The use of *the storytelling method* to improve the speaking skills of grade 9 students

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Abstract. The ability to speak is one of the English language skills that must be mastered to facilitate learning. This research was motivated by the formulation of problems that occurred in the Nafi Mumtaza learning house institution which had 4 students. This study aims to improve students' speaking skills and confidence levels when speaking in English. Although the research objects are few, researchers try to use learning alternatives that are easy to apply and strongly support this research. Therefore, the researcher decided to use *the storytelling* method. This study used the type of Classroom Action Research (PTK) using Kemmis and Mc Taggart spiral model design learning guidelines. Learning improvement is carried out in 2 cycles and assessment is seen from the aspect of students' understanding of the story presented and the ability to convey it back in front of the class. In the cycle 1 stage, only 25%, namely 1 student, are able to achieve the minimum score of 75 and this increases in the cycle 2 stage to 50%, namely 87 and 89 if assessed with 3 categories, and reaches 100% complete achievement, namely 91 and 94 if using pure value acquisition, a comparison with absorption and ideal values. These results prove that the speaking ability of students in English learning has improved with the application of *storytelling* learning methods.

Keywords: story telling method, speaking skills, grade 9 students

INTRODUCTION

Basically, speaking is the ability of a person to express his ideas, ideas, or thoughts in oral form to others clearly and precisely. With good speaking skills possessed by younger participants, students can easily convey messages, so they can communicate with everyone, teachers, peers, and society in general. However, speaking skills are not easy to master in a fast time but require practice after practice to master them. The main factor of students' inability to speak English is shown by the lack of vocabulary they have. So, they are confused to connect word for word and feel insecure when speaking in English. Pariyanto and Pradipta (2019) and Pariyanto (2020) suggest that to achieve a certain level of proficiency in English, one of which is speaking skills, is to use particular strategies where the students keep practicing using English.

The background of the researcher raised this storytelling method to increase interest in reading and train students' thinking power and confidence. From these problems, researchers believe that the storytelling method is one solution that can be done to improve the speaking ability of students. By telling stories, they can convey what they understand from the story according to their own imagination, and can easily find the

wisdom contained in the story. Based on the above background can be formulated several important problems as follows:

1. Is the learning method using storytelling able to improve students' speaking skills?
2. Why are students less able to interact (express opinions, give responses, convey and answer questions) well in the classroom during learning?

The purpose of learning improvement research in accordance with the title of the PKP report this time is to make one way to improve students' speaking skills by telling stories. Telling a story or event, be it a self-experienced story, fiction/non- fiction story, historical story, or even a fairy tale, is very capable of supporting these skills. According to Nurbiana Dieni (2005), storytelling is one effective way to develop cognitive aspects (knowledge), affective (feelings), social, and appreciation of students. The hope is that by telling stories, many new vocabularies will be acquired by students and the meaning of the word.

And also, by telling stories, students enjoy more when learning which makes students' confidence will increase. In learning English, learners need to master at least four skills in English, namely: listening, speaking, reading, and writing. Harmer (2001) mentions that listening and reading skills are considered receptive skills, while speaking and writing skills are considered productive skills. Speaking is one of the main skills to pay attention to in language learning. Speaking can literally be interpreted as "saying something, stating something that is in the mind, and then expressed through the mouth in the form of sounds" (Rahmawati & Fatimah, 2014; Wekke, 2015). Storytelling is telling a story orally.

This storytelling habit is widely found in various regions in Indonesia. At that time, storytelling activities were much more attractive and interesting than today. The people of Java and several other regions also know storytelling activities in the form of puppet performances performed by puppeteers with their musical instruments. Many other areas are familiar with storytelling by different names and ways. The storytelling activities mentioned here are more traditional in nature and have been carried out for generations. (Musaba, 2012). Speaking also has an important role and its main purpose is to be able to communicate well so that the message conveyed can be received perfectly (Khairoes & Taufina, 2019).

LITERATURE REVIEW

Effective communication skills, especially speaking skills, play a crucial role in various aspects of life, including education, career, and personal relationships. The use of storytelling as a method to enhance speaking skills has garnered significant attention in educational settings. This literature review aims to explore the benefits and effectiveness of utilizing the storytelling method to improve speaking skills

Storytelling has been recognized as a powerful tool to engage and motivate learners. According to Bruner (1991), stories have a unique ability to capture students' attention, stimulate their imagination, and create emotional connections, making the learning experience more engaging and enjoyable. This engagement and motivation contribute to improved speaking skills.

Storytelling also facilitates language acquisition and vocabulary expansion. As students listen to or participate in storytelling activities, they are exposed to rich and varied language structures, expressions, and vocabulary. This exposure helps learners develop a broader vocabulary repertoire, as noted by Polkinghorne (1988). By encountering new words and contextualized language use, students can later incorporate these elements into their own spoken communication.

Furthermore, storytelling promotes an understanding of narrative structure and organization, which is essential for effective speaking skills. By engaging with stories, students become familiar with story elements such as characters, setting, plot, and conflict. This exposure enhances their ability to structure their own narratives, ensuring coherence and logical flow in their spoken communication.

In addition, storytelling activities contribute to improved oral fluency. Through retelling stories or creating their own narratives, students practice speaking in a supportive and creative context. This regular practice helps develop fluency, rhythm, and pacing in spoken communication, leading to improved articulation, pronunciation, and overall oral fluency (Simmons, 2011).

Apart from contributing to oral fluency, storytelling promotes cultural awareness and empathy among learners. By engaging with stories from diverse backgrounds, students gain exposure to different cultures, perspectives, and experiences. This understanding enhances their ability to communicate effectively with individuals from various linguistic and cultural backgrounds, thereby fostering inclusive and effective speaking skills.

Moreover, storytelling activities encourage critical thinking and analysis. Students are prompted to analyze characters' motivations, make predictions, and interpret story elements. This analytical approach enhances their ability to articulate and express their thoughts effectively, thus contributing to improved speaking skills.

Additionally, storytelling activities provide opportunities for students to practice public speaking in a supportive and non-threatening environment. Through sharing stories with peers, students gain confidence, overcome stage fright, and become more comfortable expressing themselves in front of an audience. This confidence-building carries over into other speaking situations, as highlighted by Schank (1990).

Another benefit to incorporating storytelling is that it often involves group activities, fostering collaborative learning and communication skills. Students work together to create and perform stories, actively engaging in dialogue and negotiation. This collaborative learning environment cultivates effective speaking skills by encouraging students to listen, respond, and interact with their peers (Heath & Heath, 2007).

Therefore, the use of storytelling as a method to enhance speaking skills offers numerous benefits for learners. It promotes engagement, language acquisition, vocabulary expansion, narrative structure understanding, oral fluency, cultural awareness, critical thinking, confidence building, and collaborative communication skills. By incorporating storytelling into educational settings, educators can create an enriching and supportive environment that facilitates the development of effective speaking skills. Further research should focus on exploring specific instructional strategies and techniques for optimizing the use of storytelling in language learning contexts.

METHOD

The implementation of Classroom Action Research was carried out at an institution Nafi Mumtaza Learning House located in Mount Sindur-Bogor. The research conducted was focused on students who stayed overnight in the dormitory of the institution which

amounted to 4 students. They come from underprivileged families (dhuafa) and some are orphans and/or orphans. Their ages range from 13 to 15 years. They are students who have a high enthusiasm for learning, but lack of learning motivation and lack of understanding of how to study that suits them, make it difficult for them to understand classroom learning, especially general subjects such as this English lesson.

This Classroom Action Research (PTK) researchers carried out in 2 stages of the learning improvement cycle which was carried out starting on May 19, 2023 and June 2, 2023. The research was carried out in grade 9 of the Nafi Mumtaza Learning House Gunung Sindur-Bogor with the aim of obtaining research results that were as expected and carried out in accordance with the direction properly. The research cycle was carried out with guidelines using the Kemmis and Mc. Taggart model designs.

This research was carried out with the following steps: (1) planning, (2) action, (3) data collection (observation), (4) reflection. The four components are summarized into a spiral system that makes it easy to understand between one step and the next. In accordance with the general principles of PTK at each stage and cycle, the stages and cycles are always carried out in a participatory and collaborative manner between researchers and practitioners. The four components or stages proposed by Kemmis and Mc. Taggart can be visualized as follows:
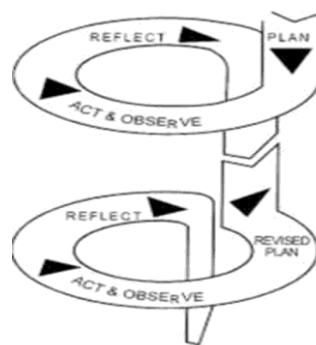
Picture 1. The stages of PTK according to Kemmis and Mc Taggart

After we examine from the background, problem formulation to the purpose of conducting this learning research, the benefits of carrying out learning improvement research, among others, to:

1. Students are able to master these four skills or at least have an interest among the four and become excellent in one of these skills.
2. Students are able to improve speaking skills well according to the method used.
3. Students and teachers are able to work together and collaborate in class with storytelling methods to hone students' speaking skills in front of the class.
4. With the storytelling method, add insight and vocabulary to students so that they can be developed by students as capital to develop these speaking skills.

RESULT AND DISCUSSION

Researchers made improvements in learning with 2 cycles. On the occasion of cycle 1, the learning process is carried out according to the learning plan on May 19, 2023. At the beginning of the activity, students were asked to observe the fairy tale story "Sangkuriang", by observing the story, students were expected to understand the storyline by looking for vocabulary in the story and looking for its meaning in the dictionary. From

the first meeting (cycle I), all students are able to find vocabulary that is difficult and not understood in the dictionary. In addition, at the first meeting, story reading activities were also carried out to find out the intonation, rhythm, and dynamics of reading stories according to the punctuation marks contained in the story editor.

1. Cycle 1

This method was also chosen based on the results of interviews and questionnaires, which have results that will be presented in the form of the following table:

Table 1. Results of interviews and questionnaires based on the difficulty level of skills in English language learning

Student's Name	Reading	Listening	Writing	Speaking
Alsya Nabila Arrahma	1	3	2	4
Ayu Sita Rahmawati	3	2	1	4
Greenta Saniara	1	2	4	3
Tsabita Azmina	2	1	4	3
Number of Votes	*7*	*8*	*11*	*14*
Percentage	**17,5%**	**20%**	**27,5%**	**35%**

From these results, it can be seen that 35% of students consider that speaking skills in learning English is more difficult than other skills. Next is writing with 27.5%, listening skills with 20%, and the easiest according to the data above is reading skills, which is 17.5%.

On the occasion of running cycle 1, the learning process was carried out in accordance with the learning plan on Mei 19, 2023. At the beginning of the activity, students were asked to observe a fairytale story "Sangkuriang", by observing the story, students are expected to understand the storyline by looking for vocabulary in the story and looking for its meaning in the dictionary. And assessments focus on the following 4 things:

Table 2. Assessment based on aspects of speaking skills (use of scores 1-5)

No.	Student's Names	(Pronounciation)	(Intonation)	(Fluency)	(Accuracy)
1.	Alsya Nabila Arrahma	2	1	1	2
2.	Ayu Sita Rahmawati	1	1	1	1
3.	Greenta Saniara	1	1	1	1
4.	Tsabita Azmina	2	1	1	1

Based on the aspect of speaking skills assessment, it was found that students still had a very low level of speaking skills, one female student with 30% skill achievement, one

female student with 25%, and 2 other female students only reached 20% of the total 100% achievement of speaking skills assessment that must be achieved.

Table 3. How to calculate value Assessment Score

No.	Category	Number range
1.	Very Good (A)	86-100
2.	Good (B)	71-85
3.	Simply (C)	56-70
4.	Low (D)	≤ 55

Table 4. Grade Acquisition in Cycle 1

No.	Student's Name	KKM	Score	Category
1.	Alsya Nabila Arrahma	7	7	High (B)
		5	5	
2.	Ayu Sita Rahmawati	7	5	Low (D)
		5	0	
3.	Greenta Saniara	7	6	Medium (C)
		5	5	
4.	Tsabita Azmina	7	7	High (B)
		5	1	

Thus, the end of cycle 1 stated that it was only able to achieve 25% of the achievement in one class (4 students).

2. Cycle 2

Meanwhile, in cycle 2, the learning process will be carried out according to the learning plan on June 2, 2023. Researchers tried to find other alternative improvements that were different from cycle 1 but still included aspects of cycle 1 assessment into cycle 2. To get better results, the assessment evaluation carried out in cycle 2 is carried out in groups to retell the story that has been read and also the lessons / lessons from the story. In addition, in the second cycle this is also done to convey lessons / lessons from the stories that have been read. In scoring in cycle 2, it refers to the KKM value, which is 75. If the student's skills are categorized into 3 categories, then the following results are obtained:

Table 6. Assessment by Category

Range Score	Student's Name	Score	Category	Frequency	Percentage
75-89	Alsya Nabila Arrahma	94	Medium	2	50%
	Ayu Sita Rahmawati	87			
	Greenta Saniara	89			

	Tsabita Azmina		91		

Or use the absorption table by displaying the pure value of the ideal value that should be achieved, then it will be the result of the acquisition:

Table 7. Assessment Results Based on Absorbency and Achievement of the Ideal Score

No.	Student's Name	Ideal Score	Original Sc	Absorbency	Description
1.	Alsya Nabila Arrahma	100	85	89%	Completed
2.	Ayu Sita Rahmawati	100	87	87%	Completed
3.	Greenta Saniara	100	91	91%	Completed
4.	Tsabita Azmina	100	94	94%	Completed

CONCLUSION

From the results and discussion with the presentation of quantitative data in accordance with the stages of classroom action research carried out, the conclusion of this study is that the storytelling method is able to improve the ability of students' speaking skills. The significant increase in the results of achieving grades and aspects of the speaking assessment from cycle 1 and cycle 2, both changes in the achievement of KKM scores, as well as when achieving ideal grades and absorption by group learning, turned out to have an effect on the increase that occurred.

From the beginning, only 1 student was able to achieve it, until all students were able to improve their abilities, stating that storytelling by forming a study group (discussing) was more effective in providing high confidence and motivation in improving learning ability. The suggestions that researchers can convey at the end of this chapter of Class Action Research are as follows:
1. It is expected to be able to provide facilities that support teaching and learning activities to be better, more effective, and more efficient. And provide a place for students to improve their English language skills.
2. For teachers, especially English subject teachers, to develop learning methods that are more interesting and in accordance with the material being taught. As well as maintaining the improvement of students in speaking skills by motivating students to always speak English wherever and whenever. Teachers need to try to recognize students in class, not giving up with the results (values) obtained, think positively that students will be able to improve and catch up with them.
3. Students continue to increase learning motivation and enthusiasm for learning. Because the ability of the skills sought will be useful in the future and will make it easier for students to communicate in the international arena.

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