

The Effect Storytelling to 2nd Semester Students of University Muhammadiyah Tangerang

Arjulayana, Nargis

English Education Study Program
Muhammadiyah University of Tangerang
arjulayana@umt.ac.id, nargis@umt.ac.id

Abstract

Storytelling is an activity or activity to tell a story organize and attractively. This research is aimed to discover the differences between students who given storytelling and the students who given conventional technique in improving students' speaking skill. The research conducted to 2nd semester student from universitas Muhammadiyah Tangerang with the total sample is 56 students. The methodology of the research is quantitative approach with quasi experimental method. The researcher did 2 tests, consist of pre-test and post-test. This research was conducted of two classes, control class and experiment class. The result of the research shows that students who taught by using storytelling have higher score than the students who taught by using conventional technique. The students can explore their ideas well and more interested in learning speaking by using storytelling. As suggestion, the researcher hopes that the teachers must be able to choose appropriate technique and media in teaching English.

Keywords: Storytelling, Speaking skill, university.

INTRODUCTION

Today, the focus in conventional modern language teaching has been on the language itself, it is proposed that the first priority can be given to the purposed that language serves with communication. Communication becomes base of social interaction, which people use it not only to understand another but also to survive in largely modern society (Bossi, 2015) . As a result language is the only thing they need. English language is one of language that can be as facilitator of communication because English is a lingua franca. It means that English language can facilitate two people from different country. In Indonesia, English is considered as the first foreign language and the compulsory subject to be taught in School.

There are four language skills that must be mastered in English such as listening, speaking, reading and writing (Nurjaman et al., 2020). From all the four skills, speaking seems the most important in mastering English because to create a good communication, the students' must speak. Speaking not only is one way to make relationship between people better because they can communicate well but also speaking make students self confidence although they speak in foreign language. More and more educators, governments, ministries of education and employers need people who can speak English well.

Speaking skill is an important aspect in learning certain language. It gives a feeling of pleasure and sense of power if we always practice to speak in our daily life with calmness and fluency, so we can hold the attention of the listener. According to Luoma (2004) state that fluency is one of component in speech process; it is also used to describe the ability to communicate an intended message, or to affect the listener or interlocutor in the way that is intended by the speaker. From that state, the researcher agree that the speech must be accurate and fluent enough to be coherent to the listeners so that it can attract their attention and they can get the point.

Many people assume that someone who can speak a language, they can be master speaking ability. They may often form judgements about our language competence from our speaking rather than from any of the other language skills because speaking ability seems the most important. According to (Richards & Rodgers, (2003) that "the mastery of speaking skills in English is a priority for many second-language or foreign-language learners"(p. 19). The students should speak in English fluently. But, there are many student who admire that they need a long time to mastering speaking ability.

Tillit & Bruder (1999) state that the ability to speak fluently presupposes not only knowledge of language features such as; connected speech, expressive devices, lexis and grammar, and negotiation language but also the ability to process information and language. In line with these elements, the researcher assumes that, speaker who wishes to say anything has to consider two things; first, the language feature by which people know the use of language such as; how to modify the sound and how to use appropriate expression. Second, people also know how to arrange words into the right order.

The ability in speaking can be defined as the ability to express oneself intelligibly, accurately, and without hesitation, which is used to assist developing the other language skill.

As we know, there are many kinds of activities that can be done in class in learning to speak; they are by performing dialogs (in pairs or small group), drama, discussion, debate and so on. In fact, some students who can not participate well because afraid of making mistakes, afraid to be laughed and do not feel confident if they are asked to practice speaking. There are many students who admire that when they asked to speak, they can not explore their ideas well, due to their skill of telling something is low (Parratt, 2000).

Based on those problems, the teacher must create an animated classroom atmosphere. Actually, the variety of technique is important in making teaching more interesting. The teacher must motivate the students and create the most effective way to stimulate them because the teacher is the important factor to support or motivate them to speak. So the students can develop their anthusias to practice speaking and the students can also develop their self- confidence in expressing their opinions.

They need opportunity to speak the language, to know and understand something that the people are being to talked. It means that the students need to learn to speak and they must have the opportunity to speak and the way to providing this medium is through storytelling. Storytelling can help developing the student's language. Storytelling should be part of growing up for every students. By joining storytelling activity as storyteller, make students enjoy in practicing speaking.

Storytelling is a way to make teaching more exciting and commensurate with the students needs because storytelling can motivate students in practicing speaking (Newfield & D'abdon, 2015). The researcher wants to make students interested in practicing speaking through storytelling because almost all ages like story, it can bring much joy and give the students opportunities to explore their ideas.

THEORETICAL REVIEW

1. Speaking

Speak means saying something to express ideas and opinions (Andita et al., 2019). The researcher agree with that statement, speaking is way that the people do to express their ideas and opinions. By speaking the people can make another people understand with the meaning of conversation.

According (Shih, 2010) defined that speaking as the way to express our opinion and purpose . the awareness of the effects of the interactive can be of great benefit to students, both in terms of fluency and appropriacy and to improve global speaking skill. Speaking as an active process which takes place through the dimension of time in a strictly linear fashion, and cannot persist through time without a secondary recording apparatus, such as a tape recorder (Arjulayana et al., 2021). It means that this process takes place in real time and allows very little time for the speaker to respond to the listener in their conversation and something that was talked by them cannot be taken back or altered except the speech is recorded if necessary.

Based on the theories above, the researcher infers that speaking is activities by which human being try to express thought, feeling, opinion, and to exchange information by using utterances in the form of communication.

2. Characteristics of Speaking

There are many people who ask about how far the speaker is said good or bad speaker. For this question, the listener or the examiner must know about the characteristics of speaking. The teacher as the examiner have to know the speaking scales for assessing speaking. But before that, it is more better is the teacher know the characteristics. There are many differentiate opinion from some experts. Based on Luoma (2004) states that the main characteristics for assessing speaking can be seen from interactional efficiency. She also states that accuracy is related to comprehensibility, it is often at least one aspect of a pronunciation criterion, but comprehensibility is much more than accuracy. Not only that, but also she states that grammar must evaluated in assessing speaking should be specifically related to the grammar of speech. It means that characteristics for assessing speaking depend on pronunciation, comprehensibility and grammar of the speaker.

According to Ur (1996) in (Anggini & Arjulayana, 2021) states that scale of oral testing criteria focused at accuracy and fluency. She also makes the column scale for oral testing criteria, as follows:

Table 1. Scale of oral testing from Penny Ur

Accuracy	Scores	Fluency	Scores
Little or no language produced	1	Little or no communication	1

Poor vocabulary, mistakes in basic grammar, may have very strong foreign accent	2	Very hesitant and brief utterances, sometimes difficult to understand	2
Adequate but not rich vocabulary, makes obvious grammar mistakes, slight foreign accent	3	Gets ideas accross, but hesitantly and briefly	3
Good range vocabulary, occasional grammar slips, slight foreign accent	4	Effective communication in short turns	4
Wide vocabulary appropriately used, virtually no grammar mistakes, native-like or slight foreign accent	5	Easy and effective communication, uses long turns	5

From the scores scales from Ur, the maximum score can be got by the students who has wide vocabulary, there is no mistakes of grammar, and they can make a good communication. But, for the students who has difficulty in speaking, like no language produce and no communication, they will get the minimum score. She only look at accuracy and fluency for assessing speaking.

However, pronunciation and grammar can not be separated with assessment criteria of speaking. As is with (Cooke et al. (2017) who states that there are four criteria for assessing speaking, such as:

- 1) Grammar and Vocabulary = Candidates are awarded marks for the accurate and appropriate use of syntactic forms and vocabulary. The range and appropriate use of vocabulary are also assessed here.
- 2) Discourse Management = Examiners are looking for evidence of the candidate's ability to express ideas and opinions in coherent, connected speech.
- 3) Pronunciation = This refers to the candidate's ability to produce comprehensible utterances to fulfil the task requirements.
- 4) Interactive Communication = This refers to the candidate's ability to interact with the interlocutor and with the other candidate by initiating and responding appropriately and at the required speed and rhythm to fulfil the task requirements.

The pronunciation vocabulary, and grammar are important in characteristics of assessing speaking as stated in the indicators above. The examineer or the teacher can measure the students' pronunciation, vocabulary and grammar. The students can know how the sound of sentence, like they can know stress, rhythm, intonation of the sentence exactly. The examineer can also measure the students have wide vocabulary or not and how the students can arrange words become a good sentence grammatically. For assessing speaking, not only pronunciation, grammar, vocabulary but also fluency and comprehension are important in characteristics of speaking. Those are five characteristics that must be there in speaking scales.

3. Kinds of Speaking Activity

Speaking is an oral communication. It is a process in which someone uses spoken words to express feelings, ideas, and information with another person. When students learn a language, they must practice speaking. In order that they can take part actively in the classroom, they should be provided with the opportunity to actively use the language that they know in meaningful activities that they feel motivated to talk about. Hinkel (2006) mention that the activities may be useful for students to improve their speaking ability as such as;

1) Communication Games;

Speaking activities based on games are often a useful way of giving students valuable practice. Game-based activities can involve practice of oral strategies such as describing, predicting, simplifying, asking for feedback, through activities such as filling in questionnaires and guessing unknown information. Actually the students really like this activity because they learn how to speak the language by using games. They do not realize that the teacher asks them to practice the language itself because they really enjoy it and they do it voluntarily. Whereas, when the teacher asks them to practice a dialogue, sometimes they feel shy. This activity makes them fun, so they do not feel bored.

2) Solving problem / Information gap

Communicative purpose can be established in the classroom by means of the information gap. These activities are usually carried out in pairs or groups and often involve students in asking and answering questions. One partner has some information that the other does not. The aim is to find out the words appropriate to fill a task.

Hartmann et al., (2018) state that this activity demands the students to communicate with each other to find out the best solution of the problem or information that is contained in some questions, so they can solve the problem, know the answer of the question, and complete the task.

[1] Retelling the story

Retelling a story in a foreign language is a very demanding task. The demands of retelling story after listening and understanding should not be underestimated: language needed at word, sentence and discourse levels must be found and produced. If students are to retell the story, they are asked to work at his level in production.

According to (Harmer, n.d.) the students need to be able to enter the imaginative world that the story creates. This means that they can understand enough about the characters and their lives to be able to empathise with them. So, they can produce sentences by retelling the story well because they can imagine what the story actually looks like.

[2] Discussion

After hearing a story, each student should be given the opportunity to comment and to react to one another's comments. It can be done if the teacher discusses about the message or the moral value of the story. Then, he can find different opinions that are expressed by the students.

The discussion can give students the opportunity to respond to the story elements (plot, theme, characterization, setting, style), to relate the book to books by

the same authors, by other authors or students authors, to relate the book to their life experiences (personal, others, social issues) or to evaluate (like or dislike, prove a point, clarify an idea).

[3] Dramatization

It is an active situation with a lot of learning and experiencing. This involves students in learning lines for their role and can provide them with a memorable occasion to practice English. This activity involves a high amount of participation by the group, and is therefore aimed for smaller groups of individuals. The group should learn how they would act in a situation, or explore being characters in a situation and what is making them act the way they are in order that the drama appears natural.

[4] Simulations/Role Play

In simulations the individual participants speak and react as themselves, but the group role, situation and task they are given is an imaginary one. They usually work in small groups, with no audience.

In simulation the teacher tries to give the students a stimulus such as asking them about the story or showing them some pictures that relate to the story. It is done in order that they are not blank about what they will learn. When they know the task, the teacher begins to determine their roles. Then, they can begin to play the role in the classroom.

4. Problems in Speaking Activities

When the students learn to speak, there are many students who feel that they find it difficult. Their problems such as: feel shy, afraid to be laughed at, and they can not explore their ideas well. There are some problems in speaking activities which are appropriate to be practiced by the teacher (Hay et al., 2017).

- a) Inhibition. Learners are often inhibited about trying to say things in foreign language in the classroom : worried about making mistakes, shy, and fear.
- b) Nothing to say. Learners often complain that they can't think of anything to say: in order word they can't express themselves.
- c) Low or uneven participation. Learners can not participate well because they only get very little time to talk. It is caused by some learners to dominate, while others speak very little or not at all.
- d) Mother-tongue use. When the learners share the same mother tongue, they may tend to use it because it is easier and does not make them feel unnatural to speak to one another.

These problems usually happen to the students who do the speaking activities. They can not participate well because afraid of making mistakes, afraid to be laughed at by others and do not feel confident or sometimes they seem no ideas in their mind if they are asked to practice speaking.

5. Storytelling

Storytelling is one of technique that can explore the students' ideas. For many people, storytelling is fun activities and can make people do not feel bored. Storytelling

is very popular since it provoke students language skills. Some experts theories below state:

Originally, Ur (1996) states that storytelling is an art of language or a part of literature appreciation of language work that may be the oldest art. From that statement, the researcher expect that storytelling can become part of literature appreciation of language work. Not only that, but also storytelling is an art of language that may be the oldest art.

According to Dudley (1997) storytelling is the art in which a storyteller give a message, truths, information, and knowledge. Storytelling can be created with music, artistic and creative to enhance the audience's enjoyment, rettention and understanding of the message conveyed. The researcher synthesizes that storytelling is the art of using language, vocalization, and physical movement and gesture to reveal the elements and images of a story to a specific, live audience.

6. The Ways of Storytelling

There are many question about how to present a story. Based on Fisher and Terry (1977) state that the main ways to presenting storytelling is how far the storyteller can selecting the good story for him. Whereas the hardest part of storytelling is to select a story to tell. It is not because of shortage of material but because there are many stories to choose from. Based on Fisher and Terry (1977) state that "selecting material for storytelling depends mainly on two factors : a story should have relatively simple plot and sequence of events and clear characterization, and the overall style or effect of the story should suit the personality of the teller".(p. 161). It means that the teacher must know which story that appropriate with the teller. We can see from the personality of storyteller. The most important to selecting the story for the students are the story should have a simple plot.

The statement from Fisher and Terry different with the opinion from Jalongo. According to Angay-Crowder et al. (2013) state that the main ways to using storytelling is how the storyteller can present the story well. He also states that there are two ways to storytelling that the teller can choose, as follows:

1) Traditional Storytelling

The traditional way is to use only voice and gesture to share a story. Storytelling uses nothing but verbal and nonverbal communication skills and nothing comes between the teller and the listener. Although traditional storytelling emphasizes its origins in oral language, beginning storytellers in our print oriented society often begin with a published or recorded version of the stories they tell.

2) Storytelling with Props

This way is accompanied by various types of props such as real or representative objects that are used to introduce a character, underscore a key concept, build suspense, or surprise the listeners. Props are a means of support in a physical way. The meaning and essence of the story can be supported in a physical way by materials and activities selected by the teacher and used judiciously in the narration. When students know the story well and enjoy telling a favorite story, they might like to use some pictures or puppet figures to supplement their telling of the story. We can encourage them and help them to be successful, but insisting on their doing it is probably counterproductive.

From the theory from Jalongo, we know that the important ways to presenting storytelling is how storyteller can tell the story in order that the listeners do not feel bored.

7. The Use and Purpose of Storytelling

To make the story more interesting to the students, as a storyteller, we need to know the use and the purpose of storytelling. According to Angay-Crowder et al. (2013) state that storytelling offers a personal contact. Storytelling is highly personal and intimate beside of entertain, instruct, and enchant a group of student on the spot.

Based on their opinion about the use and purpose of storytelling, the researcher assume that story itself is interesting, it can give enjoyment and increase their knowledge, import ethical values, develop an appreciation of myths and others, and help to develop sense of humor and storytelling itself can offers the opportunities to develop skills in the language arts, learns to keep in mind sequences of ideas and help students to be a good listener. Students will be available to learn English in a fun way. Actually it is one of the factors which can decide whether the material will be understood easily by the students or not. Enjoyment also takes a part in creating the fun atmosphere in the classroom. Storytelling is not fun way to teach but also can help students in improving speaking ability.

The researcher concludes that storytelling can be helped students' in improving their speaking ability. Storytelling is not only fun technique but also may come a very beneficial in teaching-learning process of English language learner. Because students will enjoy the leaning process in stage of active learning.

RESEARCH METHOD

The researcher conducted at University of Muhammadiyah Tangerang. at Jl. Perintis kemerdekaan No.11 Cikokol Tangerang-Indonesia. The total sample is 56 students from second semester students of English education program.

In order to find the data in the field, the researcher used quantitative method with Quasi Experimental Design in form. with the total sample was 56 students from University of Muhammadiyah Tangerang semester 2. Pre-test Post-test Control Group Design. This research conducted in two groups taken as the investigated groups in this research. One group is for experimental group that given treatment by using storytelling technique while another is for the control group that did not any treatment.

RESULTS AND DISCUSSION

Data analysis were taken from 28 students as sample in control class. The maximum score of pre-test in control class was 75. The minimum score was 65. Range between maximum and minimum score was 15. It means that the students' score could divide into 6 class or category. From the students' score pre-test of control class , the researcher got mean score was 67,21. The researcher also knew modus and median score was 68 and 67,4. Quartyl 1 and Desil 1 from the students' score pre-test of control class were 63,5 and 60,91. It means that the site data divided by 4 was 63,5 and the site data divided by 10 was 60,91.

The result shows the maximum score of pre-tests in experiment class was 77. The minimum score was 62. Range between maximum and minimum score was 15. It

means that the students' score could divide into 6 class or category. From the students' score pre-test of experiment class, the researcher got mean score was 70,18. The researcher also knew modus and median score was 70 and 70,2. Quartyl 1 and Desil 1 from the students' score pre-test of experiment class were 68,1 and 64,29. It means that the site data divided by 4 was 68,1 and the site data divided by 10 was 64,29. In line with this result, the story telling practice is able to improve student's speaking skill significantly (Linardopoulos, 2010).

The maximum score of post-test in control class was 77. The minimum score was 60. Range between maximum and minimum score was 17. It means that the students' score could divide into 6 class or category. From the students' score post-test of control class, the researcher got mean score was 68,71. The researcher also knew modus and median score was 68 and 68,17. Quartyl 1 and Desil 1 from the students' score post-test of control class were 65,83 and 63, 1. It means that the site data divided by 4 was really effective (Parratt, 2000).

Furthermore, the data result for improving speaking through story telling were no obstacles if we implement it to the university student, because not only their speaking can be improved but also their critical thinking and enthusiasms in learning speaking (Banerjee, 2014; Eragamreddy, 2015)

In conclusion, storytelling can improve students' speaking skill because they can tell something organize and having a good idea to express their purpose (Finch, 2002). This research supports the theory from National Storytelling Association that storytelling is a fun technique. Students' can explore their ideas through storytelling because storytelling is the art which give storyteller to explore their knowledge. This research also support the previous relevant research that storytelling is one effective technique to be good technique in the classroom. This research also justify that storytelling can improve students' language ability, especially speaking. Hypothesis null (Ho) unsubstantiated because the score that approached by students' more support that storytelling can improve students' speaking ability.

CONCLUSION

Speaking is one of language skill that seems the most important in mastering English. Students' must speak to create a good communication.

Moreover, the progress result of pre-test and post-test showed significantly improved, especially in experiment class. The mean of pre-test score in control class is 67,21. The mean of post-test in control class is 68,71. From experiment class, the result of pre-test and post-test showed significantly improved. The mean of pre-test score in experiment class is 70,18 and there was improvement on post-test score with the mean 79,0. Therefore, the researcher concludes that storytelling could be used as learning technique in improving students' speaking ability because the using storytelling increased students' interested in speaking, so there was improvement on students' speaking ability.

In line with those result, this method is good for English teachers to implement the storytelling technique as alternative in English teaching technique, especially in improving students' speaking ability. The teacher also should choose the appropriate technique and material, because the funny technique can make the students practice speaking more enjoyable and interesting (Huang, 2016). In improving students'

speaking ability, the teacher should be able to stimulate students in using the language productively during the teaching and learning process.

The researcher also give suggestion for the school that the school can increase the quality not only increase the quality of the teacher but also the quality of learning process through knowing the appropriate technique that the teacher used. The school should supervise the learning process in order that the teacher teach based on the rules in lesson plan and syllabus that state.

REFERENCES

- Andita, putri alinda, Arjulayana, & Ramadhaniah. (2019). the correlation in speaking English ax. *Globish (An English-Indonesian Journal for English, Education and Culture*, 7(2).
- Angay-Crowder, T., Choi, J., & Yi, Y. (2013). Putting Multiliteracies Into Practice: Digital Storytelling for Multilingual Adolescents in a Summer Program. *TESL Canada Journal*, 30(2), 36. <https://doi.org/10.18806/tesl.v30i2.1140>
- Anggini, S. D., & Arjulayana, A.-. (2021). Analysis Student's Speaking Performance as an Academic Speaker's Practice. *Globish: An English-Indonesian Journal for English, Education, and Culture*, 10(1). <https://doi.org/10.31000/globish.v10i1.3943>
- Arjulayana, Rafli, Z., & Dewanti, R. (2021). Speaking Class Based Collaborative Virtual Learning as Multiliteracies Concept. 4.
- Banerjee, D. S. (2014). Learn and Unlearn: Drama as an Effective Tool in Teaching English Language and Communication. *International Journal of English Language and Translation Studies*, 2(1), 79–91.
- Bossi, E. (2015). Language, Literacy, and Learning in STEM Education. *System*, 50, 76–77. <https://doi.org/10.1016/j.system.2015.01.009>
- Cooke, S., Smith, L. E., Nelson, C. L., Yoshikawa, H., British Council, Harding, L., & Mcnamara, T. (2017). Language assessment The challenge of ELF. *The Routledge Handbook of English As a Lingua Franca*, 17(4), 570–582. <https://www.ielts.org/-/media/pdfs/speaking-band-descriptors.ashx?la=en>
- Eragamreddy, N. (2015). Motivating Learners to Learn: Libyan EFL Teachers ' Strategies and a Perspective. *International Journal of English Language & Translation Studies*, 3(02), 42–54.
- Finch, A. (2002). Using poems to teach English . *English Language Teaching*. English, 15(2), 29–45. <http://www.finchpark.com/arts/Poems.pdf>
- Harmer, J. (n.d.). "Teaching and Learning Grammar" - Harmer Jeremy.pdf. Longman.
- Hartmann, R., Seaton, T., Sharpley, R., & White, L. (2018). *The Palgrave Handbook*.
- Hay, J., Podlubny, R., Drager, K., & McAuliffe, M. (2017). Car-talk: Location-specific speech production and perception. *Journal of Phonetics*, 65, 94–109. <https://doi.org/10.1016/j.wocn.2017.06.005>

- Hinkel, E. (2006). Current Perspectives on Teaching the Four Skills. *TESOL Quarterly*, 40(1), 109. <https://doi.org/10.2307/40264513>
- Huang, H. T. D. (2016). Exploring strategy use in L2 speaking assessment. *System*, 63, 13–27. <https://doi.org/10.1016/j.system.2016.08.009>
- Linardopoulos, N. (2010). Teaching and learning public speaking online. *MERLOT Journal of Online Learning and Teaching*, 6(1), 198–209. http://jolt.merlot.org/vol6no1/linardopoulos_0310.pdf
- Newfield, D., & D'abdon, R. (2015). Reconceptualising Poetry as a Multimodal Genre. *TESOL Quarterly*, 49(3), 510–532. <https://doi.org/10.1002/tesq.239>
- Nurjaman, I., Rachmi, T., & -, A. (2020). Persepsi Orang Tua Terhadap Pemerolehan Bahasa Inggris Anak Usia Dini. *Early Childhood: Jurnal Pendidikan*, 3(2), 82–90. <https://doi.org/10.35568/earlychildhood.v3i2.528>
- Parratt, A. (2000). Case study research in educational settings. In *Teacher Development* (Vol. 4, Issue 3). <https://doi.org/10.1080/13664530000200293>
- Richards, J. C., & Rodgers, T. S. (2003). *Approaches and Methods in Language Teaching*. In *Approaches and Methods in Language Teaching* (Second edi). Cambridge Press University. <https://doi.org/10.1017/cbo9780511667305>
- Shih, R. C. (2010). Blended learning using video-based blogs: Public speaking for English as a second language students. *Australasian Journal of Educational Technology*, 26(6), 883–897. <https://doi.org/10.14742/ajet.1048>
- Tillit, B., & Bruder, M. N. (1999). *Speaking Naturally* (p. 128). Cambridge Press. https://makalahnyafikri.files.wordpress.com/2012/09/speaking_naturally.pdf