

The Effective Use of Storytelling to Encourage EFL Students' Participation and Interest in Speaking English

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Abstract

The purpose of this research is to increase students' participation and enthusiasm in English speaking through story telling. The research examined the following components of speaking ability: pronunciation, grammar, vocabulary, fluency, and comprehension. Classroom action research was employed as the research approach. The subjects of this study were third semester students in the literary faculty for the academic year 2019/2020, a total of 30 participants. The data were gathered using a series of tests, an observation checklist, a questionnaire, and a video recording. It was assessed utilizing a descriptive test, an observation checklist, a questionnaire, and a video recording, as well as the mean score formula. The findings suggested that story telling elevated the participation and engagement of students speaking English in two cycles. The results of the analysis of the category of speaking skills or student participation indicated an improved performance in the average percentage of students who obtained a score of 55 very low with a percentage of 63.33 % and 0% in the very high category, the first cycle with a percentage of 13.33 % in the high category with a score of 80-89, and the second cycle with a percentage of 46.6 % who obtained a high score of 14. While the questionnaire data revealed the students' interests. These findings demonstrate that when a story telling model is used, participation and enthusiasm in speaking increased.

Keywords: *story telling, participation, interest and Classroom Action Research*

INTRODUCTION

The current era of globalization, language has a central role in the intellectual and social development of students and one thing that needs to be mastered is the use of English and learning English is developing in various parts of the world, especially in developing countries including Indonesia. This policy has

been going on for a long time and its implementation needs to be improved. This is related to the government's efforts to prepare reliable and high quality students, who will be able to compete at the national and international levels.

Basically, there are four integrated skills or components of language and literature skills that must be mastered by students, namely (1) listening, (2) speaking, (3) reading, (4) writing. In language learning one of the most important components to be mastered is the ability to speak and it is a skill that must be honed to get the desired target and vice versa if there is no training and shame, anxiety or even fear of expressing ideas through speaking skills, then these skills will be far from mastery. The way to allocate all potential and elements by making various innovative and creative learning breakthroughs. One element that has contributed to the success of the learning process in the classroom is the teacher.

However, if we look at the fact that English is sometimes disliked and saturated for some students, especially for students who do not have a basis but many difficulties are encountered, especially in speaking English that is adequate tends to feel lazy and not focus on attention when the learning process is being ongoing and problems that often arise in the learning process are: 1) student enthusiasm in learning is low, this is seen when students enter the classroom and begin with learning students are not motivated to follow the learning process, so students are often not active and do not feel part of from class. These symptoms are shown by several student attitudes such as frequent chatting when learning takes place; 2) English material that is too monotonous and requires cognitive aspects (memorization); 3) environment that is not conducive and boring to learn.

Furthermore according to Endraswara (2009: 19) "The learning process is not always effective and efficient and the results of the learning process are not always optimal, because there are a number of obstacles. Therefore, learning will be more meaningful by creating conducive learning conditions that can build students' creativity in mastering English. To create these conditions, it is necessary to have fun learning methods that are arranged in order to maximize learning in the classroom.

In this regard, Djumungin (2011: 43) explains that the learning strategy is the overall general pattern of teacher-student activities in learning to achieve the objectives and the language learning strategy has a variety of presentations.

Some of the conditions that have been stated above, give an indication of a significant problem, namely problems that lead to the saturation of students in learning English and looking for material that suits the needs of students is not the easiest thing. English courses can be fun or boring for students depending on how the teacher creates student learning activities. Learning will be boring if students only pay attention to lecturers explain in front, but it will be fun if students participate in it. The involvement of students in learning activities will increase understanding (Nurmala, Aida: 2014). Then English teachers should use strategies, techniques or teaching methods that are different from other groups of students and one way to overcome them, the teachers should be able to use story telling as a medium for delivering English material.

METHOD

The method used in this study was the Classroom Action Research approach. The researchers collaborated with the teacher to conduct research that aims to correct any deficiencies that occur during the learning process in the classroom

The subjects of this study were 30 students of the third semester students at UMI. The data was analyzed by using observation data analysis. After obtaining the data, a descriptive analysis will be carried out so that later the data will be obtained accurately about the learning process that takes place in class using story telling.

1. Observation checklist

After obtaining the data, a descriptive analysis will be carried out so that later the data will be obtained accurately about the learning process that takes place in class using story telling.

2. Test

The test was carried out using the rubric score speaking to determine the participation of students speaking English. Researchers used the Harris' Oral Table. Harris presents a rubric score scale rating of 1-5 points, with the following table:

Component	Assesment	Score
Pronunciation	The pronunciation is clear and quite understandable for students	5
	There are some pronunciation problems, but still quite understandable.	4
	Pronunciation problem necessitate listening and occasionally lead a misunderstanding.	3
	Very hard to understand because of pronunciation problem. Must frequently be asked to repeat.	2
	Pronunciation problem so severe as to make speech virtually unintelligible.	1
Grammar	Errors in grammar are quite rare	5
	There are few grammatical errors but still intelligible.	4
	Makes frequent errors grammar and word order occasionally obscure meaning	3
	Grammar and word order errors make comprehension difficult. Must often rephrase sentence or restrict him to basic patterns	2
	Errors in grammar and word order so severe as to make speech virtually	1
Vocabulary	Almost all vocabularies used are in a proper use	5
	Frequently use inappropriate terms or must replace ideas but still intelligible	
	Frequently use the wrong word conversation somewhat limited because of inadequate vocabulary	3
	Misuse of words and very limited vocabulary make comprehension quite difficult	2
	Vocabulary limitation so extreme as to make	1

	conversation impossible.	
Fluency	Virtually able to use the language fluently, rare skip, and the speed of speech are at the normal rate	5
	Speed of speech seem to be slightly affected by language problem.	4
	Speed and fluency are rather strongly affected by language problem	3
	Usually hesitant, often forced into silent by language limitation	2
	Speech is so halting and fragmentary as to make conversation virtually impossible	1
Understanding	Understand most of what is said at average speed	5
	Understand what is said at average speed, but occasional repetition may be necessary	4
	Understand what is said is at slower than average speed repetition.	3
	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetition.	2
	Can not be said to understand even simple conversational English.	1

The results of the analysis are in the form of an average percentage grouped into five score categories <55 very low, 55-64 low, 65-79 moderate, 80-99 high, and 90-100 very high.

3. Questionnaire

Questionnaires were given to 30 students to find out their interest in using story telling. Data will be analyzed using a Likert scale i.e. positive items will be scored 5-4-3-2-1, otherwise negative items will be given 1-2-3-4-5 scores. The indicators used to make the questionnaire are active, cooperative and excitement. All indicators will be organized into statement items.

FINDINGS AND DISCUSSION

Pre Cycle

Based on preliminary observations conducted by the researchers through a pre-cycle to identify problems that arise during the process of learning English at UML. it was done by paying attention to the teaching teacher, active participation and interest of students and learning outcomes in English, then the initial findings obtained that students still have limitations on pronunciation, grammar, vocabulary, fluency and understanding. Of course, this is very influential on the participation and interest of students speaking English, and therefore carried out an evaluation (test). This evaluation is done by oral means that students are first required to pay attention to the image and then retell it in accordance with the structure of the text of the story.

There are three indicators of achievement in this study, namely asking questions, giving comments and giving conclusions or delivering benefits.

The First Cycle

In the first cycle, showed that the students have difficulties in their speaking. Some of them could not pronounce word correctly. Besides that, some of them were not able speak fluently. While in terms of confidence, some of them were still shy and did not serious in doing their speaking. The first time the story telling model was applied in the class by using the jigsaw method so students got confused and the classroom atmosphere became noisy, And the last point is the teacher has to manage the time carefully.

The Second Cycle

Based on observations of the implementation of learning in the second cycle of students' speaking participation through story telling, it can be concluded that the speaking skills of students in the second cycle have generally been successful and in line with expectations, both researcher and collaborator in this study, thus the second cycle This can be seen an improvement and change of weaknesses, this is evidenced All of the students practiced with their own performance and try to have a good speaking while delivering story telling in front of the class. So, they can improve their pronunciation, grammar, vocabulary, fluency and understanding.

Quantitative Data Analysis

a. Students' Participation

To find out the extent to which the progress of cognitive abilities, especially on speaking participation has been achieved, researchers need to evaluate at the end of learning with the following results:

Table 2. Tabulate students' scores (Pre Cycle)

Variabel	Score of Statistics
Research Subject	30
Ideal Score	100
Mean	48,13
Median	44
Mode	32
Maximal	76
Minimal	32
Total	1444

Then the score is classified into five categories as follows

Score	Category	Frequency	Percentage
<55	Very low	20	63,33 %
55-64	Low	6	23,00 %
65-79	Medium	4	13,33 %
80-89	High	0	0 %

90-100	Very High	0	0 %
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Table 3. Tabulate students' scores (Cycle 1)

Variabel	Score of Statistics
Research Subject	30
Ideal Score	100
Mean	61,47
Median	56
Mode	52
Maximal	84
Minimal	40
Total	1844

Then the score is classified into five categories as follows

Score	Category	Frequency	Percentage
<55	Very low	10	33,33 %
55-64	Low	10	33,33 %
65-79	Medium	6	20 %
80-89	High	4	13,33 %
90-100	Very High	0	0 %

Table 4. Tabulate students' scores (Cycle II)

Variabel	Score of Statistics
Research Subject	30
Ideal Score	100
Mean	80
Median	84
Mode	84
Maximal	96
Minimal	56
Total	2400

Then the score is classified into five categories as follows:

Score	Category	Frequency	Percentage
<55	Very low	0	0 %
55-64	Low	4	13,33 %
65-79	Medium	6	20 %
80-89	High	14	46,67 %
90-100	Very High	6	20 %

b. Students' Interest

Students' interest were analyzed through a questionnaire which consist of 30 items, with indicators applied namely active, excitement and cooperative. The questionnaire was given 3 times.

Table 5. Frequency and Percentage of students' interest in each cycle

Option	Pre cycle				Cycle I				Cycle II			
	Positive		Negative		Positive		Negative		Positive		Negative	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Strongly Agree	124	41.33	59	19.67	55	18.33	63	21.00	97	32.33	78	26.00
Agree	123	41.00	96	32.00	151	50.33	160	53.33	138	64.00	174	58.00
Undecided	37	12.33	40	13.33	89	29.67	68	22.67	65	21.00	48	16.00
Disagree	13	04.33	78	26.00	6	02.00	8	02.67	0	00.00	0	00.00
Strongly Disagree	3	01.00	27	09.00	0	00.00	0	00.00	0	00.00	0	00.00
	300	100	300	100	300	100	300	100	300	100	300	100

the table of the questionnaire above showed that the average student was interested and likes the application of story telling. Thus, it can be concluded that most of students are interested in speaking English.

Discussion

Through several stages, starting from pre cycle to cycle 2 in the implementation of the learning process by applying story telling at, the improvement of participation and interest in speaking increased significantly.

Pre-cycle, this learning stage using the game method has not been successful, this could be seen in the activities of students who have not reached the stage of perfection., students in the learning process have not entirely involved themselves in presenting story telling.

Cycle I, generally students have involved in using story telling so that students look enthusiastic and more cheerful in following the learning process, but there are still some who have not been active during the learning process. It could be described that students learning participation is still low, the classroom was still noisy, therefore teachers as motivators and facilitators are required to be more innovative in managing the class, although there are still shortcomings because they are not accustomed to using story telling but can be minimized especially because researchers instruct with the jigsaw method they present in groups so that their confidence and anxiety are reduced. From a number of aspects of deficiencies that

have not yet reached the stage of perfection, then this can be used as an indicator to continue the second cycle.

Cycle II, there was an improvement toward students' participation and interest compared to Cycle I, students during the learning process were very active, did not seem awkward, let alone afraid of making comments either given by their own friends or researchers, so they could express story telling even though they performed individually even via outdoor, this can also be seen from their active participation, then we also as researchers felt happy and more excited. Based on the data obtained that the expected results could be achieved that the learning process using story telling was successful in increasing participation and interest of students speaking English.

CONCLUSION

Based on the results of classroom action research that has been carried out in 2 cycles using the story telling in the learning process. Story telling as a medium can be recommended to be used as a method that helps the process of understanding and increasing student participation and interest in speaking English students. This is indicated by an improvement in the average percentage of the pre cycle which obtained a score of <55 very low with a percentage of 63.33% and 0% in the very high category, the first cycle of 13.33% in the high category with a score of 80-89 and the second cycle could be seen in the percentage of students getting high grades of 14 with a percentage of 46.67% and very high there are 6 students with a percentage of 14%. Furthermore, Story telling was very well applied in the classroom because this learning model is very effective in increasing students' participation and interest. In addition, the students could perform in front of the class. Furthermore, they can share their opinion and give comment with their friend and particularly it's make them more confident and enjoy in doing activities during learning process.

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