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## THE IMPLEMENTATION OF STORYTELLING TECHNIQUE IN SPEAKING SKILL FOR ISLAMIC SENIOR HIGH SCHOOL STUDENTS

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### *Abstract*

*This study aimed to describe the implementation of storytelling on students' speaking skills. The method used in this study is qualitative descriptive, with the object of a teacher and students of class X MA Assalam Senior High School. The Instruments of this study are observation and interview. The researcher used observation and interviews with the teacher to collect the data to answer the first research questions. The researcher also interviewed the teacher to get additional information. Then, the researcher conducted the interview with five students to answer the second research question. The findings of the observations and interviews are almost the same as the step in Jianing's methods, such as choosing the content, separating students into various groups, evaluating the student's performance, and delivering them some feedback at the end of the meeting. The teacher explained that applying storytelling technique in teaching speaking makes students more interested in learning English because they learn about descriptive text. Moreover, the storytelling technique is positively received by most students. The interview with five students showed that students actively participated during teaching activities. It could be concluded that storytelling techniques improved students' vocabulary, confidence, and enjoyment of studying English.*

**Keyword:** *Speaking, Storytelling technique, Descriptive text*

### *Abstrak*

*Abstrak. Penelitian ini bertujuan untuk mendeskripsikan penerapan storytelling pada keterampilan berbicara siswa. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif, dengan objek guru dan siswa kelas X MA Assalam. Instrumen penelitian ini adalah observasi dan wawancara. Peneliti menggunakan observasi dan wawancara dengan guru untuk mengumpulkan data untuk menjawab pertanyaan penelitian pertama. Peneliti juga mewawancarai guru untuk mendapatkan informasi tambahan. Kemudian, peneliti melakukan wawancara dengan lima siswa untuk menjawab pertanyaan penelitian kedua. Temuan observasi dan wawancara hampir sama dengan langkah-langkah metode Jianing, seperti memilih konten, memisahkan siswa ke dalam berbagai kelompok, mengevaluasi kinerja siswa, dan memberikan umpan balik kepada mereka di akhir pertemuan. Guru menjelaskan bahwa penerapan teknik bercerita dalam pengajaran berbicara membuat siswa lebih tertarik untuk belajar bahasa Inggris karena mereka belajar tentang teks deskriptif. Selain itu, teknik bercerita diterima secara positif oleh sebagian besar siswa. Hasil wawancara dengan lima siswa menunjukkan bahwa siswa aktif berpartisipasi selama kegiatan pembelajaran. Dapat disimpulkan bahwa teknik bercerita meningkatkan kosa kata, kepercayaan diri, dan kesenangan belajar bahasa Inggris siswa.*

**Kata Kunci:** Berbicara, Teknik Bercerita, Teks Deskriptif

## **BACKGROUND OF THE STUDY**

In this 4.0 era, English is a global language used for international communication. Opportunities to communicate internationally have significantly increased due to the influence of this globalization. According to Him cited (RI, 2019; Sciences et al., 2018), in all corners of the world, English is used to share and exchange ideas orally and in writing. Language is a tool for self-identification and conveying ideas, thoughts, and feelings to others, both orally and in writing. Many people decide to learn English to face the development of the world. According to Gaya T (2018), speaking is essential in communicating and evaluating objects and is part of the language learning curriculum. Speaking skills can be improved and developed as an effective means of communication. In learning speaking, there are some of the difficulties that students face when learning English, such as difficulties pronouncing each vocabulary due to a lack of practice speaking English, a lack of self-confidence, and the perception that English is a difficult subject, resulting in lower student interest in learning.

According to Hughes (2002), students' success in mastering speaking based on the culture of the speaking class and not only the teacher who creates it but also the students who must be active in the speaking class. Students learn a second language to develop speaking in class. It aims to use English for peer-to-peer interactions as efficiently and effectively as possible. For residents of other countries who do not use English actively, English is still a subject taught by teachers as a traditional classroom subject where English is rarely used to interact with other students except with teachers and classmates. The proof is that in speaking classes, there are still many teachers who teach in the traditional way where the teacher has a central active role in class even though in speaking class, the teacher and students must actively communicate to get the best results. Suppose the teacher still uses this traditional way. In that case, the learning process will not get effective results, so students will have difficulty expressing opinions, ideas, and feelings using English. To develop traditional teaching methods, the researcher used storytelling techniques to teach speaking in high school speaking classes. As a result, using storytelling technique as the best technique to increase students' competence and communication with others. Furthermore, English teachers can utilize this strategy to assist students in improving their English abilities. The teacher employs storytelling technique in English lessons where students learn English as a foreign language. Storytelling is an effective way to attract students' attention when learning in class because it is fun, and good interaction can be carried out so that the class comes alive during the learning process. Mahendra & Syafar (2020) stated that storytelling could involve students in storytelling activities to convey

messages, develop communication skills, and encourage students to be active in class.

There are some previous studies using storytelling in teaching speaking. The first previous study conducted by Nurdin (2021) explained that using storytelling in teaching speaking is an effective method. Students realize that learning using storytelling is very interesting, and they actively participate to improve their abilities with one another. In learning, students are not under any pressure. Another study by Rositasari (2021) discovered that Storytelling improved students' speaking skills. After finishing the class, students can exchange ideas on how to talk more confidently, comprehend more efficiently, and converse in English. The last previous research by Dos (2019) stated that storytelling is an effective approach to developing speaking abilities. Furthermore, storytelling telling can encourage students' interest, particularly when they present expressions in class. In addition, storytelling is a fun way to practice verbal expressions with others. Besides that, teachers have widely used storytelling as a teaching technique in all levels of education, from kindergarten to university, where teachers can choose stories from real-life stories, festivals, mythology, folklore, guidebooks, and literary stories (Cameron, 2001).

Some previous studies mainly focus on the effectiveness of storytelling in teaching speaking. In this study, the researcher described the activities in the teaching-learning process during the implementation of the storytelling technique. The researcher also investigates the student's responses after joining the activities. The main differences of the previous study are also about the object. The researcher conducted in AEL class which is a program or course in MA Assalam Senior Haigh School. AEL is an English Course program at MA Assalam Islamic Senior High School. According to the English teacher in AEL class, explained AEL (Assalam English Lesson) program aims to develop students' speaking abilities. Students at this school are encouraged to study English thoroughly since they must be able to engage orally with one another in English. Because all the students stay in boarding school, they are required to use English daily. Therefore, the teacher facilitates them in AEL class using storytelling to improve their speaking skill. In addition, the researcher investigated how the teacher used storytelling techniques in AEL (Assalam English Lesson) to improve speaking skills.

## LITERATURE REVIEW

According to Fulwiler (2002:34), cited in Soviyah & Etikaningsih (2018), descriptive text is text which describes an object, person, or place. The reader seems to hear, see and feel what someone conveys with descriptive text. The goal of teaching speaking in the descriptive text is for students to articulate meaning in simple short monologues in descriptive form based on the text's general structure and linguistic qualities. According to Hammond (1992:4), as mentioned in Winarsih (2019), descriptive text has two generic structures: identification and description, and the linguistic aspects of descriptive text include the usage of simple present tense, adjective clauses, and others. Meanwhile, according to Nurhayatin Susana (2019), descriptive text is a sort of text produced in paragraphs to describe an item, whether alive or non-living. The purpose is to give the reader a clear picture of the object. Gerot and Wignel (1994:208), cited in Masitoh (2015), argued that text descriptions are texts that describe a specific person, location, or object in the text's social purpose. There are various generic descriptive text structures. It states that the generic structure of descriptive writing is as follows: Identity, which one identifies the phenomenon to be explained. The description describes the part, quality, or characteristics of something or someone in detail. Simple Present Tense is a linguistic element that is frequently utilized in descriptive text. There are five types of descriptive text: describing a process, an event, a personality, an object, and a place.

### 1. Describing Process.

Describing a process is not only to explain how something is accomplished but also to explain why it is done and what is needed to complete the process.

### 2. Describing Event.

Describing an event is someone describe an event. A writer should be able to memorize and remember what happened in that event. For example, people will write about the inspection of Covid 19. The writer has to explain all details related to the event so that the readers can imagine the real situation and condition perfectly.

### 3. Describing a personality.

The first thing that must do in describing a person is to recognize the individual characteristics. Someone needs to describe people occurs fairly in areas of physical attributes (face, nose, body), emotional (confident, shy), attributes (trust, honest, friendly, greedy), and intellectual.

#### 4. Describing a place.

Presenting a concrete thing is a way to describe a place, for example, a tourist attraction, a house, a playing ground, a train station, and a market.

### **METHOD**

The researcher used a descriptive qualitative method in this research. Descriptive qualitative method was used to gained and analyzed the data. To collect the data, the researcher used observation field notes and interviews. The researcher described the teaching and learning process to answer the first research question and then interviewed the teacher for additional information on teaching descriptive text using the storytelling technique. Moreover, the researcher interviewed five students to obtain the students' responses in order to answer the second research question.

The first subject of this study is an English teacher who used storytelling technique on teaching speaking in AEL class at the tenth grade of MA Assalam islamic Senior High School. In addition, five students as the second subject after applying of storytelling technique. The researcher used descriptive form to analyze the data. The researcher understands the material by selecting the important data so that it becomes more organized and specific facts which are used as conclusions by summarizing and combining or selecting data that represents the overall results.

### **DISCUSSION**

As mentioned in the previous chapter, the instrument for collecting the data in this study was observation and interviews. The researcher used field notes to record all activities in the class during the teacher's implementation of the storytelling technique. Then the researcher interviewed the teacher to obtain information about storytelling techniques and interviewed five tenth-grade students to gained the students' responses. This chapter answered two research questions based on chapter one: the first explained the research results through observation in the form of field notes and interviews with teachers on the implementation of storytelling techniques; the second, students' responses towards the implementation of storytelling techniques in speaking by giving the interview for five students.

The result of observation showed as follow, in the warm-up activity, the teacher explained to students to listen to the stories about short descriptive texts as they attempt to comprehend the story. Then, the teacher asked the students if they understood the story she had told them. This activity let them notice the teacher's pronunciation, stress, and intonations.

In the main activity, the teacher divided the class into various groups of five pupils each. Following the formation of each group, the teacher gave each group member a piece of paper containing two sentences about a descriptive text. Then the teacher asks each group member to arrange it to become a complete descriptive story. When students discuss a story, the teacher interacts with them by maintaining control of the group. Students are given a few minutes to prepare a story. Finally, the teacher requested the students to tell a story. Each group member tells roughly two or three sentences before moving on to the next person. Each group's story eventually lasts two to three minutes. Students will enhance their pronunciation and confidence in speaking English by participating in this program.

The second meeting, the teacher earlier encouraged students to submit a short story about a descriptive text with the topic of a close friend (approximately two or three minutes) during this meeting. The teacher then splits the students into groups. Students move in groups and exchange stories with their group. As a result, all students can express themselves and convey their stories in class. In addition, the teacher evaluates student performance and assigns a grade.

In the last meeting, the teacher asked the group at the end of the activity to collect stories that had been made. Next, the teacher chose a group representative to present their story and compared the story displayed with the original one. As a result, they can determine if the story is an effective technique or not. The teacher also explained the purpose of implementing storytelling individually and in groups.

The result of teacher's interview showed that as follows: 1. The teacher adopted the technique from Jianing and developed it because she prefers to use his procedures to involve students in learning so that the teacher can make the learning process enjoyable for the students while still ensuring that they comprehend the content effectively; 2. The teacher stated that storytelling as an appropriate technique in teaching speaking; 3. Several challenges in teaching storytelling, takes a long time, takes approximately two to three meetings to complete it. students did not practice enough, less of vocabulary. Students feel enjoy, fun, confident and

active participate during teaching and learning process;4. Most students are interested in learning to speak using storytelling techniques, so that students are very active and participate during the learning process.

The result of students' interview as follow; 1. almost students have the same opinion regarding storytelling techniques. Most of their opinions are enjoy, more confident and active in the class;2. Five students are interested to teach descriptive text by using storytelling technique;3. Students explained that storytelling make them active participate in the class;4. Several of five students said that take a long time in learning;5. Most of students explained that storytelling encouraged them to learn English especially speaking skill.

This study aimed to describe storytelling techniques to teach descriptive text in speaking skills. The findings of this study were summarized in key points based on research questions. It could be seen from the first meeting to the last meeting that the teacher applies this storytelling technique. In the first meeting, the teacher divided students into several groups and distributed paper containing two-story sentences to each child, then asked them to practice for a while so that their performance could attract listeners well. Students are invited to deliver the story in groups before their peers. Moreover, working in groups helps students to be more engaged and have more opportunities to utilize language practically (Harmer,2007).The teacher made a short descriptive text in the second meeting, and students were asked to present individually in groups. They took turns giving their stories and their friends correcting them. According to Hwang et al (2016), Students work individually in storytelling independently; they are less distracted than others and have more opportunities to practice. In the last meeting, the teacher instructed students to write a short descriptive story in groups and present them individually by calling group representatives randomly. All students can practice and perform this activity, but the teacher allows those selected. Working alone allows students to think and allows them to think at their speed, be unique, and consider their specific requirements as they advance. Meanwhile, working in pairs, on the other hand, enables cooperative work in learning activities where students may debate a topic, compile the relevant knowledge, and then collaborate to produce tales (Harmer, 2007). There is active engagement between teacher and students, as well as students with other students, while storytelling activities are conducted. EFL students' language development and interactional competency can be increased, according to Brown (2007), EFL students' Language development and interactional competence if the interaction process involves interaction between students, teachers, and peers. It could be said from the

results of the field notes above that the researcher saw the ability of students in the first meeting who was still embarrassed that their pronunciation was still tricky and their vocabulary was lacking. Then in the second meeting, they started to try to appear individually, even in groups. As much as possible, students participate actively in speaking activities during the learning process (Ur, 2019). In the last meeting, students are encouraged to tell stories in front of their friends.

After completing the lesson, the author interviewed the teacher to get information about the storytelling technique after it was implemented in the speaking session. The researcher conducted semi-structured interviews to get a complete explanation of using this storytelling technique. The interview was done to provide more evidence for the response to the first research question. The interviews included questions on the teacher's activities in utilizing storytelling techniques in teaching speaking. The interview results showed that students improved their vocabulary, pronunciation, and confidence. In the last meeting, the researcher shared the questionnaires with the students and interviewed five students. The results showed that the students responded positively to the implementation of the storytelling technique. As a consequence, it is clear that the majority of students respond well to the use of the storytelling technique. From these results, positive responses from students were more than negative because most students were active in class when using storytelling techniques. From all the statements above, it is possible to conclude that this technique is the appropriate technique the teacher used in teaching speaking.

The researcher also found that the teacher using the storytelling technique had steps similar to the proposal of Jianing step, including deciding on material, assessing student performance, dividing students into several groups, giving them time to practice, and the end of the meeting, giving them feedback. The teacher adds one activity as another procedure, i.e., asked students to deliver and grade them individually, the teacher gave a random story, students create a short story, and students choose one until two students present their task. The teacher practices all the stages of storytelling techniques for class students. Thus, students have a complete understanding of the material. The results of the storytelling implementation showed that students had expanded their vocabulary, pronunciation, stress, and confidence. As a result, by regulating and supervising students, the teacher merely supports learning processes.



Based on the result, the researcher stated that using stories is one of the appropriate techniques for teaching speaking in AEL class. Because not only the students' vocabulary increase, but with continuous practice, their pronunciation improved, and their self-confidence grew unnoticed because they were used to performing in groups and individually to tell descriptive stories. In addition, storytelling has been shown to increase students' speaking skills based on observations and interviews.

## CONCLUSION

This chapter describes the study's findings and recommendations for the implementation of storytelling to teach descriptive texts in speaking skills. This research is qualitative as a research method for collecting data. This study included tenth-grade students from a private Islamic boarding school. There are 25 tenth-grade students in all. The techniques used in the study are observation and interviews. This study discovered how storytelling techniques were implemented in teaching speaking skills and determined student responses related to the implementation of storytelling techniques. The researcher used observations in the form of field notes to get the results when the teacher applied storytelling techniques and conducted interviews with teachers to obtain information that supported the implementation of storytelling techniques. The observations and interview results show that storytelling is an appropriate technique to teach descriptive text in speaking skills. Besides that, most students respond positively to implementing storytelling techniques in speaking classes. It is possible to conclude that storytelling techniques make students enjoy, have fun, and have confidence in speaking class. Storytelling is also an efficient strategy to teach descriptive text in speaking skills. In addition, the storytelling technique is also helpful for improving students' self-confidence, fluency, vocabulary, and pronunciation.

After observing the AEL class, the researcher discovered that the teacher utilized a nearly identical strategy to Jianing's method. In utilizing the storytelling technique, the teacher takes procedures such as deciding on the topic, separating students into groups, grading students' performance and allowing them to practice, and providing feedback at the end of the meeting. The teacher added several other activities as other procedures; he asked students to demonstrate and assess them individually. In addition, at the end of the meeting, the teacher appointed a group representative to present the assignments made in groups. The study's positive outcome is that students can enhance their communication ability, including vocabulary and pronunciation, and gain confidence in delivering stories. For English teachers:

For the teachers, it is suggested to use the storytelling technique in teaching speaking because this strategy helps the teachers motivate and encourage the students to start speaking, and the strategy involves the story that provides details as the idea for speaking tasks. The students should be more interested in improving their English speaking, especially in achievement. This technique improves speaking skills because the technique can create a fun atmosphere and generate ideas to elaborate the speech. For the future researcher: The last is for the future researcher. This study focuses on speaking and storytelling. Hopefully, future researchers can investigate more about storytelling and elaborate on other skills, and they can apply a new method to make students active in learning English.

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