

IMPLEMENTATION OF STORYTELLING TECHNIQUE TO IMPROVE SPEAKING SKILL

Pricilla Oktavia Kaet¹, Edmundus Bouk², Erlinda Sonya Pale³

^{1,2,3}Timor University

¹priskakaet@gmail.com, ²mund.timor@gmail.com, ³Erlinda_pale@yahoo.com

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Abstract

The target of speaking skills is difficult to achieve in junior high school since instruction and learning of speaking can present certain challenges for teachers and students. Therefore, this study aims to explore how storytelling affects students' speaking skills and how they feel about using storytelling techniques. This research was conducted in class VIII Kefamenanu middle school. This current research utilized classroom action research in which a speaking test, interview, and observation were the instruments to use in obtaining necessary data. The mean score from the results of the implementation of the pre-test was 3.25 and 4.67 for the post-test, which experienced an increase. Thus, the result indicated that the storytelling technique was an effective way to upgrade students' speaking skill. In addition, storytelling techniques allow the students to speak more clearly and they also gain more confidence in practicing their English.

Keywords: Implementation, storytelling technique, speaking skills.

INTRODUCTION

Speaking is a productive skill in which people produce words and send messages orally (As, 2016). It is the activity to interact with other people in a social community. Furthermore, success in learning a language at first can be seen as coming from the students' speaking skill, not merely from a set of theories. As put forward by Pale and Kamlasi (2021), *the language should be learned by practicing it, speaking it, not merely learning it theoretically*. However, the students still hesitate to start speaking English, even they have been exposed to that language for years.

There are many reasons why students have difficulty in speaking, such as lack of inspiration to tell, lack of vocabulary to express inspiration, lack of opportunity to speak, and lack of interesting teaching methods that can motivate students to speak. Furthermore, motivation and confidence were also factors that hinder the students to speak in English (Pale & Wisrance, 2021). Therefore, this study applies storytelling to speaking classes so that beginners are excited to speak English. This research is a collaborative classroom action research whose main purpose is to find out whether storytelling can improve students' speaking skill or not. Speaking is a process of speaking in English which has speaking skill,

speaking instruments, and the will to speak. Speaking in English is very important because it helps us to be able to communicate with foreigners. In addition, speaking is to train the students to improve their English speaking skill. Speaking skill consists of four aspects: comprehension, vocabulary, grammar, fluency, pronunciation (Fikriah, 2016). Students need to master these four aspects in order to be proficient in speaking. Therefore, language learning in school not only emphasizes on theory, but also requires students to be able to use language as its function, that is, as a means of communication.

Dealing with communication, there are several problems faced by students. Problems in speaking are limited vocabulary, grammatical errors, miss pronunciation, mental problems, and lack of confidence (Sayuri, 2016). These problems can lead to difficulty in speaking. Therefore, speaking problem must be addressed in order to avoid these problems. One approach that can be used to address the problem of speaking is by the storytelling technique to improve speaking skill. The storytelling technique can help the speaking skill. By the implementation of the storytelling technique, students are able to develop ideas in their minds and convey them in speaking. Storytelling the act of retelling a previously read or heard tale using one's own words and interpretation of the original tale.

Storytelling, as a learner-centered strategy, aids students in using the material and conveys the messages to others, claims (Zuhriyah, 2017). As a result, it may be claimed that storytelling is a teaching strategy in which students are expected to recount the stories' content using various word combinations while also engaging in some sort of conversation with the storyteller. One of the oldest art forms is storytelling, which involves reciting stories from memory rather than from a book. Also, storytelling is a sincere method of instruction that can help kids develop emotional intelligence and give them a better understanding of how people behave. By expanding the learner's vocabulary and helping them pick up new language structures, it also supports language learning. In addition, storytelling can offer a framework for language acquisition that is motivating and anxiety-free, assisting teachers in acting as storytellers and preparing storytelling "performances" for students.

Therefore, the researchers examined the implementation of storytelling technique to improve speaking skill of the eight grade students of SMPK Putra St. Xaverius Kefamenanu Year 2022/2023. The researchers chose the topic as a result of poor speaking skill among the students which need to be handled by applying an interesting method, i.e. storytelling.

Previous researches have been undertaken to find out how storytelling affect students' speaking skill. The first research was the implementation of storytelling to teach speaking carried out by Agustyaningsih and A.N (2015). This research aims at investigating the implementation of storytelling to teach speaking of eight graders at SMPN 1 Kedamean. The research design used is descriptive qualitative research. The subject of this research is the eighth graders students in SMPN 1 Kedamean at class VIII-F. The data in this research were obtained from the result of observation, questionnaire and interview. The result of questionnaire also indicates that storytelling is very fruitful and helpful for the improvement of the students' speaking ability.

The study of Zuhriyah (2017) applied storytelling in speaking class in order that the beginners are eager to speak English. This research was a collaborative classroom action research whose main purpose was to know whether or not storytelling could improve the students' speaking skill. The subjects were 23 students of the second semester of Intensive English Program of Hasyim Asy'ari University (UNHAS) Tebuireng Jombang in the academic year 2016/2017. The data of this research were gained from the observations done by the collaborator and the speaking test. The result showed that there was an improvement on students' speaking skill after the implementation of storytelling technique. The speaking test result in cycle two explained that the students' speaking aspects got good progress.

The work of Sayuri (2016) states 6 categories of speaking as stated below: Imitative, Intensive, Responsive, Transactional (dialogue), Interpersonal (dialogue), and Extensive (monologue). The research goals of this study are to find out the learning strategies used by learners with high and low speaking performance to develop their speaking skills. However, the present study utilized both as a theoretical foundation, as opposed to using either learning strategies or communication strategies. In Indonesian context, Rahmadeni, Amri, & Adnan (2013) reported in their study that students prefer to use metacognitive strategies as their strategy preferences in speaking English. These categories include cognitive interaction maintenance, self-improvement, self-evaluation, fluency-oriented, metacognitive planning, time gaining, resources-based, compensation, interpersonal, affective, and memory strategy. Tales are a form of content where all the elements are combined. According to Mustafa, Manuhutu, and Luruk (2022), speaking skills are generally broken down into four categories: vocabulary, grammar, pronunciation, fluency, and comprehension. It takes treatment, a

learning approach, and a strategy to address each of the students' speaking issues, therefore improving the students' speaking aspect and competency is not simple.

The work of Zuhriyah (2017), Sayuri (2016), Mustafa, Manuhutu and Luruk (2022) were related to English Department students who have longer exposure to English language. On the other hand, the current study was focused on junior high school located at the border area between Indonesia and Republic Democrat of Timor Leste (RDTL). In such condition, the students just have little exposure to English language.

Hence, the present study was organized to deal with the students at the border area with little exposure to English language. Thus, the researchers formulated the statement of the problems as follows: 1) how is storytelling technique implemented to improve the students speaking skill? 2) What problems are faced by the students in implementing storytelling technique to improve their speaking skill? Thus, objectives of the research are 1) to find out how storytelling technique is implemented to improve the students' speaking skill. 2) To find out the problems faced by the students in implementing storytelling technique to improve their speaking skill.

METHOD

The method of the present research was broken down into several parts as presented below.

Respondents

The populations of this study was grade 8A, B and C students consisting of 126 students. The sample of this study was grade 8C with 24 students. This study was performed at SMPK Putra St. Xaverius Kefamenanu.

Instruments

The instruments which were applied in this research were speaking test, interview, and observation. The test is about story telling. This test was used in cycle 1 and cycle 2.

Procedures

This study was conducted as a Classroom Action Research (CAR) project with the goal of examining the outcomes of a method for improving students' speaking skill. Classroom Action Research is a method of finding out what works best in our own classroom so that teacher can improve student learning (Khasinah, 2013).

In classroom action research there are quantitative and qualitative methods. The method of the research that the researcher uses quantitative by taking classroom action research. The process consists of four essential moments: planning, acting, observing and reflecting. Data collection techniques on this study have been observation, interviews, and tests. Observation is used to take a look at the activities of students and teachers at some stage in the utility of storytelling strategies in mastering to speak. Interviews are used to decide the extent of issue and success of students during getting to know. Furthermore, the test is used to decide the fulfillment of learning at the give up of every cycle by way of assessing speaking skills.

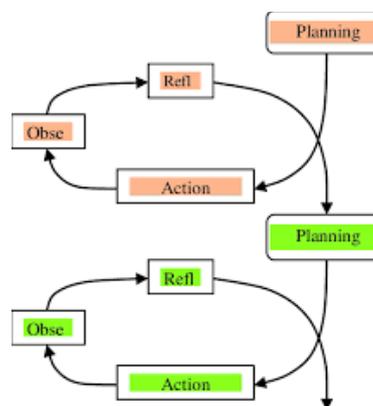


Figure 1. Steps in classroom action research proposed by Kemmis and M.C. Taggart

This research was performed in a cycle comprising the stages of planning, action, observation, and reflection.

The process of teaching speaking in this cycle was defined as follow:

1. Planning

A lesson plan is created by the researcher. Cycle 1's fundamental competency is the ability to communicate the meaning of a short, simple monologue in narrative form using clear language, accuracy, fluency, and interaction with the outside world. This cycle's goal was for the students to be able to recount a tale in English in a way that the other students could understand. The researcher's source is a fairy tale story. The students are required to

retell the narrative in front of the class in their own language as part of the closing procedure.

2. Acting

Three steps of the technique have been completed by the researcher in this activity, namely: After welcoming the students and leading a group prayer before class, the researcher looks over the attendance list before explaining the storytelling technique and the teacher's overall goal. "The Proud Crane" is a narrative text that contains the primary activity of storytelling, which has been researched by researchers. Separately divided into groups of five, each group consists of five students and researchers. The researcher next splits the story's text among all of the groups. Students allot time for group discussions and practice using the researchers' narrative text material.

3. Observing

The researcher keeps a focus on the students. Because they frequently practice speaking by creating discussion and doing so, the students in cycle 1 were nonetheless a little stunned by the learning technique. Sometimes there are multiple people participating in the dialog, therefore students' opportunities to speak don't always suffice to help them advance their abilities. The students gave good answers. Although they were enthusiastic, some students found it challenging to organize sentences since they spent more time writing in their everyday activities and for schoolwork than speaking.

4. Reflecting

At the end of the cycle, reflection was done to evaluate the outcomes of the tests, observations, and classroom learning activities. The researcher could improve this cycle's flaws and raise the score for the chosen criteria. The researchers inspired the students before revealing the story's plot because the students would appreciate it and be expressive when trying to convey a tale. In this cycle, the researchers assessed the students' performance by using four aspects of speaking, namely pronunciation, fluency, grammar, vocabulary and comprehension.

Data analysis

Researchers collected all of the data obtained during research activity. Quantitative data was collected during a classroom action research project. The quantitative data provides

information on the results of tests taken by students at the cycle. The researchers used observation, interview, and speaking test in analyzing the data. The results of this study showed that during the application of the storytelling technique there is an increase in speaking skills which can be seen from the assessment indicators, which include: pronunciation, grammar, vocabulary, fluency, and comprehension. This research was conducted only in one cycle comprising the stages of planning, action, observation, and reflection. Based on the results of the implementation of research in that cycle, it appears that students' abilities in learning have increased after applying storytelling techniques. The improvement of the students' performance could be seen from the comparison of the pre-test and the post-test.

The pretest and post-test data were graded using the rubric suggested by Maulany (2013). Aspects that must be achieved in the speaking skills test include pronunciation, vocabulary, fluency, comprehension and grammar. The analytical score has five items and the score of each item is four points. Hence, the maximum score is 20. Further, it was multiplied by 5 items, and the final maximum score was 100. The scoring structure for the speaking components is shown in the table below.

Table 1. Rubric for Assessing Speaking

	Comprehension	Vocabulary	Grammar	Fluency	Pronunciation
5	Appears to understand everything without difficulty	Speaks in L2 with accurate English words	Produces complete and accurate sentences	Speaks in L2 very fluently and effortlessly	Speaks in L2 Intelligibly and has few traces of foreign accent
4	Understands nearly everything at normal speed, although occasional repetition may be necessary	Speaks mostly in L2 with few L1 words	Produces some phrases instead of complete sentences with consistent and accurate word order or produces consistent omitted sentence	Speaks in L2 less fluently due to few problems of vocabulary/ Selection of word.	Speaks mostly in L2 intelligibly with mother tongue accent
3	Understands most of what is said at slower than normal speed with many repetitions	Produces 4-6 English words	Produces inconsistent and incorrect sentences/phrases	Speaks mostly in L2 with some long pauses and hesitancy	Speaks mostly in L1, but produces 1-3 English words and pronounce them in intelligible mother tongue accent
2	Has great difficulty understanding what is said, often misunderstands the Qs	Produces 1-3 English words (brands or Place names such as KFC, Roppan, etc. do not counts English word/vocabulary) due to very limited vocabulary	Answers mostly in L1, with 1-3 English words/phrases	Speaks mostly in L1, tries to speak in L2 but so halting with so many pauses and "er.."	Speaks mostly in L1, but produces 1-3 English words, Needs some repetition in pronouncing the words to understand them

1	Unable to comprehend the material so that unable to express/respond the questions correctly	Vocabulary limitations so extreme as to make conversation in L2 virtually impossible so that the student speaks in L1 all the time	Unidentified because of speaking in L1 all the time	Unidentified because of speaking in L1 all the time	Unidentified because of speaking in L1 all the time
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This research analyzed the mean of pre-test and post-test score to be compared and calculated with the t-test analysis. The following formula was used for calculating the average score of “pre-test and post-test”:

$$X = \frac{\sum fx}{N}$$

Note :

X = mean

Fx = total score of frequency

N = the number of sample

FINDINGS AND DISCUSSION

The researchers divided this session into two based on the research questions which are previously formulated.

How storytelling technique improves the students' speaking skill?

The goal in this study was to determine whether students' speaking skills improved as a result of using storytelling, as well as to identify which areas of speaking became the most better. There were 24 eight grade students participated in the pre-test and post-test. The researcher assessed students' speaking skill based on five speech-related factors during the pre-test and post-test: pronunciation, grammar, vocabulary, fluency, and comprehension. Following the pre-test, the researchers discovered the following information:

Table 2. Pre-test score of the students' speaking performance

No	Student's name (initials)	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total
1.	CFBD	5	4	5	4	4	4.4
2.	AEL	3	2	3	3	3	2.8
3.	JCO	3	3	4	3	3	3.2
4.	AVE	3	3	4	3	3	3.2
5.	EES	3	2	4	3	3	3
6.	JYK	5	3	4	4	4	4
7.	JBH	3	3	4	3	3	3.2
8.	MJL	3	2	4	3	3	3
9.	HGA	3	3	4	3	3	3.2

10.	CJTD	5	4	5	4	4	4.4
11.	AEA	5	4	5	4	4	4.4
12.	SJC	4	3	4	4	4	3.8
13.	AEL	4	3	4	4	4	3.8
14.	SFM	4	3	4	4	4	3.8
15.	AA	4	3	4	4	4	3.8
16.	DRP	3	2	4	4	4	3.4
17.	AFT	3	2	4	4	4	3.4
18.	MAA	3	2	4	4	4	3.4
19.	EL	3	2	4	4	4	3.4
20.	FL	3	2	4	4	4	3.4
21.	WCK	5	4	5	5	4	4.6
22.	FMK	4	3	4	4	4	3.8
23.	KS	4	3	4	4	4	3.8
24.	AB	4	3	4	4	4	3.8
	Total	89	68	99	90	89	87

Based on the data presented in the table above, the mean score of the pre-test was calculated as follows:

$$X = \frac{\sum fx}{N}$$

$$X = \frac{87}{24}$$

$$= 3.25$$

By dividing the total frequency by the entire number of students, the mean score was calculated. The pretest's mean score in this case was 3.25. This calculation's output revealed that students' average speaking pre-test scores were still below the top mark.

After conducting the pre-test, the researchers applied storytelling technique to boost the students' performances in English speaking skill. At the end of implementing storytelling technique, the researchers conducted a post-test for the students. Thus, the outcome of the post-test was illustrated in the table to follow.

Table 3. Post-test score of the students' speaking performance

No	Student's name (initials)	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total
1.	CFBD	5	5	5	5	5	5
2.	AEL	4	3	4	4	4	3.8
3.	JCO	5	4	5	4	4	4.4
4.	AVE	5	4	5	4	4	4.4
5.	EES	5	4	5	4	5	4.6
6.	JYK	5	5	5	5	5	5
7.	JBH	5	4	5	4	4	4.4
8.	MJL	5	4	5	4	5	4.6
9.	HGA	5	4	5	4	4	4.4
10.	CJTD	5	5	5	5	5	5
11.	AEA	5	5	5	5	5	5
12.	SJC	5	4	5	5	5	4.8
13.	AEL	5	4	5	5	5	4.8
14.	SFM	5	4	5	5	5	4.8
15.	AA	5	4	5	5	5	4.8
16.	DRP	5	4	5	4	4	4.4
17.	AFT	5	4	5	4	5	4.6

18.	MAA	5	4	5	4	5	4.6
19.	EL	5	4	5	4	5	4.6
20.	FL	5	4	5	4	5	4.6
21.	WCK	5	5	5	5	5	5
22.	FMK	5	4	5	5	5	4.8
23.	KS	5	4	5	5	5	4.8
24.	AB	5	4	5	5	5	4.8
Total		119	100	119	108	114	112

Based on the data presented in the table above, the mean score of the post-test was calculated as follows:

$$X = \frac{\sum fx}{N}$$

$$X = \frac{112}{24}$$

$$= 4.67$$

The outcome was 4.67, and this is the posttest's mean score. This assessment of the outcome revealed that the post-test score has increased. The 3.25 score on the pre-test increased to 4.67 on the follow-up or post-test.

In addition, based on the observation result carried out by the researchers, it was found out that the students had good motivation by the implementation of storytelling technique. Almost all the students seemed to enjoy the process of implementing storytelling technique in English speaking.

The problem faced by the students during the implementation of storytelling technique to improve speaking skill

The second research problem was addressed by interviewing the students to find out necessary information. The problem faced by students in speaking ability in interviews conducted by researchers was that there were 3 students mentioned that they were lack of pronunciation practice, 14 students have incomplete knowledge of grammar and vocabulary knowledge and 20 out of 24 students verbalized that they do not have enough opportunities to practice English.

Discussion

After explaining the results of the research, the researcher tries to discuss the results above. The researcher concludes that the implementation of storytelling in English class can increase students' speaking skill. It was caused by the result that the mean of the pretest score was

59,67 and the mean post-test score was 75,21. The purpose of this study was to find out that storytelling can improve students' speaking skills. The result of this study is presented in main points based on the research question. The point is; storytelling can improve students' speaking skills based on the score before and after treatment.

The researcher used story text as a research tool when teaching speaking to eighth grade students because it increased their enthusiasm in learning to speak English. Researchers found that each student seemed to be quite involved in the teaching and learning process. Students who learn speaking skills using storytelling techniques in class are better able to remember and understand what the speaker said. Although some students find it difficult to speak English while performing. They had the opportunity to practice their storytelling style in the previous cycle, and they did well on the test.

Overall, the results of this study are consistent with previous studies showing the potential benefits of using stories to improve English proficiency. According to Inayah's (2015) research, students generally have positive attitudes about using storytelling techniques and have a positive impact on their speaking abilities. Both the learning method and the story caught their attention. Based on the results of the pretest and posttest, the researchers concluded that using storytelling is one of the most interesting and successful ways to help students improve their speaking skills. Storytelling techniques can be used in language classes to support and facilitate students' speaking skills. The comparison between the previous research and the current research is that the current research uses five aspects of speaking, namely pronunciation, vocabulary, grammar, fluency, and comprehension, whereas previous research used theme, plot, setting, character, dialogue, point of view, as well as style.

CONCLUSION

The researchers concluded that storytelling techniques can significantly improve speaking skills with an average score of 3,25 for the pre-test and an average score of 4,67 for the post-test. It is clear from the comparison of score between pre-test and post-test that using storytelling techniques to help improve the ability of English learners is effective. Students in grade eight benefit greatly from using the storytelling approach that the researchers have developed because they are more involved in class discussions. Students who still have difficulty in speaking and lack of confidence were helped by using storytelling techniques.

Their pronunciation is improved, they have a lot of energy and confidence in their ability to speak more clearly. Although there are some students who still have difficulties practicing English, English must be used actively by students both at school and with their friends. Consequently, students will be able to communicate more clearly and with greater confidence when they regularly engage in speaking practice.

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