

THE IMPLEMENTATION OF STORYTELLING TO TEACH SPEAKING TO EIGHT GRADERS AT SMPN 1 KEDAMEAN

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ABSTRAK

Kertampilan speaking Berbicara sangat penting dalam belajar bahasa Inggris. Selain itu, berbicara merupakan salah satu keterampilan komunikasi, karena hanya dengan komunikasi, siswa dapat mengakses informasi. Dengan demikian, guru harus memiliki teknik yang tepat untuk membantu siswa mengembangkan kemampuan mereka dalam berbicara, terutama untuk tujuan akademis. Dalam tesis ini, storytelling ditawarkan sebagai teknik pengajaran yang dianggap sangat baik untuk meningkatkan kemampuan siswa. Penelitian ini, bertujuan untuk menyelidiki pelaksanaan storytelling untuk mengajar berbicara di kelas VIII SMPN 1 Kedamean. Penelitian menggunakan deskriptif kualitatif. Subjek penelitian adalah siswa kelas delapan di Smpn 1 Kedamean pada kelas VIII-F. Data dalam penelitian adalah hasil observasi, kuesioner dan wawancara. Pengamatan dilakukan tiga kali. Setiap pertemuan, kuesioner diberikan pada akhir pengamatan. Data dianalisis secara deskriptif untuk menjawab pertanyaan penelitian. Hal ini menunjukkan bahwa storytelling dapat memotivasi siswa untuk berbicara secara aktif. Storytelling dilakukan dengan langkah-langkah. Seperti menjelaskan materi, memberi tugas mahasiswa, dan ulasan. Langkah pertama adalah menjelaskan, artinya guru menjelaskan cerita pendek. Yang kedua adalah contoh, guru memberikan contoh untuk menceritakan sebuah cerita. Langkah ketiga adalah tugas mahasiswa, meminta siswa untuk melakukan bercerita dengan menggunakan kata-kata mereka sendiri. Langkah terakhir adalah review, guru memberikan review setelah siswa melakukan storytelling. Hasil pengamatan juga menunjukkan bahwa storytelling berhasil untuk membantu siswa dalam kemampuan berbahasa. Hasil kuesioner juga menunjukkan bahwa storytelling sangat berguna dan membantu siswa dalam kemampuan berbicara.

Kata Kunci: storytelling, berbicara.

Abstract

Speaking is considered very important in learning English. In addition, speaking is one of the communicative skills, because only in that way, students can access the information. Thus, teachers should have an appropriate technique to help students develop their ability in speaking, especially for academic purposes. In this thesis, storytelling is offered as a teaching technique which is regarded very powerful for improving students' ability. This research, therefore, aims to investigate the implementation of storytelling to teach speaking of eight graders at SMPN 1 Kedamean. Research design is descriptive qualitative research. The subject of this research is the eighth graders students in Smpn 1 Kedamean at class VIII-F. The data in this research are the result of observation, questionnaire and interview. The observations were conducted three times. Every meeting, the questionnaire was given at the end of the observation. The data were analyzed descriptively to answer the research questions. It shows that storytelling can motivate and courage the students to speak actively. Storytelling was conducted by steps. There are explaining, example, student task, and review. The first step is explaining, means that the teacher explains the role of short story. The second is example, the teacher give example to tell a story. The third step is student task, asked the student to perform storytelling using their own word. The last step is review, the teacher give a review after the students performed. The result of observation also shows that the teacher implemented storytelling successfully to help the students in speaking ability. The result of questionnaire also indicates that storytelling is very useful and helpful for the students speaking ability.

Key words: storytelling, speaking.

INTRODUCTION

Language plays an important role in human life. It becomes very important because language is basic means to communicate the idea which is used by human being (Lado, 1979:7). According to Brown (1980) also stated that language is communication. It means that we always need communication to interact, negotiate and express our idea to do everything.

Furthermore, speaking is one of the communicative skills that should be achieved in mastering English. Kayi (2006) stated that today's world requires that the goal of teaching speaking should improve students' communicative skills, because only in that way, students can access a lot of information and way to express people's thought appropriate in each communicative circumstance. In fact, Jianing (2007) stated that speaking skills of most students are comparatively lower than other skills such as listening, reading and grammar. In this case, there are some factors which indicate that students cannot master speaking successfully, such as they never do communicate actively, they feel nervous and afraid of making mistakes. Another reason is the limited vocabularies that make the students often find difficulties when they want to express an idea. In the process of teaching speaking, teachers have to be able to encourage the student's likeness and interest and build up student's acquisition in learning English.

Storytelling is one of the techniques of teaching students to communicate creatively in learning English. Through kept alive. Through a story, listeners experience a traditional tales; people express their values, fears, hopes, and dreams. Oral stories are a direct expression of a literary and cultural heritage; and through them that heritage is appreciated, understood, and vicarious feeling for the past and an oneness with various cultures of the present as they gain insight into the motives and patterns of human behavior. People have always told stories; it is the oldest form of remembering. In ancient times, long before written language was developed, people told stories to preserve the history, traditions, desires, and taboos of their social groups (Dujmovic, 2006).

According to Ellis and Brewster (1991:1) argue that there are some objectives in doing storytelling technique in speaking class. It can motivate students to develop positive attitudes towards the foreign language and language learning. In every story, there will be a moral value can be taken, whether it is negative or positive. They also can connect a dream and feelings to their real world. This feelings occurrence helps to develop their own creative powers to make sense of their everyday life.

Storytelling in the classroom is a helpful and useful way to improve and develop language skills, and moreover that activities where students participate in telling, writing, reading and listening to stories can motivate them to be active learners, developing within them a constructive approach towards English language. Storytelling is a means to evaluate the student's ability to perceive recall event also improve the students

comprehension of stories, the teacher can make the students more active in expressing their thought not only in the speaking class but also in real situation (Haven, 2000). Storytelling gives the students the daily practice they need and help the students understand how telling stories and story structure enable them to express themselves more clearly. The students will also learn through storytelling that their aptitude to listen to others will increase, increasing their vocabulary, knowledge base and sentence structure.

METHOD

The aim of this study was to describe the implementation of storytelling to teach speaking. Obstacles the teacher faces in implementing storytelling and the students' responses toward the use of storytelling to teach speaking to eight graders of SMPN 1 KEDAMEAN. In line with the aim of the study above, a descriptive qualitative research was used in this study. Since this study belongs to descriptive qualitative research, the researcher did not take any parts in the activities. What the researcher did after stating the research questions was observing of the activities of the teacher and the students and also the technique used by the teacher during the observation instead. She conducted the research in three times. They were on 4th, 5th and 6th of September 2014. Then,

Furthermore, the instruments that the researcher used to collect the data were observation check list, questionnaire, and interview. The observation checklist was used as the instruments to answer the first research question. The observation checklist is in the form of yes and no answer. In addition, the observation checklist contains the teacher's activities, the students' activities, the learning material, and the technique which were applied. During observation, the researcher wrote the descriptive part. In this study, the researcher used questionnaire. It was used to collect the data about the students' responses toward the implementation of storytelling in teaching speaking. The questionnaire was given at the end of the observation so that students could answer all the questions. The questionnaire used in this research consists of 7 questions. To obtain the data dealing with the students' speaking ability during the implementation of storytelling to teach speaking, the students' task was given. The students' task was given to perform storytelling using their own words individually. After collecting all of the data which were gotten from the observation checklist, questionnaire, and students' responses toward the use of storytelling, the researcher then analyzed them descriptively. Ary et al (1985: 322) state that descriptive research is designed to obtain information concerning the current status of phenomena.

RESULTS AND DISCUSSION

RESULTS

The researcher did the observation for three days, the first meeting, the teacher applied storytelling to teach speaking in the class. The title of the short story in this first meeting was "By air", and the teaching and learning was going well. At the first time, the teacher explained

step by step the materials which were going to learn. Then, the teacher explained about storytelling and tells a story to make the students understand the storytelling. Several minute later the teacher distributed the short story to read before they perform a story to front of the class. After that, the teacher also explained the difficult and the key words based on the short story given in order to make them easy understand the whole content of the story. Then the teacher asked the students to read the story was given individually. The students obeyed what their teacher instructions. They did individually and quietly until they finished their read. After that, when the teacher asked them to performed storytelling in front of the class by using their own word, they did it one by one and sometimes asked to the teacher some difficult word were students found and sometimes asked to the teacher how to corrected it.

On the second meeting on September 4th 2015, the teacher did the same activity at the beginning of the lesson. The teacher used the same technique with the previous meeting. The short story was given in the first meeting in order to make the students had more time to understand the whole content of the story. Moreover, the teacher gave questions related to the short story. In this case most of the students did not find many difficulties in understanding the content of the story and also were able to find the main idea. In doing this activity they were enthusiastic. The teacher gave great opportunity to the students to speak up freely; he just controlled the situation of the class and sometimes helped them if they needed it. On the third meeting on September 6th 2014. The title of the short story was “an excursion”, it was last observation. In this meeting, the teacher still used the same technique. During this activity the students tried to practice storytelling and some of them discussed some difficult words with their friends. The teacher also allocated certain time to evaluate the students performed and give his comment to the students.

DISCUSSION

The teacher implementation of Storytelling to teach speaking to eight graders at SMPN 1 KEDAMEAN

Based on the result of three meetings on November 4th, 5th and December 6th, 2014, it can be seen that the implementation of storytelling can help the students encourage the acquisition of communication skill. It has significant of communication, especially education, as stated by Tooze (1959:5) identified storytelling was great medium of sharing experience, for teaching, and for handing down from one generation to another ideas, values, and standards of behavior.

The first meeting on September 4th 2014. At the first time, the teacher explained step by step the materials which were going to learn. Then, the teacher explained about storytelling and tells a story to make the students understand the storytelling. Several minute later the teacher distributed the short story to read before they perform a story to front of the class. After that, when the teacher asked them to performed storytelling in front of the class by using their own word, they did it one by one and sometimes asked to the teacher some difficult word

were students found and sometimes asked to the teacher how to corrected it. The finding was about the teacher implemented storytelling as good as he conducted the rules of storytelling in the speaking class since almost of the students had showed their great attention to involve actively in the class. As stated by Petty and Jensen, (1980:325) cited in chapter 2, there are some steps that must be paid attention in storytelling activity. The teacher and students should formulate the brief storytelling guidelines has follows such as, speak clearly, speak all can hear, do not string sentences together with “and-uhs” or so’s”, stand still, look at the audience, use colorful words, have a good beginning and ending, talk naturally, and be interested in the story.

The second meeting was held on 5th September 2014. The teacher used the same technique with the previous meeting. The short story was given in the first meeting in order to make the students had more time to understand the whole content of the story. The teacher also reviewed the last meeting materials by explaining again the mechanism of the technique as clearly as possible in order to make the technique understandable and also make the student storytelling better than previous meeting.

The third meeting was held on 6th September 2014. It was last observation. In this meeting, the teacher still used the same technique. Here, the teacher was understandable a lot of about the implementation of storytelling. The teacher usually applied the technique by giving the students explanation about storytelling and the assignment to performed storytelling. Then, they do it one by one in the front of the class. Next, the teacher evaluated the students performed.

In implementing storytelling the teacher conducting storytelling for teaching speaking such as, giving a story to the students as example, finding some topics for storytelling, ordering students to make a storytelling from the story given by the teacher, then the teacher discuss and asked to the students to share some difficult words that can give them easy to understand all of the content of the story and also it can give them inspiration. After that, the teacher giving at least 15-20 minutes to prepare the storytelling before performed in the front of the class. Then the teacher called one by one of the students to perform storytelling. It can be concluded that storytelling is an activity which is done by people in telling a story, it was interesting, even though few of the students stated that it was rather difficult to be implemented in speaking class.

Obstacles the teacher face in implementing of storytelling

The teacher did not find many significant difficulties or obstacles in implementing storytelling. The students can form their own opinions, experiences related to the story they read.

The teacher said that he gave more attention in the students performed with their speak clearly, speak all can hear or loudly, the students did not string sentences together with and “and-uhs” or so’s”, the confidence in telling story, look at the audience when telling a story, use

colorful words, have a good beginning and ending, their talk more naturally and interested in the story. In the terms of materials, the teacher used short story that accordance with the curriculum and students level. The topics of the short story are interested to learn by the students. The teacher said that story was easy to find and also understandable for the students, it also made them more interested to study using storytelling. From the discussion above, storytelling is easy to applying in class to motivate the students speak.

The Students' Response toward the Implementation of storytelling in Teaching Speaking

Most of the students said that storytelling is important to learn in speaking, it is gave them motivation and inspiration to speak. Storytelling is helpful and useful for them in order to improve their speaking ability. As cited in chapter 2, Pickert and Chase (1978:528) stated that early assessment of children's ability to comprehend, organize, and express language, followed by appropriate education based on this assessment, may be the key to student success to school. According to Feng Hsin (1988), there are a lot of advantages using storytelling in the process of teaching and learning. Storytelling provides students with opportunities to actively in class, so it can make their speaking become better.

In summarize, it can be seen that all of the students said that storytelling is valuable for them. Student responses is good, they storytelling in speaking class is functional for them, they can speak actively and freely, how to speak fluency and correctly, and know about the technique given by the teacher.

CONCLUSION AND SUGGESTIONS

Conclusion

From the results and discussions, it can be drawn the conclusion of this study. First, there were most of the students who did performed storytelling well. Storytelling is one of the techniques that used to teach speaking. It begins with stimulating the students according to the material using short story, explaining the materials using short story and give them a story to the students as example, discussing and sharing the difficult word that found in the materials of short story, monitoring, and evaluating the errors. Those steps help the students to understand the implementation of storytelling to teach speaking. The students' ability becomes better after the implementation of storytelling to teach speaking. It can be seen from their performed at the first, second, and third meeting. Teachers' understanding and implementation of classroom were heightened as a result of their participation in their preparation and successive qualitative study.

The obstacles or difficulty of implementing storytelling by the teacher was not found because the teacher gave the students short story was easy to find and appropriate in students level. The

content of the short story is easy to understand and also help the students to perform their speaking ability.

The results of questionnaire and interview showed that all of the students who have been interviewed by the researcher viewed that storytelling to teach speaking was successfully for them in order to improve their speaking ability.

Overall, storytelling in SMPN 1 KEDAMEAN was implemented well, because of the teacher understandable a lot of about the technique and the materials.

Suggestions

Based on the results and discussion in the previous chapter, the researcher suggested to the teacher that the creative ways to implement a technique will effect on successful of the teaching and learning process, and can increase the students' ability. Moreover, before the teacher implementing a technique especially storytelling, the teacher should master anything about the technique.

In order to maximize the effectiveness in applying storytelling to teach speaking, the teacher has to be creative in selecting the material for the students in order to encourage the students to be more active in learning English and increase the students' achievement gradually.

In teaching and learning process, the role of teacher is needed. In order to improve the students' ability in speaking, the students need more drills in vocabulary and language use especially in grammar.

When a certain students are perform the story in front of the class, some students especially students, who are sitting in the back rows, are busy with themselves. The teacher should arrange the class in such a way that makes the students pay attention to their friend performs.

Furthermore, for the future researcher, the analysis of any technique to improve students' speaking ability is really needed, especially analyzing the best ways to implement storytelling in speaking. Researcher realizes that this study is not perfect yet and it has a lot of weaknesses. Therefore, the researcher wants to give suggestion to the other researcher who wants to take same subject to do detailed research about it and hopefully they can make it better.

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