The Implementation of Storytelling Technique Used by the English Teacher in Teaching Speaking

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Abstract

This study aims at analyzing the way the teacher develops students speaking performance by using storytelling technique and observing the steps used by the teacher in teaching English. The researcher applied qualitative study by observing classroom teaching practice and interviewing an English teacher at SMKN 1 Banda Aceh. The results of the observations and interview are consistent with the storytelling procedure proposed by Jianing (2007), which are formulated and ordered as deciding the material, dividing students into some groups, assessing the students’ performance and providing them with some feedback at the end of the meeting. The teacher perceived that using storytelling technique in teaching speaking make students to gain more interest in the English classroom because she used storytelling techniques in teaching legend topic. Furthermore, through interview it was revealed that storytelling was believed to have increased student’s vocabulary, confidence and a sense of pleasure in learning English.

Key Words: Speaking, Storytelling Technique, English Teaching

1. INTRODUCTION

Based on the unit level of the standard curriculum (curriculum 2013) English is one of the subjects that must be taught in school. In learning English, as stated by Celce-Murcia (2001), speaking for a second language or even foreign language includes four skills. The skills that should be learned by students are speaking, listening, reading, and writing.

According to Kayi (2006) there are thirteen techniques that can be applied in teaching speaking; discussion, story-telling, interview, reporting, story completion, role play, simulation, information gap, brainstorming, playing the card, picture narrating, picture describing and find the difference. According to Zare-Behtash, Saed and Sajjadi (2016), storytelling is one of the techniques used in teaching speaking skills. The teacher will share a story with the students, and they can make their own stories to tell to their classmates.

The storytelling technique, according to Ellis and Brewster (2002), is one way to encourage students to learn English while having fun building their
confidence. For this reason, the writer hypothesizes that teaching speaking using storytelling techniques can help students to improve their speaking ability to use a foreign language and increase their confidence to speak. Furthermore, Jianing (2007) provided some reasons suggesting that storytelling technique is a recommended technique for use in EFL speaking classrooms one of which is, stories can motivate and make students interested because the meanings of the stories will draw listeners and encourage students’ ability to communicate.

Prior to the main study, the writer had conducted preliminary observation in SMKN 1 Banda Aceh because the writer learned that the teacher used storytelling techniques in speaking class. Based on an interview with a teacher (November 5, 2018), students in this school were still very reluctant and faced difficulties to speak English in the classroom. To overcome such problems in teaching English, the teacher initiated the use of storytelling as one of the techniques for teaching speaking.

The observation showed some of the problems that students in this school faced, which included lack of confidence, difficulty in pronunciation for each vocabulary due to lack of practice speaking English, and the notion that English is a difficult subject and it reduces student’s interest in learning. Therefore, using storytelling techniques is believed to be a great way to build students’ self-confidence and relationship with others. In addition, English teachers can also use this storytelling technique to train students in their English language skills. For instance, she applies the technique in some English courses and other departments who learn English as a foreign language.

Storytelling is an effective technique to improve students’ speaking skills. The writer does not intend to implement storytelling technique, but rather to observe how the teacher at SMKN 1 Banda Aceh School uses this technique to teach the speaking skill to the tenth-grade students. Therefore, the writer intended to investigate the teachers’ apply storytelling technique in the classroom and discuss how she uses the technique.

2. LITERATURE REVIEW
2.1 The Definition of Speaking
Language skill is divided into four skills and one of them is speaking. Speaking has an important role to help humans communicate and it is a tool for interacting with others. According to Thornbury (2005), speaking is speech production that becomes a part of daily activities that involves interaction. He continued that speaking consists of competence in sending and receiving messages. It means that when someone is speaking, he conveys his opinion or idea to other people orally and also through speaking people can express their feeling and meaning that they intend to someone else.

2.2 Type of Speaking
There are many definitions of speaking that have been proposed by some experts in language learning as above. According to Brown (2004, p.141), several speaking types in English are found in oral production. These five categories are as follows imitative, intensive, responsive, interactive and extensive.

2.3 Definition of Teaching Speaking
According to Thornbury (2005), speaking is a part of daily life that we take it for granted. Teaching speaking is an activity that aims at helping students to be able to speak English which has the logical meaning that can be understood.
Teaching English is not easy because we know that English is a foreign language in Indonesia. Teaching speaking is also stated by Kayi; in speaking, students organize their thoughts in a meaningful and logical sequence.

Regarding the importance of the teacher’s role in teaching speaking, Kayi (2006) outlines some suggestions for the English language teachers such as; first, reduce teacher’s speaking time in the classroom while increasing students speaking time. Second, do not correct pronunciation errors of students very often when speaking, as correction should not distract students from their expressions. Third, provide the students’ vocabulary in advance when speaking and try to involve each student in every speaking activity.

2.4 The Criteria of a Successful Speaking Activity

According to Ur (1996, p. 120), there are several criteria of a successful speaking activity such as motivation is high because learners are eager to speak because they are interested in the topic and have something about how to say about it or because they want to contribute to achieving a task objective.

Students talk a lot; they talk takes as much as possible of the time allocated to the task. This may seem obvious, but teacher talk or pauses are often taken up most of the time. Last but not least, classroom storytelling is not dominated by a minority of talk active participants. All have the opportunity to speak, and comments are distributed fairly equally.

2.5 Definition of Storytelling

According to Miller and Pennycuff (2008), retelling stories in the classroom is one way to improve oral language. Some different types of storytelling are shared within many different cultures of the world, aiming to spread moral values, entertainment, inspiration, and advice. Storytelling has the power to create a sequence of events or stories on the listeners’ minds and to facilitate the learners in reminding anything in the story for a longer time.

2.6 Procedure of Using Storytelling in Teaching Speaking

There are some previous studies in implemented storytelling technique for students in school. All of the researchers did an experimental in teaching speaking using storytelling technique. They referred to Jianing (2007) proposals in helped them to had suitable procedure for students.

According to Jianing (2007), the language classroom is just the place for students to show and share their language abilities. As long as the teacher gives good instruction, children would be very pleased to learn storytelling in English.

1) Warming Up

Students listen to and repeat some of the stories downloaded from the internet as they listen. This activity allows them to improve their stress, intonation, and pronunciation. They are offered some stories each time and required to practice the one they like best.

2) Activity 1

Divide students into groups and plan a story for each group. Each member of the group tells two or three sentences and the next one continues until the end of the story. The students have enough time to prepare and it is easy because they are working together, this helps them build confidence and create a lively and brisk atmosphere.

3) Activity 2

Ask each student to prepare a story in advance (approximately two minute long). Divide the students into groups with four to five members in each group and
ask them to tell their stories in the group. The group’s best storytellers earn ten points and fight for the class’s best storyteller. Next time, the best storytellers will be arranged in the same group to avoid the few best storytellers dominating the activity. This will make them work harder and try to win again and also it can increase the opportunities of others and promote the whole class participation.

4) Activity 3
The teacher needs to divide the students into four to five groups and each group is given an opening of a story and asked to finish the story in about 20 minutes. To fully involve everyone and avoid the liability that each group is asking their best story teller to do the job. In order to make the story as interesting as possible, each group must work together.

5) Activity 4
Then, ask each group to hand in an incomplete story and redistribute them among the groups. Each group needs to finish the story and the teacher will compare the story with the original one. The most interesting and closest to the original win.

6) Activity 5
There is a game that the teacher uses to complete the lesson. The teacher gives the first sentence to the class and then each student adds another word to create an impromptu plot. It will fun and surprises because there is no preparation and nobody has any idea about what the next person will say and where the story is going.

3. METHODS
This research was qualitative in terms of observing the teacher’s practice in teaching speaking. The methodology used in this research is qualitative research using observations and interviews as the technique of data collection. This study was conducted at SMKN 1 Banda Aceh located at JL. Sultan Malikul Saleh, Lhong Raya, Banda Aceh.

The participant of this research was an English teacher at SMKN 1 Banda Aceh. According to observation, the writer selected this teacher because she already got the benefits of storytelling techniques for her students. The object of this research was the steps of storytelling implemented by the teacher in speaking class. It focused on the way the teacher used in applying the steps while teaching.

The writer used observation in the classroom while teaching and interviewing to strengthen the data and information. The writer categorized the steps of storytelling used by the teacher based on Jianing. In conducting the interview with a teacher, the writer prepared a tool for recording in order to keep the necessary data for further analysis. In explaining and analyzing the results of observations and interviews, the writer chose axial coding as data analysis.

4. RESULT AND DISCUSSION
4.1 Results
The observations, video recording, and interviewing data were analyzed qualitatively to explore participants’ opinion regarding the use of storytelling technique in her teaching experience. The observations were conducted on Monday (November 18, 2019) and Thursday (November 21, 2019). The processes of observations were carried out 160 minutes.
4.1.1 Observation Findings

During the observations, the writer had a chance to observe the teaching practice by using observation sheet based on Jianing (2007). Before commencing to the story telling activity, the teacher divided students into three groups and each group consist of three students. The first step of technique is teacher choose a story on the textbook, this activity was done about two or three meetings. After being divided into some groups, the students started to listen to story from the teacher for approximately five minutes. Detailed about the observation result will be explained in the subsequent section.

In day two of observation, the teacher added the way how she taught students by using storytelling techniques that had different from what Jianing did. After divided students into groups, they learned so much on how telling story and they had well confident when they performed. But, the teacher would score students individually.

- **Warming up Activity**

**Table 4.1: Observation Data of Storytelling Technique--step 1**

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Yes</th>
<th>No</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Warming Up</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) The students listen to some story.</td>
<td>✓</td>
<td></td>
<td>The teacher tells a story for students and they listen it carefully.</td>
</tr>
<tr>
<td></td>
<td>b) Repeat the story as they listen.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to table 4.1, in warming up activity, teacher explained to the student to listen to a story in five minutes and they try to understand the story. Then in the next meeting, students will repeat the story whether in groups or individually. This gave them the opportunity to improve their pronunciation, stress and intonation.

- **Main Activities**

**Table 4.2: Observation Data of Storytelling Technique--step 2**

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Yes</th>
<th>No</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td><strong>Activity 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Divide the students into individuals/pairs/groups.</td>
<td>✓</td>
<td></td>
<td>Teacher set a students into some group or individually and she gives few minutes for student to tell the story. Besides, teacher controlled the students while they were</td>
</tr>
<tr>
<td></td>
<td>b) The teacher gives a few minutes to practice in class.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) The teacher moves among the groups</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
Table 4.2 shows that, in the first activity, teacher used collaborative learning methodology, she divided students into some group, and each group consists of three or five students. After all groups arranging properly, teacher gives few minutes for students to prepare a story. When students were discussing a story, teacher interacts with them by controlling the group. Finally, teachers asked a group to present the story. Each members of group tells a story about two or three sentences and continue with the next member. The story of each group gradually consists of three to five minutes. By doing this activity, students were not only improving their pronunciation but also increasing their confident in speaking English.

Table 4.3: Observation Data of Storytelling Technique--step 3

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Yes</th>
<th>No</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Activity 2</td>
<td></td>
<td></td>
<td>Teacher asked students to prepare a story and divided them into some groups. Finally, teacher assess students’ performance and decide the best group among them</td>
</tr>
</tbody>
</table>

Table 4.3 illustrates that, in this meeting, teacher asked students to prepare a story (about two or three minutes long) in advance. Then, teacher divided students into some groups, after students had sat in groups; they shared their own story to the other members of the group. Thus, all students have opportunity to express their ideas and tell the story in the classroom. Besides, teacher assessed the students' performance and gave them the score. After scoring the students, teacher selected a group who has the best performance.

Table 4.4: Observation Data of Storytelling Technique--step 4

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Yes</th>
<th>No</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Activity 3</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
In this activity, teacher divided students into four or five group and each group is responsible to tell the story to the other group. Each story was shared by all members of group.

### Table 4.5: Observation Data of Storytelling Technique--step 5

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Yes</th>
<th>No</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td><strong>Activity 4</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Ask each group to hand in an incomplete story and redistribute them among the groups.</td>
<td>✓</td>
<td></td>
<td>Teacher asked the group to submit an incomplete story and students read the story in twenty minutes. Lastly, teacher compare the story with the original story</td>
</tr>
<tr>
<td></td>
<td>b) Give the students 20 minutes to read their stories.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Compare the story with the original one.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the observations, in the last activity, teacher asked student to submit an incomplete story and gave back the story to the group and students complete their story. Subsequently, teacher asked group to read their stories for twenty minutes and compare the story with the original one. Therefore, they can identify whether the story is all true or not.

#### 4.1.2 Interview Findings

In order to confirm the observations data, the writer conducted an interview with the observed teacher to clarify the data from the observation. The interview consists of eight questions related to the teacher’s activities in teaching English by using storytelling technique. This activity is done to answer second research question which the writer want to know whether the teacher referred to Jianing proposal and the reasons behind it.

During the interview section, the writer had a chance to interviewed the teacher and ask question about the reason she used storytelling. Here is the answer from the teacher (T):
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Excerpt 1
T : “first reasons the storytelling can make the students refresh their mind because they tell more what they want to say and we can see their pronunciation and how much they have vocabulary with this storytelling”.

From this answer we can see that from using storytelling techniques the teacher see the progress of students in their speaking skill, how they improve their pronunciation and vocabularies. By applying storytelling in the classroom, the teacher will give time for students to practice and remember the stories they want to perform. Therefore, the storytelling can make the students refresh their mind to tell more and know what they want to say. The teacher think from this technique in teaching speaking for students will help them to increase their vocabulary because they are trying to memorize some new words and memorize sentences to perform the story. The interviewer also added extra question whether she uses media of technology in applying storytelling technique and the answer is:

Excerpt 2
T : “No, because I used other ways in applying its technique”.

Besides, the teacher did not use some media of technology in teaching this technique, because she used her own way in teaching for example, provide a story for student or choose the story from the textbook. The teacher spent two or three meetings in teaching storytelling technique and the writer asked the steps that the teacher used when she tells the story for students. The answer can be seen as following:

Excerpt 3
T : “Well, in teaching speaking using storytelling technique, I usually had only two or three times meeting. The first day of teaching, I will tell one of legend story, for example, Malin Kundang story. Then, I divided the students into groups of four or five. They worked together to retell the Malin Kundang’s story. Next day, they prepared themselves to performed the storytelling individually”.

Based on the teacher explanation, all the steps that the teacher applied were similar to Jianing (2007) such as deciding the material, dividing students into some groups, assessing the students’ performance and providing them some feedbacks in the end of meeting. Based on Jianing proposal, her students were listening several stories from books; it helps them to improve their grammar, stress and intonation.

In the first meeting, teacher divided students into some group, which is also suggested by Jianing because the students could have enough time to prepare when they are working together. Then, she provides a story for student by telling the whole story, for example, she chooses the history of Malin Kundang. In the next meeting, teacher asked student to prepare their own story and they should perform it in the classroom. Besides, the writer asked whether the teacher used certain guidelines in teaching storytelling. Here is the answer from the teacher:

Excerpt 4
T : “No, I don’t use guidelines to teach storytelling, because I use my own way to teach storytelling”.

The teacher did not use any references in teaching the student, because she preferred to use her own procedure to engage student in learning, to make student enjoy and to make sure that they understand the material clearly. In the next conversation, the writer asked teacher why not using any guidelines in teaching this
technique and whether it would influence the way she taught or not. Besides, the additional questions from the previous questions are the feelings of students when learning storytelling in the classroom.

Excerpt 5

T: “Yeah, of course, I know the students condition so I used my own way in teaching. You know that with storytelling they have increase their vocabulary and also they have increase their pronunciation. Yes, the students feel more fun and sometime they can build a good communication with their friends”.

According to the teacher’s statement, she believed that storytelling has good impact for students in learning English, particularly in learning speaking skill, because they not only improved their vocabularies and pronunciation but also they feel more enjoyable in the classroom. Jianing said that teamwork and friendship will become stronger by working in groups, this reason that moves students in groups so they can communicate. Nevertheless, the teacher faced some problems when applying this technique. The response can be seen as follow:

Excerpt 6

T: “There are some challenges that I faced when I teach storytelling to students, it taken three or two times meeting. Usually in one based competence, we have spent time one or two times meeting. Also, because these students were not really good in English start from their elementary school, they have less vocabulary. So, I need to help them to increase their vocabulary”.

Based on the teacher’s answer, some challenges were faced by teacher in teaching. First, the teacher needs more than one meeting to complete all the activities. As we know, this technique of storytelling takes much time especially when the students perform individually. Second, teacher had problems as the students lack the vocabulary, so, they faced some difficulties to speak English. Besides, the writer also asked the students’ participation in the classroom while the teacher applied storytelling. The teacher replied to the question as follow:

Excerpt 7

T: “Yes, most of students are interested in learning, even though some of them do not like to be involved in learning, but I always try to make students happy in the classroom”.

Lastly, not all student show positive response when the teacher would start the learning activities. We know that English is a foreign language in Indonesia, most of the students in regular schools are weak in English subject. This fact makes the teacher think about how to teach English that can increase students' interest in learning. Besides, teacher has some expectations from the students. The writer asked about students’ motivation to perform storytelling. The response can be seen below:

Excerpt 8

T: “I motivate them by if they have good pronunciation or they have increased their vocabulary. I give reward to them; I give them a little bit gifts like a candy, chocolate, I think that can motivate them”.

According to the conversation, teacher gives student some reward if they able to increase their vocabulary during the activities, this is one of the way to encourage their motivation in learning. Jianing said that, to motivate and encourage the students, points and prizes are granted to good tellers and groups each
time. Besides, teacher also has some goals to achieve in these activities. Here is the teacher answer:

Excerpt 9

T : “I think it is not, how to say, the purpose that can make them fluent in English that can make their tongue easy to speak in English, that is my purpose or objective by storytelling. I asked them, like I said just now, whatever they want, I’m not say “You must say this, you must say that”, whatever they want, they can retell more. I hope they can practice English in daily life and pass the oral examination and so on”.

The goal of teacher expects is the student can speak English fluently and they can improve their pronunciation. Besides, the teacher wants the students practice based on what they have learned in school. In other word, students have to be able to use the language effectively. Furthermore, the teacher generated the feedback from student while performing. The writer also asked two last questions about the students’ improvement and progress in speaking skill by using storytelling technique. The answer can be seen below:

Excerpt 10

T : “Yeah, of course it can be improved, they can practice at home and then they will show it in front of the class and the other students can see. Then, which one is the student talking and who make a mistake, I will correct them. The students not only have improved their pronunciation and vocabularies but also they can increase their confidents in speaking English”.

According to the conversation, teacher assessed the students by asking them to perform in front of the classroom or to share their own story. Teacher gives them the score and provides some suggestion for students. Therefore, the student can learn and correct their own mistake when they were performing in front of the class.

4.2 Discussion

According to the result of observations and interview that the writer conducted, the writer found out that the teacher’s applying storytelling technique had the similar steps with Jianing (2007) proposal such as deciding the material, dividing students into some groups, assessing the students’ performance and give them times to practice, and providing them some feedbacks in the end of meeting. There was one thing that the teacher adds as another procedure which she asked the students to perform and she score them individually.

Teacher practiced all steps in applying storytelling technique in the classroom. Thus, the students have good understanding about the material. This achievement can be seen that most of students have improving their vocabulary, pronunciations and their confident in speaking English. In addition, the role of the teacher is a facilitator in the classroom because she only facilitates learning activities by managing and controlling the students.

There was something, not the same that was done by Jianing, namely after the second meeting by dividing students into groups and asking them to perform together in groups. Then at the third meeting, the teacher will ask each student to present each story that has been learned in their respective groups. The teacher still appreciates them individually and sees whether this legendary story can be conveyed properly and uses a good sentence structure. Therefore, there were things Jianing did not do but did and became the teacher’s own instructions.
Regarding to the data of interview, teacher perceived that by applying storytelling technique, the student can improve their vocabulary, pronunciation and make their speaking skill better.

5. **CONCLUSION AND SUGGESTIONS**

Based on the data of interview the English teacher at SMKN 1 Banda Aceh, the teacher used the same ways with Jianing (2007) proposal in implementing the storytelling technique such as deciding the material, dividing students into some groups, assessing the students’ performance and give them times to practice, and providing them some feedbacks in the end of meeting. There was one thing that the teacher added as another procedure which she asked the students to perform and she score them individually.

In addition, according to the teacher, teaching speaking using storytelling technique has its advantages and disadvantages. The advantages are; students can improve their ability in speaking including vocabulary or pronunciation and they had well confident in telling the story. While the disadvantages is not all students in the classroom show positive response when the teacher begin to teach and using this technique spent a lot of time, teacher need few meetings to complete the activities in the classroom. Therefore, the teacher has to be able to manage the time properly.

Firstly, for English teacher, in order to engage students in the classroom and to enrich their capacity in teaching, they should know many technique and methodologies in teaching English subject. Secondly, the writer hope that the next researchers will continue this research by conducting further investigation in order to get more information from English teacher, for example, the other technique that can be applied in teaching speaking. Finally, the writer hope that the research not only useful for students or teacher, but also for the management of administration of SMKN 1 Banda Aceh who was supporting the teacher in the field of teaching.

6. **REFERENCES**


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