



## STORY TELLING TECHNIQUE TO IMPROVE STUDENT SPEAKING ABILITY

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### **ABSTRACT**

*The purpose of this study is to improve students speaking ability by using storytelling technique. , the study adopted the method of telling in language classes to encourage new ones to speak English with greater enthusiasm. The study is a study whose sole purpose is to know if telling can improve the students' speaking skills. The techniques of teaching applied by the teachers may influence the students bravery to express their ideas in English. To solve the problem, the teacher tries to improve students speaking ability by applying interesting story telling in the English speaking class. Story telling involves series of events to be told. Story and narrative can be of the same thing. This research using qualitative research. Data collection techniques in this study were observation, interviews, and tests.*

**Keywords :** *Storytelling technique, speaking ability*

### **I. INTRODUCTION**

Speaking is the first way to interact with others in the social community. In the global era, society was required to be able to combine English in international transactions and interpersonal activities. Technology requires users to understand English instructions. Many jobs require workers to be able to speak English in communicating and negotiating with a foreigner ora foreign company. Moreover, success in learning a language can at first be seen in the ability of the one speaking. However, it was very difficult for beginners to speak a foreign language, especially English. There are many reasons why both find it difficult to speak, such as a lack of ideas that imply a lack of vocabulary in expressing ideas, a lack of opportunity to speak, and a lack of appealing teaching methods that can motivate them to speak. Thus, the study adopted the method of telling in language classes to encourage new ones to speak English with greater enthusiasm. The study is a study whose sole purpose is to know if telling can improve the students' speaking skills. The techniques of teaching applied by the teachers may influence the students bravery to express their ideas in English. To solve the problem, the teacher tries to improve students speaking ability by applying interesting story telling in the English speaking class. Story telling involves series of events to be told. Story and narrative can be of the same thing. Academically, the word narrative is a term which is more preferred than story (Miller,2010:1). Story telling is an activity of conveying stories from a storyteller to listeners with the aim of providing information to listeners so that they can be used to raise emotions and to be involved in problem solving.



## II. LITERATURE REVIEW

### A. Speaking

Speaking is the way of people to express and communicate ideas to others orally. According to Gert and Hans in Efrizal (2012: 127), speaking is speech or utterances produced by the speaker with an intention of being known and then, the listener processes the sayings in order to know the speaker's intention. Irawati (2014: 26) defines speaking as an activity to produce sayings in the form of words and sentences orally in order to communicate with others. Meanwhile, Khora shadyzadeh (2014: 12) states that speaking needs not only the learners' understanding about the way to produce the linguistic competence such as grammar, pronunciation, and vocabulary but also comprehension about sociolinguistic competence such as when, why, and how to speak. Bahadorfar and Omidvar (2015: 9) say that speaking skills can be categorized as good speaking skill when the listener can understand the words produced by the speaker. Additionally, Ur in Akhyak and Indramawan (2013: 20) says that the successful speaking activity has the characteristics as follows:

1. The language learners talk so much
2. All the participants of speaking activity get the opportunity to
3. The language learners are highly motivated and have interest in the speaking
4. The language produced is at the acceptable level.

### B. Story Telling

Story telling is the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener's imagination.

#### 1. Storytelling is interactive.

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. In fact, storytelling emerges from the interaction and cooperative, coordinated efforts of teller and audience.

Different cultures and situations create different expectations for the exact roles of storyteller and listener – who speaks how often and when, for example – and therefore create different forms of interaction.

The interactive nature of storytelling partially accounts for its immediacy and impact. At its best, storytelling can directly and tightly connect the teller and audience.

#### 2. Storytelling uses words.

Storytelling uses language, whether it be a spoken language or a manual language such as American Sign Language. The use of language distinguishes storytelling from most forms of dance and mime.

#### 3. Storytelling uses actions such as vocalization, physical movement and/or gesture.

These actions are the parts of spoken or manual language other than words. Their use distinguishes storytelling from writing and text-based computer interactions. Not all nonverbal language behaviors need to be present in storytelling. Some storytellers use body movement extensively, for example, whereas others use little or none.

#### 4. Storytelling presents a story.



Storytelling always involves the presentation of a story—a narrative. Many other art forms also present story, but storytelling presents it with the other four components. Every culture has its own definition of story. What is recognized as a story in one situation may not be accepted as one in another. Some situations call for spontaneity and playful digression, for example; others call for near-exact repetition of a revered text

### **5. Storytelling encourages the active imagination of the listeners.**

In storytelling, the listener imagines the story. In most traditional theatre or in a typical dramatic film, on the other hand, the listener enjoys the illusion that the listener is actually witnessing the character or events described in the story.

The storytelling listener's role is to actively create the vivid, multi-sensory images, actions, characters, and events—the reality—of the story in his or her mind, based on the performance by the teller and on the listener's own past experiences, beliefs, and understandings.

## **III. RESEARCH METHOD**

Data collection techniques in this study were observation, interviews, and tests. Observation is used to observe the activities of students and teachers during the application of storytelling techniques in learning to speak. Interviews are used to determine the level of difficulty and success of students during learning. Furthermore, the test is used to determine the success of learning at the end of each cycle by assessing speaking skills. Evaluation of speaking skills covers several aspects, namely: pressure, grammar, vocabulary, fluency, and understanding. There are two data analysis techniques in this study, namely qualitative and quantitative. Qualitatively, data were analyzed from observations and interviews, while quantitatively, data was analyzed from the results of tests conducted at the end of each cycle. Furthermore, after the data analysis stage is then determined indicators of student success in learning to speak, namely the average student learning outcomes individually score  $\geq 70$  in accordance with the minimum limit of Indonesian language subjects at the school.

## **IV. DISCUSSION**

This research was conducted in two cycles, namely each cycle including the stages of planning, action, observation, and reflection.

Actions: The observations in cycle 1 appear that learning activities begin with apperception and delivery of material, then read the fairytale entitled *Sang Kancil dan Kerbau*. After that, students are assigned to identify the contents of the tale that has been listened to, by mentioning the title, theme, character and characterization, plot, mandate, and making a summary of the contents of the tale. Next, students are assigned to submit the results of the identification of fairy tales and a summary of the contents of the story. The observations showed that some students still looked shy and hesitant to give answers. However, some students also seemed to have the courage to give answers and summary stories. In addition, the observations also showed that students seemed enthusiastic about learning to speak because they were interested in storytelling techniques. The results of speaking skills tests through the application of storytelling in cycle 1 obtained an average value of 65.33, a maximum value of 76, and a minimum of 48.



Reflection: The results of reflection in cycle 1 concluded that learning has not been carried out to the maximum. Some of the problems faced, such as the lack of opportunities given by students to ask questions that are not understood, the teacher is still lacking approach to students who are not focused, and some students still seem doubtful and afraid to submit answers. In addition, students still seem difficult to convey the contents of the story, because there is still a lack of vocabulary mastery, so storytelling activities are not smooth. The research was continued into cycle 2 because there were still some obstacles that had to be corrected to improve students' skills in learning to speak.

The following is the presentation of research findings on aspects of speaking skills that include: pressure, grammar, vocabulary, fluency, and understanding.

### ***Pressure***

The results of the assessment on the stress aspect show that when students tell stories there are still many errors in pronunciation of words and sentences, such as no intonation that is appropriate to the content of the story. Words that are not emphasized when telling stories, such as words *wahh...* This word is an expression that is said deer when receiving a buffalo invitation. Students just say in a flat voice without any pressure as a happy and happy tone, because they receive a lunch invitation from a buffalo.

Furthermore, several phrases and sentences that were not emphasized were still found when students told the story, including, *istriku apa yang terjadi?, celaka suamiku, ha..ha..ha.. Aku mencium bau kalian kerbau-kerbau muda!, Kancil menggeram dengan keras, Huahhhhaamm!! Siapa yang berani masuk ke wilayah berburuku? Seru kancil.* One of the factors causing the lack of emphasis when delivering the contents of the story, because students have not mastered the content of the story well.

### ***Grammar***

Assessments on grammatical aspects related to language use and accuracy of structures are pronounced correctly. The results of the assessment on grammatical aspects show that the choice of words and the set of sentences used when telling stories is still unclear, unattractive, not even communicative. This causes the process of creation to be monotonous and less interesting to hear.

Students have difficulty with grammar because they have not been able to distinguish several aspects of the use of words or sentences, such as the use of question or sentence sentences. In addition, the storytelling activities are undertaken by students also experience obstacles in the aspect of punctuation, ie students sometimes only tell stories continuously without any pauses.

### ***Vocabulary***

The assessment of the vocabulary aspects is related to the choice of words in the context of the sentence. The results of the assessment on the vocabulary aspects show that there are still some errors found in the pronunciation of words that do not fit the context of the story being told. In addition, vocabulary mastery is still very limited causing students to not be able to tell stories in a structured way.

### ***Smoothness***

Assessment on aspects of fluency is related to students' ability to express things without repetition of words and sentences. The results of the assessment on



the aspects of fluency indicate that there are still found several repetitions of words and sentences at the beginning of the story. In addition, when students tell stories, sometimes students stop and it is very difficult to continue the story because there is still a lack of vocabulary and still looks nervous. The repetition of words or phrases sometimes occurs at the beginning of the story and the core part of the story, so the storytelling process cannot be completed. The story is told only in the opening and content section.

### ***Understanding***

Assessment on the aspect of understanding includes the ability of students to understand the meaning of words or sentences expressed when conveying the contents of the story. The results of the assessment on the aspect of understanding showed that overall students were able to understand the theme of the story being told. In addition, students are able to understand the moral messages and social values contained in the content of the story.

## **V. CONCLUSSION**

It can be concluded that this study shows quite good results because it is proven that after applying storytelling techniques, students' speaking skills can improve. These results appear in research data which shows an increase in the learning process and outcomes. In terms of the process after the action was carried out up to cycle 2, it appears that the learning activities were carried out well because the average student showed an enthusiastic attitude in participating in the learning activities. In addition, these results are also marked by the increased ability of students in the aspects of pressure, grammar, vocabulary, fluency, and understanding of the contents of the story being told.

The results of speaking skills by storytelling is very good. Event have weaknesses, but many strength when the teacher practicing story telling method to improve student speaking ability.

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