

STUDENTS' PERCEPTION OF STORYTELLING TECHNIQUE IN ENHANCED SPEAKING SKILL

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Abstract

The objective of this research was to find out and describe student perception of the implementation of storytelling enhancing their speaking skills the third-grade students at Sekolah Usaha Perikanan Menengah (SUPM) Bone. The researchers applied the descriptive method. The data was collected by questionnaire. In analyzing data, the researchers used the Likert scale which includes five-point scales: strongly agree, agree, undecided, disagree, and strongly disagree. The population of this research was 162 students in the third grade in the academic year of 2021/2022. The sample took by using the cluster random sampling technique. The results confirmed that the mean score of the student perception of the use of storytelling in improving students speaking is 40.35 which is categorized as strongly fine. The analysis of the student perception showed that the implementation of the storytelling method in the English learning method affected significantly student perception of attending the class during teaching English speaking.

Keywords — Students' Perception, Storytelling Technique, Speaking Skill.

INTRODUCTION

English is the language and means of international conversation. Spoken English is the gateway to improving and achieving success in students' careers. Therefore, English occupies an extraordinary place in the education system. The development of communication skills can provide space for students to specify their ideas to the world. Speaking English allows us to change ideas, perspectives, opinions, thoughts, and emotions. In addition, by talking we can get information from other people and solve problems (Masuram & Sripada, 2020).

As social beings, humans always interact and communicate with each other. The main way to interact and communicate is by talking. In this situation, people express their ideas and communicate what they need orally. That's why speaking is so crucial, especially speaking English. Aye and Phyu (2015: 1) state that we need effective English skills in all elements of

lifestyle in this globalization era. Then, Sepahvand (2014: 1847) also suggests that speaking skills provide personal satisfaction in achieving interests or other career goals. In addition, Tahir (2015: 174) said that every individual has the potential to recognize foreign languages so that each individual is easy to speak.

According to the previous description, the researchers will answer the following research questions: "What are the student perceptions about the application of storytelling in improving the speaking skills of third graders at Sekolah Usaha Perikanan Menengah Bone (SUPM) Bone?"

Primarily based on the research questions above, the main objectives of this study are: to determine and describe student perceptions about the application of storytelling in improving the speaking skills of third grades at Sekolah Usaha Perikanan Menengah Bone (SUPM) Bone.

In this study, the teacher explains storytelling techniques to prepare students for this approach. After that, students were asked to prepare a story, and then students had to tell it to their friends. The storytelling method makes the class more interesting and fun because it makes students active in conveying their ideas in the learning process.

Teaching materials are prepared by the teacher which consists of preparing scenarios by telling several different narrative stories and then asking students to investigate these scenarios before the teaching and learning process to find out the general structure (orientation, complications, resolution, and reorientation) through the teacher's guide (please see the text on slides). The teacher teaches two different classes that are randomly selected through the use of storytelling. After that students can give their results in front of the class through the media, then each group receives feedback from the teacher and other groups mainly based on their performance by filling out an observation form about their friend's presentation and the rest observes each presentation by giving a score on their presentation then distributing questionnaires to identify student perception.

LITERATURE REVIEW

1. Definition of Perception

Sreena and Ilankumaran (2018) said that perception is described as a way of thinking about something and its concept, besides that it is also described as a way of paying attention to something by seeing and hearing, and as a natural potential to understand or pay attention to something quickly." From these terms, perception can say that how someone offers information from the environment using the senses is referred to as cognitive perception.

Generally, perception is based totally on a person's interest, personalities, or personal characteristics and experience. Here, students gave their perceptions of the teachers based totally on the student perceptions, personality, or personal characteristics and experiences during they may be thought by their teacher. It affects the mental content of the students. Visual perception refers to the criticality of cognitive processing.

2. Process of perception

In this section, Qiong (2017) states that the perception process consists of three specifically selection, organization, and interpretation.

a. Selection

Selection is a perceptual process that transforms environmental stimuli into meaningful experiences.

b. Organization

The second process is organization, which is achieved by placing it in several categories. Perception at this level enjoys 2 characteristics. First, organizing techniques provide a structure for human perception by placing structured, meaningful experiences. Second, the process shows that human perception has stability. Once we define the stimuli and place them into categories, the selected stimuli become durable.

c. Interpretation

The third stage in perception is interpretation which is a method of attaching the means to the selected stimulus. According to the online Cambridge dictionary, interpretation is evidence or opinion about what is meant by something. Thus, the perception process can be said to be a process of absorbing something, organizing it in the brain, and interpreting it. Visual perception is related to absorbing what is observed and received.

d. Dimension of perception

As we know the dimension of perception consists of two parts, the physical dimension of perception and the psychological dimension of perception.

1) Physical dimension of perception

Normally, the perception mechanism of every human being is the same. It is because we all have sense organs such as eyes, ears, and noses that allow us to perceive the environment. The mechanism of perception begins with the sensory organs receiving stimuli from the environment and then bringing them to the brain. In the brain where information is created with structure and balance and attributes meaning. The result of the process in the brain is known as perception. The physical dimension of perception focuses on the conversion of the stimulus as a form that can be used, and functions in the acquisition of information or human knowledge about the outside world.

2) Psychological dimension of perception

The psychological dimension becomes more significant. Some factors impact it, such as human beings' beliefs, values, attitudes, needs, interests, and many others. Which has a much greater impact on how you view the outside world. It is during this phase that humans give interpretations to selected stimuli and through actions have a unique view of the external world.

3. Types of Perception

There are types of perceptions, that are as follows:

a. External perception

External perception is the perception that takes place due to stimuli that come from outside of the person.

b. Self-perception

Self-perception is the perception that happens due to the stimulation that comes from within the person.

In addition, Anggraeni (2019) classifies 2 types of perceptions resulting from interactions between humans and objects, namely positive perceptions and bad perceptions as follows:

1) Positive perception

Positive perception is a perception that describes all information positively. In other terms, positive perception means comparing objects that contain themselves that have positive interpretations. In addition, a person who has a positive perception creates and supports the perceived object.

2) Negative perception

A negative perception is a perception that describes information negatively or currently does not match the perceived object. In other terms, negative perception is judging an object about itself with a negative interpretation. In addition, a person who has a negative perception rejects the perceived object.

Based totally on the reason above it can be concluded that individual perception is the surrounding environment or the state of the individual concerned (self-perception). Thus, positive or negative perceptions continually effect a person to do a movement.

4. Conceptual Framework

Speaking is considered one of the crucial skills in English pedagogy because communicating with other people conveys meaning to convey messages and information orally. Through talking, we can get new issues or we can share our ideas or feelings with others.

In this study, the researchers applied the storytelling technique to see the effect of students speaking. In this study, the researchers presented an explanation of storytelling techniques to form students ready to use this approach. After that, ask students to prepare a story and have to tell it to their friends as the audience. The storytelling approach provides opportunities for students to develop ideas that can make students active in the learning process to produce more interesting and exciting classes. The conceptual framework underlying this research is offered in the following diagram:

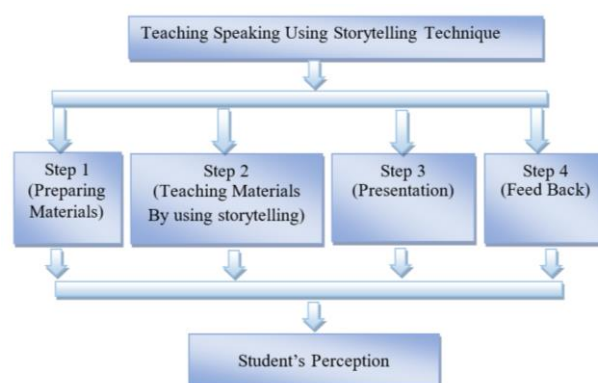


Diagram 1. Conceptual Framework

Based on the conceptual framework above, the researchers taught different classes that were randomly selected through storytelling techniques. Then ask students to study the scenario earlier than the teaching-learning process. After that student delivers their result in

front of the class through media, next every group gets comments from the teacher and the other groups based on their overall performance by filling out the observation form about their friends' presentation and closing the observes each presentation by giving a score on their presentation then distributes a questionnaire to understand students perceptions. The storytelling approach is a technique that stimulates students to perform their speaking skill and stimulate the learners to imitate speaking. In this study, there are 4 steps for applying the storytelling approach specifically preparing material, teaching material, presentation, and feedback.

- a. Preparing material is a step for choosing a story that students need to tell in front of their friends and frame the stories into a flash card
- b. Teaching material is the method of teaching through using storytelling for enhancing students speaking and gain students' confidence
- c. Presentation is students' practice for showing their performance or presenting their story in front of the class
- d. Feedback is the last step for giving students an explanation of what they're doing efficaciously and incorrectly in the method of analyzing storytelling

These 4 steps more or less gave an effect on the student perception. The application of storytelling in speaking skills to student perceptions to find out whether students give positive or negative responses.

5. Students Perception

Normally, perception is based totally on an individual's interest, personality, or personal characteristics and experience. Here, students gave their perceptions to the teachers based on the student perceptions, personalities, or personal characteristics and experiences during they may be thought by their teacher. It affects the mental content of the student. Visual perception refers to the vital in cognitive processing.

Hence, based totally on the explanation above student perception is a student's point of view or expertise of the material or information that has been acquired through students when learning activities take place. This learning perception is also how students understand and respond to subject matter that has been transferred through the learning process.

In collecting data, the researchers used a questionnaire to collect data. The questionnaire is a collection of self-recorded written questions for the selected research participants to

respond to. The Likert scale is one type of questionnaire that has a function equivalent to a questionnaire. According to Gay (2006) "Likert scale (a summated score scale) assesses attitudes closer to a topic through presenting a hard and fast of statements approximately the topic and asking respondent to signify for every whether they strongly agree, agree, disagree or strongly disagree". The questionnaire consists of statements about students' perceptions of the technique of speaking by storytelling.

Table 1. Students' Perception Classification

No	Classification	Score
1.	Very good	86-100
2.	Good	71 – 85
3.	Fair	56 – 70
4.	Poor	41 – 55
5.	Very poor	Less than 40

(Depdikbud, 2006)

- a. Calculating the frequency and percentage of student assessment levels using the following formula:

$$P = \frac{fq}{N} \times 100\%$$

Where:

P : Percentage

fq : The number of correct answer/frequenciesN : The number of subjects

- b. Finding the student average score, standard deviation, significant difference, t-test pre-test, and post-test using Statistical Product and Service Solution (SPSS) analysis.

METHODS

In this study, the researchers analyzed the data from the questionnaire. In analyzing the data, the researchers used a Likert scale, which includes a 5-point scale; strongly agree, agree, undecided, disagree, and strongly disagree. This can be seen in the table below.

Table 2. Likert Scale

No	Statement	Options				
		SA	A	U	D	SD
1	Positive (+)	5	4	3	2	1
2	Negative (-)	1	2	3	4	5

(Gay et al, 2006)

The perception item consists of 10 items, 5 positive statements, and 5 negative statements. If students choose all statements strongly agree, students get a score of 50 and if students determine all statements using strongly disagree, students get 5. So, $50 - 5 = 45$ because the questionnaire uses 5 scales, then the interval is $45 : 5 = 9$. This interval was used to decide the rating method score of the student motivation category as follows:

Table 3. Students Perception Classification

Range	Classification of students' perceptions
37 - 50	Strongly positive
28 - 36	Positive
19 - 27	Moderate
10 - 18	Negative
1 - 9	Strongly negative

(Gay et al, 2006)

To find out the mean score of the student questionnaire, the researchers used the following formula:

$$X = \frac{\Sigma x}{N}$$

Where:

 X = mean score Σx = the sum of total score N = the number of the students

This research is to discover whether there has been a significant difference before and after the students speaking ability used storytelling techniques and student perception of storytelling in enhancing students speaking.

The population in this study was students of Sekolah Usaha Perikanan Menengah (SUPM) Bone, who were registered in the 2021/2022 academic year as many as 162 third-grade students who had been divided into 8 (eight) classes.

The sample took through using the cluster random sampling technique. The researchers chose two classes to represent the experimental group and the control group. One class is for the experimental group and another class is for the control group. Each class consists of 20 students.

RESULTS

The data on the student perceptions had been collected through the questionnaire. After analyzing the students' questionnaire approximately teaching speaking by using storytelling. The students need to answer the questions and the students need to choose the appropriate answer by crossing the option, specifically: Strongly Agree (SA), Agree (A), undecided (U), Disagree (D) and Strongly Disagree (SD). The result can be provided in the table below:

Table 4. Students' Mean Score on Their Perception

NO	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Total
DM	4	4	4	5	5	4	5	2	4	3	42
INM	5	4	5	3	5	5	4	4	5	4	44
IAF	5	3	4	4	4	3	3	3	4	5	38
MAB	4	5	3	4	5	4	3	2	5	4	41
MAF	5	3	5	5	5	5	5	2	5	2	44
MBF	4	2	4	4	4	5	3	2	4	4	37
MFS	5	3	3	2	5	3	5	5	5	3	40
MS	5	5	5	4	5	4	3	2	3	3	39
MA	4	2	5	2	5	3	4	5	4	5	41
NBL	5	5	4	5	5	4	5	5	5	3	46
SIM	4	5	3	3	4	5	3	2	4	3	39
UNG	5	2	4	2	5	2	4	4	4	5	37
WNR	4	3	5	5	5	5	4	4	5	3	43
WPO	5	2	4	5	5	3	3	3	3	4	37
DNS	5	3	3	2	4	4	5	4	4	5	39
AN	5	4	4	2	5	5	5	4	5	2	43
NDR	4	4	5	3	5	5	4	5	4	4	43
HRL	5	2	3	2	4	5	3	3	4	4	38
AYF	5	4	4	3	5	4	4	3	4	3	39
WPA	5	2	3	2	5	5	3	2	4	5	37
Total											807
Mean score											40.35

The total score of the questionnaire was 807 with a total sampling of 20 with an average score of 40.35. This showed that the average score of student perceptions about the use of storytelling in improving speaking skills was categorized as very positive.

Table 4, showed that all students had an equal perception of the approximate storytelling approach in students speaking. Their perception was all categorized as strongly positive. Points in the questionnaire which particularly showed the student perception towards the application of storytelling techniques in students speaking are shown below.

Table 5. Students' Perception in Using Storytelling Technique in Enhancing Students Speaking.

Students' perceptions on the use of storytelling in students' speaking							
No	Statement	SA	A	U	D	SD	Total
1	Storytelling is an efficient technique to enhance my speaking skill	12 60%	8 40%	0	0	0	20
2	Storytelling is not an efficient technique to enhance my speaking skill.	4 20%	5 25%	5 25%	6 30%	0	20
3	Story telling makes me easy to develop an idea	6 30%	8 40%	6 30%	0	0	20
4	Story telling does not make me easy to develop an idea	5 25%	4 20%	4 20%	7 35%	0	20
5	(I feel be more confident to speak English through storytelling in front of the class)	15 75%	5 (25%)	0	0	0	20
6	I do not be more confident to speak English through storytelling in front of the class	9 45%	6 30%	4 20%	1 5%	0	20
7	(Learning English through storytelling is fun.)	6 30%	6 30%	8 40%	0	0	20
8	Learning English through storytelling is not fun.	4 20%	5 25%	4 20%	7 35%	0	20
9	I learn many facial expression, eye contact, and other speaking skill when I tell a story in front of the class.	7 35%	11 55 %	2 10%	0	0	20
10	I do not learn many facial expression, eye contact, and other speaking skill when I tell a story in front of the class.	5 25%	6 30%	7 35%	2 10%		20

The table 5 confirms the result of positive and negative perceptions. For positive perceptions statement 1, 12 (60%) students were classified as strongly agree, 8 (40%) students classified as agree, and none of the students chose undecided, disagree, or strongly disagree, which means that storytelling is an effective method to enhance students speaking skill. For statement 3, there were 6 (30%) students classified as strongly agree, 8 (40%) students chose to agree, 6 (30%) students chose undecided, and none of the students chose to disagree and strongly disagree. It means that storytelling makes students easy to develop their thoughts in speaking. In statement 5, there were 15 (75%) students classified as strongly agree, 5 (25%) students classified as agree, and none of the students undecided, disagree and strongly disagree, which means that student's sense be more confident to speak English through storytelling in front of the class. In statement 7, 6 (30%) students categorized as strongly agree, 6 (30%) students classified as agree, and 8 (forty%) students chose undecided, none of the students categorized into disagreeing and strongly disagree, which means that students agree that studying English through storytelling is fun for them. In statement 9, the students' perception about students learning many facial expressions, eye contact, and different speaking skills through storytelling techniques, it can be seen from the table that 7 (35%) students classified into strongly agree, 11 (55%) students categorized into agreeing and 2 (10%)

students classified into undecided, none of the students classified into decided and strongly disagree.

Negative perceptions confirmed that statement 2, 4 (20%) students chose strongly disagree, 5 (25%) students chose to agree, 5 (25%) students choose undecided, 6 (30%) students chose to disagree and none of the students choose strongly disagree. It means that most students disagree, it was indicated that students disagree if storytelling isn't always an efficient method to enhance students speaking skills. In statement 4. There were 5 (25%) students who chose strongly disagree, 4 (20%) students agree, 4 (20%) undecided, 7 (30%) students disagree, and none of the students chose strongly disagree. That showed that most students agree that storytelling makes it easier for them to develop ideas. In statement 6 there are 9 (45%) students chose strongly agree, 6 (30%) students chose to agree then there had been 4 (20%) students choose undecided and 1 (5%) student chose to disagree and none of the students choose. It means that there is inconsistency in the student responses if students do not be more confident to speak English through storytelling in front of the class. In statement 8, there were 4 (20%) students who were classified as strongly disagree and 5 (25%) students disagreed, 4 (20%) students hesitant, 7 (35%) students disagree, and not none of the students chose not to agree. Students chose strongly disagree, meaning that most students do not agree that learning English through storytelling is not always fun. In statement 10, there were 5 (25%) students classified as strongly agree, 6 (30%) students chose to agree and there were 7 (35%) students categorized as undecided then 2 (10%) students chose to disagree and none of the students chose strongly disagree. It means that most students are undecided that they do not learn many facial expressions, eye contact, and other speaking skill when telling a story in front of the class.

Based on the positive questionnaire results above, it can be seen that most students agree with all items. It indicates that the application of the storytelling approach in speaking English gives a positive perception to most of the students. While for negative responses, it can be seen that most students gave negative perceptions of the implementation of the storytelling technique.

DISCUSSIONS

It has been observed that teachers who can create their own stories find it useful for students to be interested in stories. Thus, creating a discussion environment in the story and

making abstract concepts easy to understand (Robin, 2008). Similarly, the analysis of the student perceptions showed that the implementation of the storytelling technique in the English learning process affected significantly student perceptions of attending the class during teaching English speaking. However, the student perception is one of the indicators of achievement level toward language skills that they are learning in a foreign language setting.

In this research, the student's perception about the implementation of the storytelling technique was taken into consideration because the result given from the treatment in the experimental class reason that they had been predicted to obtain a high perception class towards the implementation of the storytelling technique in teaching speaking. Compared with the results of speaking achievement and student perceptions of the storytelling method in speaking English in the classroom. It shows that improving student speaking through storytelling can be more effective and useful. It can be shown through the mean score of the student perception on the use of storytelling in enhancing students speaking is 40.35 which is categorized as strongly positive.

There were some technical obstacles so it didn't go as planned. The obstacles are time control and students' background knowledge. In the time control barrier, the researchers explained the approach and the material to be applied. As a result, time runs out so students are required to complete their work during break time. So, in the following treatment, the researchers tried to manage the time as best as possible. The next obstacle is the limited background knowledge of students in English, especially in speaking. Some students lacked vocabulary when the researchers applied the treatment. Thus, the researchers must explain it over and over. Therefore, to support students in understanding the story, the researchers gave vocabulary to the students. This is in line with what was stated by Hughes (2011) that speaking includes several elements including grammar and vocabulary. After the class, the researchers ask the students about their feelings about studying storytelling. Most of them felt more excited to study English, particularly storytelling. This is in step with Purwatiningsih (2015) observed that the students were excited about studying storytelling, and most of the students were very active in the classroom. Then the researchers give feedback and reflection on how to present storytelling and what necessities have to be met in telling a story. And ask them for practicing storytelling at home. Based on Wu and Chen's (2020) research on a systematic review of storytelling in education found such as effective, cognitive, conceptual, academic, linguistic, ontological, and social results. This research shows similarities with current study

trends in terms of positive outcomes such as social (collaborative, teamwork skills), linguistic (writing, reading, expression), and academic (study and research).

CONCLUSIONS

Based on the findings and discussions of the researchers, it is concluded that the students' perceptions of the use of the Storytelling technique in their speaking are strongly positive. This is evidenced by the results of the student's average score is 40.35. The percentage of the questionnaire confirms that in improving speaking skills, most of the students choose to strongly agree with the perception of storytelling.

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