The Effect Of The Storytellingteaching Method To The Ability Of Grade VII Students Of Smp Negeri 4 Pematang Siantar In The Listening Comprehension On The Narrative Text

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh metode pembelajaran mendongeng terhadap pemahaman menyimak siswa kelas VIII SMP Negeri 4 Pematangsiantar terhadap teks naratif. Rumusan masalah penelitian ini adalah: 1. Bagaimana pengaruh metode pembelajaran bercerita terhadap kemampuan siswa kelas VIII SMP Negeri 4 Pematangsiantar dalam pemahaman menyimak teks naratif? 2. bagaimana pengaruh metode pembelajaran diskusi kelompok kecil terhadap kemampuan siswa kelas VIII SMP Negeri 4 Pematangsiantar dalam pemahaman menyimak pada teks naratif? 3. apakah pengaruh metode pengajaran mendongeng lebih signifikan daripada pengaruh metode pengajaran diskusi kelompok kecil terhadap kemampuan siswa kelas VIII SMP Negeri 4 Pematangsiantar dalam pemahaman menyimak teks naratif? Penelitian kuantitatif digunakan dalam desain penelitian ini. Untuk menyelidiki apakah metode yang disarankan memiliki pengaruh pada objek yang dimaksud melalui penyelidikan eksperimental. Teknik pengumpulan data yang digunakan adalah dengan menggunakan tes mendengarkan. Data yang diperoleh berupa data nilai tes siswa. Instrumen yang digunakan adalah tes mendengarkan siswa dengan memberikan tes. Uji hipotesis yang digunakan adalah independent sample t test. Berdasarkan temuan tersebut, metode pengajaran diskusi kelompok kecil dan bercerita menghasilkan hasil belajar yang berbeda bagi siswa. Skor t-test (4,56) > t-tabel menunjukkan hal ini (2.000). Dengan demikian, mendongeng adalah metode pengajaran yang lebih efektif daripada diskusi kelompok kecil. Akibatnya, Hipotesis Null (H0) ditolak dan Hipotesis Alternatif (Ha) diterima. Kelas eksperimen yaitu VIII-2 yang mendapat perlakuan pembelajaran dengan metode mendongeng memperoleh rerata skor 27,6, sedangkan kelas kontrol VIII-3 yang menggunakan metode diskusi kelompok kecil memperoleh rerata skor 15,4. Temuan penelitian ini dapat digunakan untuk membangun metode pengajaran di sekolah. Disimpulkan bahwa metode pengajaran mendongeng berpengaruh signifikan terhadap nilai tes siswa.

Kata Kunci : *Bercerita, Metode Pengajaran, Pemahaman Mendengarkan, Teks Narasi*

Abstract

The goal of this research is to ascertain the effect of the storytelling teaching method on eighth-grade SMP Negeri 4 Pematangsiantar students' listening comprehension of narrative texts. The research issues considered are: 1. what is the effect of the storytelling teaching method to the ability of grade VIII students of SMP Negeri 4 Pematangsiantar in the listening comprehension on the narrative text? 2. what is the effect of small group discussion teaching method to the ability of grade VIII students of SMP Negeri 4 Pematangsiantar in the listening comprehension on the narrative text?

3. is the effect of the storytelling teaching method more significant than the effect of small group discussion teaching method to the ability of grade VIII students of SMP Negeri 4 Pematangsiantar in the listening comprehension on the narrative text? Quantitative research is used in this research design. To investigate whether the suggested method has any bearing on the intended object through experimental investigation. The data collection technique used is by using a listening test. The data obtained in the form of data on student test scores. The instrument used is a students' listening test by giving test. The hypothesis test used is the independent sample t test. According to the findings, the teaching methods of small group discussions and storytelling produced different learning outcomes for the students. The t-test score (4.56) > t-table demonstrated this (2,000). Thus, the storytelling is more effective teaching method than small group discussion. As a consequence, the Null Hypothesis (H0) was disproved and the Alternate Hypothesis (Ha) was accepted. The experimental class, namely VIII-2, which received learning treatment using the storytelling method, obtained a mean score of 27.6, while the control class, namely VIII-3, which used the small group discussion method, obtained a mean score of 15.4. The findings of this research can be used to build teaching methods in schools. It is concluded that the storytelling teaching method significantly affects student test scores..

Keywords: *: Storytelling, Teaching Method, Listening Comprehension, Narrative Text.*

INTRODUCTION

Listening is essential in daily life, 9% of people use writing, 16% use reading, 30% use speaking, and 45% use listening as their primary forms of communication (Hedge, 2000). It emphasizes that listening is crucial for our daily lives. As a result, listening is a crucial talent that no one should overlook (Pitarch, 2020). The goal of this research is to ascertain the effect of the storytelling teaching method on the ability of grade VIII students of SMP Negeri 4 Pematangsiantar in the listening comprehension of the narrative text. According to Vandergrift & Goh (2021), a teacher should have a variety of methods for teaching listening comprehension to make sure that the students are comfortable, at ease, and enjoying the listening assignment. There are many teaching methods that can be used by a teacher (Sutrisno, 2020). However, of the many teaching methods it has advantages and disadvantages. If a teacher does not have creativity in determining teaching and learning strategies, it will cause the learning process and student abilities to be not optimal (Gamboa Galarza, 2022).

The teaching methods that can be used vary widely, one of which is the storytelling teaching method. In this research, the researcher taught students listening comprehension skills for narrative texts using the storytelling teaching method. To help students develop their listening comprehension abilities, teachers at the school where the researcher previously conducted research have introduced narrative texts to their classes in small group discussion teaching method (Indahsari, 2020). According to the researcher's findings from the teaching experience (PPL), when a teacher employed the small group discussion teaching method in the class they were studying, they saw that the students had trouble understanding narrative material when they were listening (Nabila, 2022). Students experience pressure to fully comprehend every word. Retelling previously heard stories to students can be challenging as well. This means that students have difficulty in capturing information from the speaker. Low student test scores and students' lack of comprehension of the lesson are indications that many students fall short of achieving good learning outcomes (Nofrika, 2019).

The researchers used the storytelling teaching method in this research to compare the disparities in student learning outcomes with the small group discussion teaching method used by teachers in classrooms, which helped students who initially had subpar learning outcomes (Khoiriyah, 2020). In contrast to the small group discussion teaching approach, the storytelling teaching method encourages students to participate by giving them more opportunities to voice their own opinions

(Azhari & Adnan, 2018). By using the storytelling teaching method in learning, students will be more enthusiastic and motivated to finish the story. It can also allow students to practice their listening skills by listening to a story. In the teaching and learning process, when the teacher applies the storytelling teaching method, it can involve students in learning to listen effectively. Students are an opportunity for people to use their thoughts and dreams, Halliwell (1992: 7). By listening to stories, they will be encouraged to indulge in their fantasies and imagination. The teacher will quickly immerse the class in the circumstances and settings of the story. The teacher helps students use their imaginations to help them consider the main ideas and specifics of the story (Liu, 2021).

As for previous researchers who have conducted research related to similar things, namely by Musrifah (in Afriyuninda & Oktaviani, 2021), some students had trouble understanding the material from the tale when listening skills were being taught. To overcome that problem, the researcher uses storytelling to the students' listening comprehension. The experimental design of this study showed that storytelling had a substantial impact on the listening comprehension of students in the eleventh grade at MA Al-Qodiri Jember in the 2016–2017 academic year. The children, who would represent the complete eighth grade class at the school, would be studied in just two courses, where experimental and control classes would be taught (Fitria, 2021). There were 31 kids in VIII-3, the control group, and there were also 31 students in VIII-2, the experimental group that received storytelling instruction. Is the effect of the storytelling teaching method more significant than the effect of small group discussion teeaching method to the ability of grade VIII students of SMP Negeri 4 Pematangsiantar in the listening comprehension on the narrative text?

The result of data analysis is 4.56, and 58 degrees of freedom were used to calculate the two tails. The t-table is therefore 2.000. This indicates the t-test has a greater level of significance (0.05) with two tails than the t-table. The mean score between the experimental group and the control group was 12.2. Between the experimental class and the control class, the mean score was 12.2. The researcher can conclude that the value of the t-test was greater than the value of the t-table (4.56>2.000) based on the calculation of hypothesis testing above. As a result, the null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted.

Storytelling is very helpful for students to advance their knowledge facets, particularly in agreements of understanding, aggregation, image, and a more pleasant environment. Storytelling makes students more enjoy teaching listening comprehension (Rahmawati et al., 2022). The act of listening to stories inspires and arouses students' imaginations, enabling them to examine novel concepts. Build students' self-confidence and motivate students to cultivate good behavior that can be taken from the moral of the story (Cowie, 2018).

Therefore, based on these findings, it can be seen that the effect of the storytelling teaching method is more significant to the ability of grade VIII students of SMP Negeri 4 Pematangsiantar in the listening comprehension on the narrative text than the effect of small group discussion teaching method to the ability of grade VIII students of SMP Negeri 4 Pematangsiantar in the listening comprehension on the narrative text (Darmawan & Prischilla, 2019).

One of the teaching-learning strategies that can assist students in expressing their ideas, creating stories, and concluding those stories is storytelling. By listening to the audio or watching the video, students gain an understanding of what the speaker said. They then reflect on what the speaker meant and comprehend the plot of the story. Students can then share the facts they learned from the story (Umara & Lestari, 2020). According to Tangoy et al., storytelling is frequently seen as a crucial component of human nature because it demonstrates how verbal communication may be used to instruct, clarify, and amusetasks that are ubiquitous in daily life. Students are expected to

pay attention to the story when employing this storytelling teaching method. Through storytelling, children gain firsthand knowledge of real or imagined situations, stimulate their creativity, sharpen their observation skills, train their emotions, and gain sympathy for and understanding of both humans and animals (Tovmasyan & Ghazaryan, 2021).

In small groups of four, students work through a series of stages of group learning, including engagement, discovery, transformation, presentation, and reflection, according to the Department of Education (2003:28). Students who participate in small-group instruction are typically between the ages of five and eight. Kate and Reg (2004:2) indicate that there are some pupils in the group who are conversing while learning. Additionally, Harris et al. (in Dheghu et al., 2021) reinforce it by stating that in small groups, students can influence one another, work toward a common objective, and have a feeling of belonging to the group as a whole. According to its description, getting them together for a brief talk will encourage the pupils to disseminate their spirit.

The act of discussing issues among two or more people, usually in person, is known as a conversation. Following a thorough understanding of each term and its definition, the writer arrives at the definition of a small group discussion. A discussion process is, in its ideal form, an effort by a number of people to cooperate as a group and work toward a common objective through the oral exchange of ideas. Problems are resolved by the group's five to eight members exchanging thoughts, ideas, and opinions with one another. Harmer (2003:114–118) lists some benefits that can be obtained from using small group discussions: A. Benefits of group projects: 1. Personal relations are typically easier to manage when there are more than two students in a group. Additionally, there is a higher likelihood of disagreement and discussion than in pair or person-work. 2. It encourages greater levels of cooperation and negotiation than pair work while remaining more private than working in front of the entire class. 3. It encourages learner autonomy by letting students decide for themselves in the group without having teachers tell them what to do. 4. While no one should be completely passive in a group setting, some students can choose their level of participation more easily than they can in a whole class or pair work setting. Group project drawbacks: 1. There will probably be noise (though not necessarily as loud as pair work can be). When the class is broken up into smaller groups, the cohesiveness that had been meticulously built up may disappear, giving some teachers the impression that they have lost control. 2. Not all students find the experience enjoyable because they would rather work independently than with their peers. There are instances when students are forced into awkward groupings and wish they could be somewhere else. 3. People may settle into group roles that become entrenched, making some members passive while others may dominate. 4. Starting and ending group work activities, especially when students move around the classroom, can be time-consuming and chaotic. Groups can take longer to organize than pairs (Angelina, 2020).

Narrative text as paragraphs that has a time sequence (Oshima, 1997: 231). In other words, it can be said that narrative text tells a story to the reader. The story that is told comes from the mind of the author, telling the sequence (Adawiyah, 2017). It means that a narrative can be based on real experience, or it can be entirely imaginary or it can be a mixture of reality and imagination. According to Drajati, narrative literature informs us of a sequence of events. According to the definition given above, a narrative text is one that describes an event and is typically organized chronologically, or in the order in which it occurred (Ahmadi, 2016).

In this study, researchers assessed students' test results using the storytelling learning method in narrative text in terms of its generic structure, which included four parts, namely orientation, where in this section, students were able to identify who the actors were in the story;

the theme; where and when the story was told. Then complications. In this section, students can identify problems that arise. Then the resolution section. In this section, students can also identify solutions to problems that arise and how these problems are solved, whether they have a happy ending or a sad ending. Additionally, pupils are able to recognize or derive moral lessons from the stories they have heard in the final section, known as the re-orientation or coda (Cohen et al., 2002).

Some students had difficulty comprehending the information from the story when listening skills were being taught, according to some relevant prior research that has been conducted and shares commonalities with this research, such as by Musrifah (2017). The researcher employs narrative to improve the pupils' listening comprehension in order to solve that issue. The experimental design of this study showed that storytelling had a substantial impact on the listening comprehension of students in the eleventh grade at MA Al-Qodiri Jember in the 2016–2017 academic year. The research method used in this study is pre-experimental research with one group of pretest and posttest designs, according to Rikka, S. D., Ikhsanudin, and Syarif, H. (2016). A written test with multiple-choice questions was used to collect the data for this study, and the formula for effect size (ES) was used for analysis. With a score of 0.94, higher than 0.80, the results demonstrated that the treatment effect size was rated as high. Therefore, it can be said that teaching class XI students at SMA Mujahidin Pontianak listening comprehension in narrative texts using mind-mapping techniques is successful. The final contribution is by Apriliana Sri Rahayuningsih (2010). In this study, pre- and post-testing approaches, interviews, diaries, documents, and observational methods were all used to gather data. Following that, descriptive statistics and the constant comparative method were used to evaluate the data. He discovered that this study could enhance both the classroom environment and student listening comprehension. The researcher comes to the conclusion that YouTube videos can enhance (1) classroom settings and (2) students' listening comprehension of narrative texts.

The question of whether storytelling has a more significant impact on students' listening comprehension of the narrative text than the teaching strategy of small group discussions is up for debate. The researcher should put forth a null hypothesis and an alternate hypothesis as follows to demonstrate whether the hypothesis is accepted or rejected:

1. Ha: The effect of the storytelling teaching method is more significant than the effect of small group discussion teaching method to the ability of grade VIII students of SMP Negeri 4 Pematangsiantar in the listening comprehension on the narrative text.
2. H0: The effect of the storytelling teaching method is not more significant than the effect of small group discussion teaching method to the ability of grade VIII students of SMP Negeri 4 Pematangsiantar in the listening comprehension on the narrative text.

METHOD

This research chose Experimental Research where one variable is an independent variable, and for the impact of the method is known as dependent variable (Sugiyono, 2021). The research's design is shown below

Table 1. Research Design

Group	Pre-Test	Treatment	Post-test
Experimental Group	✓	A T1, T2, T3	✓
Control Group	✓	B T1, T2, T3	✓

a. Experimental group A uses storytelling to instruct listening comprehension.
b. Without using stories, control group = B is trained in listening comprehension.
c. Treatment shows how teaching with various strategies may be directly compared. The distribution of teaching time is thought to be equal.

To represent the population, the researcher randomly selected a sample. The research subjects, who will only be taught in two classesan experimental class and a control class represent the whole eighth-grade students at the school. Thirty-one students made up the control class in grade VIII-3 and the experimental class in grade VIII-2, which was taught by using the storytelling teaching method. The research participants represent the whole eighth-grade class at the school and will only be taught in two classes an experimental class and a control class. The experimental class in grade VIII-2 was taught using the storytelling method, whereas the control class in grade VIII-3 consisted of 31 pupils. The researcher employed a multiple-choice test with forty items that was administered to students. The objective is to learn more about the students' listening abilities. The test is targeted at the shape of the textual content and language additives that consult with vocabulary (Pitarch, 2020).

Students take a listening test with up to 40 multiple-choice questions as the research instrument. The test is focused on the structure of the text and language components that refer to vocabulary. The first 15 questions were given at the time of the pre-test. A pre-test was administered to pupils to ascertain their level of listening comprehension before using the storytelling teaching method. The post-test then included an additional 25 questions. A post-test was administered to gauge the students' listening skills after using the storytelling teaching style. Data analysis was done once the instrument's data had been gathered. The t-test procedure was then used to draw a conclusion after an analysis was done to determine the findings of the differences in data between the experimental class and the control class (Agustin & Ayu, 2021).

RESULT AND DISCUSSION

Table 2. The Experimental Analysis Data

No.	Name of Students	Pre-test	Post-test
1.	A.R.A	27	72
2.	A.K.E	27	80
3.	D.A	27	88
4	N.S.P	27	88
5.	D.P	40	60
6.	A.Z.S	40	100
7.	A.W	40	92
8.	C.P.A	40	68
9.	N.M	40	60
10.	R.R	40	68
11.	A.R.T	47	72
12.	D.A	47	72
13.	J.A.D	47	72
14.	M.F	47	68
15.	A.S.S	47	72
16.	A.W.L	47	60

No.	Name of Students	Pre-test	Post-test
17.	H.F.P	47	80
18.	N.A	47	68
19.	N.S	60	88
20.	E.M.P	60	96
21.	C.A	60	96
22.	C.W	60	92
23.	A.F.H	60	92
24.	M.N	60	92
25.	W.S	80	96
26.	K.A.P	80	100
27.	M.W.P	80	96
28.	C.L.Z	80	100
29.	F.Z	80	100
30.	R.R.A	80	100
	Total Score	**1,564**	**2,488**
	Mean Score	**52,13**	**82,93**

The average value of the experimental class from the pre-test and post-test is 52.13 and 82.93, respectively, according to the table of data analysis for the experimental class above. The following formula was used to determine the experimental class's pre-testand post-test average values: $Ma = \frac{\Sigma d}{Na}$

Table 2. The Control Analysis Data

No.	Name of Students	Pre-test	Post-test
1.	J.A	33	72
2.	M.A	33	84
3.	M.C.P	40	72
4	R.W	40	72
5.	A.D.D	47	80
6.	A.D	53	76
7.	A.M	53	76
8.	S.F.S	60	84
9.	S.R.M	60	84
10.	A.K	60	76
11.	H.M.H	60	84
12.	J.A	67	72
13.	N.F.L	67	76
14.	C.B.P	67	76
15.	K.A.G.R	67	80
16.	G.P.M	67	76
17.	J.P	67	72
18.	J.S.T.L	67	84
19.	N.K.D.B	67	72
20.	T.P	67	72

21.	M.G.P	67	72
22.	D.O.F.T	73	80
23.	D.A.F	73	80
24.	D.A.L	73	76
25.	D.K.M	73	80
26.	F.D.F	73	84
27.	F.A.S	87	92
28.	M.N	87	92
29.	V.A.N	87	92
30.	F.N	87	92
	Total Score	**1,922**	**2,380**
	Mean Score	**64.06**	**79.33**

Additionally, apply the following formula to get the control class's pre-and post-test average results: Mb = $\underline{\Sigma d}$

Nb

So that the pre-test and post-test averages for the control class are 64.06 and 79.33, respectively. Additionally, hypothesis testing was done in the experimental class and the control class to determine the difference in scores between the pre-and post-tests for students' listening comprehension, as well as to determine the average and standard deviation values for the experimental class and control class.

Hypothesis Testing

Experimental Class

a. The experimental class's listening comprehension score between the pre-test and post-test, which is designated by (d), is 828, with as many as 30 students (Na), and the score results are computed to reach a significant value. The value of the t-test, shown by (d2), is 32.196.

b. The experimental class's average value, calculated using the formula:

    a.   Ma = $\underline{\Sigma d}$ = $\underline{828}$ = 27.6

         i. Na   30

c. The standard deviation value (da2) in the experimental class is 9,343.2 by using the formula:

$$da^2 = \sum d^2 - \left(\frac{(\sum d)^2}{Na}\right)$$

The information from the experimental class's hypothesis testing was then:

    a. The total number of students in the experimental class (Na) is 30.

    b. The mean score (Ma) for the experimental class is 27.6.

    c. da2 = 9,343.2 (standard deviation)

This result is calculated once more using the control class to determine the grade difference between the two classes and the impact of the storytelling teaching method versus the small group discussion teaching method on students' ability to understand the narrative text during the listening comprehension test using the t-test formula.

Control Class

a. The score gained from the students' listening comprehension between the pre-test and post-test of the experimental class is represented by (d), which is 462 with the number of students (Na) as many as 30 individuals. The score results are calculated to obtain a significant value. (d2) represents the t-test, which has a value of 11,599.

b. Using the formula: the experimental class's average value is calculated as 27.6.   Mb =

$\underline{\Sigma d} = \underline{462} = 15.4$

                i.   Nb   30

c. The standard deviation value (da2) in the control class is 4,484.2 by using the formula:

$$db^2 = \sum d^2 - \left(\frac{(\sum d)^2}{Nb}\right)$$

Then the data obtained from hypothesis testing from the control class, namely:

    a. (Nb) = 30 students in the experimental class

    b. Mean score experimental class (Mb) = 15.4

    c. Standard deviation score (da2) = 11,599

        Based on the calculation of the data above from the experimental class and the control class, the following results were obtained:

$$t = \frac{Ma - Mb}{\sqrt{\left[\frac{da^2 + db^2}{[Na+Nb]-2}\right]\left[\frac{1}{Na} + \frac{1}{Nb}\right]}}$$

$$t = \frac{27.6 - 15.4}{\sqrt{\left[\frac{da^2 + db^2}{[Na+Nb]-2}\right]\left[\frac{1}{Na} + \frac{1}{Nb}\right]}}$$

$$t = \frac{12.2}{\sqrt{\left[\frac{9343.2 + 4484.2}{[30+30]-2}\right]\left[\frac{1}{30} + \frac{1}{30}\right]}}$$

$$t = \frac{12.2}{\sqrt{\left[\frac{13827.4}{58}\right]\left[\frac{2}{60}\right]}}$$

$$t = \frac{12.2}{\sqrt{[238.40][0.03]}}$$

$$t = \frac{12.2}{\sqrt{7.152}}$$

$$t = \frac{12.2}{\sqrt{2.67}}$$

$$t = 4.56$$

        At a significance level of 5%, the t-test value (4.56) is greater than the t-table (2,000) at a significance level of 5%.

t-test > t-table with df 58

4.56 > 2.000 with df 58

        As a result, Ha is approved and H0 is disapproved, according to the decision.

FINDINGS

        The results of the pupils' tests revealed a distinction between the experimental class and the control class, the two classes under study. The pre-test average for the experimental class was 52.13, while the post-test average was 82.93. Students who performed poorly on the pre-test in the experimental class included four with a score of 27 and a criteria E (poor) rating, six with a score of 40 and a criteria E rating, eight with a criteria E rating, six with a criteria D rating, and six with the highest score of 80 and a criteria B rating (very good). Then, on the post-test, the students who performed poorly in the experimental class, namely 3 students with a score of 60 with criteria D (fair), 4 students with a score of 68 with criteria D (fair), 5 students with a score of 72 with criteria C (good), 2 students with a score of 80 with criteria B (good), 3 students with a score of 88 with criteria B (very good), 4 students with a score of 92 with criteria A (Excellent), 4 students (Excellent). Therefore, the experimental class's overall mean score is 27.6. With 30 pupils, the overall standard deviation (da2) is 9,343.2.

        Additionally, the average score in the control class from the pre-test and post-test is 64.06 and 79.33, respectively. students who performed poorly in the control group on the pre-test,

including 2 students who received a score of 33 for the criteria E (poor), 2 students who received a score of 40 for the same criteria, 1 student who received a score of 47 for the same criteria, 2 students who received a score of 53 for the same criteria, 4 students who received a score of 60 for the criteria D (fair), 10 students who received a score of 67 for the same criteria, 5 students who received a score of (very good). Then, in the post-test, the students who performed poorly in the control group, including 8 students with a score of 72 on the criteria C (good), 7 students with a score of 76 on the same scale, 5 students with a score of 80 on the criteria B (very good), 6 students with a score of 84 on the same scale, and 4 students with the highest score of 92 on the criteria A, performed much better (Excellent). With 30 pupils, the control class's overall mean score is 15.4, and its overall standard deviation (db2) is 4,484.2.

This justification leads to the conclusion that, for class VIII students at SMP Negeri 4 Pematangsiantar, the storytelling learning technique is able to significantly affect or produce superior learning results than the small group discussion learning method. This supports the viewpoint put out by Halliwell.

DISCUSSION

This result shows that adopting the storytelling teaching method had a significant impact on the students' pre-test and post-test mean scores. Accordingly, storytelling is very helpful for pupils in developing their knowledge facets, particularly in agreements of understanding, aggregation, image, and a more pleasant environment. Storytelling makes students more enjoy teaching listening comprehension. The act of listening to stories inspires and arouses students' imagination as well as enabling them to examine novel concepts. Build students' self-confidence and motivate students for cultivate good behavior that can be taken from the moral of the story.

The t-test result was 4.56, while t-table value was 2.000. This indicates that, at the threshold of 0.05 (2.000), or 4.56 > 2.000, the t-test (4.56) was more significant than the t-table (2.000). The researcher's mean scores from the pre-test and post-test the experimental class were pre-test and post-test was 52.13 and 82.93, while the mean score she obtained from the pre-test and post-test for the control class were 64.06 and 79.33.

In relation to the above assertion, Halliwell (1992: 7) asserts that students can connect their fancies and imaginations. By hearing the stories, they will be inspired to apply their imagination and dreams. Speaking orally about stories that they have perceived and are more interested in gives students an opportunity to voice their opinions and ideas. This justification demonstrates that listening is receptive. It involves gathering knowledge, and it takes talent to figure out what different people's adages mean. It uses a distinct approach to understand human language. From this explanation, it can be stated that listening is receptive. It includes taking information and it is the talent to learn what different public are proverb. It uses a distinct approach to understand human language. These contain understanding talk sounds, understanding legal order, and understanding the arrangement.

Accordingly, the researcher asserts that listening comprehension is an activity that involves being aware of talk sounds, comprehending the thoughtful sentence structure that goes along with understanding the communication's message, and returning to what is contained in the spoken talk, namely perceived.When coached listening, pupils feel under pressure to appreciate each discussion that has happened perceived. So, the instructor must be administering individual way of education form to the pupils' abilities in listening. The t-foresight test's reveals that it was more advanced than

the t-table (4.56 > 2.000). The H0 was dismissed. It is clear that the storytelling method has a more profound impact than the small group discussion method.

CONCLUSION

The following conclusions are reached in light of the study and discussion findings: They can improve their listening comprehension through storytelling. In particular, comprehension, concentration, imagination, and a more enjoyable learning environment are all improved by storytelling for students. By examining the syntax, phonology, and vocabulary used to condense or explain the key elements of storytelling, students can also learn how and what to say. As a result, selective listening, which calls for students to pay attention to lengthy sections of spoken language in order to understand the context, includes listening to stories. According to the researcher, this teaching method can enrich teachers to add as methods in teaching learning, and can guides all students who need help when they face problems in learning English, especially listening comprehension. The storytelling teaching method has a more significant impact on grade VIII students' ability to listen to a narrative text at SMP Negeri 4 Pematangsiantar than small group discussion has on that same group's ability to listen to a narrative. The T-test result was 4.56, while the t-table value was 2.000. Thus, the t-test (4.56 > 2.000) was more significant than the t-table. The researcher then hopes that students can use narrative text storytelling as a teaching medium and will also use this or other teaching approaches to enhance their listening comprehension.

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