

# THE TEACHING OF SPEAKING USING STORYTELLING

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## ABSTRACT

Speaking is one of the skills that must achieve in English mastery, but many students of MTs. Al-Huda Banjarmasin has problems when they learn it, they were not confident and felt challenged. To face the problems, the teacher can apply the storytelling technique. The purpose of this research is to know the teacher teach speaking using storytelling technique to students of MTs. Al-Huda Banjarmasin and the advantages of using that. This research was a qualitative method. The researcher obtained the data by interviewed the English language teacher as informant via WhatsApp chat due the Covid-19 causes school-days off. The interview has been held on July 11<sup>th</sup>, 2020. There were twenty questions. The researcher found the teacher teaching speaking using storytelling was; introducing and telling the story, exercise with students and evaluated it, and took assessments. Students' pronunciation has increased after taught by storytelling technique. It also gives many advantages such as exercising students to be imaginative, got the moral message, and develop aspects of speaking, train the ability to concentrate on the story in the English language. Based on the result of the research, the researcher suggests teachers applying storytelling in teaching because it can help students in their speaking skills problems.

**Keywords:** *the teaching of speaking; storytelling technique*

## INTRODUCTION

Humans will not be separated from speaking activities every day in the life. It took an important role because people are social creatures who need to communicate directly with others, and the first way to communicate directly is by speaking. Speaking means express words or speech in purpose through the mouth. It has many purposes, such as asking and giving information, ideas, opinions, express feelings, and many more. Harmer (2001:271) argues that speaking means a tool to socialize or to interaction goals. Chaney (1998), as cited in Kayi (2006) states the process of sharing meaning through the use of verbal and non-verbal symbol in many ways is speaking. Besides, Brown (2001) states speaking is the interactive process of giving meaning and receiving information.

Speaking also has been including as one of the important subjects in English language mastery. Speaking in English language mastery is not just communicating but also building English language components such as vocabulary, grammar, pronunciation, fluency, and comprehension. By mastering that skill, students can communicate directly to others easily, especially with a native speaker. That is why speaking is important and needed to be mastered. Amru (2016:198) states speaking must be mastered by students in English mastery so they can carry a conversation with others easily.

However, many students have problems when they learn speaking skills. When the researcher had the last teaching practice (PLP) in MTs. Al-Huda Banjarmasin, the researcher, found many students were not confident and challenging to speak in the English language. Even when the students were in the teaching and learning process, the students rarely spoke the English language. Jianing (2007) writes the factor discouraging the students are: (1) they are nervous and afraid in making mistakes, (2) they are not used to the topics, (3) the classroom atmosphere is not push the students to speak out, (4) the listeners give unsupportive responses.

Teachers can find any technique to help the students' speaking problems; one of them is storytelling. Cameron (2001:11) states storytelling could be an comfortable tool for training both listening skills and verbal expression. In addition, the teaching using storytelling technique has been used in preschools and elementary schools and university level where the teacher can pick the stories from books, literary text, real-life stories, festivals, and mythology.

Zaro and Salaberri (1995:3) state storytelling can helps in the teaching of foreign language. Using storytelling in teaching speaking activity will give an advantage; the teacher is not only teaching and help the students in speaking, but also give many speaking components which is important to the students when students want to learn the English language. Applying the storytelling technique also suitable for junior high school students, because it triggers the imagination. Students have their own imagination about something that exists in them, through storytelling, the students' imagination can be developed and can increase creativity.

Kayi (2006) state storytelling technique can push creative thinking and helps to express ideas in the beginning, in progress, and the end, including the characters, and setting of the story. Furthermore, Zaro and Salaberri (1995:5) state storytelling should not be as a homework, but as an activity that attract the imagination, allows experimentation of the language, and push cooperation.

## METHOD

This research was a qualitative research method. Miles et al (2014) argues that qualitative data is a complete source about descriptions and explanations of human processes. One has been defended chronological, see activity led consequences, and get useful explanations by qualitative data. Furthermore, Sudaryono (2017:212) states the interview is one of the collecting data that used for obtained information from directly from the interviewees.

This research obtained at MTs. Al-Huda Banjarmasin. The location is on Jalan. Kuin Selatan Gang Darul Huda, Kelurahan Kuin selatan Kecamatan Banjarmasin Barat, Kota Banjarmasin, Kalimantan Selatan. The subject in this research is the English language teacher of MTs Al-Huda Banjarmasin.

In this research, the researcher collected the data by interviewing the English language teacher of MTs. Al-Huda Banjarmasin. The researcher used the interview because the researcher wants to get information about the teaching and advantages of using storytelling techniques. Due to the coronavirus that causes school days off, so the researcher only does the online interview via WhatsApp chat. So, the data is not really perfect. The researcher used a semi-structured interview.

Before did the interview, the researcher asked prior permission to the English language teacher of MTs. Al-Huda Banjarmasin to be an informant for this research. After he gave permission and willing to be an informant, the research prepares the questions that has been selected to be asked. The questions are related to the teaching process using storytelling technique and the advantage from using that. There were twenty questions. After the researcher prepared the questions, the researcher did an interview with the informant. The interview has been held on July 11<sup>th</sup>, 2020.

After finished the interview section and all the questions have answered, the researchers analyzed data before writing it in Finding. To analyze the data, the researcher used three steps of data analysis. Miles and Huberman (1994:10) states data analysis consisting of three activity: data reduction, data display, and conclusion drawing/verification, those described as follows:

1. Data reduction

Data reduction is the next step after the data collection was collected, it means the process of identified and choosing the data carefully and focusing on simplification to summarizes all the obtained data, if there are some data which not included in some parts they will be deleted. Miles and Huberman (1994:10) states that data reduction is the the activity of choosing, focusing, facilitate, abstracting, and changing the data that has been written in field notes or transcriptions.

2. Data display

The next step is data display, data display is an activity when a set of data or information arranged, so it could giving the possibility of making a conclusion, in the data display, the researcher presented data that has been collected and reduced before. Miles and Huberman (1994:11) states the data display is aid to the researcher to understand what is going on and to do something-either it is analyze or take action measure based on the understanding.

3. Conclusion and drawing

The last step is conclusion drawing and verification, conclusion drawing and verification means the researcher makes a final conclusion and verification from the result of the data that has been collected.

## FINDING

After the researcher interviewed the informant about the teaching of speaking and the advantages of using storytelling techniques, the researcher did data analysis and write down the finding in this chapter as follows:

1. **The Teaching of Speaking Using Storytelling.**

In this section, the researcher interviewed the teacher teaching speaking using storytelling. The researcher interviewed the informant online via WhatsApp chatting. Based on the informant's answers, he used that technique in ninth grade and taught it three times, as he said in the interview "*There were three times I used storytelling technique in teaching speaking*".

To implement storytelling technique, the informant did some steps, they are;

- 1.) Introduce and tell the story using the English language, usually the informant used fairy tales and folklore like Malin Kundang and Sangkuriang. The source of the story is from the internet and storybooks.
- 2.) After finished, he asked one or two students to tell the story in front of the class as an exercise.
- 3.) Teach and evaluated the students on how to tell the story correctly, usually the informant did it together with others students. The informant taught and evaluated them how to pronounce words in the story correctly so they can tell it fluently later, and teach the content of the story in order to make students understand the whole of the story.
- 4.) After did all treatment. The informant took students' assessment by telling or memorize at least half of their story one by one in front of the class. The assessments include their pronunciation, fluency, and their comprehension when the informant asked about the story. The students have the freedom to chose the story, they usually chose fairy tales and folklore. The informant took it two times.

The students were not fluent at first, but the informant directed them by teaching them. However, the informant still got obstacles like hard to find the right criteria for students, because students have different preferences in every story. For the informant, storytelling technique is important to apply in teaching speaking as he states "*It is very important, storytelling can train students' memory in telling stories in the English language*"

## 2. The Advantages Using Storytelling in Teaching of Speaking

In this section, the researcher asked about the advantages for teachers used storytelling techniques in teaching speaking. From the informant's answer, the researcher got information that storytelling give advantages such as;

- (1) exercise students to be imaginative in the story,
- (2) get moral message,
- (3) train to develop and practice to memorize the English language which helps their speaking aspects

when they are storyteller, the informant also said in the interview that the students' pronunciation has increased,

- (4) and the last train the students' ability to concentrate because they will pay attention to the story in the English language.

The researcher also asked the informant if he felt ease when using storytelling in teaching speaking. He said in the interview "*The conveniences in teaching speaking using storytelling are; 1. The material of teaching has completed, it means the story can be found anywhere like internet and storybooks, 2. The material in storytelling includes speaking aspects like pronunciation so I can teach storytelling easily, 3. Can be material for teacher's assessment of students in the ability to speak/tell a story using the English language*".

## DISCUSSION

Based on the finding above, the informant used storytelling technique in teaching speaking in order to help students' speaking ability. Zaro and Salaberri (1995:2) state the teaching of foreign language using literature has been increased over the past few years. The teaching materials and activities using literacy are good contribute to learning for students because it can attract imagination, increase motivation, and make a meaningful context.

The act of applying storytelling technique brings many advantages. The teacher can use storytelling to create the right conditions when students are moody in learning the English language or when students' focus spread out. The English language teacher who also known as informant in this research states applying storytelling gave many advantages, such as train students' imagination, develop students' speaking skill, student train to concentrate on the English language. The students will also train their memories in English language, example they will learn how to pronounce words correctly. Halimah (2006) as cited in Podung (2013:72) states storytelling has many advantages, they are: (1) catch up students' attention, (2) bring the students to be uncovered to a moral, dilemma or a problem-solving exercises, (3) sharing stories about the success and improving the sense of community, (4) it can be used to cruise personal roles and make sense of lives, (5) increasing the imaginations and concentrates of mind, (6) remembered the content of the stories because it trigger imagination.

The result of this research was same with Agustina (2019), she reported that using storytelling technique in teaching speaking was help students' speaking ability, one of them is pronunciation.

The researcher used her research as references, but there was different between this researcher and hers. She conducted the storytelling technique by herself with quantitative method, she got the result from post-test score that was higher than pretest, she also gave treatments by herself. Meanwhile the researcher only conducted the result by interviewed once with the English language teacher who has applied and gave treatments using this technique too. The researcher interviewed the informant about the teacher teaching speaking and the advantages using storytelling via WhatsApp chatting due the coronavirus, the researcher could not go to the school for observation.

## CONCLUSION

### A. Conclusion

To implement the storytelling technique in teaching speaking, the English language teacher of MTs. Al-Huda Banjarmasin who also known as the informant did some steps such as; introduce and tell the story like folklore and fairy tales, did exercise and evaluated the story with students and the last step took students' assessment. The source of the story is from book and internet. Storytelling was used in ninth grade of MTs. Al-Huda Banjarmasin and taught it threetimes. The students' assessment includes pronunciation, fluently and comprehension.

Storytelling gives many advantages for teachers such as; train students to be imaginative, develop students' speaking ability, and train the ability to students concentrate in the English language.

### B. Suggestions

Storytelling techniques are recommended to use in teaching speaking activity because it will help students in their speaking ability and The English language teacher can add more stories as material in teaching speaking like legend or fable to make storytelling material are more various.

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