THE IMPLEMENTATION OF NARRATIVE STORYTELLING IN TEACHING SPEAKING

Sulistianingsih, Patuan Raja, Huzairin
Listia12@yahoo.co.id

University of Lampung

ABSTRACT

Tujuan penelitian ini adalah untuk membuktikan apakah terdapat peningkatan pada kemampuan berbicara siswa setelah penerapan teknik *storytelling*, dan untuk menemukan aspek berbicara yang mengalami peningkatan paling signifikan setelah penerapan tehnik *storytelling*. Sampel dalam penelitian ini adalah siswa kelas satu SMKN2 Bandar Lampung. Peneliti menggunakan *one group pretest postest design*. Hasil penelitian ini menunjukan bahwa nilai rata-rata pada pretest adalah 47,67, dan nilai rata-rata pada posttest adalah 60,90, jadi peningkatanya adalah 13,23. Kedua, kelancaran adalah aspek berbicara yang mengalami peningkatan paling signifikan. Hasil dari analisa yang dilakukan memperlihatkan bahwa penerapan tehnik *storytelling* dapat meningkatkan kemampuan berbicara siswa. Dan berdasarkan dari temuan, peneliti menyarankan kepada guru Bahasa Inggris untuk menggunakan *storytelling* dalam pengajaran Bahasa Inggris karena dapat membuat kemampuan berbicara siswa menjadi lebih baik.

The aim of this research is to find out whether there is an increase on students speaking skill after the implementation of narrative storytelling technique, and to find out the aspect of speaking that increases the most after the implementation of narrative storytelling technique. The sample of this research was the first grade students of SMKN 2 Bandar Lampung. The researcher used one group pretest-posttest design in this research. The result of this research firstly finds that the average score in pretest is 47.67, and the average score in posttest is 60.90, the increase is 13.23. Second, fluency is the aspect of speaking that increases the most after the implementation of storytelling. The results analysis show that the implementation of storytelling can increase students speaking skill. Based on the finding, the researcher suggests the English teacher to implement storytelling in teaching speaking, because it can make students speaking skill getting better.

Keywords. Speaking skill, storytelling technique, storytelling in teaching speaking.

INTRODUCTION

The use of English in Indonesia is widely spread. The society realize that mastering English is very beneficial especially in communication. In this case, the researcher believes that speaking skill is the most important skill to be mastered. This skill provides people ability to communicate orally. In this skill, people tend to produce a language in sentence or an expression of their idea which can be understood by the listener. Lado (1961 : 240) states that speaking as the ability to express oneself in life situation, or the ability to report acts or situation in the precise words, or the ability to converse, or to express a sequence of idea fluently.

Seeing from the importance of speaking, it would be better if every student can speak English for communication in the various context and situation. But, the reality in the field shows many students even though in the Senior High School still have difficulty in speaking, especially speaking English. In her research at the SMAN 10 Bandar Lampung, Irawati (2003) finds that most of the students of Senior High School have a difficulty to speak English. To solve the problem above, teachers should find good techniques which can make students are able to speak and express them self in the spoken form. So, the researcher assume that one of the interesting technique which can be used is story telling . By using this technique, the researcher expects that the students will active, having fun, being cooperative, being responsible, and more independent.

Storytelling is an oral activity to grab audiences' attention by using multi-sensory stirring emotion of an event in a story, it involves improvisation in telling story, facial gestures, and body movement (Stanley and Dillingham, 2009: 2). In another theory, Champion in Irawati (2003) says that Storytelling is an oral activity where

language and gestures are used in a colourful way to create scenes in a sequence However, storytelling consists of more than just telling stories. It may include not only creating a story but also the use of pictures, acting, singing, story writing and so forth. In this research, the researcher used storytelling technique to teach speaking. The researcher focused on the use of narrative text in term of legend story as the material for storytelling. Therefore, Narrative is a text presented as nonfiction (e.g., biographies and memoirs) or fiction (e.g., novels and fables) stories that tell the reader who did what to whom and why (Dymock, 2007). And legend story is a story from ancient times, especially one that was to explain about natural events or to describe the early history of a place or people. For students storytelling performance, the researcher prepared three legend story they are The Legend of Surabaya, Banyuwangi, and Toba Lake.

The procedure to get the data related to students speaking skill after the implementation of storytelling was divided into three steps; pretest, treatment, and posttest. In the pretest, the researcher asked the students to perform storytelling by using the story that was given by the teacher. In the pretest, the researcher used video recording to record students' speaking performance. Then the researcher conducted twice treatment using storytelling technique. In the first treatment, the researcher gave an explanation about storytelling performance, then the researcher asked the students to work in pair. After that the students practiced storytelling with their partner. In the second meeting, the teacher gave a model of storytelling performance. Then the researcher made a group of work that consists of six students. The students had to practice storytelling in their group. At the last

meeting, the researcher conducted posttest to measure students speaking skill after the treatment.

The researcher assumed that the implementation storytelling would increase students speaking skill. And the purposes of this research are to find out whether there is an increase on students speaking skill after the implementation of speaking skill, and to find out the aspects of speaking that increases the most after the implementation of storytelling.

METHOD

This research is a quantitative research which used one group pretest post-test design. This research was focused on the implementation of narrative storytelling in teaching speaking in the first grade of SMKN2 Bandar Lampung. The design could be presented as follows:

T1 X T2

T1 : Pretest

X : Treatment

T2 : Posttest

The process of collecting the data was using pretest and posttest. The instrument of this research was speaking test in form of individual oral performance. The focus was storytelling performance, and the material was legend story. To guarantee the validity of the test especially content validity, the material was taken from students book based on 2013 curriculum about legend story. And to heighten the reliability of the test, the researcher used inter-rater reliability. The rater of this research was the English teacher of the sample class. For the scoring,

the researcher used the criteria of evaluation stated by Hughes (1989: 131). The range of score was from 1 to 5. To analyze the data, the researcher used SPSS and find the results by using T-Test. Not only analyzing the data, the researcher also treats the data by using three test; normality test, random test, and homogeneity test.

RESULTS AND DISCUSSION

Results

The objectives of this research are to find out whether there is an increase on students' speaking skill after the implementation of storytelling and to find out which aspect of speaking that increases the most after the implementation of storytelling. To answer the objectives of this research, the researcher conducted the reserach at the first grade of SMKN 2 Bandar Lampung. In the pretest, the researcher evaluated students' speaking skill based on five aspects of speaking i.e. pronunciation, grammar, vocabulary, fluency, and comprehension. After the researcher conducted pretest, the researcher found the following data:

Table 1. The Students' Mean Score of the Pretest in Each Aspect of Speaking

Speaking Aspects	Pron	Gram	Voc	Flue	Comp	Total score
Average Score	11.29	11.54	8.32	8. 58	7.93	47.67
Maximum Score	20	20	20	20	20	100

In the table 1, the reader can see the students' average score of pre test in each speaking aspect. The posible maximum score for each aspect of speaking is 20. The mean score of students speaking skill before treatment is 47.67. The

following is the table that shows the distribution of students speaking achievement in the pretest.

Table 2. Distribution of The Pretest Score

Score interval	Number of Students	Percentage
100	0	0%
80-99	0	0%
60-79	3	9.68%
40-59	28	90.32%
20-39	0	0%

The table above show the distribution of students' storytelling score before treatment. There are 3 students (9.68%) who got score 60-79, and there are 28 students (90.32%) who got score 40-59. After the researcher conducted treatment, the researcher did posttest. It was used to measure students' speaking skill after the implementation of storytelling. In the Posttest, the researcher also evaluated students' performance by using five aspects of speaking including pronunciation, grammar, vocabulary, fluency, and comprehension. From the results of the Posttest, the researcher reflects students' storytelling score as follows:

Table 3. The Students' Average Score in Posttest

Aspect of Speaking	Pron	Gram	Voc	Flue	Com	Total score
Average Score	13.22	13.03	11.22	12.06	11.35	60.90
Maximum Score	20	20	20	20	20	100

In the table 3 the reader can see the mean score of students' speaking skill based on its five aspects. The maximum score of each speaking aspect that is 20. The

average score of students speaking skill after treatment is 60.90. The following is the table that shows the distribution of students speaking achievement in the posttest.

Table 4. Distribution of Posttest Score

Score interval	number of students	percentage
100	0	0%
80-99	2	6.45%
60-79	16	51.61%
40-59	13	41.93%
20-39	0	0%

The table above shows the distribution of students' speaking score after treatment. There are 2 students (6.45%) who got score 80-99, there are 16 students (51.61%) who got score 60-79, and there are 13 students (41.93%) who got score 40-59. In this section, the researcher tries to answer the first research question "is there any increase on students' speaking skill after the implementation of storytelling?". From the data calculating, the researcher finds that there is an increase on students' speaking skill after the implementation of storytelling. In the pretest, the students' average score is 47.67. In contrast, the students' average score of posttest is 60.90. so, the score increases 13.23. And the following table shows the increasing of students' speaking skill in the five aspects of speaking.

Table 5. The Increase of students' Storytelling score in five aspects of speaking

Aspects	Pron	Gram	Voc	Flue	Comp
Average score of pretest	11.29	11.54	8.32	8.58	7.93
Average score of posttest	13.22	13.03	11.22	12.06	11.35
Increase/decrease	1.93	1.48	2.90	3.48	3.41

The table above shows the increase of students' speaking skill from its five aspects of speaking. On the table, the reader can see that the increase of grammar stands in the lowest position with 1.48, while the increase of fluency stands in the highest position with 3.48. Basically, all aspects of speaking are increasing from the pretest to posttest. It means that the students' speaking skill is getting better because of storytelling.

Discussion

After explaining the results of the research, the researcher tries to discuss the results above. First, the researcher concludes that the implementation of storytelling in English class can increase students' speaking skill. Second, fluency is the aspect of speaking that mostly increase after the implementation of storytelling. The first conclusion comes from the gain of pretest and posttest score. The students' average score of speaking in the pretest is 47.67, and the students' average score of speaking in the posttest was 60.90, so the average score increased 13.23. The second conclusion comes from the gain from each speaking aspect, that the average score of fluency increased 3.48. It is the highest increase among all aspects of speaking.

The focus of this research is English speaking skill. But lately several researchers find that most of senior high school students couldn't speak English properly. It is because they lack of self confidence, less practice, and do not have enough opportunity to use English. So, in this research the researcher tries to find a technique that can make students' speaking skill getting better. And the researcher assumes that storytelling can be implemented in teaching speaking. Storytelling is

an oral activity to grab students' attention by using multi-sensory stirring emotion of an event in a story, it involves improvisation in telling story, facial gestures, and body movement. It is the process where the person using vocalization, narrative structure, and mental imagery to communicate with audience (Stanley and Dillingham, 2009: 2). The researcher considers using storytelling because of its benefit. Some of them are storytelling can motivate participant to listen and speak (Tsukanto, 1983: 38), help students put their own words in perspective, it is broadening vocabulary (Cooper, 1989: 3), it makes students using various form of syntax diction (Baker and Greene, 1987).

During the research, the researcher used three steps in the treatment. Firstly, teacher gave an explanation about storytelling. The explanation included the stages in delivering storytelling, the linguistic component, etc. Second, the researcher asked all students to work in pair, and they had to practice storytelling with their friends. Third, the teacher asked the created five group discussion consisted of six students. In this step, each student had to practice storytelling in front of their friend in their group. They had to do it until the entire group member did storytelling. Then each group had to choose their best storyteller as the representative, and he/she had to come in front of the class performing storytelling.

After the students got twice treatment from the teacher, their speaking ability is increasing. This condition happened because of some process from the implementation of storytelling. When the teacher gave treatment, the teacher made students read first. In this stage, the students got an information from the text. After the students got the information from the text, the students had to had

to play with their imagination. They had to do improvisation of the story, but it still based on the real plot in the text. After that, they came to the next stage that was storytelling performance. They had to retell the story that they had read with their own words.

The process that happened in the treatment made students practice a lot. They practice to use the correct sentence pattern; they also improved their vocabulary and fluency by performing storytelling. In twice opportunity of speaking practice, they had to speak in front of other students; firstly in front of their pair partner and secondly in front of their group work partner. By twice storytelling performance and got feedback from the other students, it made their speaking skill getting better. Their difficulty in speaking, especially their fear of making mistake had decreased step by step. And their ability to deliver their idea and the plot of the story was getting better. At that time they started to use various vocabularies and expression to make their listener understood their story. And the most important effect of performing storytelling continuously was the improvement of student's fluency in speaking English.

Fluency became the aspect of speaking that mostly increases in the implementation of this technique. From the researcher data in the pretest and posttest, there were 95% students made an improvement in their speaking especially in fluency aspect. In the pretest, almost all of the students were very weak in form of fluency. They put a lot of pauses while they were speaking, and sometimes they did not continue their performance because they did not know what they had to say. But in the posttest, their fluency got better, almost all students did not put a lot of pauses while they were speaking, and some of them

could deliver their storytelling performance smoothly and their performance were well managed in chronological order. This fact has a connection with the explanation in the paragraph above, by using storytelling for teaching speaking could make students speak a lot and more fluent. Storytelling makes students having an opportunity to develop their own word widely, and makes them express their idea freely, full of imagination, and it make them more fluent in speaking.

The research findings explained above supports some of the previous theories about the use of storytelling. Firstly, the researcher finds that after the students was taught by using storytelling, their speaking score got an improvement. And from the analysis, the researcher finds that fluency becomes the aspect of speaking that gets the highest increase among five aspects of speaking. It can be seen from the gap between it pretest and posttest score that is 3.48. This finding supports the previous theory from Nunan. He says that teaching speaking through storytelling makes students using the language quickly and confidently with few unnatural pauses, which is called as fluency (Nunan, 2003).

Therefore, fluency score is not the only aspect that increases after the implementation of storytelling. If we look at the data, we also see that the other aspects' score also have an improvement. One of them is grammar, the gap between grammar mean score in the pretest and posttest increases 1.48. Even though the increase of grammar score is not as high as fluency score, but students grammar use in the posttest is better that pretest. And this research findings supports the theory of storytelling that says storytelling providing linguistic benefits such as grammar improvement (Morgan and Rinvolucri , 1983).

From the students' activity that happened during the implementation of storytelling, the researcher can see that the students being active in speaking. They participate in the speaking class by performing storytelling both in pair and also in group. They are also active in listening their friend performance and give comment toward their friends' performance, it supports the theory from Tsukanto (1983, 38). In his research, he says that storytelling motivates participant to listen and speak. It also helps students to put their own words in perspective. And the researcher finds that the real condition in the class really supports this theory. In the speaking class, the students had to retelling their story and constructing the story based on its chronological order. But they are not allowed to tell it as same as the text. So, they have to do some improvisation during storytelling performance. Some of them creatively make a dialogue to make their performance more interesting to be heard.

Related to the explanation above, it supports Cooper (1989, 3) and Baker and Greene (1987) that states storytelling broadening students vocabulary, and students will have sensitivity to various forms of syntax diction. Because the students do an improvisation, it automatically increases students' vocabulary mastery. They have more diction and various word choices to build a story. They have to elaborate their story with their own words. And to make it not as same as the text, so they have to look for another word choice or we can call it as diction. Not only look for another word choices, they also construct the word into a sentence form, and make sure that it is suitable with the context of the story.

Related to the previous research focusing on the influence of storytelling on students speaking ability, that was conducted by Dede Jihan (2012), this research

finding supports the previous research finding by Dede (2012). In her research, she finds that storytelling can give significant influence toward students speaking ability in English learning process. In her research which also uses pretest and posttest, she finds that the gain between pretest and posttest score was significantly increased.

CONCLUSION

1. First, the implementation of storytelling in teaching speaking can increase students' speaking skill, because storytelling gives many benefits related to students improvement in speaking. Storytelling motivates students to listen and speak. It also makes students' ability in constructing sentence getting better, and it is broadening students' vocabulary. And the most important is that storytelling makes students speak more fluent. After the teacher treat the students by using storytelling, the researcher finds that the students are able to express their idea using their own word, but it still base on the grammatical rule; it is the use of past tense. And they are brave to use diction inside of the sentence or vocabulary in the text.

2. Second, The aspect of speaking that mostly increases after the implementation of storytelling is fluency. Students' fluency significantly develops because the students did some practice in form of storytelling in front of various audience/listener. And also by using storytelling, students feel free in using their own word to express their idea, it makes students easily produce a sentence and perform it, so they become more fluent.

REFERENCES

Baker, A., Greene, E. 1987. Storytelling Art and Technique 2nd ed. *Storytelling in ESL/EFL Classroom*. Vol. 31, No. 1.

Cooper, P. 1989. When Stories Come to School: Telling Writing and Performing Stories. *Storytelling in ESL/EFL Classroom*. Vol. 31, No. 1.

Dymock, S. J. 2007. Comprehension Strategy Instruction: Teaching Narrative Text Structure Awareness. *The Reading Teacher.* Vol.2.

Hughes, A. 1989. *Testing for Language Teacher*. Cambridge: Cambridge University Press

Irawati, S. 2003. *The use of newspaper in teaching speaking for SMU students in SMU 97 Jakarta*. Unpublished Script. Jakarta: The University of Jakarta.

Jihan, D. 2012. *The Influence of Storytelling Technique on Students' Speaking Skill.* Unpublished Script. Lampung: University of Lampung.

Lado, R. 1961. *Language teaching a scientific approach*. New Delhi: Grow Hill Publishing Company

Morgan, J., and Rinvolucri, M. 1983. *Once upon a time: using stories in the language classroom*. New York: Cambridge University Press

Nunan, D. 2003. Practical English Language Teaching. *Teaching Speaking: Activities to Promote Speaking in a Second Language*

Stanley, N., and Dillingham, B. 2009. *Performance Literacy Through Storytelling*. Florida: Maupin House Publishing

Tsukanto, Tamoo. 1983. Reading a Story Aloud to a Class. *English Teachng Forum journal.*