

The Implementation Of English Teachers' Storytelling Strategy In Teaching Speaking at SMPN 1 Labuapi

Dedy Ahsan Muttaqin

Faculty of Teacher Training and Education, University of Al-Aziziyah Kapek, West Lombok, Indonesia

Email: dediahsan@gmail.com

Abstract-The objectives of the study were to find out the implementation of English teachers' storytelling strategy in teaching speaking at Junior High School 1 Labuapi. This research was quantitative study. The population of this study was the third grade of Junior High School 1 Labuapi. The researcher engaged 15 students for experimental group and for control group. The data of this research were scored by using speaking rubric. This researcher operated SPSS 23 to analyse data. Statistically, from score sign (2-tales) in independent sample test and mean score in group statistics the score for experimental group was higher than control group. The conclusion was storytelling help students speak English.

Keywords: Storytelling, Speaking Skill, Junior High School

1. INTRODUCTION

Teaching speaking skills is a crucial aspect of language education. By developing a storytelling strategy, educators can create an engaging and interactive learning environment that not only enhances students' oral communication abilities but also fosters creativity and critical thinking. Through the power of storytelling, students can be encouraged to express themselves fluently, confidently, and coherently.

The status of English as a Foreign Language (EFL) is a compulsory subject. English is known for its complex grammar rules, extensive vocabulary, and nuances in meaning. This can pose difficulties for learners and contribute to challenges in effective communication. (Prayudha.S & Pradana, 2023) They argued students need to intensify their English practice especially oral communication. Then it is important to note that while storytelling is an alternative way in English teaching. It is a powerful and versatile tool in the English language teaching toolkit, offering a myriad of benefits that contribute to a holistic and effective learning experience. It seems making the language more relevant and engaging for students. For teachers they can use stories, whether traditional folklore or contemporary narratives, and provide a window into culture. Cultural context enhances comprehension and encourages students to connect emotionally with languages.

Implementing storytelling as a teaching strategy can be effective and engaging way to foster junior high school students' English oral communication skills. So, the consequences of using storytelling can also facilitate enjoyable and interesting because students can deliver their ideas without hesitation (Setyarini & Ling, 2019). (Yelia et al., 2021a) They say storytelling attracts students' attention to the lesson and encourage them to speak English. Storytelling also supports students' background knowledge and support students' experience in teaching. By incorporating culturally relevant, relatable narratives, teachers can create a learning environment that not only enhances academic skills but also fosters empathy, cultural understanding, and lifelong love for learning. Once, storytelling is a powerful education tool that can support students' background knowledge and connect with their personal experiences in several way. By selecting stories, diverse cultures and perspectives, teachers can tap into students' prior knowledge and create meaningful learning experiences.

2. METHOD

This research used quantitative research method. The researcher equipped with SPSS 23 and speaking rubric criteria. The researcher divided students grade eight from class A into two groups: experimental and control group. The researcher used purposive sampling to sample the population. The population was class A of grade eight consisting of 30 students. Since this research investigated the implementation of teacher's storytelling strategy in speaking class, the researcher provided scoring speaking task to evaluate the significance of students speaking skill. There were some criteria for evaluating speaking task including pronunciation, fluency, vocabulary, grammar, discourse feature, task completion (Brown & Lee Heekyeong, 2015).

3. RESULT

The data were collected during two weeks starting from distributing pre-test to both experimental and control group and ended with post-test. The following rubric was the speaking rubric task for assessing or evaluating students' performance in speaking class. There were six criteria regarding speaking assessment to see the implementation of storytelling strategy during treatment and to answer the hypothesis; there was improvement teaching speaking using storytelling.

Table 1. Scoring Speaking Task

Criteria	1	2	3	4	5
Pronunciation	Pronunciation is consistently inaccurate, making communication difficult or impossible	Pronunciation errors occasionally hinder understanding, requiring listener effort to comprehend	Some pronunciation errors are noticeable but do not significantly affect comprehension	Pronunciation is generally clear and understandable, with few errors that do not impede communication	Demonstrates near-native pronunciations with clear articulation and accurate intonation
Fluency	Speech is highly fragmented, with frequent and prolonged pauses that impede understanding	Hesitations and pauses disrupt the flow of speech, requiring effort from the listener to follow	Speech is somewhat hesitant, with noticeable pauses that occasionally affect fluency	Generally fluent, with occasional pauses or hesitations that do not disrupt communication	Speech flows smoothly and naturally, with little to no hesitation
Vocabulary	Vocabulary is extremely limited, hindering communication and leading to frequent misunderstandings	Relies heavily on basic vocabulary with frequent error or difficulty finding appropriate words	Vocabulary is somewhat limited or repetitive, with occasional misuse of words	Employs a varied vocabulary effectively with occasional minor errors or limitation	Uses a diverse range of vocabulary accurately and appropriately, demonstrating lexical precision.
Grammar	Grammar is consistently incorrect, making communication difficult or impossible to understand	Grammar errors are frequent and noticeable sometimes causing confusion or ambiguity	Shows adequate control of grammar but errors occasionally affect clarity or precision	Grammar usage is generally correct, with occasional minor errors that do not impede communication	Demonstrates mastery of grammar, using complex structures accurately and effectively
Discourse feature	Little to no use of discourse markers or cohesive devices resulting in disjointed speech	Discourse features are limited or misused, hindering coherence and organization	Include basic discourse markers and cohesion, but lacks sophistication or consistency	Demonstrates good use of discourse features, with some variety and coherence in speech	Utilizes a variety of discourse markers, cohesive devices, and register appropriate language effectively

Task completion	Fails to address the task effectively, providing little to no relevant information	Shows limited understanding of the task requirements resulting in incomplete or inaccurate responses	Partially completes the task, with significant omissions or irrelevant information	Completes the task adequately, with some minor omissions or tangential information	Fully addresses all aspects of the task providing detailed and relevant information.
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Table 2. Students' Raw Score From Experimental Group

Subject	Experimental Group	
	Pre-test	Post-test
1	12	22
2	7	19
3	6	24
4	11	21
5	9	23
6	15	28
7	12	26
8	7	19
9	11	20
10	9	19
11	13	21
12	11	22
13	15	24
14	14	28
15	16	26

The table above tells us about the pre-test and post-test score from experimental group. The scores tabulated after assessing students' speaking performance based on the speaking rubric criteria. Thus, the researcher intervened the experimental group with storytelling strategy.

Table 3. The Students' Raw Score From Control Group

Subject	Controlled Group	
	Pre-test	Post-test
1	13	15
2	14	9
3	9	8
4	10	11
5	16	14
6	13	15
7	11	10
8	9	12
9	6	8
10	14	13
11	12	12
12	15	17
13	14	13

14	9	10
15	11	11

The table above was about a tabulation that collected numbers of students speaking performance in controlled group from pre-test and post-test. The control group did not get an intervention during this study. They did not get an intervention from the researcher. They continued their speaking class with their English teacher. The researcher just entered the class only to collect data from pre-test and post test from control group.

Table 4. Independent Samples Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning achievement	Equal variances assumed	.620	.438	10.311	28	.000	10.933	1.060	8.761	13.105
	Equal variances not assumed			10.311	27.341	.000	10.933	1.060	8.759	13.108

Based on table above the researcher got the score sign (2-tailed) $0,000 < 0,05$, the conclusion was there was a data discrepancy between experimental and control group from learning achievement. To see clearly mean score experiment and control group from the following table.

Table 5. Group Statistics

Group Statistics					
	class	N	Mean	Std. Deviation	Std. Error Mean
Learning achievement	post-test				
	experiment	15	22.80	3.121	.806
	post-test control	15	11.87	2.669	.689

Based on group statistics, mean score from post-test experiment was higher than post-test control 22.80 and 11.87. The conclusion was teaching speaking using storytelling more effective. The storytelling believed to provide effectiveness in the teaching speaking at the junior high school 1 Labuapi. Storytelling was full of responsibility and partnership. Students alisten carefully and captured stories in their memories(Febyanti & Maya Sari, 2022). Also, they will learn pronunciation and will be very effective to acquire the language. Storytelling will promote students' fluency in English (Sari & Prasetyo, 2021). Mostly students were interested in telling their personal

experiences during their childhood. It seemed easy for them to speak with their stories compared with other stories. The researcher looked into their fluency and the length of stories. The overall implementation of teaching speaking using storytelling was really attractive and cooperative. Here, students can get their fluency but not with intonation, vocabulary, and grammar when learning foreign language (Sari, 2020).

4. CONCLUSION

To conclude this research, implementing storytelling enriched students' competence and attracted students' attention to the lesson proved by students' significant empowerment in speaking performance from after teaching speaking with storytelling. Most students enjoyed learning speaking through storytelling. In implementing this treatment, the teacher helped the students determining the stories elements in report text, constructing English sentences into stories during speaking classes.

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