

USING STORYTELLING TO IMPROVE STUDENTS' ABILITY IN SPEAKING

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Abstract

This research was action research. The subjects were 19 students majoring Elementary Education in B class in the academic year 2021/2022 of Panca Marga University Probolinggo. The purpose of this research was to find out whether or not using storytelling could improve students' ability in speaking. This research was conducted in two (2) cycles. The procedure of each cycle consists of: planning, acting, observing and reflecting. There were two main data gained from the research: descriptive and statistical. Descriptive data were obtained from observation, while statistical data were taken from post-test after the cycle had finished. As the criteria of success, the researcher adapted speaking scoring rubric consisting of speaking aspects as follow: Comprehension, Vocabulary, Grammar, Fluency and Pronunciation. Each aspects consisted of criteria 1 until criteria 5. The result of the research was considered successful if 70 % of the students were able to reach criteria 4 in every speaking aspects. After preliminary study, cycle one was conducted. The result did not match the criteria of success, thus cycle two was conducted. After cycle two had finished, the post-test showed major improvement, 70 % of the students reached the passing grade. It indicated that using storytelling could improve students' ability in speaking.

Keywords: *action research, storytelling, elementary education, speaking*

1. Introduction

Speaking is important aspect in learning English. It is used to express ideas and communicate with each other orally. Rao (2019) argues that by mastering good speaking ability, students are able to perform well in real life situations. It implies that speaking plays important roles in communication which is needed by the students. By acquiring good mastery in English, people will indicate that the students also have good English knowledge (SBH and Susanti, 2021: 146). Moreover, Tahir (2015: 174) says that students can be considered successful in learning language when they are able to speak it.

In Panca Marga University Probolinggo, every faculty must teach general English to the students. general objective that needs to be obtained by the students is the ability to speak English fluently. However, based on the preliminary study, students learnt little English before entering the college, 80% students are still in the beginner level in English. When the researcher asked about their identity, including name, address and other personal information, only 20% students answered correctly. Most of them face difficulty to comprehend what the

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researcher said. They said that speaking English is difficult and they do not know how to express their mind orally.

There are some factors hindering students to speak English well, such as: not practice enough, little knowledge about vocabulary, and little interest in learning the language. Students may feel lazy to practice speaking English by their own, moreover they do not know how to speak it. They also feel less interested in learning due to the teaching method in the classroom. Lecturers must consider these factors while doing teaching and learning process, therefore the objective of the lesson can be achieved well.

Marleni (2019: 359) states that teachers or lecturers are expected to an engaging strategy to make students able to explore their ideas and then to make them able to express it orally. It is in line with Anjaniputra (2013: 2), stating that classroom activity should have various number of speaking teaching strategies. In another word, it is a must for teachers or lecturers to conduct an interesting atmosphere in the teaching and learning process. Thus, students will feel eager to learn more about the lesson. Students are indeed need engaging situation in which they can actively participate in the speaking activity.

Storytelling is an interesting speaking activities that requires students to express their ideas orally about the story being told. Students have to retell the story using their own words based on their understanding. Safdarian (2013: 208) states that storytelling as a way of the students to retell stories in different words constructions after being told the stories. Storytelling stimulates students to develop their imagination and thinking skills (Harlina, Wardarita, 2020:3). Therefore, it can be concluded that storytelling is one teaching strategy in which the students have to retell the content of the stories using different words constructions.

Several previous studies have been conducted by former researchers regarding the application of storytelling in speaking activity in the teaching and learning process. First, according to Zuhriyah (2017) with her research entitled "Storytelling to Improve Students' Speaking Skill", storytelling could improve speaking skills of students. Students made a good progress in expressing their ideas (Zuhriyah, 2017: 132). Another research is conducted by Megawati (2018). Through her research entitled "Improving The Students' Speaking Skill Through Storytelling Technique Toward Eleventh Grade Students At SMK Swasta Cimanggis", she proved that storytelling could improve students ability in speaking significantly (Megawati, 2018: 30).

Dealing with the issue, the researcher used storytelling to improve students' ability in speaking. The purpose of this reserach is to find out whether or not story telling can improve

students' ability in speaking. This research is conducted in B class of Elementary Education students in the third semester in Panca Marga University consisting of 19 active students in the academic year of 2021/2022.

2. Theoretical Framework

2.1. Speaking

Language is a means of communication, when communication takes place there is speaking. Speaking is a way to communicate with each other (Kadamovna, 2021: 28). It is a tool to express ideas orally and convey message through the words of mouth (Leong and Ahmadi, 2017:34). Speaking as one of main skill in learning English are taught in every level of education in Indonesia. The purpose is to give students ability to utilize English language in communication correctly and effectively. When it comes to speaking, a lot of practice and repetition are needed. The more students practice their speaking, the faster they are able to develop their communication skill in language learning. The ability in speaking is equivalent with knowing the language (Bailey and Savage in Gilakjani, 2018: 57).

There are many definitions of "speaking" word that have been defined by many researchers. Brown (1994) suggest that speaking is an interactive process of making meaning that includes: producing, receiving and processing information. Channey (1998) mentions that speaking is process to make meaning While Bygate (1987) concludes that speaking is the production of auditory signals to produce different verbal responses in listeners. Speaking is to say words orally, to communicate by talking, to make request and speech (Nunan, 1995: 593).

Major features of speaking consists of three elements as mentioned by Gilakjani (2018: 58), they are: face to face, interactive and occurs in real time. These elements can be used a base in teaching speaking. Goh and Burns (in Gilakjani, 2018:58) proposes six (6) stages for teaching skills, it can be seen as follow:

- 1) focus on learners' attention in speaking
- 2) provide input and/ or guide planning
- 3) perform speaking activities
- 4) focus on language / skills/ strategies
- 5) repeat speaking activities
- 6) direct learners' reflection on learning

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2.2. Storytelling

Storytelling is retelling story that have been heard, read or listened based on the storytellers' understanding about the content of the story by using their own words construction. McDury and Alterio in Satriani (2019: 111) suggest the idea that storytelling is an activity to pass information from one person to another person and also from generation to generation. According to Peck (1989), it promotes receptive and expressive language development. Storytelling is simple and effective way to develop students' sensitiveness toward language being learned.

Storytelling is one of the media that can be used in teaching and learning activity (Saputro, 2013:7). Wright (in Satriani: 114) also mentions that storytelling when it is applied in teaching and learning process, it will allow students to increase their imagination. Satriani (2019: 115) in her research paper proposed two points in order to maximize the benefit of using storytelling in teaching and learning activities:

- a) employing two languages as the medium of interaction and
- b) providing suitable materials and various media.

3. Research Method

This research was an action research consisting of four steps, as following: planning, acting, observing and reflecting. The researcher is the lecturer of Elementary Education in class B. The reasercher made a lesson plan of speaking class by using storytelling strategy for class B. It was completed by observation sheet in the form field notes consisting lecturer's acitivity, students' activity and students' respons during the teaching and learning process of speaking class using storytelling. This research consisted of two cycles containing two meeting for each cycle. The subjects of this research were 19 students of class B majoring Elementary Education in the academic year 2021/2022 of Panca Marga University (UPM) Probolinggo.

In collecting the data, the researcher used observation and speaking test. The researcher observed the activities in the classroom by writing everything happened in the class in every meeting of the cycle. It included the situation in the class, the athmposhere, and the students' respond toward the strorytelling activities. It was followed by a speaking post-test. It was held in the following meeting after every cycle had finished.

Descriptive analysis and statistical analysis were implemented in analyzing the data in this research. Descriptive analysis was used to analyze observation data written by the researcher during the meeting of each cycle. Then, statistical analysis was used to analyze data

from speaking test, that was held in the following meeting after each cycle had finished. It was implemented to know the progress and the improvement of the students' ability in speaking. It would reveal the percentage of the students who passed the passing grade of speaking. The criteria of success of this research was when 70 % of the students reached 4 or 5 in each scoring rubric of speaking skill. The researcher adapted the scoring rubric from Maulany (2013: 35), it consisted of five aspects of speaking assessment, they were: Comprehension, Vocabulary, Grammar, Fluency and Pronunciation. Each aspect had criteria 1 (one) until (five). The scoring rubric of speaking skill was presented in the following table.

Table 1. The Scoring Rubric of Speaking Skill

Criteria	Comprehension	Vocabulary	Grammar	Fluency	Pronunciation
5	Appears to understand everything without difficulty	Speaks in L2 with accurate English words	Produces complete and accurate sentences	Speaks in L2 very fluently and effortlessly.	Speaks in L2 intelligibly and has few traces of foreign accent.
4	Understands nearly everything at normal speed, although occasional repetition may be necessary.	Speaks mostly in L2 with few L1 words	Produces some phrases instead of complete sentences with consistent and accurate word order or produces consistent omitted sentence	Speaks in L2 less fluently due to few problems of vocabulary/ selection of word.	Speaks mostly in L2 intelligibly with mother tongue accent.
3	Understands most of what is said at slower-than-	Produces 4-6 English words.	Produces inconsistent and incorrect sentences/	Speaks mostly in L2 with some long pauses	Speaks mostly in L1, but produces 1-3 English words

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	normal speed with many repetitions.		phrases	and hesitancy.	and pronounce them in intelligible mother tongue accent.
2	Has great difficulty understanding what is said, often misunderstands the Qs.	Produces 1-3 English words (brands or place names such as KFC, Roppan, etc. do not count as English word/ vocabulary) due to very limited vocabulary	Answers mostly in L1, with 1-3 English words/phrases	Speaks mostly in L1, Tries to speak in L2 but so halting with so many pauses and "er.."	Speaks mostly in L1, but produces 1-3 English words. Needs some repetition in pronouncing the words to understand them.
1	Unable to comprehend the material so that unable to express/respond the question correctly	Vocabulary limitations so extreme as to make conversation in L2 virtually impossible so that the student speaks in L1 all the time.	Unidentified because of speaking in L1 all the time.	Unidentified because of speaking in L1 all the time.	Unidentified because of speaking in L1 all the time.

4. Result and Discussion

4.1. Preliminary Study

This research was done in class B of students majoring Elementary Education in the academic year 2021/ 2022. The subject of this study consisted of 19 students. In preliminary study, the researcher interviewed each students asking about their identity, their background, their preferences, and some general knowledge. From the preliminary study, it was found out that there were problems faced by the students in speaking. They did not comprehend well what the speaker said and they did not know how to respond it well. They also felt difficulty in stating their ideas orally. The result of of the preliminary study could be seen as follow:

Table 2. Result of Preliminary Study

Speaking Aspects	Criteria					Students Passing the Passing Grade (%)
	1	2	3	4	5	
Comprehension	0	5	6	5	3	42 %
Fluency	5	6	4	3	1	21 %
Vocabulary	3	2	5	5	4	47 %
Grammar	8	4	3	3	2	26 %
Pronunciation	5	5	4	2	2	21 %

The preliminary study showed that students passing the passing grade are below 70% in each criteria. It shows the speaking ability are very low. All the percentage in each aspect of speaking resulted below 70 %. By using storytelling in speaking activity, the researcher hoped it could improve students' ability in speaking.

4.2. Cycle One

Cycle one consisted of two meetings, which were held in November 15 and November 22, 2021, then the post-test to determine the improvement of cycle one was held in December 6, 2021. The process of cycle one could be described as follows.

1. Planning

The researcher made a lesson plan. The aim of this cycle was enabling students to retell a story in English using their own constructions words. The researcher used one same fairy tale story as the material.

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2. Acting

The researcher applied the lesson plan made in the planning part. There were three steps in this part, they were: opening, main activity, and closing. In opening the class, the researcher as the lecturer greeted the students, prayed together and checked the attendance list. Then, the researcher explained the purpose of the meeting. Especially how the researcher was going to use storytelling in teaching speaking that day.

In main activity, the researcher applied the storytelling method. The researcher first asked students to sit in the groups of five, consisting of 3 until 4 students in each group, as the class consisted of 19 students. By asking attention for each student, the researcher then handled one fairy tale story to each group. The researcher explained the story by reading it aloud and translating it. Next, the researcher had the students discuss the content of the fairy tale using their own words. The discussion lasted for about 20 minutes. After the discussion had finished, the researcher asked every group to present their result in front of the class for 5 minutes.

In closing, the researcher gave review to the presentation done by the students. The researcher made comment about the speaking aspects: comprehension, vocabulary, grammar, fluency and pronunciation. At last, students were also told about the next activity in the following session of the cycle.

3. Observing

The researcher observed the students during the teaching and learning process. When the researcher explained about using storytelling in the speaking, some students were shocked. It happened because in learning speaking students rarely used various activities. They tend to make dialogues and practice expressions. However, after the researcher read the story and translated it, students looked enthusiastic and curious. The researcher used English and translated it in Indonesian, in hoping that students would understand better the content of the story. Thus, they could retell the story well.

During the discussion session, the researcher walked around the class and visited each group one by one. The researcher motivated students who seemed lazy and did not know what to do. Sometimes, the researcher also helped students model the pronunciation of words being asked. During observation, the researcher found some students being active while a lot more students looked confused. In this part, the researcher tried to interview what was going on and they said that they still tried to adapt with this new activities. They needed more time.

Some students felt hesitated when the researcher asked to perform the result of the discussion. During the performance, some groups were able to build positive respond from their friends, while some other groups looked nervous. It made the students were very noisy. When there was a group made mistake in pronouncing one word, the class atmosphere was once again became uncondussive. With motivation from the researcher, the class atmosphere was normal again and each group was able to perform the content of the story using their own words.

4. Reflecting

Reflecting was carried out at the end of cycle one to see the result of the action being implemented. Through this reflection, the researcher got a view whether one cycle was enough or it needed to be continued to another cycle. As mentioned before, the criteria of success is if students were able to reach 70 % in criteria 4 and 5. The athmosphere in the class and also the students' respond toward the storytelling activity implemented in theaching and learning process were also became consideration in deciding whether the cycle was successful or not.

After cycle one had finished, the researcher held post-test speaking. It was in the form of interview by asking similar questions to preliminary study. The post-test was analyzed statistically to find out the result of the treatment. The result of post-test in cycle one could be seen as follow:

Table 3. Result of Post-Test Cycle One

Speaking Aspects	Criteria					Students Passing the Passing Grade (%)
	1	2	3	4	5	
Comprehension	0	3	4	3	9	63 %
Fluency	0	8	4	5	2	37 %
Vocabulary	0	4	6	5	4	47 %
Grammar	0	3	6	6	4	53 %
Pronunciation	0	4	5	7	3	53 %

From the table, there are improvement in students' performance in speaking in comparison to the preliminary study. However, the cycle could be considered successful if students passing the passing grade reached 70 % or above. Since the result of the post-test did not match the criteria of success, the action research continued to cycle two.

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4.2. Cycle Two

Cycle two consisted of two meetings, which were held in December 13 and December 20, 2021, then the post-test to determine the improvement of cycle two was held in January 3, 2022. Basically the treatment between cycle one and cycle two was similar. The differences were small, it includes the materials, time and the behaviour toward students respond. In material, the researcher gave different stories among the groups. In hoping that it would gained more attention from the students. As mentioned before, during discussion in cycle one, some students were noisy, it was probably because the story was the same, thus it did not attract them anymore. Second difference was about timing, in cycle two students were given more time to discuss the storytelling activities. Because, in observation, the researcher found out that students said that they need more time to discuss and perform well. Last difference was the researcher behaviour in handling the class. While in cycle one, the researcher just walked around and asked their respond just a a little bit. In cycle two, the researcher paid more attention towards students' attitude and respond. The procedures of cycle two could be seen below.

1. Planning

The researcher made a lesson plan. The aim of this cycle was enabling students to retell a story in English using their own constructions words. The researcher used some different stories as the material.

2. Acting

Basically, the process of acting session in cycle one and cycle two were the same. It consisted of three activities: opening, main activity and closing. In opening, the researcher greeted the students, prayed together and explained what they were going to do during the speaking activity.

In main activity, the researcher formed five groups consisting of 3 until 4 students. Then, the researcher gave different fairy tale stories to each group. Next, the researcher read the story and translated it. The researcher then had the students discuss the content of the story, and asked them to retell the story using their own words. The discussion lasted for about 20 minutes. After the discussion had finished, the researcher asked each group to retell the story in front of the class. In closing, the researcher gave review to the students' performance regarding five aspects: comprehension, vocabulary, grammar, fluency and pronunciation.

3. Observing

In cycle two, students were already familiar with the activities. They became more prepared and steady. After knowing they were given different stories, they looked happy and

enthusiast, as they wanted to know another fairy tale story that they did not know. The discussion were light but serious. As the researcher walked around the class, each students were very respectful toward different opinion. They were very enthusiast to asked how to pronounce certain words. There were no passive students during discussion.

In performing the result of discussion, all of the students remained quiet. They listened and paid attention well to the performance of their friends. Although there were no question and answer session after the performance, some students raised hands to ask questions and gave positive responds towards the performance. The students were respectful to each performance. After each performance, all students clapped their hands together happily. There were no hesitation when the group were asked to perform the result of the discussion. All of the students used their time very seriously. The speaking activity run fun but stayed on the discussion topic, it made the atmosphere of the class during storytelling activity became positive and warm.

4. Reflecting

Reflecting was carried out after the end of cycle two. The researcher held post-test speaking. The post-test was in the form of interview. The result of post-test could be seen as follow:

Table 4. Result of Post-Test Cycle Two

Speaking Aspects	Criteria					Students Passing the Passing Grade (%)
	1	2	3	4	5	
Comprehension	0	0	5	8	6	73 %
Fluency	0	0	5	8	6	73 %
Vocabulary	0	0	4	10	5	78 %
Grammar	0	0	5	7	8	78 %
Pronunciation	0	0	5	9	5	73 %

Based on the table above, it can be seen that the percentages of students passing the passing grade of each aspect of speaking after cycle 2 reached 70%. Students' ability in speaking improved after the treatment in cycle two. Prior to the result of cycle 2, the action research was considered successful. Students' speaking ability got improvement in comprehension, fluency, vocabulary, grammar and pronunciation.

5. Conclusion and Suggestion

Based on the results of the action research, it can be concluded that using storytelling could improve speaking ability of students in B class majoring Elementary Education in the academic year 2021/2022 of Panca Marga University Probolinggo. The action research was done in two cycles. Since the post-test after cycle one had finished, students passing grade did not meet the criteria of success. Each cycle consisting of planning, acting, observing and reflecting. In cycle one, students were given the same fairy tale story as the material, while in cycle two, each group has different fairy tale story.

Students' responds were in good progress from cycle one to cycle 2. The atmosphere of the class were also in good progress. When in cycle one, some students were noisy, in cycle 2, all students used their time seriously. They also showed good appreciation toward the performance of their friends. The statistical improvement was shown from the result of the post-test. After cycle 2, students were able to reach 70 % in 5 speaking aspects: comprehension, fluency, grammar, vocabulary and pronunciation. Therefore, it can be concluded that using storytelling can improve students' ability in speaking.

For other researchers, it is suggested to try using storytelling to improve other skills, such as improving listening using storytelling, improving reading using storytelling, and improving writing using storytelling. It is also suggested that other researchers try to employ storytelling strategy to different subject, such as economic, technical engineering, law, and many others. At last, storytelling activity should be tried out in variety level of education to investigate whether it can increase students' ability or not.

6. References

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