

# A Development of Storytelling in Teaching English Speaking at Junior High School

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## ABSTRACT

This research is conducted to motivate students' speaking skill in English. The purpose of this research is to design a learning model namely 'Storytelling' to be used as a valid, practical, and effective model to teach English speaking skills at Junior High School (SMP) level. This research is a development research (R&D). The population was the eighth-grade students of Junior High School in Sungai Penuh Subdistrict, Sungai Penuh City. The data in this research are in the form quantitative data. The instruments used on the development of the Storytelling model in teaching English speaking skills were questionnaires, checklists, and English-speaking tests. The questionnaire was made in the form of Likert scale. It was used to measure the implementation of the learning process of English speaking skills in schools. The model has been implemented and validated before being applied by the teacher in the teaching process. The pre-test and post-test scores were analyzed by means of descriptive statistical analysis, homogeneity test, normality test, and t-test using computer facility for SPSS Version 16.0 program. The storytelling learning model for students' speaking skills has generated products namely model book, teachers' book and student's book. The findings of the research can be referred as guidance by teachers and students in order to improve speaking skills through storytelling.

**Keywords:** *Teaching, English, Speaking, Storytelling.*

## 1. INTRODUCTION

Language has a central role in intellectual, social, and emotional development of students. It is one of the proponent tools of successful learning in almost any field of study. English, as one of the languages, has a salient role to not only build communication skills but also to master science. Since many literatures are written in English, people can learn and acquire various kinds of knowledge that exist in the world nowadays.

Usually, students get contact with foreign/second language for two fundamental reasons namely to learn the language and to acquire knowledge which was written/stated in that language. Hence, the role of school environment becomes more crucial to support language learning. English language proficiency skills can only be acquired through supportive environment which enables the students to use the language for practical purposes. Thus, it can be said that school's environment plays one of the vital roles in escalating students' language competences and achievements in the school.

Up until now, teachers are regularly demanded to renew the curricula, strategies, and assessments in language teaching. This is aimed at avoiding monotonous teaching and boredom usually faced by the students while learning.

English in Junior High School (SMP). Teacher, as an agent of knowledge, should be able to transform English knowledge and skills in attractive, fun, and acceptable ways to the students. [2] For this purpose, there are many things that can be done by English teachers in Junior High Schools (SMP). Among others is to use various media and methods that are appropriate and amusing. Below are the principles of learning English that the teacher needs to know

“Offer learners enjoyable, active roles in the learning experience, help students develop and practice language through collaboration, and Use multi-dimensional, thematically organized activities. [3]”

Speaking skill is one of the four English language skills considered to be important according to the stage of language acquisition for children in high school.

Tam's[4] study show that there are several factors related to active speaking skills that must be taken into account including pronunciation, vocabulary, and selected collocation. These factors are foremost consideration in building fluency for foreign speakers. In addition, students should often get various situations and speaking opportunities to improve student competence in speaking.

Self-confidence and competence are key role in English speaking skills. Patil [5] asserts that storytelling can; (1) build student self-confidence and eliminate fear, (2) provide opportunity for students to make mistakes which are priority that must be considered by teachers, (3) make students feel comfortable with the use of their language. Meanwhile, Bailey [6] and Songsiri [7] explain that confidence and competence in speaking can be developed from appropriate syllabus design, teaching methods, and adequate assignments and materials. In the process of learning English skills in schools, teachers must pay attention to the suitability of learning methods with the needs of students in the classroom so that they can create comfortable learning environment as well as adequate assignments and materials.

Ellis and Brewster [8] and Wright [9] emphasize the potential of storytelling in establishing language awareness and competence for students. They believe that stories can be effective way to initiate language learning activities that will help to escalate awareness of language functions and structures, and to develop vocabulary and language learning skills. They note that stories contain repetition of vocabulary and structure of the language so that students can absorb these language features when they listen to the stories repeatedly.

Students have difficulties in speaking due to some reasons; no ideas, little vocabulary, limited tenderness to talk and rigid teaching methods

By this far, it seems that an enjoyable English learning process is rare for the students. Embarrassment, mother tongue influence, and very little chance to participate and use the language in the classroom are the top reasons why the students are still unwilling to practice English. As the consequence, their competence in English speaking skill is still beyond expectation. Based on the results of research conducted by Tuan & Mai [10] (2015), there are several problems in speaking skills faced by students. Among them are lack of knowledge, low participation, and the influence of their mother tongue. Other prominent obstacles are the feeling of being afraid to make a mistake and to be criticized by their friends/teachers. Moreover, they also have low confidence since they will become the center of attention when speaking

Efforts can be made to overcome the problems in learning speaking skills that are currently taking place in junior high schools in Sungai Penuh city. One of them is by developing a 'Storytelling' learning model as an alternative which can help teachers to increase speaking skills of junior high school students. The use of stories in English learning allows students to relate real-life examples to the concepts learned in class so that it will make learning material become more realistic. Storytelling as a teaching method has been used in elementary and middle schools.[11] Then, the results of Eck Jill's research, [12] indicate that storytelling is an effective learning strategy in education and the learning process.

## ***1.1. Related Work***

### *1.1.1. Learning Theories*

Learning is a process of creating conducive conditions for interaction of teaching and learning communication between teachers, students, and other learning components to achieve learning objectives. Learning is a system, which consists of various interconnected components. These components include objectives, materials, methods, and evaluation. [13] Learning is also a lasting change in behavior, or in the capacity to behave in a certain way, resulting from practice or other forms of experience. There are three components in learning that are related to learning attitudes, continuous and involving experience[14]

The learning model is a pattern or a conceptual framework that describes the form of learning from the beginning to the end of the design to improve the quality of learning in the classroom.

According to Joyce and Weil [15], a Learning models include planning related to curriculum, subject, and classroom guidance. It is used as an educator's choice in achieving educational goals.

Based on the various concepts of learning models above, it can be concluded that learning model is a conceptual framework that describes a systematic procedure for organizing learning experiences to achieve learning goals. In learning model, teacher guides students to describe the problem-solving plan into activity stages, gives examples of the use of skills and strategies needed so that these tasks can be completed. Moreover, teacher should create a classroom atmosphere that is flexible and oriented towards students 'inquiry.

### *1.1. 2. The Essence of Storytelling*

Storytelling is a way of gaining new experiences for students and can also be used to build relationships with fellow friends in the class. Through stories, they can

socialize and form characters according to the story. A valuable way to share knowledge, shape experiences and see yourself in relation to others is storytelling. Helen Forest points out that students will enhance ability to articulate communication, express thoughts, and feelings.

Storytelling is one of the techniques commonly used in language learning. Storytelling is an oral activity, and stories have the shape since they are designed to be listened, include many situations, and participation.[16] This means that storytelling is an oral activity and has its own form because it is arranged in various situations and participation.

Storytelling is very important for students in learning their mother tongue, as well as learning foreign languages. Using stories in teaching English is better started from Junior High School. It is due to the characteristics of junior high school children who have imagination, interactivity, and willingness to always tell stories about what they have experienced in their daily life. As stated by Horner & Ryf [17]"Young children's lively and talkative interactive approach to sharing".

### *1.1.3. Learning English Speaking Skills*

Speaking skills are essentially productive and oral use skills that are conducted face to face.[18] Meanwhile, Brown states that speaking skills are " interactive process of constructing meaning that involves producing and receiving and processing information".[19] The form and meaning depend on the context in which the speech appears which includes the participants, the topic, and the conversation situation. Speaking skills can help someone to express thoughts and ideas better than any other language skills. The conversation that occurs will develop the meaning and shape.

There are several components of English-speaking skills that must be understood by teachers. Brown explains that there are five main components of speaking skills, namely: (1) pronunciation, (2) grammar, (3), vocabulary, (4) fluency (fluency), and (5) comprehension. [20] This component is a unit that gives each other strength and perfection in speaking skills. The goal of learning a language is to be able to use that language. By using that language in communication activities, students can establish language competence. The intended competence in learning English is communication competence orally and in writing. The implication is that learning English there should be a wide opportunity to hone English language skills for students to practice using English in communication.

## **1.2 Our Contribution**

Some improvements are presented from result of investigation and discussion. 1) For students at junior high school, they can follow the learning process properly and actively so that the learning objectives can be achieved, 2) Teachers can use the Storytelling model as an alternative learning method in improving students' speaking skills, 3) For schools, it can improve the quality of English learning by applying an innovative learning method.

## **1.3 Paper Structure**

The rest of the paper is organized as follows: Section 1 introduces the preliminaries used in this paper including Learning Theories, the essence of Storytelling and Learning English Speaking Skill. Section 2 presents method of the research. Section 3 presents the result and discussions. Finally, Section 4 concludes the paper and presents direction for future research.

## **2. METHODS**

The design of the research is Research and Development (R&D). The aim of the research is to develop teaching materials in English speaking skill. Development Research is a research method used to produce certain products and to test the effectiveness of these products. The procedure for developing the Storytelling model in teaching English in junior high schools is adopted from the ADDIE model which stands for Analysis, Design, Development, Implementation, and Evaluation. [21] The samples of the research were the students of Junior High School of Sungai Penuh City. The data collections instruments were questionnaires and speaking test. In analyzing the data, the researchers used descriptive statistic.

## **3. RESULT AND DISCUSSION**

### **3.1 Analysis Stage**

Before designing a learning model for English speaking skills, needs analysis was conducted by using questionnaire as an instrument. The needs analysis concerns on the implementation of the learning process of English speaking skills in junior high schools (SMP).

**Table 1** Frequency Distribution of Needs Analysis

No	Needs Analysis	Frequency	Percentage
1	Very Needed	0	0,00
2	Needed	13	26.00
3	Simply Needed	27	54.00
4	Less Needed	6	12.00
5	Not Needed	4	8.00
Total		<b>50</b>	<b>100.00</b>

From the need analysis that there are 13 (26%) out of 50 respondents who admitted that a learning model is needed. Moreover, there are 27 (54%) state that a learning model is simply needed. Based on this result, it can be interpreted that a new and effective learning model of English speaking skills is needed. Therefore, a storytelling model is proposed and designed.

### 3.2 Design Stage

At the design stage of the model development, a learning model blueprint was implemented based on the data obtained from the analysis activities. At this stage, the researchers designed 3 (three) products of development mode which consist of 1) Model books, 2) teacher books / teaching materials, and, 3) student books.

### 3.3 Development Stage

At this stage, there were two steps taken namely: (a) conducting a formative evaluation, (b) revising the prototype. The steps are carried out in accordance with those described in the design stage. From the results of the needs analysis and model design, the development of a learning model is continued.

Model development is accomplished by considering inputs from validator and validation results of the Model Book. The overall storytelling learning model book for speaking skills is in the average of 4.34 which is included in very valid category. This indicates that the constructs like content, graphics, language and design of the storytelling teaching model's book in speaking skills was very valid.

The validation result of teacher's book of storytelling learning model to teach speaking skills in average is 4.19. It is a valid category. This indicates that the development constructs of graphics, language, presentation, and book content were very valid category. In addition, all validators agree that this book is suitable to be used with some minor revisions and it does not require revalidation process.

The validation result of student book of storytelling learning model to teach speaking skills in average is 4.41. It is included in a very valid category. This indicates that the development constructs of graphics, language, and book content were in good category. Similar to teacher's book, students' book

needs no major revision since all validators agree that this book is suitable to be used and it doesn't require revalidation process.

### 3.4 Implementation Stage

The model implementation stage was carried out at SMP N Kota Sungai Penuh in Class VIII in the form of a limited trial. It was conducted to find out whether the model was in accordance with the assigned objectives. Before implementing the model, the researcher imparted the teacher with concepts of the model implementation in classroom learning process.

Based on the results of the try-out carried out in Class VIII of SMPN Sungai Penuh City, it was found that learning with the storytelling model to improve speaking skills can be conducted since the average score is 4.17 (good category). Hence, an extended trial can be carried out regarding the implementation of storytelling learning model in speaking skills.

### 3.5 Evaluation Stage

The evaluation stage was carried out to obtain practical data from research products and data on the effectiveness of the storytelling learning model in English speaking skills.

#### 3.5.1 Practicality Stage

Practicality tests were carried out at the implementation stage to see the practicality of the products. Discussion of the data was found, that the practicality of the model book is very high. There are 11 (78.5%) of the total respondents who state that it is very practical. Meanwhile, there are 3 (21.43%) of the total respondents who consider that it is practical. Thus, it can be said that the practicality of the book of storytelling learning model is very high and it is feasible to be used in teaching and learning process.

Then, for teacher book, its practicality is very high since there are 8 (53.33%) of the total respondents think that the book is very practical. In different place, there are 7 (46.67%) of the total respondents who argue that the book is practical. Thus, it can be stated that the teacher book of storytelling learning model has high practicality and is feasible to be used in teaching and learning process.

The last one is the student book. The practicality of this book is very high since there are 11 (84.62%) of the total respondents consider that the book is very practical. In different place, there are 2 (15.38%) of the total respondents who argue that the book is practical. Therefore, it can be summarized that the student book of storytelling learning model has high practicality and is feasible to be used in teaching and learning process.

### 3.5.2 Effectiveness

Assessment of the effectiveness of the model is followed by testing through quasi-experimental research. The object of this quasi-experimental research is the difference in the results of the storytelling learning model and conventional learning model. These two learning models are associated with the students' English learning outcomes on speaking skills. This quasi-experimental research is aimed at determining the advantages of the storytelling learning model compared to the conventional model. This section will therefore present the results of storytelling learning model as new treatment for the students.

To test the hypothesis in this research, t-test was used. It was intended to reveal the result of the research. The normality test and the homogeneity test were used before coming to t-test.

**Table 2** Summary of Research Data Normality Test Result

		Experiment	Control
N		30	30
Normal Parameters	A mean	206,000	1.8757E2
	Std. Deviation	17.47116	1.25222E1
Most Extreme Differences	Absolute	.087	.118
	Positive	.061	.118
	Negative	-.087	-.116
Kolmogorov-Smirnov Z		.475	.647
Asymp. Sig. (2-tailed)		.978	.797
Test distribution is Normal			

Based on the table above, it can be seen that there are 30 respondents in experimental class and control class. Asymp value. Sig (2-tailed) whereas in experimental class it is  $0.978 > 0.05$  and in control class it is  $0.797 > 0.05$ . Asymp value Sig (2-tailed) obtained is greater than the value  $\alpha = 0.05$ . Thus, it can be concluded that  $H_0$  is rejected. This means that the samples in this study were taken from normally distributed populations. Then, homogeneity test was also conducted. Below is the result of the test.

**Table 3** Summary of Research Data Homogeneity Test Result

Levene Statistics	df1	df2	Sig.
2,906	1	58	.094

Based on table above, it can be highlighted that the sig value is  $0.094 > 0.05$ . The value of the Levene statistical test (Ls test) obtained is greater than the value of  $\alpha = 0.05$ . Thus, it can be concluded that the groups in this study were taken from homogeneous population.

After the homogeneity and normality of the sample and population have been fulfilled, t-test was used to understand the differences that occur from both groups.

**Table 4** Calculation Results Data with t-test Value of the Experiment Class and Control Class

RESULT	t-test for Equality of Means						
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Equal variances assumed	4,697	58	.000	18,433	3,924	10,577	26,289
Equal variances not assumed	4,697	52,574	.000	18,433	3,924	10,560	26,306

Source: Processed SPSS 16.00 Windows

From them table above, it can be seen that the  $df = 58$  at the significant level of 0.05 is 1.69. Based on the results, it was found that  $t_{observed} > t_{table}$  ( $4,697 > 1.69$ ) and the significant level is  $< 0.05$ . Hence, it can be concluded that the hypothesis  $H_a$  is accepted or  $H_0$  is rejected. It can be said that there is a significant difference between the experimental class taught by using the storytelling learning model for speaking skills and the control class taught by using conventional teaching model for speaking skills.

## 4. CONCLUSION

Based on the research, some conclusions can be drawn. Firstly, the results of the development of the storytelling learning model for speaking skills have been set to be practical and feasible to be used. The Model Book has average score 4.32 which is categorized as very practical. Similarly, the Teacher Book has average

score 4.22 which is very practical. In line with the previous products, the Student Book has average 4.44 which is also considered as very practical.

Secondly, the development of the storytelling learning model for speaking skills is effective; the effectiveness test was carried out by looking at the attitude aspects of the students. The result showed that the  $t_{observed} > t_{table}$  ( $4.697 > 1.69$ ) in the significant level  $< 0.05$  is 0.000. It indicates that there is a significant difference between the experimental class taught by using the storytelling learning model for speaking skills and the control class taught by using conventional learning model for speaking skills.

Finally, those who are interested in conducting further research on the Storytelling learning model, it is important to firstly motivate and stimulate the students to be more active in learning activities so that a better learning outcomes can be obtained.

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