ABSTRACT

Listening, speaking, writing, and reading are four different activities that encourage each other in the communication process, which are known as four Skills language. When one of the four Language Skills speaks, it takes center stage. In fact, this student does not get enough opportunities to speak English in public, either at school or outside of school. Students who are not used to communicating in English could well struggle to compete with foreign students. Language England is also regarded as a difficult lesson by students because they become easily bored during the learning process. This factor influences participants' desire to study English at a higher level. Lessons are uninteresting to students, and as a result, they do not accept learning optimally.

Researchers use survey results to collect student responses through order to learn how to use story telling to improve students' language skill. Ten students from MIPA-1 SMAS Yayasan Pendidikan Pangeran Antasari Class X Participant research is in the works. Following that, the questionnaire responses are reviewed and revised to produce reliable results. According to research findings, 90% of students are satisfied with their English language lessons, while 60% of dissatisfied students believe that English language lessons are too difficult. Approximately 90% of English students are overjoyed, particularly those enrolled in the Skills Speak course. The brave student has only completed half of his in-class English speaking.

Key words : teaching speaking skills, story telling

CHAPTER I
INTRODUCTION

1.1 The Background of the Study

Humans always interact and communicate with one another since they are social beings. Talking is a good way to interact and communicate. In things, this is how people verbally express their thoughts and request things. Because of this, speaking is crucial, especially in the English language. In actuality, English is a widely spoken language throughout the world. English is a language that many people use to communicate with people in other countries.

There are four distinct activities that complement one another as part of the communication process, and they are speaking, writing, reading, and listening. When one of the four language skills speaks, it attracts the most attention. This student doesn't have enough opportunities to speak English in front of other people, either at school or outside of it. Because they are not accustomed to communicating in English, students will find it challenging to compete on the global stage. Students also view learning English as a difficult subject because they get easily bored while learning. That factor has a substantial impact on students' desire in studying English at a higher level. Lessons are not engaging enough for students to embrace learning effectively. Because of this, the teacher should be able to combine risky skills with effective ones so that students can perform with confidence.

1.2 The Problem Of The Study

Based on the background of the study above, the researchers find that the problems of the study are:
- How is the improvement of student speaking skills through story telling method?
- How is the application of story telling method on students speaking skills?
- Why story telling can improve students' speaking skills?

1.3 The Objectives Of The Study

Related to the problems of the study, the objectives of the study are:
- To find out the improvement of student's speaking by using the story telling method.
- To explain the important function of speaking ability.
- To have an awareness of the nature or the importance of learning English to increase competitiveness in education, so the students' will be more actively participate their speaking English.

1.4 The Scope Of The Study

This study was started on November 2022, Students of class X MIPA-1 SMA Yayasan Pendidikan Pangeran Antasari with the amount ten students. This study focus on increasing ability of the students speaking with the using method of telling a story.

1.5 The Significant Of The Study

There are three the significant of the study, they are:
1. To the English teacher: to know how far is the students' skill in speaking English by using telling story
2. To the students: to give input for the students to improve their speaking skills by using telling story technique
3. To the other researchers: Can be useful as guiding or comparison in researching the same topic. Hopefully, it can give more information to the knowledge, especially in speaking skill.

1.6 The Hypothesis

The principle of research is to solve a problem. Problems are things that happen beyond expectations and plans. To solve a problem, this method goes backwards with the preliminary study of the object studied through empirical facts. Research with quantitative methods can also be called the discovery method, which means that through this method researchers can solve problems with research data in the form of numbers and statistical analysis as a new science.

According to Sugiyono 2012 (193-194), there are several strategies for generating data using quantitative methods such as interviews, observations, and queries.

1. Interviewing

Interviews are one of the strategies to generate information so that things known by respondents are more accurate due to the number or minimum number of respondents. The interview can be arranged in two ways, namely:

a) Formal or guided interviews.

Usually this activity is done through questions that are already listed in the instructions or are listed related to information that can be obtained from the source.

b) An informal interview or discussion.

Unlike structured interviews, these interviews are conducted without instructions. Sugiyono (2018, hlm. 14) issued an opinion that says that research methods with quantitative is based according to the philosophy of positivism to study a specific population or sample randomly to collect data, instruments and statistical analysis of data.

2. Obeservation

The University of South Alabama refers to standard observations as quantitative observations. This demonstrates that research conducted through observation focuses on numbers, the variables of which are interrelated. In contrast to interviews, the item observed does not always relate to humans, but also to other natural objects.

3. Questionnaire

A questionnaire is a printed or written and structured form consisting of a series of formal questions that provide information to obtain answers on the topic being discussed. What distinguishes this activity from quantitative method data collection strategies is that when large

amounts of data are processed by a large group of people, the process is carried out more efficiently and quickly. The strategy can also include information from respondents scattered across a wide a

CHAPTER II
REVIEW OF LITERATURE

2. Research Design

This investigation will employ the use of quantitative study by way a design of experiments. A test and a questionnaire are going to be employed to conduct research. To use a quantitative methodology, the scientist will try to assess pupils' progress in speaking using a specific test and questionnaire results. Margono explained that quantitative research is a research that uses more of the logic of hypothesis verification which starts with deductive thinking to derive hypotheses then conducts field testing and conclusions or hypotheses are drawn based on empirical data.

Students were personally contacted during the research process inside the classroom. Based on a story from a book, English language learners should focus on developing their ability to tell a story. A student asked to share a story in front of the class. This researcher made an effort to assess the students' proficiency in speaking English.

2.1 Place Study

Study this will conducted at SMA Swasta Pangeran Antasari Helvetia and focus on class X MIPA-1. Address school on Jl. Veteran No. 1060 / 19, Kec. Labuhan Deli, Kab. Deli Serdang, Medan, Sumatera Utara.

2.2 Data Source

This research was done using a quantitative methodology. According to Sugiyono 2009: 14, the philosophy of positivism must be based on quantitative research methods in order to study certain samples and perform with random systems. Sugiyono also said the philosophy of positivism must be based on quantitative research methods in order to study certain samples and carried out with a random system. data collection with research tools that are statistical data analysis that function in the testing of applicable hypotheses.

Emzir (2009):28 defines quantitative approaches as primary approaches applied to the development of science (cause-effect opinions, variables affecting reduction, temporary problem solving, and specific questions about observation, measurement, and theoretical testing) by way of the use of research techniques such as surveys and statistical data experiments. Data is a number in quantitative research that is interpreted based on the data and the final result displayed. (Arikunto :2006).

Quantitative research has characteristics namely (1) hard sciences, (2) 'brief' and narrow focus, (3) reductionistic, (4) logical reasoning and deductive, (6) knowledge base: causal relationships (7) test theory, (8) control over variables, (9) instruments, (10) basic elements of analysis: numbers, (11) statistical analysis of data, (12) generalization.

2.3 Technique Data Collection

For help success research , researcher collect data via questionnaire . Shape data descriptive , in the form of spoken words or writing about Act in demand humans who can observed (Taylor and Bogdan , 1984). study this collect data in two stage . first one is student given opportunity for tell a story use Language English before researcher explain Skills speak through story telling. On Step second student given opportunity for tell a story after researcher explain Skills speak through story telling. With method this, researcher could identify in what did the students say before and after using story telling technique .

CHAPTER III
FINDINGS AND DISCUSSION

In this study, the storytelling approach was utilized to test whether it is a strategy that can aid in solving various issues. Before speaking, during speaking, and after speaking were the three phases of this study.

The researchers were pleased with the test findings from cycle 2 becausethere had been a considerable improvement from cycle 1 scores. This demonstrated that utilizing storytelling strategies was successful in enhancing students' abilities. They are more engaged and driven to succeedin their studies.

Meeting	Mean	N
Session 1	59,80	15
Session 2	80,40	15

The implementation of storytelling technique at X MIPA-1 SMAS Yayasan Pendidikan Pangeran Antasari showed that there was improved of the students' speaking skill. Even though most students did not receive the highest possible score on the session 1 test, it was evident from the end of cycle 2 that student speaking ability had improved. The explanation and observation above demonstrated that the kids' speaking skills had improved satisfactorily. The mean score in session one was 59,80, while in session two of the meeting, it was 80,40.

There were three stages: before speaking, during speaking, and after speaking.

3.1 Pre speaking activities

In this step, the researcher welcomes the students and introduces himself. More researchers are still enquiring about students' English language proficiency. Doesthe student enjoy the English lesson, especially the skills talk? And we discovered that many students did not believe they could speak English. They find it tough to speak each word. The researcher will then go over their methodology or plan of action. The choice narrative "The Wise Man" that has been prepared by the researcher and sheet observation methods like questionnaires are the methods employed. This step involves the researcherplanning how to apply theory to the tale "The Wise Man."

3.2 While speaking activities

3.2.1 While speaking activities (Meeting 1)

First, researchers randomly selected 10 of the 25 students in class X MIPA to serve as a sample for the study. Researchers begin recording student names afterselecting the students. This student asked for "The Wise Man," a text that has

been shared, to be read out on Step. This researcher has not yet provided an explanation of how to pronounce each word in the tale in Step. However, Step 1 specifies that three factors pronunciation, fluency, and understanding are to be evaluated. The study clarifies the three aspects that are being discussed. Pronunciation is the act of giving each word or sound in a language its proper voice. Fluency is the ability to pronounce words clearly and to comprehend what students are learning through texts and stories a researcher.

3.2.2 While speaking activities (Meeting 2)

Researchers present questions to students to enable them to test their understanding at the second meeting. For instance, did the students get the "Wise Man" content story? When reading and translating a text, the researcher asks the student to take note. Additionally, the researcher explains how to pronounce each word in the narrative. Beginning with pronunciation, the researcher explained each word's pronunciation. In terms of eloquence, the researcher explains how well students can relate stories again and over again. Every word in the story is properly spoken according to the researcher.

3.3 The Activities Carried Out
Beginning with pronunciation, the researcher explained each word's pronunciation. Researchers demonstrate how effective it is for eloquence when students recite the same tale over and over. Then the researcher gives the students 10 minutes totalk about the reading's content using just their own words. The next researcher summons each student to give a repeated story using only their own words for three minutes. With story up front class, help student for hone ability talk up front general. Kindly alternate student tell a story in front class until duration done .

3.4 Responses Student To Speak With Use Story Telling Technique

The initial study's findings revealed that during the first meeting, 50% of the participants dared to speak English in front of the class and 60% were able to do so. At the second meeting, 80% of the students were willing to speak in front ofthe class and could speak English to 90% level. From the data obtained, it can be concluded that there was an increase in speaking ability for X MIPA-1 SMAS Yayasan Pendidikan Pangeran Antasari.

CHAPTER IV
CONCLUSION

Based on results research above , can pulled conclusion as following :

1. According to research findings, X MIPA-1 pupils' vocabulary rose and they became more courageous to speak English in front of their class.

2. Application approach share a narrative on the student's communication skills two meetings to be held. On the first step, the researcher has not yet clarified thepronunciation of each word in the narrative. They begin to share stories in front of the class based on student knowledge without any explanation from the researcher. The researcher asks the student to note the text being read and translated during the second meeting. Additionally, the researcher explains how to pronounce each word in the narrative. began by pronouncing each word. Researchers describe the effectiveness of having students repeat stories.

3. The story-telling method can improve students' speaking skills since it involves avariety of factors, including senses of vision and hearing.

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