

Improving Students' Speaking Skill by Using Story Telling at Class X Of MAS Nurul Yaqin Durian Lecah Merangin

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ABSTRACT

This study was a classroom action research to obtain information about the research problems. It aimed to improve the students' speaking skills by using storytelling. The subject of this study was the class x students of MAS Nurul Yaqin. The researcher conducted this research in class with four steps: plan, action, observation and evaluation, and reflection. The data were collected from the teaching and learning process, teacher and students' observation sheets, and students' achievements in every cycle. Based on the result of the mean score and performance indicator in two cycles, it can be concluded that the students achieved better scores in speaking after the treatments given. It can be seen from the mean score in cycle I was 52.78, and the increase in cycle II was 16.67. Also, the percentage of students' performance indicators in cycle II (83.33 %) was higher than in cycle 1 (47.22 %). The result shows an improvement in every cycle of the students' speaking skills taught through the implementation of storytelling. In conclusion, storytelling improves students' skills in class x of MAS Nurul Yaqin, academic year 2023/2024. It can be suggested that the teacher use it as an alternative strategy in teaching speaking.

Keywords: improving, speaking skill, storytelling

1. Introduction

In learning English as a Foreign Language, students find many problems (Roslina, 2023). Also, based on the researcher's experience while teaching English in the classroom and having an interview with the English teacher, there was a problem that needed to be solved with students' speaking skills. The students often need help with their speaking skills since their first language differs from English. Students' speaking skills in class x of MAS Nurul Yaqin academic year 2022/2023 were as low. This problem was caused by (a) lack of modelling, (b) lack of vocabulary knowledge, and (c) the students needing to be more accustomed to English-speaking activities. These problems would affect students' confidence in exploring their speaking skills in class.

Students commonly experience a need for more learning and a lack of modelling. This lack affects their ability to find appropriate learning material to develop their abilities in the classroom. Students need appropriate learning material to support their learning activities (Roslina, 2024). One effective resource is derived from audio (punctuation, pronunciation, vocabulary produced) and visual (body gesture and facial expression).

Vocabulary knowledge is one of the essential parts of the storytelling process in learning English. The lack of vocabulary can affect students' gap in pronouncing words. Furthermore, it could have improved the performance of the students telling stories. In this problem, the teacher must enrich the students' vocabulary using keywords from the related story. Another problem found by the researcher is dealing with the students' inactivity in English speaking activity. This occurs because students rarely hear and practice English conversation in their social lives. The teacher must invite the students to participate in English interaction in the classroom or the school environment.

All of those problems require appropriate solutions (Nur, 2023). Because those problems would negatively affect students' achievement in speaking skills, the researcher considers that it is necessary to find an alternative way to create suitable and interesting techniques based on students' conditions. Therefore, the researcher proposes one technique to help the students improve their speaking skills: storytelling.

Storytelling is essential in teaching (Kezia, 2023), especially in speaking, because it gives students an opportunity to practice speaking skills. Storytelling has also become a method to encourage young learners of the English language to participate actively in the process of learning a foreign language. Storytelling can motivate students to say simple things in their lives.

Based on the background of the study above, the researcher would like to formulate a research question: How can the implementation of storytelling improve students' speaking skills and increase self-confidence at census x of MAS Nurul Yaqin academic year 2023/2024? In this research, the researcher tries to solve the problem using the Storytelling technique. The researcher tries to increase students' speaking skills by using storytelling techniques.

Storytelling is one of the strategies used to teach speaking skills to students. A statement by the National Storytelling Network written by Estes (2013) explains the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener's imagination. Storytelling involves a two-way interaction between a storyteller and one or more listeners. The responses of the listeners influence the telling of the story. Storytelling emerges from the interaction and cooperative, coordinated efforts of the teller and audience. It can also encourage students' active participation and increase their verbal proficiency. Another benefit is that it encourages the use of students' imagination and creativity and encourages cooperation between students.

The study's general objective is to describe the application of storytelling techniques in increasing students' speaking skills in class x of MAS Nurul Yaqin. The specific objective of the study is to improve students' speaking skills in class x of MAS Nurul Yaqin. In this study, the researcher tries to limit the use of narrative storytelling to improve students' speaking skills, including accuracy, fluency and comprehensibility. The study was held in class x of MAS Nurul Yaqin academic year 2023/2024 in the odd semester.

2. Literature Review

1. *The Concept of Speaking skill*

Speaking is a receptive language skill. According to Burns and Joyce (in Zaher, 2006:30), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Its form and meaning depend on the context in which it occurs, the participants, and the speaking purposes.

In addition, Zaher (2006:30) states that speaking is defined operationally in this study as the secondary stage students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposes using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoke language.

Everybody should learn how to speak so that he or she can express what he or she wants to say or ask. According to Brown (2004:140), "speaking skill is a productive skill that can be empirically observed. Those observations are permanently coloured by the accuracy and effectiveness of a test-taker's listening skills, compromising the reliability and validity of an oral production test.

In addition, Brown (2001:10) said in his book that speaking skills are an interactive process of constructing meaning that involves producing, receiving and processing information. This means that questions and responses will transfer information between the speaker and the listener in speaking.

According to Fulcher (in Tamimi 2014:31), speaking is the verbal use of language and a medium through which human beings communicate. It is the most demanding skill people need to communicate in everyday situations. Generally, speaking is the ability to express something in a spoken language. It concerns putting ideas into words to make others grasp the message. In this study, "speaking" is one of the four language teaching and learning skills.

Based on the expert explanation above, researchers conclude that speaking skill is the ability to pronounce sounds, articulation or words to express, state, convey, or form of speaking, which is tools of communication of opinion that develop appropriately with listeners' needs..

2. The Elements of Speaking

Furthermore, according to *Kemendikbus Team* (2014: 16), there were four aspects of speaking that becomes the aspect scoring; they are pronunciation, intonation, fluency, and accuracy.

1). Pronunciation

When some speakers complain about difficulties in speaking, the speakers are often talking about pronunciation. According to Nation and Newton (2009: 76), pronunciation includes the articulation of individual sounds and the distinctive features of sounds like voicing and aspiration, voice-setting features (Esling and Wong in Nation and Newton, 2009: 76), and stress and intonation.

2). Intonation

Speaking means utterance the words, in speaking to share the message the speaker should be consider the intonation of speaking. Intonation is variation of spoken pitch that is not used to distinguish words; instead it is used for a range of functions such as indicating the attitudes and emotions of the speaker, signaling the difference between statements and questions and others.

3). Fluency

In speaking, fluency becomes one of aspects that are scored in language testing and should be mastered by the speaker. According to Nation and Newton (2009: 152), fluency is typically measured by speed of access or production and by the number of hesitations.

4). Accuracy

Nation and Newton (2009: 152) state that accuracy by the amount of error. It means that it is typically measured by amount of the errors of speaker in using the sentences. It refers to the used grammatical term.

In addition, Canal and Swain (in Richard, 2002:206) said that communicative competence includes grammatical competence, discourse competence, sociolinguistic competence, and strategic competence.

1). Grammatical Competence

Grammatical competence was an umbrella concept that included increasing expertise in grammar (morphology, syntax), vocabulary and mechanics. With regard to speaking, the term mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation and stress

2). Discourse Competence

In discourse, whether formal or informal, the rules of cohesion and coherence apply. Which aid in holding the communication together in a meaningful way. In communication, both the production and comprehension of language require one's ability to perceive and process of stretches of discourse, and to formulate representations of meaning from referents in both previous sentences and following sentences.

3). Sociolinguistic Competence

Learners must have competence which involves knowing what was expected socially and culturally by users of the target language; that is, learners must acquire the rules and norms governing the appropriate timing and realization of speech acts. Understanding the sociolinguistic side of language helps learners know what comments are appropriate, how to ask questions during interaction, and how to respond nonverbally according to the purpose of the talk.

4). Strategic Competence

With reference to speaking, strategic competence refers to the ability to know when and how to take the floor, how to keep conversation going, how to terminate the conversation, and how to clear up communication breakdown as well as comprehension problems.

Based on the explanation above, researcher concludes that fluency, accuracy, and pronunciation are three important and complementary components in the development of students' speaking skill and there are several element of speaking skill that very important to be

mastered by everyone. Because by mastering speaking skill they would be able to interact with others in their environment.

3. *Teaching and Learning Speaking*

Teaching speaking was sometimes considered a simple process. Commercial language schools worldwide hire people with no training to teach conversation. According to Karo-karo (in Kusmaryati, 2009:6), teaching is the activity of transferring material from one person to another so that they can absorb, master, and develop it. Teaching is a relationship or interaction between the teacher and the students in the process of transferring knowledge so that the students can apply their knowledge in their daily lives.

According to Hughes (in Thomas, 2011:16), Rebecca Hughes makes an interesting methodological point that as far as teaching speaking skills is concerned, one needs to distinguish between teaching the spoken form of a language" and teaching a language through speaking". She also stresses that, unfortunately, the spoken form is under-researched compared to writing. This may be one of the reasons teachers may feel more confident when using „stable written forms and genres" in their lessons.

According to Nilsson (2011:7), making students communicate and becoming aware of their language use can not only be achieved by input from the teacher. Teachers need to create situations where students can speak and communicate with each other. Speaking activities in the classroom are essential to teaching English since they help students develop their language and fluency when talking.

4. *Concept of Story Telling techniques*

Storytelling is an appropriate way to improve students' speaking skills, especially by encouraging them to speak in public. It is a tool for developing student's anxiety in speaking (cited in Morrow, 1996). According to Miller and Penny Cuff (2008), storytelling in the classroom is one way to improve oral language. In line with this, Pellowski (cited from Eliwarti, 2013) states that storytelling is one of the arts or crafts of narrating stories and prose. He also states that storytelling is an effective instructional strategy for enhancing the comprehension of proficient and less proficient students (Pellowski, in Eliwarti, 2013). This means that storytelling is a component of authentic assessment that can be introduced when students demonstrate proficiency in identifying key story elements. Hence, storytelling can play a critical role in speaking role performance.

Furthermore, Kayi (2006) states that storytelling techniques can push creative thinking and help to express ideas in the beginning, in progress, and at the end, including the characters and setting of the story. Zaro and Salaberri (1995:5) state that storytelling should not be homework but an activity that attracts the imagination, allows language experimentation, and pushes cooperation. It means that the activity of storytelling creates the meaning of the story in real life and can be expressed naturally.

From the definitions above, the story is an appropriate and beneficial teaching technique to improve students' speaking skills or oral language comprehension based on the information they have read and listened to. The procedure of using Storytelling in *Teaching Speaking*

There are some procedures of using storytelling in this research that adapted from Morrow et. al. (In Susanti, 2019: 22-24) , they are:

- a). Pre storytelling Teacher begins the class with an introduction to the lesson objective and the contents that students must study each lesson and students try to think about storytelling. Teachers should familiarize students with storytelling introduction, how to focus on the main idea and how to support students. Then, teacher asks the students to watch a simple monologue narrative video and also ask them to think about the story they watch.
- b). Guideline storytelling or while storytelling Students will learn story structures which consisted of plot, point of view, setting, characteristic, and ending. Teachers also provide students with the questions for guideline. At last in guideline storytelling, discussion (sharing ideas) is needed to supports the ability of storytelling by doing the previous and post discussion from stories.
- c). After storytelling or Post storytelling Students retell the stories independently in class and teacher give feedback to the students after they finish storytelling the story

C. Methodology

1. Research Design

Based on the background and problems above, this research was done using the classroom action research method. According to Hopkins (cited in Cohen 2010: 32), action research is the combination of action and research, which renders action a form of disciplined inquiry in which a personal attempt is made to understand, improve, and reform practice.

The researcher used the main criteria to measure the students' speaking scores in data analysis. Data from observations during the teaching-learning process were then analyzed in qualitative data. The data obtained from tests (pre-test and post-test) were analyzed in descriptive quantitative data (percentage).

In completing the numerical data, the research tried to get the mean score of students' speaking scores before implementation and cycle to know how well the storytelling technique was in the classroom. The action research was successful when 80% of students could pass the assessment score of ≥ 72 KKM. In addition, the success of the action was not only measured by the students' speaking scores.

2. Participants/Respondents/Population and Sample

The researcher conducted the research at MAS Nurul Yaqin. The subject of this study is the class x students of MAS Nurul Yaqin academic year 2023/2024. The number of students is 36 students (36 females' students). The researcher collaborated with English teacher.

3. Procedure of the Research Technique of Data Collection

In this research, the researcher used Kurt Lewin's model, which states that in classroom action research, four components consist of Planning, Action, Observation, and Reflecting. Planning: In this step, the researcher collaborated with the teacher to use storytelling techniques to improve students' speaking skills. Designing the lesson plan to implement in the class. In addition, the researcher also prepared material to be taught in class, prepared materials needed during the learning process..

Action: This step is the Application of the storytelling technique. The researcher implemented the lesson plan in class step by step: The teacher gave an overview of the material to students and explained the material, Presented the goals to be achieved, The teacher motivated the students, Gave exercises and Applications after students were able to understand the learning material well through the storytelling technique in the exercise, the next stage is students applied it. Evaluation is carried out to know students' ability to use the material.

Observations are used to collect data, namely teacher and student activities during the teaching and learning process. In this case, the researcher observed using observation sheets, namely student observation sheets and teacher activities observation sheets. In the Evaluation, researchers analyzed data from oral test results of students having dialogue with their friends in front of the class (Student et al.) in each cycle to compare the increase in learning outcomes.

Based on Wachidah (2014:16), the scoring rubric concerns speaking accuracy, fluency, and comprehensibility. To obtain students' speaking scores, researchers used the following formula :

$$\text{Student grade} = \frac{\text{Achievement score}}{\text{Maximal score}} \times 100\%$$

According to Arikunto (2010:140), reflection is an activity to show what is happening. After the researcher does the learning process, they can see the result of the activities to show how far the learning process has reached, so reflection is an activity of revisinrevisionsatobeen. The data is analyzed to obtain students' results and determine the students' improvement in speaking skills. After the evaluation, the result is compared and arranged as a repair reference in the next cycle. Thedetermineearchthe formula to know the mean of students' speaking following skills: The data on students' speaking skills is analyzed using a statistical formula suggested by Sudjiono (at Ricardo 2015:23) to determine improve or not the student's skills; calculating student scores by the formula mean :

$$x = \frac{\sum x}{N}$$

x = Average Value

$\sum x$ = Sum of all score

N = Many Subject

The formula for percentage of learning result :

$$P = \frac{\sum \text{Student Complete}}{\sum \text{Students}} \times 100\%$$

D. Findings and Discussion

1. Findings

This action research was conducted for three weeks in cycle I and cycle II. Generally, each cycle consisted of four main activities; there are planning, action, observation and reflection.

Cycle I

The Researcher's Observation Sheet Based on the researcher's observation sheet the researcher:

- Give more motivation and encouragement to the students.
- Focus on the allocated time.
- Master the material that given to the students.
- Give special attention to less active students.
- Asking some questions to the students based on their performance on storytelling.

Based on students' observation sheet

- The students were hesitated to ask question to the teacher.
- The students felt embarrassed when they were in front of classroom.
- The students felt in confidence when they did storytelling.
- Students sometime can't answer the question about the story.

The students' achievement in the cycle I is provided in the following table:

Table 1. The students' achievement in cycle I

No	Student's Score	Total	%
1	≤ 72	19 students	52.78
2	≥ 72	17 students	47.22

Based on the reflection, there were some improvements that the researcher made to conduct the cycle II as:

- Re-explained the vocabulary commonly used in storytelling once again.
- Encouraged and motivated the students to speak by giving rewards saying excellent, good job and good.
- Paid special attention to less active students by motivating them.
- Convinced the students that they had prepared their own story.
- Paid attention to the allocated time by limiting the time for each student only 3 minutes.
- Master the material before starting to teach in classroom.

Cycle II

Based on the teachers' observation sheet, the teaching learning process using storytelling technique had flown well and all indicators of teaching learning process had been carried out. the students looked more enthusiastic in doing storytelling than before. They were more confident to speak English and competed to be volunteers when the researcher asked them to speak or to answer the question. The students' achievement in the cycle II is provided in the following table:

Table 2. The students' achievement in cycle II

No	Student's Score	Total	%
1	≤ 72	6 students	16.67
2	≥ 72	30 students	83.33

2. Discussion

Speaking is a language skill that needs to be practised. Before someone speaks, at least she/he must know what to say and how to say it (Shastri, 2011). In teaching speaking, it is necessary to introduce to the students what they say and how they say it. Also, it is essential to allow them to express their ideas orally. The storytelling technique was expected to create a situation where students could speak and express their ideas, thoughts, feelings, and concerns about the material.

The storytelling technique is a strategy that creates an environment for the students to have a chance to speak. Through storytelling, students can speak and express their ideas in terms of topics that they have in the discussion. Storytelling allows students to expand their vocabulary as they decode the meaning of words based on the context of the story they hear or read. Listening to stories also improves students' understanding of grammar and literary devices as they see them within a story (Wojciechowicz, 2003). The following table provides the score of students' achievement in 2 cycles.

Table 3. The students' achievement in every cycle

	Cycle 1	Cycle 11	Gain
Mean Score	64.68	75.3	10.62
Achievement of Performance Indicator (%)	47.22	86.3	39.08

Based on the gain calculation of students' score which can be seen on the table above, the mean score of students' in the cycle II was higher than the mean score of the students in cycle I. Meanwhile, the achievement of students' performance indicator in cycle II was higher than the achievement of students' performance indicator in cycle I.

E. Conclusion

The implementation of storytelling can improve students' speaking skills and increase self-confidence while students are practising the language. Storytelling also encourages students' interest in practising language without feeling ashamed or afraid, enriching their vocabulary and improving their speaking skills. Thus, it made teaching and learning activities more enjoyable and exciting. In addition, the students also pay more attention to the researcher's explanation. They are more active in speaking activities so that a positive atmosphere and better communication between teacher and students in the teaching and learning speaking process could be maintained.

After this research showed that storytelling techniques are excellent and successful in improving students' speaking skills, it was recommended that storytelling techniques be used in teaching speaking. Storytelling activities allow students to speak English and naturally produce much speech. In applying storytelling techniques, the teacher should be creative enough to deliver storytelling techniques through interesting strategies and suit the strategy with the students' age interests.

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