



Storytelling as Students' Speaking Skill Enhancement Technique

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ABSTRACT

In frame of mixed method research, the researcher intended to find the significant difference of students' speaking skill occurred in the class. Through this research, the aim is to describe the main problem, how to solve it and what the improvements in speaking seen in students. Data were collected using observation, interview and students' test. The test used pre-test in the first meeting and post-test in last meeting. To find the preliminary data through observation, researcher needed six students from 23 students. To analyze the data, this study used normality test to gain the result from Paired sample test (t-test) formula. The result calculated from SPSS V.26 indicates that *t*-count is bigger than *t*-table ($13.122 > 1.717$). The calculation proves the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means that there is significant improvement in students' speaking skill after using Storytelling in their English class. This study implies that students really need not just material but also technique which can facilitate them in understanding the subject and mastering it.

Keywords: *Normality test, Paired sample test, Speaking skill, Storytelling*

INTRODUCTION

Traditionally, storytelling was common in the history of education even before western education influenced the education system (Mercer, 1995). Progressively, Storytelling claimed to be more effective in language teaching materials after mixing a number of components such as textbooks. Indeed, studies generally believe that the effectiveness of Storytelling relies on the fact that it is fun, engaging and highly memorable, raising learners' interest in listening to stories, as well as speaking, writing and reading (Atta-Alla, 2012 and Kim, 2010). Modern Storytelling also includes a component of experience where students not only retell but are encouraged to talk as a storyteller (Richard, 2015). Marvie (2014) argues that Storytelling will improve students' speaking abilities gradually.

In general, students are very interested in sharing their stories with their friends (Matthew, 2014). Through telling their experiences, the language form that is formed will be easier to convey because it comes from students' own thoughts (Mofareh, 2015). This is what researcher though can help students in class to persuade them to speak in front of the class.



Because the problem they were facing is not daring to start talking, then what they need was a story that tells about themselves (experiences) to make them speak as their talk matter. The lack of teacher strategies makes students' speaking skills unable to increase even indifferent to this ability. To realize the purpose of research in finding differences in significance before the application of the Storytelling technique and after treatment, researcher conducted pre-test before treatment and post-test after treatment. During the treatment, students are explained to increase their self-confidence as well as enrich their language style through training and vocabulary enhancements for each meeting.

The researcher was inspired by a research of Wahyu (2016) at SMPN 22 Konawe Selatan. The use of Storytelling techniques at the school resulted in increasing the speaking skills of the junior high school student. This activity motivates every student in the class to be able to demonstrate their speaking skills before their peers. In this case, the previous researcher focused on retelling some stories that their students had read. The difference with the study of researcher, this time also includes an approach between the teacher and students by always providing the opportunity for each student to tell stories in one sentence which will force the will of students to speak individually. This approach is also found in previous research by Cai (2017) in the same Chinese Primary English using storytelling techniques but as an approach to mastering vocabulary.

Overall, the thing that needs to be developed from previous research is students have to tell stories freely using their own language. Students must be able to express their own ideas and tell stories in front of their friends. The focus of this research is not only retelling the story, students must tell their own stories based on their daily lives or student experiences. So, not only does the students' speaking skills improve, their ideas and imagination also increase. Increasing student scores in English practice exams is a significant change for each student.

RESEARCH METHOD

The design of this study is mixed method of qualitative and quantitative. Mixed method is used to complement quantitative research results enriched by qualitative data. . In this way, researcher got more comprehensive data. Mixed method research can be applied in RND (research and development) and Action Research (Cresswell, 2014). In this case, the researcher applied the Concurrent transformative design to the Classroom Action Research in collaboration with three teachers as observers. It is called collaborative CAR because the researcher directly works together with the English teacher at the school to conduct the research as well as to cope with the student's problems concerning their speaking that they encountered in the class. This action is done in a real situation and it is intended to solve a practical problem. This study was collected by interview and observation, and measured by pre-test before giving the treatment and post-test after giving the treatment. Evelyn (2016) proposes the procedure used in one group pre-test-post-test design should select the participation before pre-test, giving the treatments after pre-test (before post-test) and researcher could give the post-test after them.

Initially, the researcher interviewed six students from 23 students in class XI IPA 1 MAN 1 Konawe also a teacher who taught in the class. Interviews are only as initial data generators where the results of the data obtained are analyzed by distinguishing students' difficulties and what students need. After conducting the interview, the researcher stepped into the initial observations of the class afterwards the observations were made by three observers who all came from the school. Through observation the data analyzed on a case-by-case basis to better understand in depth a problem that occurs at the research site. Observation data analyzed by formula from Suen & Ary (2014) that is:

$$P = \frac{F}{N} \times 100$$

Remarks: P = Percentage

F = Frequency of the respondents

N = Number of sample

100 = Constant value

In the treatment activity as the action research, there were two cycles which each cycle has three meetings. The entire meeting discussed three materials namely, Personal Letter (telling someone they want to send a letter), Procedure Text (telling ways to make food) and Cause and Effect (telling a fairy tale or folklore that includes causes and effects). Every time they started a lesson, each student was given an approach to tell at least one sentence about themselves with the help of the provision of new vocabulary that students can use in constructing sentences at the start of each lesson.

Subsequently, the summation of the Pre-test and Post-test is calculated by determining the results of the Paired Simple Test (t-test) in which the data needs to be tested for normality first. the researcher used the One Sample Kolmogorov-Smirnov test with the provision that if Asymp. Sig. > 0.05, the data were normally distributed (Sugiyono, 2011). This result also applied to the Paired Simple Test determination. In this research, the normality test uses SPSS V.26 for windows.

RESULT

Interview session in this study was taken as a preliminary information addition so that researcher got some in-depth information about speaking ability problems occurred in class XI IPA1 MAN 1 Konawe such as do not have confidence in speaking, the lack of vocabulary owned by students and students are still influenced by the mother tongue so it is difficult to pronounce English words. This interview involved six students based on the three highest grades and the three lowest grades and involved the English teacher in the class. The students answered nine questions about their experience in learning English. While, the teacher answered four questions

about her experience in teaching English in XI IPA 1 MAN 1 Konawe. Based on the results of the interview, almost all students answered that learning English was very important for application in the modern era. Some of them said that English is a complicated language where the writing and the pronunciation are different so that it confuses L2 speakers.

In fact, this area there were still few places to study English, so it was not surprising that many students are immediately shocked because they are directly confronted with English material. For students who got the highest score, they were happy to learn English and for them it was very important and previously familiar with English. Besides, in this case their teacher has not prepared a technique for dealing with student problems. The first statement of the teacher that was difficult to handle all students in class because of limited time while students need to be taught one by one in order to understand the lesson. The teacher also rarely gave a media even do class strategies. Therefore, the teacher expected a technique that can improve the way of teaching English specifically teaching speaking because it was the ability to speak that really needs to be sharpened in the class.

The initial observation, the students have not heeded the discussion in English, even though they still use Google Translate as a whole. The results of the discussion were presented to the class while reading the notes they had previously translated online via Google Translate. This becomes an outline for researchers to immediately follow up on their problems. Based on the calculation of the observations of all observers in the first cycle, the results of the average value of observation reached 2.75 with a conversion standard of 68.75%. This value was based on two meetings so that the application of the Storytelling technique has been conveyed twice. Some students were still shy and stammer when talking. During the Presentation, the most skilled students in the group were forced to take an important role in speaking because the other friends were still not confident in their speaking abilities. This is also what expressed by Jamshidnejad (2010) that the factor that made students afraid to speak was the lack of vocabulary and practice of speaking so that they were not confident in their abilities.

Table 1: First Cycle Observation Score

Assessment Scale 1 to 4 4= Good 3= Enough 2=Average 1= Bad 25-32= A 17-24= B 9-16= C 8= D
Observation Score $3+4+3+3+3+2+2+2=22$
Average score= $22/8= 2,75$
Convert to 100 standard $22/32 \times 100 = 68,75$

Furthermore, in the second cycle, the class situation became more communicative. The approach which was contained in the Storytelling technique that each beginning of learning

students always tell their activities, this was also supported by the addition of vocabulary at the beginning of learning that helped them compile their simple sentences. From the results of observations, the average value reached 3.25 with 81.25% percent standard. There was 12.5% increase in the results of observations. Through the first observations when the researcher observes the class, it can be concluded that students really need approaches and techniques in learning to make them easier to apply what students have learned. Talley and Hui-Ling (2014) said that the educators need to focus on bringing about developments in teaching-learning materials.

Table 2: Second Cycle Score

Assessment Scale 1 to 4
4= Good 3= Enough 2=Average 1= Bad
25-32= A 17-24= B 9-16= C 8= D
Observation Score
4+4+4+3+3+4+3+2= 26
Average score= 26/8= 3,25
Convert to 100 standards
26/32 x 100 = 81,25

The research obtained the value of pre-test through telling daily activities. While in post-test testing, researcher used a pop up story that required students to pull out the lot of titles that they told as a test. Researcher calculated students’ speaking skills based on the speaking assessment rubric which was adapted by researcher from Dick, Gall and Brog (2003). Normality test was done toward the two scores of pre-test and post-test score obtained from the students. The result of Asymp. Sig. (2 tailed) was 0,200 score which were higher than 0,05 (0,200 > 0,05). As a result, the Null Hypothesis (H0) was rejected, while the Alternative Hypothesis (Ha) was accepted because all the data in a normal distribution.

Table 3: Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
PRETEST	.162	23	.122	.931	23	.115
POSTTEST	.137	23	.200*	.948	23	.262

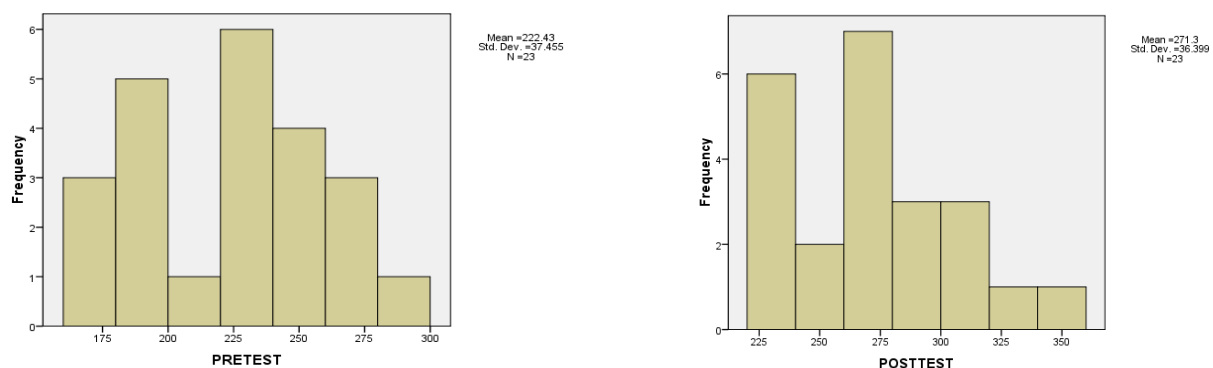
a. Lilliefors Significance Correction

Table 4: Value of Pre-test and Post-test

Variable	Paired Differences					t	df	P-value	Analyzing
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pre-test									
Post-test	48.870	17.874	3.727	-56.599	- 41.140	13.122	22	0.00	H0 is rejected

Based on the table above, it could be seen that the *t*-count was 13.112 with the *df* was 22. The score of pre-test before being taught by Storytelling is enough, because the mean score of pre-test was 222.43, and after the students got a treatment the mean of post-test was 271.30 it improved, while the result of *t*-count was 13.112. The negative which appears in *t*-count above means the mean before treatment is lower than after treatment. Therefore, Storytelling technique is an appropriate way to enhance students’ speaking skill. Then the researcher gave interpretation to “*t*”. First, the researcher considered the *df*, $df = N - 1$, in here *df* is 22. The researcher consulted the score in *t*-table. The significant level of 0.000, the score of *t*-table was 1.717. By comparing the “*t*” that the researcher has got calculation *t*-count was 13.112 and the value of “*t*” on *t*-table “*t*” was 1.717. From the calculation above, *t*-count was bigger than *t*-table ($13.122 > 1.717$). Then, the alternative hypothesis (*H*_a) is accepted and the null hypothesis (*H*₀) is rejected, it means that there was significant improvement in student’s speaking skill after using Storytelling in their English class of XI IPA 1 MAN 1 Konawe.

Table 5: Histogram of Pre-test and Post-test





DISCUSSION

This study successfully examined the students' improvement in speaking by using Storytelling technique. Storytelling technique contributes to help students' speaking skill in terms of enriching vocabularies, improving creativity, improving pronunciation, improving grammar and organizing ideas by often practicing storytelling even reflexively so that ideas will form naturally and word order will form various information as an evaluation of the vocabulary development that has been obtained. Stories not only help in stimulating children's imagination and understanding of the world, but also in developing children's language ability and appreciating literature (Aiey, 1999). After analyzing the interview, the researcher found that some students were not interested in learning English as asked in the first question of interview "Do you like English Lesson?". The reasons because English is a complicated language while the writing and the mention are different also confusing, this means they need an approach to introduce what they learn (Pallotti, 2015). Besides, four of the six students interviewed still gave a statement that inevitably they had to learn English because it was very important going forward.

Whereas in the sixth question about things that still need to be improved in learning speaking, all students answered that they needed a technique and even media to help them in learn. Baidawi (2016) proves that the teacher must create the good techniques to make the students motivated. In other words, teacher plays important roles in the whole process of speaking. In fact in their acknowledgment in questions number three and five about teachers' teaching ways and response in speaking, they consider learning in the class that they have been getting less effective to improve their speaking skills. Additionally, teaching speaking should approach students and there is a mutual connection between teacher and student to create interaction and communication. Student statements justify the statement of Housen & Simoens (2016) that student difficulties can occur because there are problems with such an approach and operational criteria on students are often based implicitly.

Unfortunately, teacher was still dominant in traditional teaching techniques which do not pay attention to increasing students' speaking. Al-Hosni (2014) explains that teacher should make good use of class time for active participation by all their students. So the teachers need to make up for their deficiency in oral ability by encouraging the students' participation with prepared lessons, highly organized activities and effective techniques as well as teachers' statement that what is needed to be improved in her teaching in the class was teaching speaking as answered in the fourth question about which must be addressed in her teaching.

Usually students feel deadly bored instead of appreciating them and accepting them. This is an evaluation for researcher to presents variants of strategies that will support the storytelling technique in its application in the classroom. Every meeting, students were given the opportunity to approach short Storytelling in one sentence at the same time the researcher as the teacher wrote down some related vocabulary about what they were telling as an aid to stringing student sentences. Hence, the researcher gave some treatments to the students on how to apply



Storytelling technique in speaking. In narrative text subject, the researcher gives a full example of how to tell a story including how to have good expressions in portraying characters in the story along with good body language as a good storyteller. Their best performance in the final exam showed an increase in students during the storytelling technique treatment with the appearance of students' final scores in the speaking test being a significant assessment that determines changes in each student.

CONCLUSION

The evidence suggests that the Storytelling technique is a proper technique for improving students' speaking skills by covering up some of the problems in teaching speaking especially found in class XI IPA1 MAN 1 Konawe. Based on the data analysis, the researcher found the improvement of students' speaking skill included their ability and scores. The result of observation of two cycles has increased from 68.75% to 81.25%. It means that there is a significant difference of achievement between the students who were taught by using the Storytelling technique and the students who were taught without the Storytelling technique. From the observation results showed the development of speaking skills of students who were initially still shy to start talking even though only their fellow classmates, now they are free to talk without shame and inferiority. Class activities become more active because they have developed a communicative atmosphere. Most of them also responded that they attempted to use Storytelling techniques in their daily speaking.

So far, this research is enough to prove that through storytelling techniques can efficiently improve students' speaking even though they still have flaws and need improvement. The available research time gap has not provided maximum results as well as some of the facilities needed during teaching are still not fully available. In the future, hopefully this research can be a reference for further research that discusses improving students' speaking skills, especially with the Storytelling technique. With Storytelling techniques, teachers can make new strategies in the classroom so that teaching does not seem boring and boring. Storytelling technique can not only be used in English lessons but can be applied to other subjects. For further research, researchers can add very interesting things and new innovations in this technique such as collaborating other creative activities in the Storytelling technique.

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