

Using Storytelling Technique To Teach Speaking For Tenth Graders Of Senior High School

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Abstrak

Bahasa Inggris mempunyai bagian penting dalam hidup kita. Hal ini merupakan salah satu cara bagaimana orang dari berbagai negara bisa berkomunikasi dan menyampaikan gagasan. Bahasa Inggris sudah diberikan dan diajarkan sejak Sekolah Dasar sampai Universitas. Pada dasarnya, setiap individu perlu korespondensi dengan lainnya. Untuk itu, mereka perlu sebuah Bahasa untuk menyampaikan kecenderungan, pemikiran mereka. Mempelajari Bahasa Inggris berarti mempelajari empat ketrampilan utama: mendengarkan, berbicara, membaca, dan menulis. Di samping itu, kita juga mempelajari tiga komponen penting seperti halnya cara pengucapan, kosa kata, serta tata bahasa. Penelitian ini bertujuan untuk mendeskripsikan (1) bagaimana implementasi teknik bercerita ulang di dalam pencapaian ketrampilan berbicara siswa dan (2) bagaimana respons siswa terhadap implementasi dari teknik storytelling. Observasi berlangsung di dalam kelas. Pengambilan data diambil dari dua aktifitas secara lisan dan non lisan dalam bentuk catatan. Hasil dari penelitian ini bisa disimpulkan bahwa menggunakan Teknik bercerita ulang ini efektif daripada menghafal, karena mampu menyediakan kosa kata dan tata Bahasa dalam satu konteks daripada menghafal kata dalam satu lingkup.

Kata Kunci: *bercerita ulang, berbicara*

Abstract

English has a significant part to play in our lives. It is one of the essential means which people from different countries can communicate and express ideas. English is being given and taught to students today, from elementary to university. Essentially, individuals need correspondence with others. To do this, they need language to communicate their inclination, thoughts, and wants to other people. Learning English means learning four major skills: listening, speaking, reading, and writing. Besides four language skills, it also learns three important components such as pronunciation, vocabulary, and grammar. This research aimed to describe (1) how the implementation of storytelling technique in students speaking skills and (2) how student's response toward the implementation of storytelling technique. The research take place in SMAN 1 Bangsal. The observation was done in the classroom. The data was taken from both verbal and non-verbal activities and then it was in the form of fieldnotes. The result of this research can be concluded that using storytelling technique is effective than memorization since it provides learning vocabulary and grammatical in context rather than memorizing words in isolation.

Keywords: *storytelling, speaking*

INTRODUCTION

English has an important role in our life. It is one of the most important means of communicating and expressing ideas among people from different countries. Today, English is taught and taught to students from elementary school to university. Basically, people need communication with others. To do this, they need language to express their feeling, ideas and desires to others. English as an international language is widely spoken throughout the world. In Indonesia, as the first foreign language, it plays a very important role in certain

aspects of life, such as science, technology and education. In view of the importance of English, the Indonesian Government has decided that English is a compulsory subject for formal school (PERMENDIKNAS No.22, 2006 about National Education System and PP No. 28, 1990 about The Development of Human Resource). Learning English is learning four skills: listening, speaking, reading and writing. In addition to four language skills, it also learns three important components, such as pronunciation, vocabulary and grammar.

Based on the statement above, it is clear four major skills. And the three components of English cannot be separated one to another, because they are as unity. Unity means the skill are supported by components of English language.

Speaking is one of the major skills that must be noticed in learning language. Susan (1981) stated that to speak is literally defined as to say things, express thought aloud, and use voice talk. This definition can be understood further through the word "express and aloud." expressing means to show feeling, opinion, or fact word or in some other ways and aloud means in voice that may be heard. In the meantime, many experts as Brown (2001), Richard Rodgers (2001), and Curran (1976) had found out the techniques in speaking learning, one of the techniques is storytelling. According to Otto (1979:183) "telling measures comprehension by asking the students to tell as much as the story as he or she can recall. Usually without referring back to the text, this statement means that the students will show their understanding after telling the stories.

In teaching and learning process, there are many problems faced by teacher and students. When the writer conducted preliminary study, there are many students who got problem in speaking. Most of them found difficulties in speaking because they are afraid of making mistakes and have less confidence. It came from their vocabularies which are still low. From this statement, the writer believes that story telling can make students active. They can explain their experience, their imagination or tell a story that they heard and read.

Based on the result of the preliminary study, the writer wants to conduct a classroom action research entitled "Using Storytelling Technique to Teach Speaking for Tenth Graders of Senior High School".

In line with the problem stated above, the research questions that have to be answered are formulated as follows:

1. How does the implementation of storytelling technique in students speaking skills in SMAN 1 Bangsal ?
2. How is student's response toward the implementation of storytelling technique?

RESEARCH METHOD

In this research, qualitative research will be conducted by researcher. This research uses qualitative because the researcher wants to know about the implementation of storytelling strategy in teaching narrative text. According to John W. Creswell (1994), "a qualitative study is defined as many processes of inquiry into the understanding of a social or human problem, based on the

construction of a complex, holistic picture, made up of words, the reporting of detailed views of informants and conducted in a natural setting."

The aim of this research is to describe the implementation of the storytelling strategy in teaching narrative text, students' post-implementation skills, and students' responses to the implementation of the storytelling strategy in the classroom learning process. The researcher collects data from the SMAN 1 Bangsal teaching and observation process.

The researcher chooses tenth grade teacher of SMAN 1 Bangsal as the subject. The reasons why the researcher choose X grades because it is considered that in curriculum 2013 narrative text was taught in this grade. The researcher chooses X-5 as subject of the study because this class consist of active students than the other classes. And also, X-5 has the medium number of students than other classes. It is shows that the result of qualitative will better if researcher do in medium number of the object.

This study takes place at X-5 class of SMAN 1 Bangsal, the researcher chooses this school because it is placed in the high rank among the school in Kabupaten Mojokerto, this school is known as the create quality students, mostly the graduate students can continue their study in best university in town.

The researcher collects the data in order to answer the research questions. There are three research questions in this study. The first question is "How does the implementation of storytelling technique in students speaking skills in SMAN 1 Bangsal?" the collected data will be in descriptive data. Thus, this research is qualitative research, so the research will collect data in form of words. The first data will take from verbal and non-verbal activity in the class, the researcher need the data in order to know the implementation if storytelling strategy to teach narrative text, the whole class activity will be recorded in the field note.

Second question is "How is students' response toward the implementation of storytelling technique?", the data will be from interview's transcription. Researcher will interview the students in order to know the response toward the implementation of storytelling strategy.

For answering the questions which mentioned in first chapter, researcher requires an instrument to collect the data. There are two instruments used in this research, below the description of each instrument.

1. Field note

The researcher use field note to describe teaching and learning process in the class to find the answer of first question.

2. Documentation

In the documentation, the researcher uses a picture and video recording from the observation related to the strategy of storytelling to get the answer from this research. The purpose of this documentation is to get information that the researcher needed. The data of the study will be gained through observing the teacher ways of teaching narrative using storytelling strategy. The researcher will act as the observer. The researcher will observe and record the activities in the class during the teaching learning process. After the data is collected, then the researcher will write and analyze the data in field notes.

The second data of the study will be gained through taking a documentation during teaching learning process in order to know their perceptions towards the implementation of storytelling in teaching narrative. The researcher will act as the interviewer and asks some questions related to the main topic of the study to the students. The results of the interview will be interpreted to know the students' response.

There are two stages of data analyze procedures, field notes and documentation. The steps are described as follow:

Field notes

1. The researcher will observe and record the teacher ways of teaching narrative using storytelling strategy.
2. The researcher will write the results of the observation and recording during the teaching learning process in a paper.
3. The data will be classified into the subtopics related to the research questions
4. Then, the data will be reduced and analyzed through field notes.
5. In field notes, the data will be divided into two main parts that are descriptive part and reflective part. In the description part, the data will be explained about the situation in class while in the reflective part, the data will be explained based on the researcher comments.

Documentation

1. The researcher took pictures and videos from the class chosen as the participants.
2. The researcher determined the videos and pictures that are relevant to answer the research question.
3. The researcher wrote and interpret the results of it.

RESULT AND DISCUSSION

This chapter presented the results and the discussion of this study to answer two research questions. Those are; How is the implementation of dramatizations storytelling technique in students speaking skills for senior high school, and How does student's response toward the implementation of dramatizations storytelling technique.

The observation of this research was conducted two times. It was on Wednesday 21 March, and Wednesday 28 March 2018. The school is a regular school, it has six days meeting in a week. The data of this research is on the form of field-note. Then the researcher used the field-notes to explain the teaching learning process conducted dramatization in story telling techniques.

This chapter is divided into two main sections. The first is the result which includes results from the first until second observation. Then, the second section is general discussions.

RESULTS OF THE OBSERVATIONS

The observations were done two times. The duration of each meeting was 45 minutes. The observation activity that was used by the writer comprised the non-participant. The writer observed the activities in the classroom by recording it.

RESULTS OF THE FIRST OBSERVATION

The first observation was conducted on March 21st, 2018. The class began at 01.45 p.m. the teacher was ready with the topic. Starting the lesson, teacher greeted the students in English and they answered her greeting also in English (1).

- (1)
- | | |
|---|--|
| T | : Assalamualaikum Warohmatullahi Wabarokatuh |
| S | : Waalaikumssalam Warohmatullahi Wabarokatuh |
| T | : Good afternoon students |
| S | : Good afternoon ma'am |
| T | : How are you today? |
| S | : I'm fine thank you |
| | : and you ma'am? |
| T | : I'm pretty well, thank you |

After that, the teacher introduced the lesson and asked the students about storytelling. All of the students actively answered the question. This question and answer activity were also aimed an ice breaking activity so that the students were prepared for the lesson (2).

- (2)
- | | |
|---|---|
| T | : Today we will continue our previous lesson |
| | : if I'm not mistaken it is about story telling |
| | : is it right? |
| S | : Yeeees ma'am that's right |

- T : Before we have some activities, I will invite you to take the coupon to present your material right here
- S : Yeeeees ma'aam
- T : The rules in this activity, when the presenter present about their story telling you must pay attention to them : Is it clear students?
- S : Yees ma'aam
- T : In the last of presentation each student must ask two question to the presenter
- S : Yees ma'am, we all ready for that

Before the students started to tell their storytelling, the teacher gave some explanation about the rules. Then, the teacher organized the students who would be first come in front of the class and so on. The teacher distributed some coupon to the students and gave several minutes to read their story. The students obeyed with the teacher instructions. They did it individually and quietly until they finished their read. After that, the teacher called the students one by one following their coupon number. In other words, the other students tend to assess their friend performance in storytelling (3). It can be seen from what they did on the implementation of storytelling in their class.



Figure 1.1

- (3) T : The first presenter is Reza
: Please come forward
- S1 : Assalamualaikum
Warohmatullahi Wabarokatuh
- All students : Waalaikumssalam
Warohmatullahi Wabarokatuh
- S1 : I will tell a story about The Fox and The Grape
- S1 : One day there was a fox that was walking through the forest

and spotted a bunch of grapes bergelantung from over a lofty branch, "just the thing to :quench my thirst," he think.....

In the first meeting, most of students have some difficulties in expressing and producing sentences. Most of them were lack of vocabulary and sometimes made grammatical errors. The teacher observed and answered students' questions dealing with difficult words in English, although they already known the content of the story.

RESULTS OF THE SECOND OBSERVATION

The second observation was done on March 28th, 2018. The class was scheduled to continue about previous presentation. The teacher greeted the pupils to start that meeting and after that, she began the presentation. The teacher uses the same technique in the previous meeting in order to make students more understand the content of their story. The teacher also reviewed the previous meeting materials by explaining again the instrument of the technique as clearly as possible (4).

(4)

- T : Today we will continue our lesson about story telling in previous meeting
- S : Yeeeees ma'am
- T : Let me check how many students are did not come forward yet?
: One, two, three, four, five, six, t
twenty seven, twenty-eight, twenty-nine
: Okay, I will call some students to come forward
: Have you prepared already class?
- S : Yees ma'am
- T : Alright, now we can start the presentation.

In this section, the teacher directly called the students one by one to come in front of the class. Moreover, the teacher also gave some questions related to their short story. In this case most of the students did not find any difficulties in understanding the content of their short story. The teacher just controlled the situation of the class and sometimes helped them if the needed it (5).

(5)

- T : Okay, now for the first presentation
: I will call number 15
: Who get coupon number 15?
: Come on please come forward.
: Okay, Karina time is yours

S : Standing in front of you all, I will present my story about The Crow and The Eagle
: Once upon a time, there lived a crow on a treetop. Every day he used to watch with utter wonder the acts of an eagle.



Figure 1.2

In the second meeting, most of the students had tried to do their storytelling as good as possible, and tried to speak English correctly. The teacher just observed them; she did not interrupt their performed. At the end of the teaching learning process, the teacher gives some errors explanation about their storytelling and give some suggestions to the students in order to be better in the next presentation.

STUDENTS RESPONSE RESULT

The writer also got the data by take a video recording and pictures while on the class. According to the teacher response, the problems that were found in the teaching learning process is some pupils were lack of vocabulary and sometimes made grammatical errors. To overcome that problems, the teacher gave a chance to pupils to read again the story in order they were understand enough to their story especially in vocabulary and grammar. From the student's response, it is clearly shown that they enjoyed the learning process. Although most of them were lack in grammatical and vocabulary, but they had enthusiasm to learn English.

GENERAL DISCUSSION

In this section, the writer is going to discuss the implementation of Story Telling technique in students speaking skills to Senior High School students, the problems are faced by the teacher and the student's responses during learning process. From all observations

that have been conducted by the writer, the writer noticed preparation, presentation, and follow up activity were used by the teacher in presenting materials in every meeting.

First stage is preparation. The writer assumes that before starting the lesson, the teacher had already made preparation for everything. In other words, she has already prepared all the materials such as organizing the sitting shape, short story, and coupon paper. The short story was taken from any sources both from books, articles, and websites. The short story is made more simplify rather than usual. This in in line with (Morrow: 1989) who stated that students need experience telling familiar stories (e.g., The Three Little Pigs) or stories with predictable patterns (e.g., Brown Bear, Brown Bear, What Do You See?).

Dealing with short story that used by the teacher, the writer finds some problem during the implementation in the classroom. Some students have errors in vocabulary, and grammatical. To overcome this problem, teacher should make an easy vocabulary & grammar notes for students so that they can learn more easily.

The next is presentation. Before starting the lesson, the teacher always greeted the students. This is done to create positive and warm atmosphere in the classroom. Then she gives an explanation to the students about what they are going to learn on that day. Afterwards, she gives some question dealing with previous lesson in order to make sure that the students still remember about previous lesson. After that, she explains the rules and step about how to present their short story in front the class.

The last stage is following up activity. After having a presentation in front of the class, the teacher gives some questions to the students in order to know whether they pay attention and understand to the story or not. When this activity happened, most of the students are pay attention to their friends when presenting the story in front of the class, but when the teacher gives the question some students answer with the wrong vocabulary and grammatical. To overcome this, the teacher should often drill up the students with the same vocabulary and grammar, and repeat it several times.

Based on the observations result of the student's activity and the classroom during the teaching learning process, the writer can say that the students are interested in learning English through storytelling activities. They were enthusiastically and happy during learning process. It is supported by looking to students' responses result.

The writer could say that using storytelling technique can make teaching and learning activity more interesting. The students will be interested in learning English, because it gives fun to learn. As Scarcella and Crookall (1990) point out three major merits of learning through

simulations: (1) learners are exposed to large quantities of comprehensive input; (2) learners are actively involved; and (3) learners have positive affect. First, students are learning a lot of vocabulary and grammar from the short story that they have been choose. Second, students are enthusiastically interested in teaching learning process. These could help their speaking skills in advance. Third, whether students are interested, fun, and enjoy teaching learning process, they also achieve positive effects that is English is easy to learn, flexible, and communicative.

CONCLUSION

Based on the analysis of the data in the previous chapter, the writer would like to make some conclusions. In implementing storytelling techniques in the classroom, teacher use three stages. They are preparation, presentation, and follow-up activity. First stage is preparation. This stage is includes selecting materials that is related to the curriculum, choosing materials based on students' level. Preparing the short story and arranging students sitting shape before the class started. Second stage is presentation. It includes giving warming up greetings, introducing what is storytelling, and explaining the rules to present in front class. Third stage is follow-up activity, in this stage, the teacher gives some questions and ask the students in to know what they had learned that day. The teacher does it to know whether they understand about the material or not.

According to the teacher, the problems that were comes up in the teaching learning process using Storytelling Technique is some students who were lack of vocabulary and grammatical. Although, the students enjoyed the teaching learning process. From the student's responses, most of them said that they were enjoyed, fun, and enthusiast to learn English. They feel happy and wanted to do more again. All of them also said that they often meet the vocabularies on the short story but they suddenly forgot when they presenting their story in front of class. It indicates that students respond is good to the use of storytelling because the can remember and add more vocabulary and grammar in future.

SUGGESTIONS

The writer has formulated some suggestions in order to make the implementation of using storytelling better. The suggestions are:

1. The teacher should be more creative in technique of presentation. The materials given using right technique will increase students interest and motivate students to learn English easily.

2. The media, in this case using short story should be more attractive such as using puppets or cartoon story.

3. The writer hopes that the result of this research can be used as input or a reference to conduct a further research dealing with a similar problem by using another design, such as quantitative research to develop speaking skills of the students through story telling technique at senior high school.

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