

THE USE OF STORYTELLING TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILL AT SMA NEGERI 5 KOTA TERNATE

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Abstract

This research aims to find out whether the use of Storytelling Techniques significantly improves students' speaking skills at SMA Negeri 5 Ternate City. This research uses quantitative methods with a pre-experimental design. This research involved 20 students as samples. Storytelling is used as a teaching technique. The research results show that the use of storytelling techniques can significantly improve students' speaking comprehension. The research results showed that the students' average score on the post-test was higher (73.05) compared to the pre-test score (46.35). The t test shows that the t-statistic value (4.35) exceeds the table value (2.11) at a significance level of 0.05 and 20 degrees of freedom using a one-sided test. Therefore the null hypothesis (H₀) is rejected and the alternative hypothesis (H₁) is accepted. Therefore, it can be concluded that the Storytelling Technique is useful for improving students' speaking abilities.

Keywords: Speaking Skills, Techniques Storytelling, Speaking Abilities

INTRODUCTION

Speaking is an activity used by a person in communicating with others. It happens everywhere and has become part of daily human activities. When a person speaks, he interacts and uses language to express his ideas, feelings and thoughts. It also shares information with others through communication. Speaking is one of the productive skills and a two-way process between the speaker and the listener. Fathurrohman and Wuryandani (2011: 29) said that in the teaching and learning process, there will be interaction between educators and students. Teachers are supposed to be facilitators, so learners have a big role to play in learning. Djamarah (Sugihartono, et al, 2007: 86) explained that teachers need to provide full support to their students in order to create harmonious interactions.

From the analysis of these problems, in teaching English, a teacher is expected to be able to improve students' skills, namely by paying attention to linguistic and non-linguistic aspects. Teachers need to choose the right technique of English learning. Ahmadi (1990: 18) says that selection of the right technique will be able to develop speaking skills. Through the use of appropriate technique, students' speaking skills will be high and learning objectives will be achieved. So far, regarding the speaking learning process, teachers have not used the appropriate technique.

One of the efforts to improve speaking skills is to use the right technique. The technique that feels appropriate is the technique of telling stories. Musfiroh (2005: 100) suggests that storytelling technique can spur linguistic intelligence. This technique will encourage students to have very essential verbal abilities in human life. Not only that, from telling stories, students will learn how to dialogue and narrate. This technique encourages students to enjoy telling stories or talking. After acquiring the experience of storytelling, students will think about showing self-existence. This spurs students to learn to speak even better.

Speaking skill is important, as speaking skills affect a person's social and personal adjustments. In addition, students can work with others in an atmosphere of mutual aid and have the opportunity to process information and improve communication skills. Storytelling can be used by all levels. Thus, it will make the student's speaking skills improve.

A. Speaking Skill

Speaking skills are the ability to pronounce articulation sounds or words to express, state, and convey thoughts, ideas, and feelings (Tarigan, 1985). This information gives the understanding that speaking is not just speaking without meaning, but conveying thoughts and ideas to others through speech or spoken language. Sumadi (2010) states that in essence speaking is an oral communication skill that is active, productive and spontaneous. According to Retno et al. (2012), speaking skills are productive language skills that are used to verbally express thoughts and feelings. From this opinion it can be concluded that speaking skill is one of the productive language skills which functions to express ideas, thoughts, and feelings verbally to the interlocutor. This is explained by Nurgiyantoro (2010: 397), positing that speaking is an activity of giving and receiving language, as well as conveying ideas and messages to the interlocutor and at the same time the speaker will receive ideas and messages conveyed by the interlocutor. Speaking can be improved by doing storytelling in class. This statement is the same as the statement according to Inayah (2015), storytelling techniques work effectively in improving students' speaking skills. The results of the study proved that students who were taught using storytelling performed better in speaking skills than those who were taught with conventional techniques. Storytelling is an interactive activity of using words and actions to express the elements and images of a story while encouraging the listener's imagination.

1. Purpose of Speaking

Speaking has a purpose, the main purpose in speaking is to communicate. In communicating to be effective, the speaker must understand the meaning of everything he will communicate. So that communication is well established, without any misunderstanding between the speaker and the listener. According to Och and Winker (in Tarigan, 2013:16) basically speaking has three general purposes, which are as follows:

- a. Notify, report (to inform)
- b. To entertain, to entertain
- c. Persuade, invite, urge, convince (to persuade)

Based on the above statement according to Och and Winker (in Tarigan, 2013: 16) speaking has the intention of informing others of something. In addition, talking can also have the intention of entertaining and inviting the interlocutor to do something. So, the purpose of speaking is said to encourage or stimulate if the speaker is trying to give encouragement and passion to the listener. The expected reaction is to inspire or arouse the emotions of the listeners.

2. Benefits of Speaking

Many benefits can be felt directly by someone who is skilled in speaking. Some of these benefits are:

- a. Increase the communication between people
- b. It is easy to provide a variety of information
- c. Boost confidence
- d. increase self-authority
- e. Increase public or community support
- f. improve support the achievement of professions and jobs
- g. Improving the quality of professions and jobs

Based on the benefits of speaking above, it can be concluded that one's speaking activities can be useful for many people, if a person or personality can speak broadly and fully concentrate on the

topic of conversation discussed. According to Mahardika (2015: 93), seeing the many benefits that a person who is skilled in speaking can get, it is very important that a person has good speaking skills for the success of his life. Speaking skills will be good if they are trained frequently. Therefore, an opportunity is needed to practice speaking skills, one of which is through the learning process at school.

3. Steps to Speak

Whatever the goal to be achieved in a conversation, it is necessary to have good planning. Speaking is a series of processes. In speaking there are steps that must be mastered well by a speaker. According to Tarigan (2010: 32) the steps that a good speaker must master are:

- a. Choosing a subject of interest to the speaker. Most people tend to have a good conversation about a subject or title that the speaker likes rather than what the speaker knows little about.
- b. Limiting the subject matter. Limiting the subject matter allows the conversation to cover a particular area in a good and interesting way. If it is not restricted then the conversation becomes too general and will leave a vague impression on the listener
- c. Collecting materials. If the speaker is familiar with the subject matter to be presented then should look for additional material from various sources. These sources include: books, encyclopedias, magazines, problems, and interviews with experts.
- d. Drawing up the material, which consists of, introduction, content, as well as conclusions.

4. Factors of Speaking

The continuity of speaking activities is influenced by the speaker himself. The speaker must pay attention to several things so that the speaking activities run well. According to Nurgiyantoro (2016: 441), to be able to speak well, the speaker must master several things, namely: pronunciation, structure, vocabulary, and the idea of the problem or idea to be conveyed and understand the language of the interlocutor. Nurgiyantoro (2016: 442) also states that in addition to being determined by the aforementioned language accuracy factor, the clarity of speech is also influenced by paralinguistic elements such as certain movements, facial expressions, tone of voice and speech situations (serious, relaxed, reasonable, depressed).

Complementing the above opinion, Maidar G. Arsjad & Mukti (2012: 22) mentioned that there are several factors that need to be considered to be a good speaker. These factors are verbal/linguistic factors and non-verbal/non-linguistic factors. Linguistic factors cover:

- a. Accuracy of speech
- b. Pressure suppression, tone, joints and duration
- c. Word choice (diction)
- d. The accuracy of sentence usage, and
- e. Accuracy of the target of the conversation.

B. The Nature of Storytelling

Speaking or storytelling is a way to convey a story to listeners, whether in the form of words, images, photos, or sounds. Storytelling is often used in the teaching and learning process mainly at the beginner or children's level. This technique is useful for practicing the ability to hear pleasantly. People who want to tell stories must have good speaking skills, understand the character of the listener, imitate voices, be smart in setting tone and intonation and skill in using aids. Storytelling

techniques can work, if the listener is able to capture the storyline and feel entertained. In addition, the moral message in the story is also obtained.

1. Storytelling Techniques

One of the storytelling techniques that are commonly used by parents to their children is to read a storybook. Even though it is conventional, this technique is still very powerful to make children curious about the content of the book they are reading. That way, children will be motivated to learn to read. Furthermore, the child will be interested in reading because they feel that they will discover new things from the book. The child will have the memory of reading a storybook as a pleasant experience. The difficulty of implementing this technique is that the narrator is not able to improvise. Usually, storytellers—in this case parents or teachers—will find it difficult to develop a story because they are fixated on the storyline written in the book. Primawidia (2017:31), explains that storytelling techniques are divided into five categories, namely:

- a. The technique of reading directly from the storybook technique reading directly from the storybook that the teacher presents to the child usually emphasizes the messages to be conveyed to the child through his understanding of listening to the story read by the teacher. By telling the content of the storybook, it is hoped that children can understand the good and bad deeds of the story characters.
- b. The storytelling technique using illustrations from the book This technique is intended to help children in understanding the story being told using the help of images as a support for the illustration of the story.
- c. The technique of telling fairy tales is a story of the past that is used as a delivery of policy messages to children as a cultural heritage from ancestors.
- d. This technique of telling stories using flannel boards is used by teachers to make it easier for students to recognize the characters in the story, by pasting photos or pictures of the characters in the story.
- e. Story techniques using puppet media in the nature of story selection using puppet media, teachers should apply stories according to the child's age and experience, so that children easily understand the content of the story contained in it. Usually the dolls in children's stories consist of family members, namely father, mother, brother, mother, grandmother and grandfather. These storytelling techniques generally have the same purpose, which is expected that children will be able to understand the content contained in the story. In addition, children can take lessons and examples from the stories they read.

2. Steps in Storytelling

According to Moeslichatoen (2004:158-160), there are several steps in storytelling techniques that can be used, including:

- a. Telling fairy tales/telling stories
- b. Read directly from story books or big book stories
- c. Telling stories by using illustrations from books
- d. Telling stories using a flannel board
- e. Telling stories using puppet media
- f. Dramatization of a story
- g. Telling stories while playing with the fingers.

3. Benefits of Storytelling Technique

With storytelling as one of the teaching techniques, there are several benefits that can be obtained from telling stories, including:

- a. Storytelling activities help the personal and moral formation of students, provide a certain amount of social knowledge of religious moral values.
- b. Storytelling activities provide a learning experience to train students' hearing and concentration.
- c. Provides learning experiences and allows students to develop cognitive, affective, and psychomotor abilities.
- d. Providing a unique and interesting learning experience, as well as being able to express feelings, raise spirits and cause its own fun.
- e. Channeling the needs of imagination and fantasy. At the time of listening to the story, the students' imaginations began to be stimulated. The imagination that students build when listening to stories has a positive influence on students' ability to solve problems creatively.
- f. Spurs students' verbal abilities. Through stories, students not only enjoy listening to stories but also enjoy telling stories or talking. Students learn how to dialogue and narrate.

Esa Primawidia, (2017: 29) also explains that some of the advantages of the storytelling method are as follows:

- a. It doesn't cost much.
- b. Can reach too many children.
- c. The available time can be utilized effectively and efficiently.
- d. The teacher can master the class easily.

DISCUSSION

The Pretest result data was taken from 20 students. Pre-test scores are taken before students receive the storytelling technique treatment, where the average score is 46.35. students are still low in speaking This is evidenced by the results found when research pretest, so that students get different scores. The problem faced is the limited vocabulary that students have in speaking. Then some students' pronunciation is unclear, and the last one is an error in pronunciation. Examples of the word (was) which should be read /wəz/ they read/wos/ and also the word (face) which should be read /fās/ they read /face/ and there is also a word (one day) which should be read /wən dā/they read it /one dei/.

However, after students received the storytelling technique and carried out the post-test in table 2, the average score increased to 73.05. this happens because research do treatment before the posttest, in the treatment process research teach six times. At each meeting, students are trained continuously by reading fairy tales. In addition, research also gave them homework and then asked them and their peers to correct each other's speaking, so that learning became more fun. So that the words spoken by students that were previously pronounced incorrectly now become correct in pronunciation and fluency. So that from these data, it can be concluded that using storytelling techniques can significantly improve students' speaking skills. From teaching the steps of storytelling techniques to students and they know more about new vocabulary.

After they discuss with each other and can ask the teacher again about the difficulty in speaking. The results of this research show that storytelling is effective in improving students' speaking. These results are in line with previous research conducted by Wael and Hasanudin (2020). He concluded that learning using storytelling techniques in teaching English can improve students' speaking skills. This is supported by data showing that there is a significant difference in the pre-test and post-test scores with an increase in the average score from 59.86 to 78.40 test.

Similar results were also found by risky and Suharmoko (2019), who concluded that there was an increase in the speaking skills of students at SMK Negeri 3 Sorong, especially in class XI Automotive D. The results of student responses showed that the majority of class students were quite interested in implementing storytelling. This means that storytelling is effective in improving students' speaking skills at SMK Negeri 3 Sorong. This is supported by data which shows that students' speaking skills improve after being taught through storytelling. The students were more imaginative to show their understanding of the story. It keeps them motivated to learn and they can improve their speaking skills. The average score of students before implementing the storytelling technique was 47.26 and the average score of students after implementing storytelling was 81.78

Storytelling is a productive oral language skill. Thus, storytelling becomes part of speaking skills. Storytelling skills are very important in developing speaking skills, not only as a communication skill, but also as an art. Storytelling is also a creative process for children which, in its development, always activates not only intellectual aspects but also aspects of sensitivity, subtlety, emotion, art, fantasy power and children's imagination which not only prioritizes the abilities of the left brain but also the right brain. As fandiari (2007:2) said storytelling is an art of telling stories that can be used as a means of instilling values in children which is done without the need to patronize the child. Fakhruddin (2003:10) states that apart from that, stories have strength, function and benefits as a communication medium, as well as a method for building children's personalities. How to tell a story is an element that makes the story interesting and liked by children.

All those research shows that storytelling can significantly improve speaking skill. This is caused by several factors that may occur, first, it can increase students' vocabulary, second, improve students' speaking skills, third, students are able to express the story being told, and fourth, increase students' reading interest and self- confidence. This is in accordance with the opinion of experts who stated the benefits of storytelling activities are children can develop vocabulary, speaking and expressing skills the story is told according to the characteristics of the character being discussed in the situation which is fun, and trains children's courage to appear in public (Rahayu, 2013). according to (Moeslichatoen, 2004) The benefits of storytelling are also defined as being able to communicate cultural, social, religious values, instilling work ethic, time ethic, ethos nature, developing children's fantasies, children's cognitive dimensions and language dimensions child. Therefore storytelling is one of the appropriate teaching techniques used by teachers to improve students' speaking skills.

CONCLUSION

Research findings show that the use of storytelling techniques to improve students' speaking skills is effective in SMA Negeri 5 Ternate City. This can be seen from the pretest and posttest values. The pretest score is 46.35, the and posttest score is 73.05. The score shows that the posttest is higher than the pretest. The results of the analysis show that the t-count value (4.35) is higher than the t-table value (1.729) at a significant level (0.05) of the 19 degree of freedom. This means that H_1 is accepted and H_0 is rejected, this shows that the use of storytelling techniques is significantly effective for teaching English, especially for speaking skill at SMA Negeri 5 Ternate.

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