

**THE CORRELATION BETWEEN STUDENT'S ACTIVITIES IN
STORYTELLING WITH THEIR INTEREST IN SPEAKING
AT GRADE IX OF SMP N 3 TEMBILAHAN**

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ABSTRACT

Students' interest is one of the psychological problems. Interest has an important role in successful learning. The students' interest will make the students active and pay more attention in speaking learning process. Interest will be forced the students to learn and practice it. The purpose of this research was to identify if there is correlation between students' Activities in Storytelling with their Interest in speaking and to identify how the correlation between students' activities in storytelling with their interest in speaking at grade IX of SMPN 3 Tembilahan. In selecting a sample, the researcher used "Cluster Random Sampling" by choosing one classes. This research method wa a quantitative descriptive method. Based on the score of product moment by using SPSS window program, r_{xy} is (0,99), it shown there was Very High correlation between students' activities in Storytelling with their Interest in speaking. Alternative hypothesis r_{xy} in the significant 5% r_{table} was accepted, because $r_{xy} = 0,99$ was higher than $r_{table} = 0,35$, so there was correlation between students' activities in Storytelling with their Interest in speaking. There was an intervening variable that made the correlation wa Very High. It came from the Preparation before perform Storytelling. Based on the data analysis, it can be concluded that there is Very High significant correlation between students' activities in Storytelling with their Interest in speaking.

Keywords: *Storytelling, Student's Interest, Speaking*

INTRODUCTION

As social human, people always interact and communicate one another. The first way to do the interaction and communication is by speaking. Speaking is one of the language skills which is important for second language learners to be developed. Furthermore, "the mastery of speaking skill in English is apriority for many second-language or foreign language learners" (Richards, 2021: 19). Speaking is a crucial part of language learning and teaching. Learning

speaking skill should be very interesting, so that the students will enjoy learning English. Richard stated that the typical learners' problems in speaking like speaking slowly, taking too long to compose utterances, incapable to participate actively in conversation, spoken English does not sound natural, poor grammar and poor pronunciation. More over, there are many reasons causing English learners poor in speaking skills. They are as lack of curriculum emphasis on speaking skills, teachers' limited English proficiency, class conditions do not support oral activities, limited opportunities outside of class to practice, and examination system does not emphasize oral skills (Richard, 2021:21). The other factor that may influence the students speaking score is the students' interest.

In education, interest is very important. Effendi and Praja (2008 : 103) say that learning with interest is better than without any interest. Interest occurs when people are interested in something as it is compatible with their needs or because they feel that what they learn is important for them. In other words, if students are interested in learning English they will study it easily and seriously. Thus, the success of learning English, less or more is affected by interest. Students' interest is one of the psychological problems. Interest has an important role in successful learning. The students' interest will make the students active and pay more attention in speaking learning process. Interest will be forced the students to learn and practice it. Based on the explanation, learners must have the big interest to make a learning activity is meaningful.

LITERATURE REVIEW

The Concept of Storytelling

According to Azhan (2016: 2) story telling is means of expressing experiences, emotions and ideas in different forms of transfer and dating back to ancient times". Then, Matthew (2015: 11) stated that story telling is the oral presentation of a story from memory by an individual to a person or group. In this case, storytelling specifically refers to the presence of a picture book. Movement, sound effects and use of groups often accompany the oral elements of the story

presentations. Storytelling is to retell the story having read or heard by using the storytellers' own words based on their understanding about the story.

Samantaray (2019: 42) describes the procedures of storytelling as follows: (1) the teacher hangs different written stories with colorful papers on the white board, (2) the teacher asks the students to make groups of five, (3) the teacher asks every group take a paper from the white board, (4) the teacher asks them to develop a story in 15 minutes, (5) the teacher asks them to retell their story based on the group discussion, and (6) the teacher gives award to the group considered as the best group. Additionally, Fikriah (2019: 96) presents the procedures of storytelling as follows: (1) the students are asked to sit in the groups, (2) then, the students make a story based on a sequence of pictures having some key sentences given by the teacher, and (3) the teacher asks the students to tell the story based on the result of their discussion in front of the class.

There are some advantages of using story telling in teaching a language (Adjahoe, 2020:16): 1) story telling relaxes the listener. When a story is told the listeners breathe deeply, open their minds and hearts and are ready to learn, 2) story telling transmits information. The listeners learn about new places, ideas, experiences, 3) in story-telling, children experience interactive and cooperative learning. The listeners bond together in a shared experience and the story becomes part of the classroom, culture, 4) Story telling explores other cultures.

The Concept of Interest

The Definition of Interest

Interest as a motivational variable refers to the psychological state of engaging or the predisposition to reengage with particular classes of objects, events, or ideas over time.

Djamarah (2008:176), says that interest is a permanent tendency to notice and remember some of the activities. It means that interest is a persistent tendency in the subject concerned, was interested in a particular field or something and feel good about working in that field.

Type of Interest

There are three types of interest: individual, situational, and topic. Hidi (2020:546): 1) individual interest, individual interest is considered to be an individual's predisposition to attend to certain stimuli, events, and objects. Individual interest has been described as a relatively enduring predisposition to attend to certain objects and events and to engage in certain activities, 2) situational interest, situational interest is elicited by certain aspects of the environment. These include content features such as human activity or life themes, and structural features such as the ways in which tasks are organized and presented. The psychological state of interest can also be generated by specific environmental stimuli and is referred to as situational interest (Hidi & Baird, 1988). Whereas the state is characterized by focused attention that is similar to the outcome of individual interest, the immediate affective reaction may include a broader range of emotions, 3) topic interest, topic interest the level of interest triggered when a specific topic is presented, seems to have both individual and situational aspects . Topic interest refers to the interest elicited by a word or paragraph that presents the reader with a topic.

Speaking***The Definition of Speaking***

Speaking is a language skill or a mean of communication in which one can express his ideas or information to others in spoken form. It is complex language skill because one need to finds ideas or information before speaking.

According to Harris (1981: 81) states that speaking is a complex skill requiring the simultaneous use of different abilities. Either four of five components are generally recognized in it. They are pronunciation, grammar, vocabulary, fluency and comprehension. Based on the definition above, it can be concluded that Speaking is very important because speaking and human being cannot be separated from each other. Speaking is used to express their ideas and to communicate to people in civilized world.

The Components of Speaking

According to Haris (1974: 81), there are five components which are generally recognized in analyzing speaking. There are following: 1) Pronunciation, pronunciation includes the segmental features vowels, consonants, stress, and intonation patterns. Longman (1992: 296) states pronunciation is the way of certain were produced. 2) Grammar, according to Nunan (1992: 296), grammar teaches as how to make the use of the word what to say. It teaches us how to make these them in proper manner. 3) Vocabulary, vocabulary is as an essential thing for successful in second language because without an extensive vocabulary, we will unable to use the structures and the function that we have learned for comprehensible communicate. It means that vocabulary mastery is one of the important componets in communicate. 4) Fluency, according to Brown (1994:225), states fluency is probably best achieved by following the air stream of speech to follow them as some of this speech spill over beyond comprehensibility. 5) Comprehension, in brief requires that one only know how to produce specific points of language includes grammar, pronunciation, vocabulary, and fluency, but also to understand the when, why, and in what ways to say produce the language. As hornby (1995: 235) states that comprehension in the power of understanding.

RESEARCH METHOD

The type of research used in this research was descriptive quantitative. According to Williams (2017: 66), descriptive research is approach that a basic research method that examines his situation. Besides, Creswell (2003) as cited in Williams (2017: 66) stated that quantitative research “employ strategies of inquiry such as experimental and surveys, and collect data on predetermined instruments that yield statistical data”. Based on the statements above, it can be seen that the Descriptive quantitative research identified a research problem based on trends in the field or on the need to explain why something occurs. It was along with the objective of this research which is to identify if there is correlation between students’ Activities in Storytelling with their Interest in speaking and to identify

how the correlation between students' activities in storytelling with their interest in speaking at grade IX of SMPN 3 Tembilahan. Quantitative descriptive where the data obtained in the form of numbers which are then analyzed, by means of collect, clarify according to the reality of the field, then can be used as a basis for drawing conclusion. The sample was a small propotion of a propotion selected for observation and analysis. Sampling was done by Cluster Random Sampling by choosing one classes. It was done by distributed questionnaires and observation sheet to collect the data.

Table 1. Score of Observation Sheet of Students' Activities in Story Telling

No.	Students	Percentage (%)	Category
1	Student 1	92	Very good
2	Student 2	92	Very good
3	Student 3	85	Very good
4	Student 4	80	Good
5	Student 5	77	Good
6	Student 6	75	Good
7	Student 7	82	Very good
8	Student 8	83	Very good
9	Student 9	77	Good
10	Student 10	70	Enough
11	Student 11	75	Good
12	Student 12	75	Good
13	Student 13	80	Very good
14	Student 14	73	Enough
15	Student 15	70	Enough
16	Student 16	80	Very good
17	Student 17	67	Enough
18	Student 18	75	Good
19	Student 19	70	Enough
20	Student 20	70	Enough
21	Student 21	75	Good
22	Student 22	85	Very good
23	Student 23	80	Good
24	Student 24	75	Good

No.	Students	Percentage (%)	Category
25	Student 25	77	Good
26	Student 26	73	Enough
27	Student 27	75	Good
28	Student 28	82	Good
29	Student 29	83	Good
30	Student 30	78	Good
31	Student 31	65	Enough
32	Student 32	77	Good
33	Student 33	77	Good
34	Student 34	80	Good

From the table above, it can be seen that from the 34 students in the IX.2 class, they were 8 students or (23.5%) got score ≥ 85 , so their ability level was classified as *Very Good*. Then, most of the students, actually 18 of them (53%) were *Good* in their activities in storytelling because their score were between 75 and 84. The last they were 8 students (23.5%) got score under 74, so it was classified as *Enough*. Finally Mean of students' activities in Storytelling is 77, so it was classified as Good and the implication of Good Categories was Succeeded.

Table 2. Score of Questionnaire of Students' Interest in Story Telling

No.	Students	Percentage (%)	Category
1	Student 1	85	Very Good
2	Student 2	83	Good
3	Student 3	82	Good
4	Student 4	97	Very Good
5	Student 5	90	Very Good
6	Student 6	90	Very Good
7	Student 7	82	Good
8	Student 8	80	Good
9	Student 9	100	Very Good
10	Student 10	82	Good
11	Student 11	87	Very Good
12	Student 12	87	Very Good
13	Student 13	73	Enough
14	Student 14	87	Very Good

No.	Students	Percentage (%)	Category
15	Student 15	93	Very Good
16	Student 16	95	Very Good
17	Student 17	85	Very Good
18	Student 18	78	Good
19	Student 19	85	Very Good
20	Student 20	80	Good
21	Student 21	87	Very Good
22	Student 22	87	Very Good
23	Student 23	82	Good
24	Student 24	93	Very Good
25	Student 25	80	Good
26	Student 26	85	Very Good
27	Student 27	87	Very Good
28	Student 28	93	Very Good
29	Student 29	83	Good
30	Student 30	88	Very Good
31	Student 31	87	Very Good
32	Student 32	72	Enough
33	Student 33	88	Very Good
34	Student 34	82	Good

From the table above, it can be seen , That there were 11 students (32%) whose ability was *Very Good* because they got over 84 .actually 11 of them (23%) were *Good* in their interest in speaking because their score were between 75 and 84 Moreover, they were 2 students (6%) whose ability were *Enough*. Finally Mean of students' Interest in speaking is 86, so it was classified as *Very Good* and the implication of *Good* Categories was Succeeded.

FINDING AND DISCUSSION

Finding

In order to find the coefficient of the correlation between activities in Storytelling and Students Interest in Speaking, there were some scored that had to be calculated such as $\sum X$, $\sum Y$, $\sum X^2$, $\sum Y^2$, and $\sum XY$ from the 34 Students (N). the score of them could be seen as follows :

$$\begin{aligned}\sum X &= 2628 \\ \sum Y &= 2913 \\ \sum X^2 &= 204680 \\ \sum Y^2 &= 251147 \\ \sum XY &= 225375 \\ N &= 34\end{aligned}$$

The calculation of the coefficient of the correlation was calculated by using r Person Formula or Correlation below :

$$r_{xy} = \frac{\sum xy}{\sqrt{[\sum X^2][\sum y^2]}}$$

The coefficient of Correlation or r was found by applying the sums of calculated data above . And it was found that the score of r was 0,994.

Then the result would be compared with r table which could be calculated by this formula :

$$df = N - nr$$

The r table was 0,35 Because the result of the degree of freedom was 32 After that , this result would be compared with the score of r_{xy} .

DISCUSSION

They were two hypothesis that had to be answered in this research. First, the null Hypothesis (Ho) means there is There is no significant correlation between students Activities in Storytelling and Their Interest in speaking at Grade IX of SMP N 3 Tembilihan. second , the Alternative Hypothesis (Ha) means There is a significant correlation between students Activities in Storytelling with their Interest in speaking at Grade IX of SMP N 3 Tembilihan.

The Significance of r_{xy} was known by comparing r computed and r in the pearson's table which was 0,35. If the result of r was lower than r in the pearson's table , the null hypothesis would be accepted and the alternative hypothesis would be reject. In this research, the r was calculated 0,99. It was bigger than the r in the

pearson's table which was 0,35 so , the H_0 was rejected and H_a was accepted . then , the correlation could be classified as Very High.

CONCLUSION

The topic of this research was the correlation between students' activities in Storytelling with their Interest in speaking at SMP Negeri 3 Tembilahan, Based on the score of product moment by using SPSS window program, r_{xy} is (0,99), it shows there is Very High correlation between students' activities in Storytelling with their Interest in speaking.

Alternative hypothesis r_{xy} in the significant 5% r_{table} is accepted, because $r_{xy} = 0,99$ is higher than $r_{table} = 0,35$, so there is correlation between students' activities in Storytelling with their Interest in speaking, and the null hypothesis is rejected, there is no significant correlation between students' activities in Storytelling and their Interest in speaking.

There was an intervening variable that makes the correlation was Very High. It came from the Preparation before perform Storytelling. Based on the data analysis, it can be concluded that there was Very High significant correlation between students' activities in Storytelling with their Interest in speaking.

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