.	Number of test takers	33
3.	Average score of learners	72,21
4.	Number of learners who are complete	15
5.	Number of pupils who did not complete	18
6.	Learning completeness	72%

Source: Post Test cycle 1 Results
(The full calculation can be seen in the attachment)

Post Test results in Cycle I show an increase in pupils' learning outcomes and completeness, with a better score than the previous test. However, 70% of the pupils' learning completeness is not as expected.(Duncan et al., 2019).

The study collected observation data on researcher activities, pupils' activities, and students' activeness in learning.

The researcher observes students' activities in the learning process, calculating the percentage of average value using a formula. Average with the formula $= \frac{Total\ score}{Max\ score}$ x 100%

Table 4.3 presents an analysis of the observation results of researcher and pupils' activities in the first cycle.

Description	Researcher Activity	Learner Activity
Total score that can be	44	45
Maximum score	50	55
Level success rate	88%	81,81%
Criteria for level of success	Good	Good

Source: Results of observations of researcher activities and pupils activities Cycle I

The researcher successfully executed learning activities with an 88% success

rate in cycle 1, while pupils' activities achieved an 81.81% success rate.(Renner & Giampietro, 2020).

Table 4.4 Analysis of Observation Results of Cycle 1) Student Activeness

No	Indikator	Score
1.	Expeeriences	4
2.	Interaction	4
3.	Communication	3
4.	Reflection	3
Total score		16
Maximal score		20
Success rate		80%
Criteria for success rate		Good

Source: Results of observation of pupils activeness Cycle I (Results and recapitulation of observation of pupils activeness can be seen in the attachment)
The table shows that pupils generally actively participate in the learning process, with an 80% success rate in cycle I. The researcher has prepared everything according to the design, despite some unfulfilled points in the observation sheet(Setiawan et al., 2021).
2) Interview Results
    Senior English teachers found the story-telling-based method effective in increasing students' confidence and literacy in English, particularly vocabulary mastery, but noted the need for further improvements in future learning activities.(Brada et al., 2023)
3) Field Note Results
    Field notes revealed issues during the learning process, including crowded classrooms and shy students. The reflection stage evaluated actions in Cycle I, aiming to improve the next cycle's action plan. Results showed an increase in learning outcomes, but not expected. Further action in Cycle II is needed.
4) Cycle II
    The study's Cycle II was conducted on 17-18 May 2024, focusing on story-telling and Notice material, with researchers preparing instruments and awarding points for successful completion.(Latifah et al., 2022) The researcher conducted an oral evaluation at the end of the lesson, followed by a discussion with the pupils, encouraging them to study at home for the next meeting.

Final Test Result Data (Post Test Cycle II)
Table 4.3 Post Test scycle 1 results

No.	Analysis	Statisti cs
1.	Total number of learners	33
2.	Number of test takers	33
3.	Average score of learners	96
4.	Number of learners who are complete	33
5.	Number of pupils who did not complete	0
6.	Learning completeness	100%

Source: Post Test cycle 1 Results (The full calculation can be seen in the attachment)
Post Test Cycle II results indicate a significant enhancement in students' learning

outcomes, with a higher score and a rise in learning completeness from 51% to 100%.

5) Interview resultsThe researcher interviewed Class VIII-2 pupils and senior English teachers about their learning activities, revealing that students found the story-telling model enjoyable, fun, and helpful in vocabulary and speaking English. The use of Notice pictures media also improved their confidence.(Barcham, 2023)

6) Field Notes
Field notes are crucial for recording important aspects of learning, such as student enthusiasm, improved interaction, and increased courage in expressing opinions, which contribute to a more conducive classroom atmosphere and better learning outcomes.

7) Reflection
The second cycle post-test results show a 100% increase in pupils' results and learning completeness, with successful activities and student activeness, supported by the success of the story-telling learning model using Notice pictures media.(Asrul et al., 2021)

8) Researcher Findings
The study reveals that combining a story-telling learning model with Notice pictures media improves students' engagement, acceptance, and motivation, thereby enhancing their English learning outcomes.

9) Discussion of Research Results
The study aimed to enhance English learning outcomes for Class VIII-2 students at SMP Swasta Triana through a story-telling method with Notice pictures, involving two cycles and core activities.(Shinta Widiastuty Anggerainy et al., 2023) The researcher and pupils concluded their study by drawing conclusions, reciting a joint prayer, and ending with greetings.

The English subject Notice material for Class VIII-2 pupils at SMP Swasta Triana is being used to enhance their activity through a story-telling method.
The story-telling method with notice posters can enhance student activity, as evidenced by observations during Cycle I and Cycle II of the learning process:

Table 4.VIII 2Increasing Pupils Activeness

No.	Analysis	Cycle I	Cycle II
1.	Score obtained	16	19
2.	Maximum score	20	20
3.	Level of success	80%	95%
4.	Success criteria	Good	Very good

The study reveals that implementing English learning using a story-telling method with Notice pictures media can significantly boost the activity of Class VIII- 2 pupils at SMP Swasta Triana.

Graph 4.1: Increase in Pupils Activeness
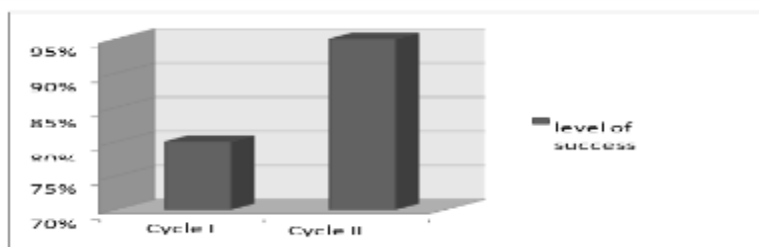
The study aims to enhance the learning outcomes of Class VIII-2 students in

English subjects using the Story Telling Method.

The use of the story telling method model and Notice pictures media significantly enhanced the learning outcomes of the students.(Caldwell & Henry, 2020) The improvement in student performance is evident in tests conducted during the learning process, including Pre Test, Post Test Cycle I and Post Test Cycle II:

Table 4.9 Improvement in Pupils Learning Outcomes

No.	Analysis	Pre Test	Post Test I	Post Test II
1	Average value of pupils	50,66	72,21	96.06
2	Pupils who have completed their studies	5	15	33
3	pupils who do not complete their studies	28	18	0
4.	Percentage of learning completion	51%	72%	100%

The use of the story telling method with Notice Pictures media in English learning has significantly increased the activity and learning completeness of Class VIII-2 pupils in SMP Swasta Triana:

Graph 4.2: Pupils Learning Completeness
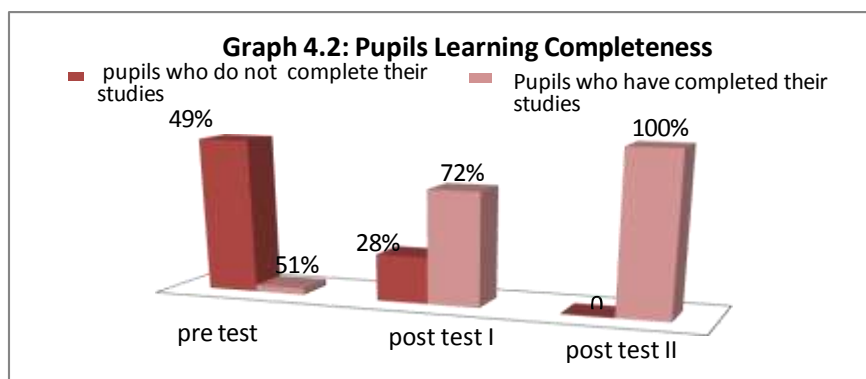
The graph shows an increase in pupils' learning completeness from the initial test to post-test cycles. Initially, it was below 75%, but in the first cycle, it increased to 72%. In the second cycle, it reached 100%, with an average score of 96. The story- telling method effectively solved practical English learning problems, increasing activeness and learning outcomes.(Nehe et al., 2023)

4. CONCLUSION AND SUGGESTIONS

4.1 Conclusion

The study found that storytelling at SMP Swasta Triana significantly improved students' self-assurance and literacy in speaking English. Pre-treatment, students had low confidence and literacy in speaking, but post-intervention, they showed increased proficiency. The storytelling approach also increased reading, confidence development, and improved English presentation skills among all pupils.

4.2 Suggestions

The study suggests that teachers should incorporate diverse speaking activities to improve students' confidence and proficiency in pronunciation, fluency, comprehension, vocabulary, and grammar. Creative teaching strategies, such as storytelling, should be used to facilitate learning in both small and large classes. Students should engage in English literacy activities, participate in learning, practice speaking skills regularly, and use storytelling techniques for organizing ideas.

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