# Students' Perception towards Storytelling in Developing Speaking Skills at English Department of Mulawarman University

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## Abstract

The study aimed to know the students' perception, challenges, and how to overcome the challenges of storytelling in the development of their speaking skills. This study was conducted at English Department Mulawarman University. The design of this study was mixed-method study with the purpose to illustrate students' perception of the use of storytelling in speaking class. There were 46 third-semester students in the academic year 2019/2020. The instruments were questionnaire and interview guidelines. The data from the questionnaire were used to select students to be interviewed. Six students were selected as the interviewees, they had high, moderate and low level of perception towards the use of storytelling in speaking class. Afterward, the researcher collected the interview data and triangulated the data from the questionnaire and interview. The finding showed that students had a positive experience in using storytelling techniques in speaking class it showed by the result of the mean score of questionnaires was 3.83, especially in developing their components of speaking skills. The students also stated that in using the storytelling techniques they found the effectiveness of storytelling in their speaking development. The study also found that the students' challenges were fear of mistake, anxiety, shyness, and lack of confidence. The students overcame their challenges through relaxation, preparation, peer seeking, and positive thinking. The researcher suggests that teachers and lecturers do storytelling more often in the class to improve their speaking skills, and to overcame student challenges the teachers or lectures can also give students time to prepare and create a relaxed atmosphere before doing storytelling.

**Keywords:** Storytelling, Speaking Skills, Students' Perception

## 1. Introduction

Storytelling is an effective activity that enables students to get information and also memorizes the specific words from the story theysaw, heard, or read and then narrated by them orally. Rababah (2005) states that there are so many factors that come from internals and externals that will influence EFL learners on their speaking skill which can make them feel challenged.  In storytelling as one of speaking skill techniques, students will feel challenged, whether they can narrate what they already seen, heard or read or students have a problem in expressing their ideas by using their own words. According to Seng (2017), storytelling is an encouragement to provide a lot of language input and also make them feel motivated in the learning process. Storytelling will also help them to find motivation in learning because they will try to find an appropriate word to express what they have already seen, heard, or read. Sharma (2018) also states that there was an improvement in students'

speaking skill aspects such as their comprehension, fluency, vocabulary, grammar, and pronunciation after the implementation of the storytelling method in the classroom.

Based on the researcher's experience after having a speaking class with storytelling method for 2 semesters (Speaking 1 and 2), the researcher believes that storytelling helps her in developing speaking skills. The researcher also feels more motivated when she tries to reconstruct her own words based on the same ideas while telling it because she feels so challenged. That is the reason why the researcher chose students' perception towards storytelling to develop speaking skills as her topic. Because the researcher would like to know perception from other students who already had classroom storytelling once a week for two- semesters also perceive to a certain extent, storytelling has contributed to their speaking development.

Perception becomes important because according to some experts, motivation in the learning process was influenced by students' perception, belief, and attitudes. This statement was supported by another researcher Like Despagne (2010), other researchers such as Arslan and Akbarov's (2012) and Focho (2011) they were also state that perception may indicate students' motivation to learn a language, but their perception of a language may not reflect their attitude exactly.

The researcher convinced if every person has different perception, the researcher's experience perhaps similar or different to other students. Thus, by conducting this study the researcher finally find out students' perception towards storytelling in developing speaking skills based on the students' experience in speaking class with storytelling technique.

## 2. Method

This study was mixed methods research. Mixed method is a methodology in which the researcher collects, analyses, and mixes (integrates or connects) both quantitative and qualitative data in a single study or a multiphase program of inquiry. Focusing on this study, the researcher usedone of the major types of mixed methods, namely the explanatory design. Fraenkel et al. (2014) stated that in this design, researchers first used a quantitative approach to analyse the results and then built on the results and explained them in more detail with qualitative approach.

Participants of this study were the third semester English Department students of Mulawarman University in the academic years 2019/2020. By using purposive sampling, classes A and B who took the speaking course were chosen. There were 46 students as questionnaire respondents. And for the interview section, the researcher took six from 46 students. The researcher conducted an interview that selected six students with the standard that already prepared: two students who got the highest mean score of the questionnaire, two students who gota moderate mean score of the questionnaire and two students who got the lowest score mean score of the questionnaire.

The data obtained from questionnaire and interview. First the researcher gave the questionnaire to the students in the third semester of the English Department in the academic year 2019/2020. There were 46 students filled the questionnaire from class A and B 2018. After distributing the questionnaire, the researcher calculated the mean score of each student to know whether they had a positive or negative perception towards storytelling in developing speaking skills. After calculating the mean score, the researcher categorized the students to be interviewed to get further information about students' perception towards storytelling in developing their speaking skills. Then, the researcher interviewed two students

who got the highest mean score of the questionnaire, two students who got the moderate mean score of the questionnaire, and two students who got the lowest mean score of the questionnaire.

For this study, a close-ended questionnaire was used. The results of the questionnaire were presented by using the mean score. A questionnaire was used to see students' perception towards the use of storytelling in speaking class whether they had positive or negative perceptions. There were 23 statements in this questionnaire which was on students' perception about the classroom storytelling experiences; (1) Feeling when storytelling was applied, (2) Components of speaking that developed by storytelling, (3) The effectiveness of storytelling that they got, (4) Challenges that they faced, and (5) how they overcome those challenge.

**Table 3.1** Items of Students' Perception Questionnaire

| No | Specification | Number of items | Total Number |
|---|---|---|---|
| 1 | Feeling when storytelling was applied | 1, 2, 3 | 3 |
| 2 | Components of speaking that developed by storytelling | 4, 5, 6, 7, 8, 9, 10 | 7 |
| 3 | The effectiveness of storytelling that they got | 11, 12, 13, 14 | 4 |
| 4 | Challenges that they faced | 15, 16, 17, 18, 19 | 5 |
| 5 | How they overcome those challenge | 20, 21, 22, 23 | 4 |

The main goal of the interview guide was to obtain students' perceptions toward the use of storytelling in developing speaking skills in the speaking course. The information concerned in five main points of the question that were used to answer the research question: (1) Feeling when storytelling was applied, (2) Components of speaking that developed by storytelling, (3) The effectiveness of storytelling that they got, (4) Challenges that they faced, and (5) how they overcome those challenge. The interview was conducted with six students from class A and B 2018 students. This interview was conducted to take and clarify the data. The interview was done around 15-20 minutes in semi-structured interview way for each student.

To find out the average score of each indicators of the questionnaire, the researcher analysed it through descriptive analysis. The average score of the students' questionnaire result reflected the kinds of perception about the use of storytelling. The data from the questionnaire can be interpreted according to the table below:

**Table 3.2 Interpretation of Questionnaire Score**

| R | Interpretation |
|---|---|
| 1.00 – 1.80 | Storngly Disagree |
| 1.81 – 2.60 | Disagree |
| 2.61 – 3.40 | Neutral |
| 3.41 – 4.20 | Agree |
| 4.21 – 5.00 | Strongly Agree |

Pimentel  (2010)


To conclude whether students have positive or negative perceptions, the researcher classified the students' average scores into two.The score ranged from 1.00 until 2.50 was considered as negative or bad perception on using storytelling to develop speaking skill. Meanwhile, the score which ranged from 2.51 until 5.00 was considered as the positive or good perception on using storytelling to develop speaking skill.

According to Miles and Huberman (1994), data reduction means the process of abstracting, selecting, simplifying, transforming, and focusing the data that appear in written-up field notes or transcription, In the data reduction, the researcher focused on students' perception toward storytelling in developing speaking skill in the speaking course. The researcher transcribed the interview result first to simplify the researcher to abstract the data. In abstracting the data, the researcher only focused on the main points of the study. The researcher selected and separated participants' perceptions which did not include in the main points of the study. After that, the researcher simplified the data without changed the meaning of the participants' words were too hard to understand. The researcher found out and transformed the meaning of the participants' perception to make the data easily to be concluded.

**Table 3.3 The Data Reduction Table**

| No | Condition | Perception about Storytelling in Speaking Skills | | | | | | Conclusion |
|---|---|---|---|---|---|---|---|---|
| | | S1 | S2 | S3 | S4 | S5 | S6 | |
| 1 | Experience | | | | | | | |
| 2 | Feeling | | | | | | | |
| 3 | Thoughts | | | | | | | |
| 4 | Components of Speaking | | | | | | | |
| 5 | Effectiveness | | | | | | | |
| 6 | Challenges | | | | | | | |
| 7 | Overcoming | | | | | | | |

**Table 3.4 The Data Display**

| No | Questions | Student 1 | Student 2 | Student 3 | Student 4 | Student 5 | Student 6 |
|----|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 1 | Feeling when storytelling was applied | | | | | | |
| 2 | Component of Speaking that developed by using storytelling | | | | | | |
| 3 | The effectivenes of storytelling they got | | | | | | |
| 4 | Challenges that they faced | | | | | | |
| 5 | How they overcome those challenge | | | | | | |

## 3. Result and Discussion

To find out the research question about the students' perception of storytelling in relation to the development of their speaking skills, the challenges the students faced towards storytelling in relation to the development of their speaking skills and how they overcame the challenge of storytelling were present in the following chart:
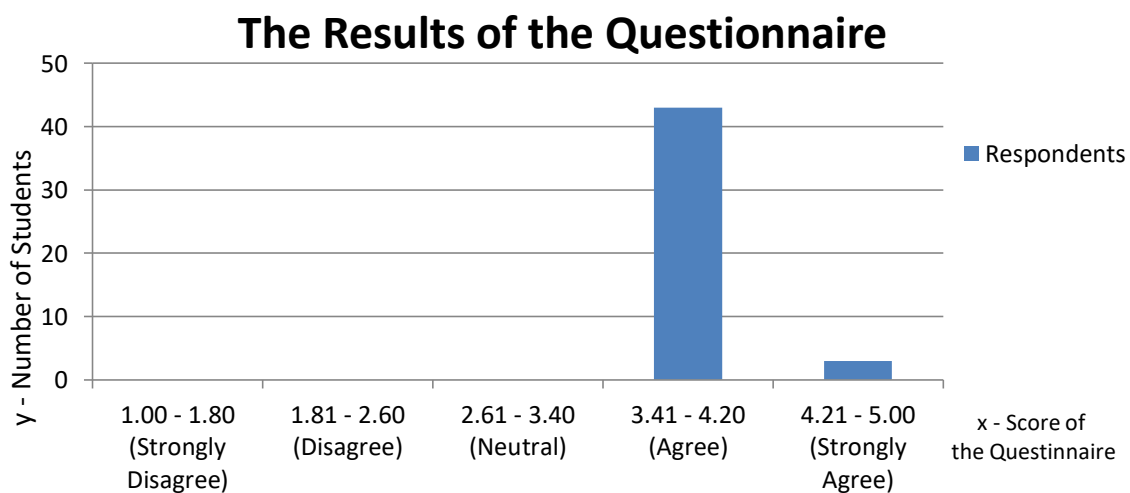


**Chart 4.1 the Total of Students' Response of the Questionnaire**

Based on chart 4.1, all of the students had a positive perception of the use of storytelling in speaking class. It showed by from the total of 46 students there are 43 students got the average score between 3.41-4.20 and 3 (three) students got scores between 4.21-5.00. From the data above, it can be concluded that there were no students who got a questionnaire score below 2.61 and it means that they did not have a negative perception towards the use of storytelling in speaking class.

**Table 4.1 Students' Perception towards the use of Storytelling**

| Perception | | Frequency | Percentage (%) |
|---|---|---|---|
| Interval | Category | | |
| 1.00 – 1.80 | Strongly Disagree | 0 | 0.00% |
| 1.81 – 2.60 | Disagree | 0 | 0.00% |
| 2.61 – 3.40 | Neutral | 0 | 0.00% |
| 3.41 – 4.20 | Agree | 43 | 93.48% |
| 4.21 – 5.00 | Strongly Agree | 3 | 6.52% |
| Total | | 46 | 100% |
| Maximum Score | | 3.43 | |
| Minimum Score | | 4.61 | |
| Average | | 3.83 | |

Table 4.1 showed that the students' perception scores range from the highest 4.61 (Strongly Agree) and the lowest was 3.43 (Agree). All of the students had positive perceptions with the mean score of the whole sample was ($M=3.83$) (Positive) and all of the students (100%) fell within positive perception towards the use of storytelling in speaking class.

**Table 4.2 Components of Students Perception towards the use of Storytelling**

| Students' Perception Components | Mean Scores |
|---|---|
| Feeling when Storytelling was Applied | 4.17 |
| Components of Speaking that Developed by Using Storytelling | 4.76 |
| How They Overcame those Challenge | 3.96 |
| The Effectiveness of Storytelling They Got | 3.81 |
| Challenges that They Faced | 3.40 |
| Average | 3.83 |

Table 4.2 showed that students' perception of storytelling can be seen from the five components above, and all aspects showed that students had a positive perception because those five components above contribute in concluded that students had a positive perception towards storytelling. The data also showed that each students' perception components were mostly higher than 3.40 ($M=3.83$ or positive perception), indicating in the opinion of students' storytelling was useful in learning English, especially in speaking class. The highest mean score ($M=4.76$) was found in components of speaking that developed by using storytelling and the lowest ($M=3.40$) was in challenges that they faced.

Besides the questionnaire, the interview data was conducted to have more detailed opinions of the students' perception towards the use of storytelling in speaking class. The interview data was done by interviewing six students from classes A and B 2018. The

researcher selected the students as the interviewee based on the criteria that had been prepared: two students who got the highest, two students who got the median score, and two students who got the lowest score from the questionnaire. The researcher had 10 questions for the selected students. The questions related with the five main points of the question that were used to answer the research question: Feeling when storytelling was applied, components of speaking that developed by using storytelling, the effectiveness of storytelling they got, challenges that they faced, and how they overcame those challenge.

## 5. Conclusion

The researcher found that almost all students showed a positive perception because students thought that storytelling was an interesting media and motivated them to develop their speaking skills in terms of pronunciation, grammar, vocabulary, fluency, and comprehension. The students also obtained some of the effectiveness of storytelling like build their confidence, deliver and understand ideas clearly and also reconstruct their own words and knowledge.

Based on the students' experiences they had to face some challenges towards the use of storytelling in speaking class, like fear of making mistakes, shyness, anxiety, and lack of confidence. Another statement about storytelling was the challenge came based on the personality because one of many students does not have high self-confidence. It means that the challenge does not come from the technique of storytelling.

Several things have been attempted by the students to overcome the challenges like preparation, relaxation, having positive thinking, and peer seeking before they do storytelling in front of the class. Another statement showed that storytelling can be done from a small group before in-class activity.

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