IMPROVING STUDENTS' SPEAKING SKILLS BY USING STORYTELLING

Caroline Sabatiana Ambarita[1]
Universitas Prima Indonesia

Junita Siahaan[2]
Universitas Prima Indonesia

Resperdiana Purba[3]
Universitas Prima Indonesia

Irma Khoirot Daulay[4]
IAIN Kediri

carolineambarita2@gmail.com[1]

ABSTRACT
This study aims to describe the improvement of speaking skills using the storytelling method in X MIPA-1 SMAS Yayasan Pendidikan Pangeran Antasari. The research method used is qualitative. Two sessions were held to perform this research. The initial study's findings revealed that during the first meeting, 50% of the participants dared to speak English in front of the class, and 60% were able to do so. At the second meeting, 80% of the students were willing to speak in front of the class and could speak English to 90% level. From the data obtained, it can be concluded that there was an increase in speaking ability for X MIPA-1 SMAS Yayasan Pendidikan Pangeran Antasari.
Keywords: *Story Telling, Teaching Speaking Skills*

INTRODUCTION
Humans always interact and communicate with one another since they are social beings. Talking is a good way to interact and communicate. In things, this is how people verbally express their thoughts and request things. Because of this, speaking is crucial, especially in the English language. In actuality, English is a widely spoken language throughout the world. English is a language that many people use to communicate with people in other countries.

There are four distinct activities that complement one another as part of the communication process, and they are speaking, writing, reading, and listening. When one of the four language skills speaks, it attracts the most attention. This student does not have enough opportunities to speak English in front of other people, either at school or outside of it. Because they are not accustomed to

communicating in English, students will find it challenging to compete on the global stage.

The teaching and learning process in speaking class should be interesting, which can cause students to be active and enjoy learning English because speaking skill is important since success is measured by one's ability to carry out a conversation in a language (Nunan, 1991). Effective oral communication needs the ability to use the language appropriately in social interactions that involve not only verbal communication but also paralinguistic elements of speech, such as pitch, stress, and intonation (Richards & Renandya, 2002). Unfortunately, sometimes the students get difficulties speaking English well. Therefore, by using some techniques or methods in teaching learning English, teachers can help the students to improve their speaking skills. Speaking skill is partly a reflection of whether someone masters the language or not. Speaking is one of the important skills which have to be learned by students to master English well. Speaking is defined as an interactive process of constructing meaning that involves producing, receiving, and processing information orally using the organ of speech (Brown, 2000). Nunan (in Kayi, 2006) defines speaking as the use of language quickly and confidently with few natural pauses, which is called fluency.

Speaking in the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of contexts. Ideas are someone's message that would like to be transferred to another. It means that another person should understand the message well. In order to understand the messages well, one's speaking should provide natural communication, which has certain features (Aminuddin, 2006). Unfortunately, there are some problems that make students have difficulty mastering speaking skills in second grade at the Private Junior High School in Blora, Central Java. One of the problems is students get difficulties speaking English when they want to talk with others. It is caused by several factors, such as lack of vocabulary, lack of ideas to speak, they afraid of making mistakes when speaking English, and their motivation to learn English still low. It is relevant to the results of a study done by Bashir, Mariam, & Muhammad (2016). Based on the problems above, the teacher should make a suitable technique to solve this problem. By choosing the appropriate technique, hopefully, the teacher can change the students' skill in speaking. There are several alternative teaching ways that can be implemented by the EFL teachers, such as the use of technology (Bahadorfar & Omidvar, 2014), the use of Communicative Learning and Teaching Methods (Efrizal, 2012), and the implementation of Storytelling (Kusmaryati (2008) and Purwatiningsih (2015)).

This study will focus on the use of storytelling to improve students' speaking skills. According to Kalmback (1986) in Stoicovy (2004) states, storytelling is a process of re-memorizing what we listened to and read. Further,

Stoicovy states that in relation to language teaching, storytelling techniques can be used as a way to promote students' comprehension and understanding of discourse.

Storytelling technique has been known as one of the teaching activities in second or foreign language classes. One of the reasons is that it relies so much upon words, offering a major and constant source of language experience for children (Wright, 1995 in Xu, 2007). Stoicovy (2004) also points out that, based on several studies, storytelling has a positive influence on language learning as it promotes students' ability to rearrange information from the text that they have read. Moreover, Brown and Cambaurne (1987) mention that during the storytelling process, students apply and develop their language knowledge through the internalization of the texts' features.

In addition, the storytelling technique is a common way that can help students in improving their speaking skills and helps teachers to identify the level of the student's comprehension of what they listen to or read. Students also view learning English as a difficult subject because they get easily bored while learning. That factor has a substantial impact on students' desire to study English at a higher level. Lessons are not engaging enough for students to embrace learning effectively. Because of this, the teacher should be able to combine risky skills with effective ones so that students can perform with confidence.

According to the aforementioned issues, this study aims to improve student's speaking abilities. Due to the need to find a solution, this research is crucial. In EFL research, issues are resolved objectively and in accordance with accepted practices. The research must follow specific principles in order to address a problem, data gathering, and proof. Finally, this study intends to raise students' speaking competencies using storytelling in the tenth-grade students of MIPA SMAS at Yayasan Pendidikan Pangeran Antasari.

LITERATUR REVIEW
Speaking skill

The speaking skill is an interactive process of constructing meaning that involves producing and receiving or processing information by using words or sounds of articulation (Burns, 2019). It consists of competence in sending and receiving a message which requires pronunciation, vocabulary, grammar, fluency, and comprehension. In communication, the speakers have to know grammar use, vocabulary, and also the pronunciation of each word.

According to Douglas (2004), there are five aspects of speaking. There are pronunciation, grammar, vocabulary, fluency, and comprehension. The five aspects can be explained as follow: 1) Pronunciation is considered the way in which a language or particular word is pronounced, and it is a particular person's way of pronouncing words; 2) grammar is the system of rules governing the conventional

arrangement and relationship of words in a sentence. Grammar tells us how to construct a sentence (word order, verb, noun systems, modifier, phrases, clause, etc.); 3) Vocabulary is the total number of words that make up a language. It is defined as words in a foreign language. Words are perceived as the building block upon which knowledge of a second language can be built. Vocabulary is the most important aspect of foreign language learning, and also It can be seen as an essential component of speaking expertly; 4) Fluency practice usually combines new items from other languages as preparation for the news item in conversation, without hesitation, an item with some errors. Many language learners regard speaking as a measure of language skill. 5) Comprehension is defined as the ability to understand. Something by reasonable comprehension of the subject or as the knowledge of what a situation is really like.

Based on the explanation above, the researcher can make a conclusion that these five aspects of speaking, such as pronunciation, grammar, vocabulary, fluency, and comprehension, will run well if the students and researcher do the best way in the English teaching-learning process.

Story Telling

According to Hugo (2010), storytelling is a situated practice common to all speech communities in many cultures and is a different character in each. It means that storytelling can be used to practice speaking in different cultures and also characteristics itself. We can use speech in a community with a different culture. Alison (2007) states that storytelling help with listening and speaking. The students will learn the importance of listening, how to communicate ideas and interact with others. It means that by using storytelling, students can learn to listen and also communicate with other people by speaking. The storytelling technique is a way to help students express ideas and development and ending stories. The students learn what the speaker says and then think about what the speaker means; they also understand the content of the story, and after that, the students can give information from what they get from the story. They can practice using the English language.

According to Rosen (1985), states The story is always out there, but the important step has still to be taken; the unremitting flow of events must first be selectively attended to, interpreted as holding relationships, causes, motives, feelings, consequences-in a word, meaning. It means that story is interpreting relationships, something that happens which tell by the speaker. The speaker tells a story about an event which have meaning and some feelings. The Element of Storytelling In Storytelling has an element that consists, and the students of storytelling form: 1) Visualization (the seeing of images in the mind's eyes); to make a great visualization, the storyteller has to describe the character's situation, condition, time, and place completely; 2) Vocal is one of the elements of storytelling, the storyteller has to master in vocal should/could describe the

character in a story. What was he is, young man? What is a cruel mother? Etc. 3) Bodily gesture is important for the storyteller to make the audience interested in the story; bodily gesture can draw the situation and condition a story.

RESEARCH METHOD

This research was done using a qualitative methodology. Data reduction, data display, and conclusions are the three categories of action identified by Miles & Huberman as being involved in data analysis. The most common type of display data for qualitative research data in the past has been narrative text. It refers to the qualitative character story that is most frequently employed when presenting research results. The goal of data presentation is to make it simple and understandable to know what transpired. Any given hypothesis will be grounded if it is consistently backed by empirical data. Inductive reasoning was used to discover the theory, which was then tested through data collection. The main data source in the qualitative study is words and actions. The rest is additional data like documents and others. Results from the study this containing quotes from a data set that is telling, explaining, describing, classifying, analyzing, and interpreting. To help successful research, the researcher collects data via a questionnaire. Shaping data descriptive in the form of spoken words or writing about the act in demand of humans who can observe, this study collected data in two stages. The first one was the student was given the opportunity to tell a story using English before the researcher explained speaking skills through storytelling. The second step is the student is given the opportunity to tell a story after the researcher explains speaking skills through storytelling. With this method, she could identify what the students said before and after using the storytelling technique.

In this qualitative research, results are not calculated or generated using statistical procedures; rather, they are aimed to explain phenomena by collecting contextual data from backgrounds and settings. The study is also known as a field study since it is used in research units like educational units to analyze how people interact with their surroundings. Students were personally contacted during the research process inside the classroom. Based on a story from a book, English language learners should focus on developing their ability to tell a story. A student asked to share a story in front of the class. This researcher made an effort to assess the students' speaking proficiency in English.

FINDINGS

This section will explain the research results found after the implementation of the storytelling technique to enhance students' speaking skills. Storytelling was utilized in this study to explore if this was a method that could help with a variety of students' problems in speaking. This study involved the students' speaking

activities in three stages. They were before speaking, during speaking, and after speaking. These stages will be explored one by one below.

Pre speaking activities

In this step, the researchers welcomed the students and introduced themselves. They were still enquiring about students' English language proficiency. Did the students enjoy the English lesson, especially the skills to talk? And they discovered that many students did not believe they could speak English. They also found that they should speak each word. The researcher then went over their methodology or plan of their action. The narrative story used in this study was "The Wise Man ." This story had been prepared by the researcher, and the researcher also used an observation method like a questionnaire to collect the research data. This step involved the researcher planning to apply a story entitled "The Wise Man."

While speaking activities (Meeting 1)

First, researchers randomly selected 10 of the 25 students in class X of MIPA to serve as samples for this study. The researchers began to record the students' names after selecting them. These students were asked to tell the story entitled "The Wise Man." This text had been shared before, and they should read it out. The researchers had not yet provided an explanation of how to pronounce each word in the tale in this step. However, step 1 specified that three factors, such as pronunciation, fluency, and understanding, would be evaluated. The study clarified the three aspects that were being discussed. The pronunciation aspect was the act of giving each word or sound in a language by using proper voices. The fluency then was the ability to pronounce words clearly and to comprehend what students were learning through the text and story by the researchers.

While speaking activities (Meeting 2)

In this section, the researchers presented several questions to the students to test their understanding at the second meeting. For instance, did the students get the "Wise Man" content story? When reading and translating the text? The researchers asked the students to take notes. Additionally, they explained how to pronounce each word in the narrative text. Beginning with pronunciation, one of the researchers explained how to pronounce each word. In terms of eloquence, the researcher explained how well students could relate to the story again and over again. Every word in the story was properly spoken, according to the researchers. Beginning with pronunciation, one of the researchers explained each word's pronunciation of the story. The researchers then demonstrated how effective it was for eloquence when the students recited the same tale over and over.

After speaking

In this section, the researchers gave the students 10 minutes to talk about the reading's content using just their own words. In the next step, the researchers provided an opportunity for each student to give a repeated story using only their

own words for three minutes. By telling the story in front of their class, it would help the students to hone their speaking ability. Kindly the researcher alternated the students told the story in front of their class until the duration was done.

Moreover, the researchers were pleased with the test findings from cycle two because there had been a considerable improvement in the student's scores from cycle 1. This demonstrated that utilizing storytelling strategies was successful in enhancing students' abilities. They are more engaged and driven to succeed in their studies. The following table will describe the students' mean scores for each session.

Table. 1. Students' Mean Scores

Meeting	Mean	N
Session 1	59,80	15
Session 2	80,40	15

The table indicates that the students' mean scores between session one and session two improved well. The first session showed that the mean score was 59.80, and the second session revealed that the mean score was 80.40. In conclusion, there was an improvement in the students' mean scores after the implementation of the storytelling technique to enhance the student's speaking skills.

DISCUSSION

According to research results, 90% of students are satisfied with their English language lessons, while 60% of dissatisfied students believe that English language lessons are too challenging. About 90% of students who study English, particularly in the Skills Speak course, are delighted. Only 50% of the brave student's front-of-class English speaking is done. Our research revealed that no teacher ever stages a class discussion. Up to 40% of students also claim that this is the first time they have heard a meaningful tale being told as part of a class. All students like learning the English language through the storytelling method, according to the study. The use of the storytelling technique can boost a student's confidence to speak English in front of the class by up to 80%. 90% of the students who participated in the study believed that the strategy might increase vocabulary and be engaging in learning the language of England through skills talks.

According to the study's findings, students' speaking skills could be improved when the teachers used the storytelling method. These findings were relevant to some research, such as Mujizat (2016) and Purwatiningsih (2015). However, there were still barriers that students had to overcome because the teacher had not maximally used the technique, which caused them to still feel uncomfortable when learning to speak in English.

CONCLUSION

Based on the results research above, there were three conclusions. First, X MIPA-1 pupils' vocabulary improved, and they became more courageous in speaking English in front of their class. Second, the application of the storytelling technique shared a narrative on the student's communication skills in two meetings to be held. In the first step, the researcher has not yet clarified the pronunciation of each word in the narrative. They begin to share stories in front of the class based on their knowledge without any explanation from the researcher. The researchers asked the student to note the text being read and translated during the second meeting. Additionally, the researchers explained how to pronounce each word in the narrative and began by pronouncing each word. They described the effectiveness of having students repeat the story. The last one was the storytelling technique could improve students' speaking skills since it involved a variety of factors, including senses of vision and hearing.

REFERENCES

Alison, D. (2007). Storytelling in the classroom: enhancing oral traditional skills for teachers and pupils. London: Paul Chapman Publishing.

Aminuddin. (2006). The teaching of speaking. (Unpublished Thesis) Graduate Program of State University of Malang.

Bahadorfar, M., & Omidvar, R. (2014). Technology In Speaking Skill. *International Journal of Multidisciplinary Research Review*, *2*, 9–13.

Bashir, Marriam, & Muhammad Azeem, A. H. D. (2016). Factor Effecting Students ' English Speaking Skills. *British Journal of Arts and Social Sciences*, *2*(January 2011), 35–50.

Brown, H. D. (2000). Principles of Language Learning and Teaching (4th ed.). White Plains, NY: Pearson Education.

Brown, H., & Cambaurne, B. (1987). *Read and Retell*. Portmouth: Heinmann.

Douglas. (2004). Language assessment: Principles and Classroom practices. White Plains, NY: Pearson Education.

Efrizal, D. (2012). Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia. *International Journal of Humanities and Social Science*, *2*(20), 127–134.

Hugo, B. (2010). *Storytelling and drama exploring narrative episodes in Play*. Amsterdam: John Benjamins Publishing Company.

Kayi, R. (2006). Teaching Speaking: Activities to promote speaking in a second language. The Internet TESL Journal, 12.

Kusmaryati, S. E. (2008). Improving English speaking Ability through Classroom Discussion for Students of MA NU Banat Kudus in the Academic Year 2008

/ 2009. *Journal Sosbud*, 1–16.

Mujizat, I. (2016). The effectiveness of using storytelling technique on students' speaking skill, aquasi-experiment study at the elevent grade of MAN 1 Bekasi. *Academic Year 2016/2017. Syarif Hidayatullah State Islamic University, Jakarta*, *1*(1), 100–105.

Nunan, D. (1991). Language Teaching Methodology: A textbook for teacher. Upper Saddle River, NJ: Prentice Hall.

Purwatiningsih. (2015). Improving Speaking Ability Through Story Telling. *Journal on English as a Foreign Language*, *5*(1), 57–66.

Richard, J. C. & Renandya, W. A. (2002). *Methodology in language teaching. An anthology of current practice.* New York: Cambridge University Press.

Rosen, H. (1985). *Stories and Meanings.* Sheffield: National Association for the Teaching of English.

Stoicovy, C.E. (2004). Using retelling to scaffold English language for a Pacific Island Students. *The Reading Matrix*, 4(1).

Xu, J. (2007). Storytelling in EFL classroom. The Internet TESL Journal, 13(11).