

## **Students' Speaking Skill Trough StorytellingTechnique At Smp Negeri 4 Tanjung Morawa**

<sup>1</sup>Martha Karina Hutabarat, <sup>2</sup>Yohana Dona Pika Limbong, <sup>3</sup>Madina S.Pd.I.,M.A.,

Universitas Prima Indonesia Medan

Email:

[<sup>1</sup>martha.karina2202@gmail.com](mailto:martha.karina2202@gmail.com) [<sup>2</sup>ydonavika@gmail.com](mailto:ydonavika@gmail.com)  
[<sup>3</sup>madina@unprimdn.ac.id](mailto:madina@unprimdn.ac.id)

### **Abstract**

A speaking talent is the ability to say or recite an idea that a person has, and it includes features of pronunciation, vocabulary, and syntax. The objective of speaking is to express a thought or sensation that has arisen in the individual as a result of listening to music or learning content. The storytelling technique is one way to help pupils enhance their speaking abilities. Storytelling is a fascinating practice that encourages children to use their imaginations. Storytelling can assist them improve their language abilities while also deepening and broadening their comprehension of the story's characters.

A qualitative research design is used in this study. The goal of this study is to help researchers and readers understand what media and approaches teachers use in the classroom to help students, particularly junior high school students, enhance their vocabulary.

***Keywords : Storytelling, Effect, Speaking skill***

## CHAPTER I

### INTRODUCTION

#### 1.1. Background Of The Study

English is a universal language spoken and used by people from all areas of life. Several linguists have underlined the need of developing communicative ability, particularly speaking abilities, in language training. "English is an international language that is the most extensively utilized medium of worldwide communication," writes Brumfit (2001:35). The most important purpose of language education is to help pupils learn to communicate effectively with others through language, with "success" defined as the ability to have a conversation in the target language. The national policy reflects the relevance of English in content standards through the minister of national education's regulation number 22 of 2006, which is based on several linguists' perspectives on the necessity of studying English communicative ability. In this circumstance, English is a necessary subject in schools.

According to Astrawan in 2013, speaking is one of the qualities that must be mastered and exercised in the field with other people as the interlocutor. Because speaking is such an important part of learning a foreign language, mastering this skill is crucial. According to the survey, English is taught in Indonesia as both a foreign language and an in-country language. The students had difficulty acquiring information or comprehending what they were saying in English. The purpose of junior high school speaking classes is for students to be able to communicate fluently in English. They can engage on ordinary conversations in English, ask questions and receive informational responses, debate, and offer solutions to difficulties.

The affecting factor As a teaching strategy, teachers take advantage of students' lack of speaking ability. Teachers prefer traditional learning methods, one of which is a speaking style that makes students bored and inactive in the classroom. Students rarely devise methods that teachers find more appealing. In order for learning to yield ideal results and for students' speaking abilities to increase, these inferior speaking abilities must be remedied. One strategy for

overcoming the student's poor speaking abilities is to employ a storytelling style.

Hidayat (in Rahayu, 2013:80) defines storytelling as "everything that informs of both true deeds, experience, or fiction." "Telling activities can provide entertainment and boost a child's imagination," according to Arini et al. (2006). Toddlers can strengthen their linguistic skills and internalize character stories by listening to stories.

One approach for encouraging students to learn to speak is to tell stories. When narrating a story, the storyteller and one of the listeners conduct a two-way conversation. As a result of this method, students get more involved in speaking English because they express themselves in English based on their own desires or thoughts. Speaking activities clearly entail the use of spoken language, as evidenced by some of the definitions above. Human nature is expressed through speech, and language is an aspect of that. People use spoken language to express their feelings, thoughts, and opinions. They also use it to understand and verify what they've learnt, challenge and scrutinize their ideas, and explore meaning. Speaking skills can be characterized as an interactive process of forming meaning that involves producing and receiving or processing information via words or articulation sounds, according to the aforementioned beliefs. It demands the use of accurate pronunciation, vocabulary, grammar, fluency, and comprehension in both transmitting and receiving communications.

## **1.2. Formulation Of The Problem**

This study attempts to demonstrate how effective storytelling is in boosting students' English speaking skills in grade VIII SMP. This study also aims to improve students' public speaking abilities. In a nutshell, this study will address the following questions:

1. Can storytelling help students enhance their speaking skills?
2. How helpful is storytelling in helping students improve their speaking skills?

3. What are the benefits and drawbacks of using storytelling in junior high school?

27 students from SMPN 4 Tanjung Morawa's class VIII SMP participated in the study. "Storytelling" is the approach employed. Storytelling was chosen because it is simpler and more engaging for pupils. After watching the researcher's film, students will take turns performing this narration.

### **1.3. Identification Of Problem**

Researchers will conduct interviews after making observations about the teaching and learning of English. Researchers will gather information and causes of challenges related to teaching speaking in class after performing observations and interviews. The media, teachers, and students will be used as tools and contributors.

In the classroom, a teacher has a significant impact on the teaching and learning process. Everything pertaining to classroom learning must be prepared by the teacher. During the learning process, the instructor must also be accountable. Students have a critical role in assisting teachers in achieving success in the classroom. Boredom is a problem that will arise in every learning process. This is because teachers who consistently employ the outdated teaching style are unmotivated to increase learning quality.

Learning media is a powerful instrument for enticing students to engage in the learning process. Especially if the media employed is in agreement with students' wishes and can help pupils learn English. This can help the classroom learning process go smoothly. Based on the aforementioned problem diagnosis, and in accordance with the researcher's title, "Students' Speaking Skill Through Storytelling Technique" to Improve Students' Speaking Ability, We, as researchers, will:

1. Students will simultaneously watch videos that have been provided by the researcher
2. Students will be given the opportunity to create a storytelling that they like
3. Students will be given the opportunity to read the storytelling they like in front of the class

4. Researchers will assess and correct any mistakes that students make

#### **1.4. Research Purpose**

1. For researchers
  - a) Able to improve professional abilities in teaching, especially in an effort to increase students' enthusiasm for learning.
  - b) Increase knowledge and experience in learning
2. For teachers
  - a) Can be used as a reference material for classroom action research models.
  - b) teachers are more creative in carrying out the learning process and achieving the expected goals.
3. For Students
  - a) Students are more enthusiastic in the learning process
  - b) Can broaden students' knowledge about speaking English
  - c) Students will understand the learning material faster
4. For School Agencies/Organizations
  - a) Learning outcomes can be used as material to increase creativity in learning English.
  - b) Can be used as input to improve the quality of education in schools

#### **1.5. Scope and Limitation of the Study**

To avoid the issue of interpretation, the researcher will define and limit the scope of his or her investigation. The researchers will focus on eighth-grade junior high school students in this study. The purpose of this study is to see how effective students' knowledge is in helping them improve their English speaking abilities. Interviews and videos will be used to supplement this research.

#### **1.6. Significance Of Research**

This study aims to determine how influential storytelling is in improving students' speaking skills. Researchers hope that this research can provide benefits both theoretically, practically and socially.

##### **1.) Theoretical Significance**

This research is expected to contribute to English teachers. The theories in this study are expected to describe the ideological problems that arise in

'Storytelling' as a reference material in learning materials. Exploration of student problems in digital media is expected to be one of the efforts to develop learning communication studies in the midst of the diversity of media choices for consumption.

## 2.) Practical Significance

This research is expected to contribute to the development of learning in schools. Becomes important for future students, teachers and researchers.

### a. Student

- By learning speaking skills using storytelling, students are more interested in participating in learning because they can learn while playing.
- Students will get interesting and creative teaching from the teacher in the classroom so that it can make it easier for students to understand every English lesson, especially learning about speaking skills.

### b. Teacher

- Provide an overview to the teacher about how to teach in a fun and not boring way, especially in learning to speak English.
- The use of storytelling can be a very interesting variation in improving English speaking skills and will make students very excited.

### c. Future Researchers

- This research can be a source of further research in seeking views on storytelling in learning, especially for future researchers who wish to conduct research on the same topic.
- This study will provide information to future researchers about the problems often faced by teachers in using storytelling as a medium of learning what they use most often and the reasons why they use it. Not only theory but also hands-on practice.

## CHAPTER II

### RESEARCH METHODOLOGY

This chapter describes the research design, data and data sources, time and place of research, research instruments, data collection techniques, and data analysis procedures. Explanation will be included below:

#### **2.1. Research Design**

This research was conducted using case studies. Case study research brings us to an understanding of a problem or object and can expand experience or add strength to what is already known through previous research. Case studies emphasize detailed contextual analysis of a number of events or conditions and their relationships. Susilo Rahardjo & Gudnanto (2011) stated that the case study is a method that is applied to understand individuals more deeply by being practiced in an integrative and comprehensive manner. This is done so that researchers can collect and gain a deep understanding of the individual being studied, along with the problems they face, so that they can be resolved and make the individual develop better. Researcher Robert K. Yin defines the case study research method as preferred when "how" and "what" are proposed as empirical investigations that investigate contemporary phenomena in real-life contexts and when the boundaries between phenomenon and context are not clearly visible. The researcher uses case studies in this research because this research focuses on certain phenomena in the classroom environment of a junior high school. In this study, the phenomenon is the storytelling teaching technique used by the teacher. The researcher observed and recorded the teaching and learning processes in this study, as well as provided experience with the research object. Then, the researcher describes the phenomenon clearly without manipulation.

#### **2.2. Data and Data Sources**

This study's data includes instructor teaching activities and oral speech during the teaching and learning process in order to answer a research objectives. The research was conducted involving students at SMPN 04 Tanjung Morawa there in 27th grade VIII junior high school.

#### **2.3. Time and Place of Study**

This study took place in SMPN 4 in the Tanjung Morawa neighborhood. This study lasted about a week and a half, beginning in November.

## **2.4. Instrument Of The Study**

Researchers collect data through class observation. This study uses participant observation, which means that observations made are actively involved in various things being observed. Observers must go directly and carry out the processes they observe directly. So that you can get a clear picture of what is observed for observation, a camera is used to collect data.

## **2.5. Data collection technique**

To collect the necessary data, the author uses the following methods:

### **1. Observation method**

Observation research is done by looking at the object under study directly. By use the senses (particularly the eyes) to detect and record events that are occurring at the moment of the incident. Only data, or facts about the real world gathered through observation, can be used by researchers. The researcher will observe the teacher who instructs students on how to communicate in class.

### **2. Interview**

Interviews are data used in qualitative research. Interviews are used when researchers find problems that must be investigated, so that researchers know things related to more in-depth information.

Thus, when conducting interviews, it includes efforts to dig deeper information from relevant sources in the form of opinions, impressions, thoughts and others.

Before conducting interviews, researchers need to design interview guidelines, these guidelines are prepared by taking the following steps:

1. Determine the objectives to be achieved from the interview. For example, to find out teaching materials or learning outcomes, to find out students' opinions about the learning strategies provided by the researchers.



2. Based on the above objectives, the researcher determines the aspects that will be disclosed from the interview. These aspects are used as the basis for compiling interview questions. Aspects of the interviews that are revealed are systematically sorted from easy to difficult.
3. Create structured or free questions. The questions are not too many, just the main points of the problem.
4. Make guidelines for processing and interpreting interview data.
5. Interviews were conducted in a structured form because the researcher using interview guidelines that have been arranged systematically and completely to collect the data. The interview used is only an outline of the problems to be asked.

### 3. Documentation

Documentation means written evidence. In carrying out the documentation method, researchers look for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, agendas, photos, and so on. This method is used by researchers to obtain data related to the efforts of researchers in carrying out their research. In this documentation method, the researcher also collects the data that has been studied.

Documents can be in the form of writing, pictures or images monemental works of someone. Document study is Complementary to the use of observation and interview methods will be more credible and trustworthy if supported by written documents, pictures and others.

## **2.6. Data analysis technique**

Miles and Huberman that activities in analyzing qualitative data are carried out interactively and continuously, data analysis activities are;

1. Data reduction

The first stage in analyzing qualitative data according to Miles and Huberman is data reduction or. The data reduction stage is the stage of simplifying the data, removing what is not needed to fit the needs and of course easy to obtain information. The data obtained from the interviews certainly have a complex form. This data then becomes simpler, according to research needs, and is considered capable of representing all the data that has been obtained. So that it is easier to process to the next stage so that it becomes clear information.

2. Data presentation

In qualitative research, data presentation can be done in the form of short descriptions, charts, relationships and the like. By presenting the data, it will be easier to understand what is happening. The process of presenting data is needed in qualitative data analysis to be able to display data neatly, systematically, and so on. So that this data is no longer in the form of raw data but already presents an information.

3. Verification

The third step in qualitative data analysis according to Miles and Huberman is drawing conclusions and verification. Drawing these conclusions into information that can be presented in a research report and placed in the closing section. Namely in the conclusion section, so that the readers of the research report can also find these conclusions. The process of drawing conclusions can only be done when all the varied data is simplified, compiled or displayed using certain media, then it can be understood easily.

## CHAPTER III RESULT AND DISCUSION

### 3.1 RESULT

#### 3.1.1 RESULTS OF LEARNING IN CLASS OBSERVATION

Observation Time : November 24, 2021  
Time : 08.00 - 11.00 WIB  
Research Place : SMP N 4 Tanjung Morawa

Table 1. Learning In Class Observation

NO	Aspect Observed	Description of Observation Results
<b>1</b>	<b>Learning process</b>	
	1. Opening Lessons	Greeting, pray, and review the lessons from the previous meeting.
	2. Learning methods	Lectures, theories from books.
	3. Language use	Uses Bahasa and sometimes includes English.
	4. Use of time	The use of time used during the lesson takes place according to the schedule, namely (2 x 40 minutes).
	5. How to Teach	The teacher observes students in the classroom during group work. The teacher can help students directly if there are students who have difficulty practicing.
	6. Class Mastery	The teacher observes each student who is in class during learning and goes around checking student work when given an assignment.
	7. Media Usage	The teacher uses the media of books, blackboards and markers.
	8. Form and method of evaluation	The teacher explains the results of the lesson to the students.
	9. Closing the Lesson	The teacher closes the lesson by making a conclusion. The teacher closed by praying and greeting.
<b>2</b>	<b>StudentBehavior</b>	
	1. Student Behavior in Class	Students are very active in the learning process, but some are passive, even if a little, and some are sometimes noisy in the classroom.
	2. Student behavior outside the classroom	The behavior of students outside the classroom is like that of other junior high school students; some are active and some seem more silent. Students are very polite to guests and teachers.

#### 3.1.2 Results of Students' Perceptions of before the application of storytelling techniques

The answers of the questionnaire are used to offer information regarding students' perceptions of the use of storytelling in learning and teaching English, particularly in terms of "speaking."Based on this information, 27 students were enrolled in the class and became study participants.

Before learning how to employ storytelling, the following chart illustrates the results of student responses:

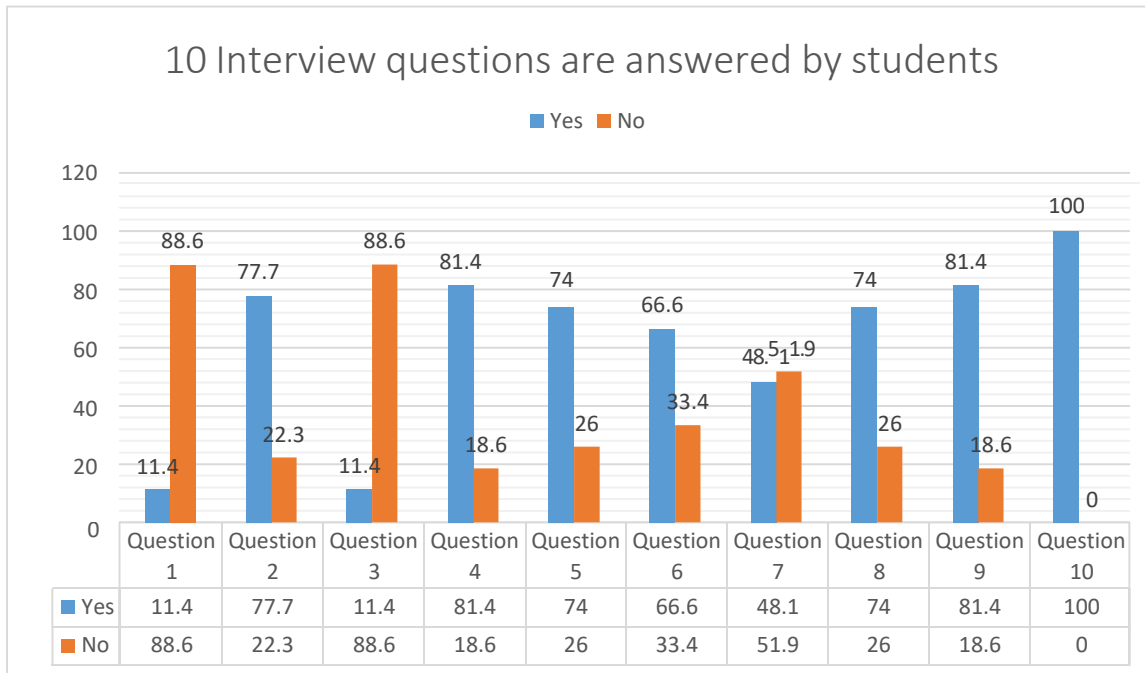


CHART 1. 10 INTERVIEW QUESTIONS ARE ANSWERED BY STUDENTS

This chart categorizes student responses to 10 interview questions from the researcher as yes or no as a summary of the 27 questionnaire items. Regarding students' responses to storytelling, from the first question, 11.4% of students knew about storytelling, while 88.6% of students did not know about storytelling. The second question regarding learning English, as many as 77.7% of students stated that learning English was very difficult, while 22.3% stated that English was not difficult. The third question is about the level of speaking that students have. As many as 11.4% of students have good speaking skills, while 88.6% of students do not have good speaking skills. The fourth question regarding the techniques that teachers have to improve students' speaking skills revealed that 81.4% stated that their teachers had learning techniques to improve students' speaking skills, while 18.6% said they did not. The fifth question is whether students enjoy speaking English, as much as 74% enjoy speaking in English, while 26% do not. The sixth question regarding learning English as fun revealed that as many as 66.6% of students stated that learning English was fun, while 33.4% said learning English was boring. In the seventh question regarding the most difficult English skills to master, 48.1% said that speaking was the most difficult English skill, while 51.9% chose other skills that were the most difficult in learning English. The eighth question regarding English learning techniques given by the teacher can increase students' confidence in speaking English, as many as 74% stated they could improve, while 26% said they could not improve. The ninth question regarding whether the technique given by their teacher was interesting or not, as many as 81.4% of students stated it was, while 18.6% said it was not interesting. The tenth question regarding the media used by the teacher for students' speaking learning revealed that as many as 100% of students stated that they used books as a medium for learning English. The benefit of the chart is to provide information to readers on how many percent of students know about storytelling

and speaking skills before researchers apply storytelling as a technique to improve students' speaking skills.

### 3.1.3 Results of Students' Perceptions of after the application of storytelling techniques

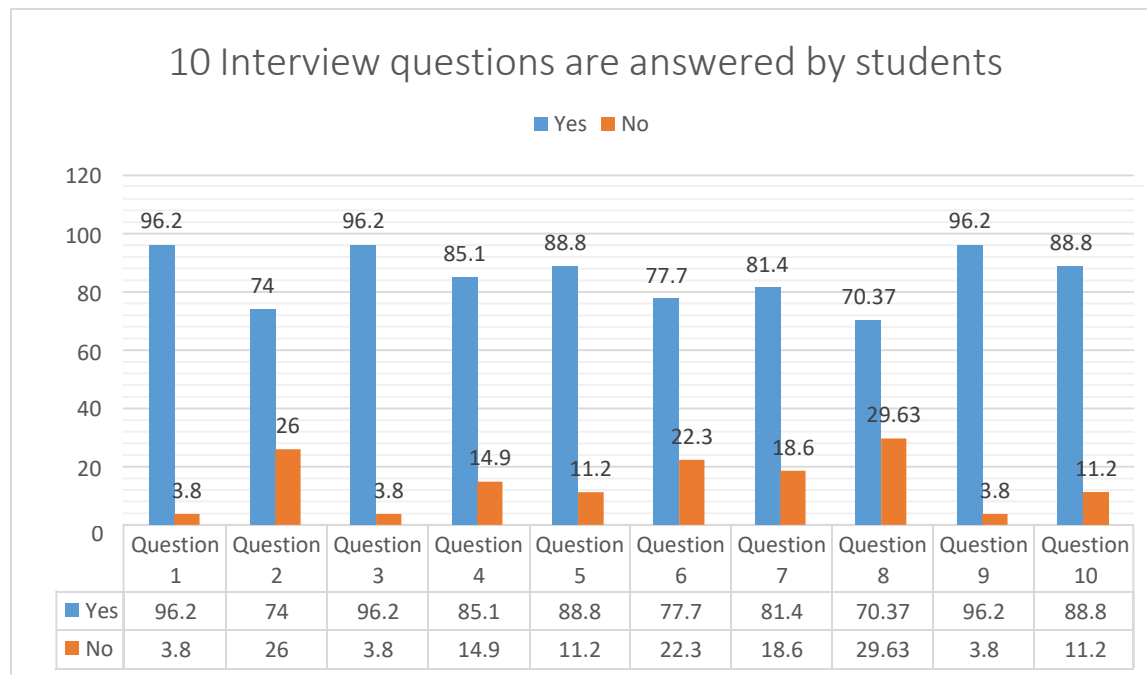


CHART 2. 10 INTERVIEW QUESTIONS ARE ANSWERED BY STUDENTS

The first question was about students' knowledge about storytelling after the researchers applied the storytelling technique, as many as 96.2% said they already knew about storytelling, while 3.8% said no. The second question was about students' enjoyment of storytelling, 74% said that they enjoyed using storytelling, while 26% said no. The third question regarding the use of storytelling techniques is able to make students' speaking good, as many as 96.2% said yes while 3.8% said no. The fourth question was about whether students like learning English by storytelling, 85.1% said they liked it while 14.9 said they didn't like it. The fifth question regarding student changes after the researcher applied the storytelling technique, as many as 88.8% of students said there was a change while 11.2% said there was no change. The sixth question regarding the ease of using storytelling to speak English in front of the class, as many as 77.7% of students said it was easy while 22.3% said no. The seventh question was about students' interest in storytelling, as many as 81.4% of students said they were interested while 18.6% said they were not interested. The eighth question about students' confidence in speaking after using storytelling techniques, 70.37% said they were confident while 19.63% said they were not. The ninth question is can storytelling techniques improve students' speaking skills, as many as 96.2% of students said they could improve their speaking skills while 3.8% of students said they could not improve their speaking skills. The tenth question is after studying the storytelling technique whether students will often

use the technique to improve their speaking skills, as many as 88.8% of students said yes while 11.2% of students said no.

### 3.2 Discussion

Regarding researching students' speaking skills using storytelling techniques at the junior high school level, Several research questions are addressed in this study in connection with this objective. The first question shows whether using storytelling technique can make students' skills increase. We can see from the comparison in the first table and second table that students' skills increase by 84%. researcher. The researcher found that many students did not know about storytelling, but what surprised the researcher was that after the researcher applied storytelling, there were also many students who quickly grasped the intent of the researcher.

The second question is that the researcher wants to find out how effective the use of storytelling techniques is in students' speaking skills. The researcher found that the use of storytelling was very effective in the speaking skills of students at the junior high school level. It can be seen from the comparison of the first table and the second table. Researchers conducted research using the storytelling method because there were so many benefits for children other than that they could improve their speaking skills, both in terms of helping, helping, working together and speaking. Next, the researcher wants to know what media the teacher uses in learning to speak, especially in storytelling techniques in the classroom. When the researcher makes observations in the classroom, it turns out that teachers often only use guidebooks from schools. By only continuing to use the media, students get bored of using only the media. It is very different when researchers apply storytelling using videos so that students who learn in class are very active.

The researcher's third question is: what are the pros and downsides of employing narrative techniques? The researcher discovered the benefits and drawbacks of using storytelling after performing observations and interviews. Storytelling techniques have the following benefits: 1) they can develop and develop children's imaginations; 2) they can train children's comprehension and focus; 3) they can be very effective in training students' speaking skills; and 4) they can make students actively participate in sessions. However, there are some drawbacks to adopting storytelling techniques: 1) if the instructional aids we utilize do not engage students, they will not participate; 2) it is difficult to compile stories; and 3) it takes a lot of time.

The ultimate result is that practically every student in the class understands all of the researcher's storytelling approaches and speaking skills.

## CHAPTER IV CONCLUSION AND SUGGESTION

### 4.1 CONCLUSION

This study was conducted to seek out out English vocabulary learning strategies employed by English teachers to extend students' vocabulary at the junior high school level and to understand what media and methods are most frequently employed by them. From the results of this study, the researchers concluded several things as follows:

1. English teachers always use media for strategies in their vocabulary learning.
2. The strategies used include textbooks and PowerPoint media.
3. within the method group, the foremost widely used method is translation method, while the smallest amount used is that the practice method
4. In applying learning methods and media, the teacher most frequently uses Essay text to realize vocabulary learning strategies. Objective text is an application that's rarely utilized in vocabulary learning
5. There are variety of strategies that are rarely and even not employed by language learners, like the utilization of image media.

Because this study found that there are certain strategies which aren't employed by English teachers, the author suggests that students English teachers can train and teach strategies in vocabulary learning to students to support vocabulary learning they. this is often in line with the opinion of Nation (2001) which states that there's some concrete evidence that explicit instruction can improve students' understanding of strategy. Furthermore, providing training within the use of strategies will cause learner autonomy. It helps them to know themselves and become liable for their learning. Although this research can provide a far better understanding of more thorough about vocabulary learning strategies for language learners English at the junior high school school level to style simpler vocabulary tasks for college kids , further research remains needed with a bigger population to get a more comprehensive explanation.

### 4.2 SUGGESTION

The researchers give many recommendations for improving students' speaking skills through the habit of telling stories, including:

1. Students must become accustomed to reading, particularly story books, in order to improve their memory.
2. Students have been exposed to and habituated to sharing stories in front of the class since the early grades.
3. The school provides opportunities for kids to practice storytelling, such as extracurricular activities.
4. To meet this requirement, schools should give pupils with engaging narrative books.
5. The school becomes familiar with presenting some kids to tell stories at specific moments, such as during the school's big day or after the flag ceremony, and
6. Teachers should be able to perform action research in the classroom to improve the quality of English learning.

## REFERENCES

- hesis, A., Putri, M. S., Of, F., & Training, T. (2020). *Telling a Story in Youtube To Improve Students' Speaking Ability*.
- Intan, M. (2017). *the Effectiveness of Using Storytelling Technique on*.
- Julaihah, S. (n.d.). *The Impact of Using Video Media in Increasing Motivation For Speaking Ability*. 6(1), 56–63.
- Khodabandeh, F. (2018). The impact of storytelling techniques through virtual instruction on english students' speaking ability. *Teaching English with Technology*, 18(1), 24–36.
- Lestari, D. A., Siswandari, S., & Indrawati, C. D. S. (2018). *Digital Storytelling and Think-Pair-Share to Improve the Ability of Critical Thinking*. *Iceee*, 184–190.  
<https://doi.org/10.5220/0006882901840190>
- Of, S., Problems, P., & Wijayanti, N. I. A. (2014). *A STUDY OF PSYCHOLOGICAL PROBLEMS.... NIA WIJAYANTI, fkip ump 2014 5. 5–27*.
- Pratiwi, I. (2013). IMPROVING THE SPEAKING SKILL THROUGH COMMUNICATIVE ACTIVITIES OF THE EIGHT GRADE STUDENTS OF MTs N 1 MLATI IN THE ACADEMIC YEAR OF 2012/2013. *Jurnal Bahasa Lingua Scientia*, 2(4), 32–33.
- Rosalinah, Y. E. S. T. I. G. T., & Khilda, N. (2019). Teaching English Speaking Through Information GAP Technique. *Wanastra*, 11(2), 159–166.
- Susilawati, E., Zulkifli, N., & Novianti, R. (n.d.). *Melalui Metode Storytelling Dengan Media Rotatun Pada Anak Usia 4-5 Tahun Di Paud Harapan Melalui Metode Storytelling Dengan Media Rotatun Pada Anak Usia 4-5 Tahun Di Paud Harapan*. 1–11.
- Wael, A., & Hasanudin, H. (2020). Meningkatkan Kemampuan Berbicara Siswa melalui Teknik Storytelling di Medina English Club. 9(2), 73–77.