The Influence of Story Telling Technique on Students Speaking Skill

Muhammad Hassan[1], Rosmen[2]
[1]Pendidikan Bahasa Inggris, Sekolah Tinngi Keguruan dan Ilmu Pendidikan Al Maksum, Langkat, Sumatera Utara
[2] Pendidikan Bahasa Inggris, Sekolah Tinngi Keguruan dan Ilmu Pendidikan Al Maksum, Langkat, Sumatera Utara
E-mail: muhammadhasan@stkipalmaksum.ac.id

Abstract

The aims of this study were to examine the impact of storytelling approach on students' speaking proficiency and to determine the extent to which storytelling elicits positive responses in English instruction. The study utilized a one-group pretest-posttest design. The data was analyzed using a repeated measure t-test, and hypothesis testing was conducted using SPSS version 15.0. The findings demonstrated that the utilization of storytelling technique is effective in enhancing the students' oral proficiency, particularly in the areas of fluency, grammar, pronunciation, vocabulary, and comprehensibility. The average score of pupils in the pretest was 49.13, which increased to 62.86 in the posttest. Regarding speaking skills, there was an improvement in students' fluency from 9.80 to 12.26 (a gain of 2.46), pronunciation from 10.00 to 12.53 (a gain of 2.53), grammar from 9.86 to 13.00 (a gain of 3.14), vocabulary from 9.60 to 12.40 (a gain of 2.80), and comprehension from 9.86 to 12.66 (a gain of 2.80). The questionnaires yielded a highly favorable response on the impact of narrative style on students' speaking proficiency. The use of storytelling technique has been found to have a substantial impact on students' speaking abilities and elicit positive responses.

Keywords: *speaking skill, storytelling, storytelling technique*

Introduction

English is highly essential in today's globalized society. Proficiency in English is required not only throughout a child's life but also in numerous professions. Due to these factors, it is now imperative for individuals of all social strata, ranging from the highest to the lowest, to possess a proficient command of the English language. This is attributed to the advancement of science and technology, which is predominantly disseminated in the English language. To put it otherwise, mastering the English language becomes highly significant.

English serves as a medium of communication in the fields of science and technology, education, and various international endeavors. Fluency in the language spoken by people from distant nations is necessary for effective cross-cultural communication. According to Richards and Rogers (1986:130), language is considered a medium for conveying meaning and messages. To effectively interact with each other, it is necessary for us to possess the ability to comprehend a different language.

Their approach to language learning is achieving mastery of grammar through the completion of book-provided questions. Under these circumstances, the class will lack appeal for the pupils. It can induce feelings of boredom in them. If students consistently get repetitive activities, they may become disengaged and lose motivation to attend class, leading to a disconnect between students and teachers.

According to the researcher's preliminary observation at STKIP AL MAKSUM, a majority of the pupils had difficulties in verbal communication in the English language. They often remained silent when asked to talk in English due to their fear of making errors in verbal expression. Additionally, they rarely utilized English to speak with their pals due to their limited vocabulary. It may be inferred that this university was suitable for the researcher to carry out the research in the form of classroom interaction research. To address the issue, it is recommended that the teacher explore alternative methods that can motivate the students to acquire English skills, particularly for the sake of communication. Storytelling is a technique that can assist teachers in effectively teaching speaking skills to learners.

Speaking is a form of productive communication where the speaker articulates and employs language to convey a series of thoughts or messages. In this scenario, there is a procedure known as the encoding process, which involves transmitting a message. Simultaneously, there is a cognitive process of comprehending the message conveyed by the initial speaker.

According to Haris (1974), speaking is the act of encoding and vocally communicating our ideas, thoughts, and feelings. It refers to the act of delivering verbal communication to another individual. Spoken communication involves the expression of ideas, thoughts, and emotions that we wish to convey, impact, or engage with others. In this speaking situation, there is a speaker who conveys a

message using words or sentences that contain information, and there is a listener. According to Lado (1961: 240), speaking is the ability to communicate effectively in many life situations, accurately explain actions or events, engage in conversations, and articulate a series of thoughts fluently. This concept implies that speaking places greater emphasis on an individual's ability to effectively communicate a message using the language they possess.

According to Irawati (2003: 7), speaking plays a crucial role in the interactive process of communication. It involves individuals taking turns as speakers and listeners to convey information, ideas, and emotions to others through oral language. Language is expressed through speaking, which serves as the main tool for communication (Tarigan, 1987: 5). Storytelling effectively stimulates our narrative cognition when used for language acquisition in the classroom. Utilizing techniques such as shadowing, summarizing, recounting, action recording, and news writing enhances students' comprehension, ability to negotiate meaning, and sense of community. These exercises that intensify enable learners to respond profoundly to stories and undergo changes in their beliefs and attitudes. Consequently, this results in increased engagement and active involvement in the instruction of speaking proficiency. Storytelling plays a significant role in facilitating effective teaching and learning outcomes. Regrettably, numerous English instructors fail to recognize the significance of employing the storytelling approach to motivate their students in learning English.

Storytelling is a highly potent form of artistic expression and communication that holds immense promise as a tool for teaching and learning. Utilizing storytelling as a pedagogical approach in teaching speaking skills is anticipated to foster active, enjoyable, collaborative, accountable, and autonomous learning among students. This is because storytelling incorporates several components that encourage active participation in speaking classes.

Storytelling enables students to create coherent and comprehensible stories by employing a well-thought-out point of view, a cohesive plot, communicative imagery, grammatically correct sentence structures, precise word choices, fluent delivery, a clear and conventional style, and understandable pronunciation. Nevertheless, further investigation is required to study the methods of implementing storytelling in order to enhance student engagement and foster interest in oral language acquisition. The techniques employed must enable students to generate coherent sentences that effectively convey their intended message to the audience.

Method

The researcher employed a one-group pre-test and post-test design for this investigation. The author employs a single class as the experimental group. The treatment is administered thrice through the utilization of narrative text. The author carries out a pretest, therapy, and posttest. Below is an illustration of a group pretest posttest design.

T1 X   T2

Where:
T1: Pretest
 X: Treatment
T2: Posttest
(Setiyadi, 2004: 40)

There are multiple justifications for selecting a group pretest-posttest design to be utilized in the research. This design is selected due to the impracticality of implementing a truly experimental design. The research sample is selected by a random process. Therefore, a single-group pretest-posttest design is selected. Additionally, due to time and expense constraints, it is not feasible to include a control group in the research, which is also a factor to be taken into account.

The population for this study comprises the first-year students of STKIP AL MAKSUM in the year 2012. There exists a total of eight classifications. The writer uses simple random sampling to select one class at random. The writer selects X6 as the sample. The class consists of 30 pupils. The researcher individually assesses all the students in the X6 class. This research consisted of a total of 5 meetings. One meeting was dedicated to doing the pretest, three meetings were allocated for administering the treatments, and the final meeting was used for completing the posttest and distributing the questionnaires.

Result
Influence of Storytelling Technique on Students' Speaking Skill

The most important finding in this research was to find out influence of storytelling technique towards students' speaking skill and to find out the students' respond towards storytelling technique in teaching speaking. The finding was storytelling technique significantly increases students' speaking skill score from pretest and posttest indicated that using storytelling technique has an impact on students speaking skill.

Based on the result of the research, the writer found that it is important to recognize storytelling as one of techniques to increase speaking skill by using

narrative text. The researcher found that there was a difference of students' speaking skill after being taught narrative text by using storytelling technique. It was taken hypothesis testing. It indicated that the hypothesis proposed was accepted increase can be seen by comparing the mean score between the pretest (49.13) and the posttest (62.86)

In other words, storytelling can be used to improve students' speaking skill. the lively atmosphere and real-life environment created by stories encourages the students to talk and discuss with each other. When telling and listening to a story, the learners will easily be plunged into the plots and the scene and forget about themselves, which will, to a great degree, relieve their nervousness. Colon-vila (1997) also commented that storytelling helps EFL learners become more self-confident to express themselves spontaneously and creatively. However, teachers have not been zealous to use it in the classroom (Alvey, 1977). the students learnt to tell a story since it is interesting and motivating that encourage the students for both slow and fast learners. It could be seen from the learners' enthusiasm during the activities. The students asked question about the vocabulary, how to pronounce it, and how to act the character properly. Even though the condition was a bit noisy because they are actively speaking one another, it showed us that they are interested in learning speaking by using storytelling technique.

Student Response to Storytelling Technique

The researcher began the research by administering the pretest. The pretest was administered to know the students' speaking skill before they were given the treatments. When the researcher was administering, the researcher asks the students about narrative stories that they know. And there are 3 stories which have been chosen, they are bawang merah bawang putih, timun emas, and white butterfly. Every student chose one story that they need to deliver in the pretest and the posttest, and most of the students chose bawang merah bawang putih story. After that, the researcher together with the teacher recorded the student's performances' in pretest. They made many mistakes in delivering the stories, for example in arranging the sentences, produce wrong pronunciation, and do a lot of pauses because lack of vocabulary.

After administering the pretest, the researcher began to do the treatments. There were 3 times treatments to reach the indicator in the lesson plan which are First, Students are able to recognize the generic structure: Orientation, Complication, Resolution, and re- orientation. Second, Students are able to retell

the story with their own words. Third, Students are able to perform storytelling based on 5 linguistic components. And the last, Students are able to recognize the discourse elements of narrative text: once upon a time, etc.

At the first treatment, the researcher began the class with showing the performance of story teller so that the students have parameter how to deliver the story. Then, when they have had background of storytelling, the researcher taught them about the generic structure of narrative text which are Orientation, Complication, Resolution, and Re- orientation and taught the Students to be able to recognize the discourse elements of narrative text: once upon a time, etc.

At the Second treatment, the researcher taught the students to be able to retell the story with their own words. At the third treatment, the researcher taught the Students to be able to perform storytelling based on 5 linguistic components which are pronunciation, grammar, vocabulary, fluency and the comprehensibility.

After administering the treatments, the researcher did the posttest. There are 3 stories which have been chosen, they are bawang merah bawang putih, timun emas, and white butterfly. Every student chose one story that they need to deliver in the pretest and the posttest, and most of the students chose bawang merah bawang putih story. After that, the researcher together with the teacher recorded the student's performances' in posttest. In the posttest, most of the students delivering the story much better than in the pretest. The students speak up in front of the class fluently, with good grammar, appropriate vocabulary, right pronunciation, and better comprehensibility. After conducting the posttest, the researcher gave the questioners to the students to be filled to know the students' respond toward storytelling technique in English learning teaching.

Then the researcher together with the teacher assess the students' performance from the recording. Both of the raters gave score for each student 'performances. After getting the score, it can be seen that there was a significant increase seen from the mean of the pretest and the posttest result. The result found that the total score of pretests was 1474 with the highest score was 70 and the lowest score was 40. The mean score of pretests was 49.13. from the result, the total score of the posttest was 1886. The highest score was 80 and the lowest score was 40. The mean score was 62.86. then the researcher found that there is very positive respond toward storytelling technique because about 97.6% from all students scored 31-50.

From the average score in pretest and posttest, it can be seen that there is a significant difference in the result of pretest an posttest made by the students. This mean that storytelling made a good contribution to the teaching learning of speaking. It helps lecturer arise the students' interest and motivation in learning speaking. In the other words, the students have improved their performance in

speaking helped by storytelling technique. Therefore, from the result above, the researcher concludes that storytelling technique can increase students' speaking skill. There is significant increase of the students' speaking skill after they are given the treatments. Besides that, storytelling can also help all aspect of the students' speaking skill which are pronunciation, grammar, vocabulary, fluency, and comprehension.

Discussion

The research conducted at the first semester of STKIP AL MAKSUM yielded insightful conclusions regarding the impact of storytelling techniques on students' speaking skills in English learning. Firstly, the findings demonstrate a significant influence of storytelling techniques on students' speaking proficiency, as evidenced by the notable increase in both pretest and posttest scores. This positive shift is further emphasized by the favorable responses received from students regarding the effectiveness of the storytelling approach. The fact that students not only displayed improved performance but also expressed positive sentiments towards the technique underscores its viability as an instructional method in enhancing speaking skills. This aligns with the overarching goal of creating an engaging and effective language learning environment.

Furthermore, the quantitative analysis of the data reveals a statistically significant increase in students' speaking skills after being taught using storytelling techniques. The posttest results surpass the pretest scores, indicating a substantial enhancement in the students' language proficiency. The acceptance of the hypothesis, supported by the t-ratio exceeding the critical t-table value, strengthens the argument for the efficacy of storytelling in elevating speaking skills. The observed increase from the average pretest score of 49.13 to the posttest score of 62.86 underscores the tangible and measurable impact of incorporating storytelling into English language instruction. Additionally, the overwhelmingly positive response from the students, with 96.7% scoring in the higher range of 31-50, affirms the acceptability and desirability of the storytelling technique in the context of language learning. This positive outcome serves as valuable evidence for educators and curriculum developers seeking effective methods to foster speaking skills among students.

Conclusion

Having conducted the research at the first semester of STKIP AL MAKSUM and analyzing the data, the researcher would like to state some conclusions as follows:

1. Storytelling technique give significant influence toward students'

speaking skill in English learning process. It can be seen by the significant increase of student's pretest score and posttest score and the positive respond that was given by the students toward this technique.

2. There is significant increase of students' speaking skill before and after pretest and posttest after being taught by storytelling technique. The result of posttest is higher than the result of pretest. There is an increase from the average score of the pretest (49.13) to posttest (62.86). The result of hypothesis test show that the hypothesis is accepted. It can be seen from t- ratio which was higher than t-table (9.063>2.04.

3. There is very positive respond toward storytelling technique. It can be reported that 96.7% students scored 31-50. And only 3.33% students scored 10-30.

Considering the findings of the research, the research would like to recommend some suggestion as follows:

1. Lecturers are suggested to use storytelling technique to teach speaking especially at the first semester of senior high school students because most of the lessons is about narrative text. The students will be easier to speak up, to express themselves to tell the story because it is more interesting and have so much fun.

2. For the teachers who want to implement the storytelling technique to teach speaking, it is better to use story text of unpopular fairytale as the learning media. It will be much better if the teachers let the students know an uncommon fairytale so that they will not be bored with the popular story they have read and they can create sentence by their own words when retelling the story.

3. The students are suggested to practice English in daily activity. Especially when they are in English class. Although it is difficult to practice, but it is important to stimulate the habit of speaking English. So that end the end they will not be shocked when the teacher asks them to speak up in front of the class.

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