

**The Application of Storytelling: A Solution to Overcome
the Students' Speaking Problem**

Clara Resta Gihonita Sitorus

clararesta31@gmail.com

SMK Bhakti, Jakarta

Abstract

The main objective of this research is to improve the tenth graders' speaking skill through storytelling technique at SMK Bhakti. This research is a two-cycle-process of classroom action research. The subject of the research was the students of tenth graders at SMK Bhakti-2. There were 20 students (12 males and 8 females). The instruments were the test, observation, interview, and diary notes. The result indicated that there was significant improvement of students' scores in the Pre-test to Post-test II. The mean of students' Pre-test scores was 48.20, and 63.30 for Post-test I. On the contrary, it was 77.70 in Post-test II. It was supported by interview, diary notes, and observation showing that there was students' interest in learning through the implementation of storytelling. It, therefore, is suggested for English teachers to make use of the technique to actively encourage and increase the students's positive learning attitude towards speaking English.

Keywords: *storytelling technique, action research, speaking skill*

Background

Speaking is one of primary language skills. People speak to express, their ideas, change information and feeling to other. According to Walija (2011) the language, a means of communication, is the most complete and effective way to convey ideas, messages, intentions, feelings, and opinions to others. A communication is an exchange between people, of knowledge, of information, of ideas, of options, of feeling, so there must be concept and ideas in the fellow speakers of what they are going to say. To be able to communicate the students' ideas, the students should be given opportunity to practice student English. Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary. Didit (2001, p.56-57) stated that speaking ability is more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many case to language teachers. Brown (2001) defines speaking as productive skill in communicative competence besides writing, listening, and reading skills. He further says that it is 'an interactive process of constructing meaning that involves producing and receiving and processing information'. Additionally, from the communicative point of view, speaking has many different aspects and categories, such as accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities, and fluency, considered to be 'the ability to keep going when speaking spontaneously'.

A previous participant observation and interview with the English teachers at SMK Bahkti-2 revealing that the students were still weak and had low score in speaking, consequently reflecting the learner's competence and his target language status, requires a set of rational reasons. Some explicit factors of the failure have been narrated by many scholars. Teacher's professionalism and teaching atmosphere, for instance, contribute on the English teaching failure. Baleghizadeh and Shahri (014) reporting that the EFL teachers in Iran represented varying levels of experience and education and were classified as experts and novices delies the degree of the teaching objective achievement. Similarly, Dakhi (2016) stating teaching English in Nias was not totally organized in formal setting empirically testifying the teaching atmosphere contribution on learning. Finally, Ellis (1985) as supported by Dakhi (2014) comprehensively grouped the factors of leaning success into internal factors covering age, personality, motivation

and experience, and external factors containing curriculum, instruction, culture and status and access to the native speakers.

Overcoming the gap between learning expectation and reality lies on the the teacher's responsibility. As a result, the implementation of storytelling in teaching English speaking is a solution conducted. Handayani (2013, p.1) pointed out storytelling can encourage students to explore their unique expressiveness and can heighten their ability to communicate the thoughts and feelings in an articulate, lucid manner. Barner (1997, p.1) argued that storytelling is the art of telling a story that includes telling a story with the use of the written word, with the use of song, acting, mime, dance and other mediums. More convincingly, Pardede's (2011a, 2011b) reporting the positive interest, perceptions, and the perceived needs of the students at the Teaching Study Program, Faculty of Teacher Training and Education, Universitas Kristen Indonesia has narrowed the decision to the application of storeytelling in teaching speaking.

Methodology

The study was an Action Research Design. Creswell (2012, p, 577) stated that "Action Research Design is systematic procedure done by teacher to gather information about, and subsequently improve, the ways their particular educational setting operates their teaching, and their students learning." To gather information and to know students' improvement, the researcher had two-cycle in this Action Research. In this case, the researcher used mixed method to obtain the data. The instruments were the test, observation, interview, and diary notes.

Research Reselt and Discussion

Table 1:
Pre-test's I Score Result

No	Range of Score	Frequency	Percentage	Category
1	≥ 85	0	0%	Excellent
2	70-84	1	5%	Very good
3	55-69	9	45%	Good
4	40-54	3	15%	Fair
5	≤ 39	7	35%	Poor
Total		20	100%	

Table 1 indicates that in the pre-test, there is no excellent achievement category; one student (5.00%) achieved 'very good' category; nine students (45.00%) achieved 'good'

category; three students (15.00%) achieved 'fair' category; and seven students (35.00%) achieved 'poor' category.

Table 2:
Post-test's I Score Result

No	Range of Score	Frequency	Percentage	Category
1	≥ 85	4	20%	Excellent
2	70-84	6	30%	Very Good
3	55-69	1	5%	Good
4	40-54	9	45%	Fair
5	≤ 39	0	0%	Poor
Total		20	100%	

Table 4.2 shows that there was students' improvement. In pre-test, 35% students were in 'poor' category. However, in post-test I, 45% students were in 'fair' category. More detailed, 4 students were excellent; 6 students were very good; 1 student was good; and 9 students were fair. This result suggests that the finding is in congruent direction to the Kaunang's research (2018), an Action Research to improve the students' speaking skill. He argued that there was positive English improvement from the pre-test, averagely 49.12, to post-test, 66.4, of the cycle I. The exact reasons of the cycle I failure was influenced by some factors. Table 3 displays the situation of the teaching atmosphere and the students' perception towards the application of the storytelling during the teaching in the cycle I.

Table 3:
Observation Teaching Result in Cycle 1

No	Components	Cycle 1			Average
		Meeting 1	Meeting 2	Meeting 3	
1	Teacher masters topic well	4	4	4	4.00
2	Teacher gives material based on lesson plan	2	3	5	3.33
3	Teacher guides the students to do the technique	4	4	4	4.00
4	Teacher applies the Storytelling procedure correctly	4	4	2	3.33
5	Teacher uses the media as planned correctly	3	3	3	3.00
6	The use of media is appropriate	4	4	4	4.00

7	Teacher communicates well with the students	4	3	4	3.67
8	Teacher explains the material clearly	3	4	4	3.67
9	Teacher explains the material confidently	3	4	3	3.33
10	Teacher is able to control class	4	3	3	3.33
11	Students participate in classroom discussion	3	4	3	3.33
12	Students follow the discussion as teacher instructs	4	3	3	3.33
13	Students present the result of discussion precisely	3	3	3	3.00
14	Students feel confident when sharing ideas with their friends	2	3	4	3.00
15	Students understand to use the media	3	3	3	3.00
16	The story are well-provided	4	4	4	4.00
17	The story are distributed to all students well	4	4	3	3.67
18	The media is well-supported	3	3	4	3.33
Total					3.45

Note:

4: Very Good 2: Bad
 3: Good 1: Very Bad

As shown by the Table 3, it was concluded that the process of Storytelling implementation in cycle I was good. The mean of every activity (3.45) shows that it achieved 'good' score. However, in this case, the students' scores still had not passed the success criteria.

By using the formula of $\bar{X} = \frac{\sum X}{N}$, the mean of the students' pre-test equals to 48.02. Finally, this indicates the continuity of the study to the cycle II.

Table 4:
Post-test's II Score Result

No	Range of Score	Frequency	Percentage	Category
1	≥ 85	8	40%	Excellent
2	70-84	9	45%	Very good
3	55-69	1	5%	Good
4	40-54	1	5%	Fair
5	≤ 39	1	5%	Poor
Total		20	100%	

Table 4 displays that 40% of the students' achievement is excellent and 45% is very good; 5% is good, fair, and poor indicating that there was improvement.

Table 5:
Observation Teaching Result in Cycle 2

No	Components	Cycle 2			Average
		Meeting 1	Meeting 2	Meeting 3	
1	Teacher masters topic well	4	4	4	4.00
2	Teacher gives material based on lesson plan	3	3	3	3.00
3	Teacher guides the students to do the technique	4	4	4	4.00
4	Teacher applies the Storytelling procedure correctly	4	4	4	4.00
5	Teacher uses the media as planned correctly	3	3	4	3.33
6	The use of media is appropriate	4	4	4	4.00
7	Teacher communicates well with the students	4	4	3	3.67
8	Teacher explains the material clearly	4	4	4	4.00
9	Teacher explains the material confidently	3	3	3	3.00
10	Teacher is able to control class	3	4	3	3.33
11	Students participate in classroom discussion	3	3	4	3.33
12	Students follow the discussion as teacher instructs	3	3	4	3.33
13	Students present the result of discussion precisely	3	3	3	3.00
14	Students feel confident when sharing ideas with their friends	4	3	4	3.67
15	Students understand to use the media	3	3	3	3.00
16	The story are well-provided	4	4	4	4.00
17	The storys are distributed to all students well	3	3	3	3.00
18	The media is well-supported	4	4	4	4.00
Total					3.53

Note:

4: Very Good 2: Bad 3: Good 1: Very Bad

As shown by in Table 5, it was concluded that the process of Storytelling technique implementation in cycle II occurred well. The mean of every activity (3.53) shows that the students achieved good score. The researcher found that they were more confident in telling the story by their own language in Storytelling

Hypothesis Testing

To test hypothesis in this research, the researcher used the paired t test. The aim of paired samples test is to investigate the mean difference between the pre-test result and post-test result and to test the hypotheses.

The hypotheses are as follow:

H₀: Scrabble has no significant effect on the eighth graders' vocabulary mastery at SMP Eka Wijaya Cibinong.

H_a: Scrabble game has a significant effect on the eighth graders' vocabulary mastery at SMP Eka Wijaya Cibinong.

The hypothesis statistic:

H₀ is accepted if $t_{count} \leq t_{table}$ (2.06)

H_a is accepted if $t_{count} > t_{table}$ (2.06)

In addition, the hypotheses which were tested in this research is shown Table 4.8.

Table 4.8
Hypothesis Testing' Result

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
				Mean	Lower				Upper
Pair 1	pretest – posttest	.800	2.550	.510	-.252	1.852	1.569	24	.130

Based on the result, $t_{count} = 1.569$ is less than $t_{table} = 2.06$. It means that H₀ is accepted and H_a is rejected. In other words, it can be concluded that “Scrabble has no significant effect on the eighth graders' vocabulary mastery at SMP Eka Wijaya Cibinong”.

Discussion

Language, including English, is characterized as a great part in human lives. In this study the importance of English and learning English were interpreted into a real action for its improvement by both teacher and students. Based on the research conducted by the researcher, it was found that the result of Storytelling technique implementation improved the tenth graders'

speaking skill at SMK Bhakti-2. This indicates the language is learnable and achievable (Dakhi, 2016). The students effort to seriously study English result in their improved skill.

The students' speaking improvement through storytelling confirms the Handayani (2013, p.1) pointing out that storytelling can encourage students to explore their unique expressiveness and can heighten their ability to communicate the thoughts and feelings in an articulate, lucid manner, validating the Barner's argument (1997, p.1) that storytelling is the art of telling a story, and supporting the Pardede's (2011b) report that the students of Teaching Study Program, Faculty of Teacher Training and Education, Universitas Kristen Indonesia has the positive interest, perceptions, and the perceived needs on the storytelling.

Conclusion and Suggestion

This research design was Action Research aiming at improving the tenth graders' speaking skills using Storytelling technique. From the data analyzed, it was known that there was improvement in students' test from pre-test to post-test II. The increase from pre-test to post-test I was not significant because the adaptation of the students in implementation of Storytelling technique. It indicated that Storytelling technique was effective in improving students' speaking skills. The result of the improvement based on the test was also supported by qualitative data which consisted of three techniques namely observation, interview and diary notes. The result of observation observed by English teacher indicated the researcher had conducted good collaboration with students. The interview and diary notes described the students' interest and attitude and it gave positive response toward the implementation of Storytelling technique.

Suggestions

There are some suggestions suggested by the researcher according to the result of the research finding that could be offered:

- 1) To English teacher, it is good to use storytelling as a technique in teaching speaking skill ability. By doing storytelling, students will get bored in English teaching learning process because students can interact and share one another about their material.
- 2) To the students, it is suggested well-prepare their personal stories to be shared during the teaching process.

- 3) The other researcher, it is hoped to use it as a reference to conduct further research. They hoped to prepare the research well considering the knowledge of the storytelling technique and the research procedure. This research may be used as a guidance for other researcher who want to do the similar research.

References

- Baleghizadeh, S. & Shahri, M. N. N. (2014). EFL teachers' conceptions of speaking competence in English. *Journal of Teachers and Teaching: Theory and Practice, Volume 20 (6)*. <https://doi.org/10.1080/13540602.2014.885702>
- Brown, H. (2001). *An interactive approach to language pedagogy*. New York: Teachcape Press.
- Creswell. (2012). *The what, why, and how of class room action research*. 577.
- Dakhi, S (2016). Foreign language acquisition of souvenir seller in Bawomataluo village. *RETORIKA: Jurnal Ilmu Bahasa*, 2 (1), pp. 16-32. doi: 10.22225/jr.2.1.243.16-32
- Dakhi, S. (2014). Language learning strategy. *Jurnal Horizon, Volume 2 (1)*, pp. 12-19. Retrieved from https://www.researchgate.net/publication/323846539_LANGUAGE_LEARNING_STRATEGY_A_THEORETICAL_CONCEPT
- Didit. (2001). The effectiveness of using cooperative script method to teach student's speaking ability at the eight grade students of SMP Negeri 1 Buay Bahuga. *Journal of English language education and literature*, 56-57.
- Ellis, R. (1985). *Undergraduate second language acquisition*. Oxford: Oxford University Press.
- Ersoz, A. (200). *Six Games EFL/ESL for the Classroom*.
- Handayani, P. (2013). Developing students' listening achievement through dictogloss at the first year of SMA Negeri 1 Kota Gajah, Central Lampung. (Master's thesis). retrieved from <http://digilib.unila.ac.id/13252/>
- Pardede, P. (2011a). Using short stories to teach language skills. *Journal of English Teaching, Volume 1 (1)*, pp. 14-27. retrieved from <http://ejournal.uki.ac.id/index.php/jet/article/view/49/27>
- Pardede, P. (2011b). Short stories use in language skills classes: Students' interest and perception. Retrieved from https://s3.amazonaws.com/academia.edu.documents/45341961/SHORT_STORIES_USE_IN_LANGUAGE_SKILLS_CLASSES_20160504-8598-1mrkzm1.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1528690107&Signature=amyOduOYC8t5A90B3xeCfYu1M4k%3D&response-content-

disposition=inline%3B%20filename%3DShort_Stories_Use_in_Language_Skills_Cla.pdf

Walija. (2011, december). *Schoolash*. Diambil kembali dari
schoolash.blogspot.co.id/2011/12/definition-language-according-to.html?m=1