

# Using Storytelling Technique in Improving Students Speaking Skill

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## Abstract

This research aims to discover whether using storytelling technique can improve the speaking skill of the grade eight students of SMPN Model Terpadu Madani Palu. This research implemented quasi experimental design. The population is 153 students. The sample is 60 students of classes VIII Ki Hajar Dewantara and VIII Raden Saleh which were selected by employing cluster random sampling technique. To collect the data, test which was divided into pretest and posttest were used as the research instrument. The data were processed using SPSS 22. The findings revealed that students' speaking skill improve after got the treatment. Based on the calculation, the mean score of experimental class (65.83) is higher than the mean score of control class (60.27). It is also supported by data analysis using independent sample t-test, it showed that the p-value (sig.) is lower than the chosen alpha level ( $0.000 < 0.05$ ). In conclusion, the alternative hypothesis is accepted or using storytelling technique effectively improves students speaking skill of grade eight of SMP Negeri Model Terpadu Madani Palu.

**Keywords:** *Storytelling technique, Speaking Skill, Quasi-Experimental*

## Introduction

Speaking is one of the skills or abilities in English to express opinions, comment, and reject other people's opinions if they do not match our opinion, as well as the ability to ask and answer these questions. Speaking skill is the ability to express or produce an opinion or idea through speech sound and the ability to make a conversation with other people. According to Brown (2003), "Speaking as oral interaction where the participants need to negotiate meaning contained in ideas, feeling and information, and manage in terms of who is to what, to whom an about what" Speaking is an activity to share, telling, attitude to someone in a certain situation or an activity to report something". Based on the *Kurikulum Merdeka* in speaking, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.

Storytelling has been used as a form of communication since the beginning of time. Stories create a sense of amazement in us about the world. We learn from stories about life,

ourselves, and others. Storytelling is a unique opportunity for students to learn about, respect, and appreciate other cultures. Wilson (2004) explained that storytelling is an activity that can be characterized as "what storytellers do." People, like humans, frequently communicate their stories to others. They share their feelings, opinions, ideas, or even events from their lives with others. It is as simple as describing what is on one's mind to communicate a narrative to another.

In many contexts, English students still have difficulties developing sound speaking abilities, despite the fact that they have learned English for multiple years. For example, English is taught as a foreign language from junior high to senior high school. Even though the students have studied English for six successive years, their English speaking skills are still poor, Amiruddin (2019). Based on the researcher's preliminary observation and current experience in teaching speaking skill at eight grade of SMP Negeri Model Terpadu Madani Palu, it was found that some of the students' speaking skill was still low, and they encountered problems in speaking. It could be seen when the researcher assessed their fluency, accuracy and comprehensibility, many students find it still speak with pronunciation, grammatical and lexical errors, speak with full of long and unnatural pauses and speak with hardly anything of what was (poor) said can be understood. Another problem is that many students find it difficult to give opinions or express their ideas. It could be seen when the teacher asked them to give opinion and make conclusion about their friend's performance, they were not able to give feedback. It caused the students' learning achievements to not improve significantly based on the learning objectives.

Therefore, Agustina (2019) found that storytelling can be used in the teaching and learning of speaking. Using a storytelling technique could be a potential strategy for teaching English skills. Storytelling can improve students' speaking skills; it has many benefits, such as building students' confidence and communication skills. According to Brewster and Ellis (2002), the storytelling method can inspire students to adopt a positive attitude toward learning a foreign language. Each story contains a moral lesson that can be interpreted, whether it is a positive or negative one. If it's something bad, the instructor must instruct the students not to imitate; if it's something good, the teacher must instruct the students to copy. Students will also learn listening skills, appropriate spoken language, plot, sequencing, and characterization through storytelling.

There are several studies related to the use of storytelling in teaching speaking skill. One of them comes from Afrita (2019) that conducted a research entitled "The effectiveness of Storytelling on students' speaking skill at tenth grade student of Madrasah Aliyah Bidayatul Hidayah". The result of her research was that storytelling is effective in teaching speaking skill. It can develop confidence, vocabulary, grammar, and comprehension. It can be concluded that the students' speaking skill in the experimental class that were given by the treatment through storytelling were enhanced more effectively than the control group. This research can be generalized to all high school students. So the possibility if the same research is carried out will get the same results as the current research. Because researchers realize there are still many deficiencies in this study because of the limited time to work. Finally, the result of the study was effective in improving students' speaking skill.

Kasami (2018) stated that the oldest method of instruction is through storytelling. Around the world, cultures have long used storytelling to transmit their principles, habits, and histories to coming generations. The imagination, emotions, and minds of listeners are captured by stories. She found there are the key benefits of storytelling can be summed up as follows:

1. Stories are enjoyable and energizing, and they can help foster good attitudes toward learning a foreign language. They might inspire a desire to study more.

2. Stories stimulate the imagination. Students might become emotionally invested in a story by identifying with the characters and trying to understand the narrative and graphics. This imaginative encounter aids in the development of their own creative abilities.
3. Listening to stories in class is a social experience that everyone shares. Reading and writing are generally solitary pursuits; storytelling elicits a range of emotions such as laughter, sadness, excitement, and anticipation, which is not only entertaining but may also assist boost a child's confidence and promote social and emotional development.
4. Children appreciate hearing stories over and over again. Certain language items can be acquired through regular repetition, whereas others are unnecessarily reinforced. Many stories include spontaneous recurrence of crucial words and patterns. This helps children recall every element of the story, allowing them to progressively learn to anticipate what will happen next in the story. Repetition also builds involvement in the story. Words learning requires the ability to follow meaning and predict words.
5. By exposing the students to language in a variety of memorable and comfortable circumstances that will expand their thinking and gradually enter their own speech, listening to stories enables the teacher to introduce or review new vocabulary and sentence structures.

As a result of the previous explanation of storytelling, it is possible to conclude that storytelling is an activity that allows people to communicate their thoughts. It has many benefits, including entertainment, education, cultural preservation, and developing moral values. It also has components that should be noted, such as plot, characters, and narrative point of view. In this occasion, the researcher believed that telling stories aloud made speaking more engaging and enjoyable. The researcher thought that by using a story telling technique, the students would be more inspired to speak English spontaneously because they have already been stimulated to understand the story. The learning process is also made enjoyable for students.

## **Method**

To find out whether or not using storytelling technique effectively improve the speaking skill, the researcher was employed a quasi-experimental research design, According Creswell (2012), quasi experimental is experimental situations in which the researcher assigns, but not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment. Furthermore, the researcher was applied the pretest and posttest design. The researcher also was use quantitative method to conduct a research with numerical data. This quantitative research seeks to examine the answers to research problems, having started to how many, what other, to some of what extent.

The population was required for this study because it is the subject of the study. The population in this study was the grade VIII students of SMP Negeri Model Terpadu Madani Palu, who are divided into five classes, included VIII Ki Hajar Dewantara and VII Raden Saleh. There are 155 students throughout total in the population. The research population consisted of the grade eight students of SMPN Model Terpadu Madani Palu. The sample was chosen used cluster random sampling, cluster random sampling is the technique to collect data by selecting there are objects of population. Based on the research design, a cluster random sampling technique was used to select two classes as the sample. The researcher used this strategy because the population's components would be consistent. In other words, every student in the class had the same option to be a participant in this study. The sample was divided into experimental and control groups.

In this research, the researcher used paper and pencil for the data collection instrument. A test also was the primary data collection instrument in this study. The test was an oral examination and will be used to evaluate and analyze students' speaking fluency, accuracy, and comprehensibility. The test was given twice: once as a pretest and once as a posttest. The research was divided into eight meetings, where the first meeting to administer the pre-test to identify prior understanding of the research, sixth meetings to deliver the treatment, and the last meeting to conduct the post-test. The topics and titles of the pre-test and post-tests were different. The researcher was examined the students' speaking fluency, accuracy, and comprehensibility when measuring their speaking ability.

All acts, changes, or conditions for which the effect were assessed or known are included. Guides or samples of stories are offered in the form of pictures and writing or audio visuals in this treatment, which will become student teaching materials or a means of improving the student's speaking skills. After gathering data, it was statistically examined with SPSS 22 for Windows assessment.

## Results

The analysis of the data collection comprised of normality, homogeneity and independent sample t-test. In addition, tables were used to organize the data and SPSS 22 version for Windows was used in this research to analyze the data statistically. It made the data more accurate. Furthermore, the normality, homogeneity and independent sample t-test of the data should be carefully computed since it was important in the present analysis.

Table 1. Normality Test

|                         |                        | Kolmogorov-Smirnov |    |       |
|-------------------------|------------------------|--------------------|----|-------|
| Class                   |                        | Statistic          | Df | Sig.  |
| Students learning Score | Pre-test experimental  | 0.289              | 30 | 0.001 |
|                         | Post-test experimental | 0.165              | 30 | 0.035 |
|                         | Pre-test control       | 0.318              | 30 | 0.001 |
|                         | Post-test control      | 0.184              | 30 | 0.011 |

### a. Lilliefors Significance Correction

The criteria of normality test if the value (probability value/ critical value) is higher than or equal to the level significance 0,05, which means the number of data considered normal. Based on the table 1, it could be concluded that data was normally distributed. With the significant value of data on each student's leaning outcomes is greater than 0.00.

Table 2. Test of Homogeneity test

|                            |                                      | Levene Statistic | df1 | df2    | Sig. |
|----------------------------|--------------------------------------|------------------|-----|--------|------|
| Students Learning Outcomes | Based on Mean                        | .363             | 1   | 58     | .549 |
|                            | Based on Median                      | .518             | 1   | 58     | .474 |
|                            | Based on Median and with adjusted df | .518             | 1   | 57.653 | .474 |
|                            | Based on trimmed mean                | .407             | 1   | 58     | .526 |

Finding homogeneity values is the final requirement for testing the hypothesis. The Homogeneity of Variance test was used in this study to determine the homogeneity value. If the significance of the mean is more than 0.05, this sample is considered homogenous. As presented on the table 2, the homogeneity test of the mean was 0.549. As a result, the significance was greater than 0.05 ( $0.549 > 0.05$ ). This means that the result of the test are homogeneous between the experimental class and control class.

Table 3. Independent Sample T-test

|                            |                             | Levene's Test for Equality of Variances |      | Means |        |                | 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    |
| students learning outcomes | Equal variances assumed     | .363                                    | .549 | .545  | 58     | .000           | 5.553                        | .596                  | 1.64453                                   | 12.75520 |
|                            | Equal variances not assumed |   |      | .545  | 57.718 | .000           | 5.553                        | .596                  | 1.64528                                   | 12.75595 |

If the p-value (sig.) is greater than alpha level, it assumes that the null hypothesis is accepted. While, if the p-value (sig.) is lower than alpha level, it assumes that the alternative hypothesis is accepted. From the data shows in table 4.8, it is clear that the p-value (sig.) is lower than the chosen alpha level ( $0.000 < 0.05$ ). Based on this finding, it can be inferred that storytelling technique is effective in improving students' speaking skill of SMP Negeri Model Terpadu Madani Palu. As a result, null hypothesis ( $H_0$ ) is rejected, and alternative hypothesis ( $H_a$ ) is accepted.  $H_0$  means that the storytelling technique is not effective in improving students' speaking skill whereas  $H_a$  means that the storytelling technique is effective in improving students' speaking skill.

## Discussion

In this research, the researcher wants to find out the effectiveness of storytelling technique in improving students' speaking skill, with a focus on fluency, accuracy and comprehensibility. The researcher used the test as the instrument of data collection. The researcher conducted a pre-test, treatment, and post-test in order. The researcher gave a pre-test before beginning the treatment. The pre-test was used to assess the students' speaking skills. The results showed that the pre-test scores for both classes were equally low. The mean pretest score for the experimental group was 41.38 and mean score for the control group was 43.32. Both classes got low scores due to most of the students had difficulties to give opinion, speak with the wrong vocabulary, very bad pronunciation, flat presentation, and wasted a lot of time making simple sentences. The current research is also supported by Rahmatun Nisa (2022) who state that many students performed poorly on the pre-test and their speaking score was low. The researcher concluded that almost all of them still have less ability to speak.

The experimental group received storytelling techniques for the treatment, whereas the control group received conventional teaching methods. During the treatment the researcher found many students had difficulty doing speaking practice or telling a story. They are very halting and fragmentary delivery, making many pronunciation and grammatical errors, and they still confused how to tell a story well. As a result, the researcher provided them with suggestions, such as to first identify the generic structure, next, determine the key ideas of each generic structure and then, develop and arrange it into a story that is understandable and easy to follow. This condition related to Firdaus (2018) who stated that to improve students' speaking skills, teachers should discover common structures and arrange them into a story that is clear and easy to follow, allowing students to easily understand it. In the students improved their English speaking skills significantly. They improved their pronunciation and learned vocabulary that was unfamiliar.

After the experimental class got the treatment, the researcher gave post-test for both classes to see the effect of storytelling technique in improving speaking skill. The result of the post-test showed that the experimental class (65.83) got a higher mean score than the control class (60.27). In the control class learning process is dominated by traditional learning (conventional method), learning with conventional method just provides more explanations, and conveys a lot of material, it makes their speaking skill was not improves. Meanwhile, storytelling technique was used in learning and teaching activities in experimental class, therefore they got higher mean score in the post-test. The use of storytelling technique in the experimental class causes students to be more motivated and interested in speaking. It is also supported by the previous research done by with Bhakti & Marwanto (2018) who state that learning through storytelling techniques may call for students to listen, read, and perform in front of the class to retell a story, encouraging them to find new vocabulary and improve their pronunciation.

Merdekawati (2022) found that the story telling technique has a positive impact on students' English language learning. Students enjoy learning activities, participating with friends and teachers, taking advantage of learning and speaking activities, supporting critical thinking, and critically thinking for their own speaking. Furthermore, students' expressions can be significantly improved. Based on the the result of t-test it can be seen that the mean score of experimental class (65.83) is higher than control class (60.27). Then, result of t-test independent sample shows that p-value (sig.) is lower that the chosen alpha level ( $0.000 < 0.05$ ), Based on these advantages, the storytelling technique is highly effective and can be considered one of the most potent techniques in improving students' speaking skills.

## **Conclusion**

Based on the results of the data calculations that were applied., it can be seen the mean post-test score for students in the experimental class (65.83) was higher than the mean score in the control class (60.27). It was proved by the p-value (sig.) is lower than the chosen alpha level ( $0.000 < 0.05$ ). The researcher concludes that there is a significant difference between the post-test results of the experimental class and the control class. Therefore, it can be stated that alternative hypothesis ( $H_a$ ) of this research was accepted, or in other words, the storytelling technique effectively improves the students' speaking skill of the grade eight students of SMP Negeri Model Terpadu Madani Palu.

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