English Teachers Storytelling Strategy in Teaching Speaking Class at Junior High School 17 Barru

Sri Putri Ramadhani[1], Haryanto Atmowardoyo[2], Sultan Baa[3]

[1,2,3] Universitas Negeri Makassar

E-mail: sriputriramadhani@gmail.com, haryanto@unm.ac.id*, sultan7304@unm.ac.id

*corresponding author

Abstract

The objectives of the research were to find out (1) the teacher classroom implementation of storytelling strategy in speaking class in Junior High 17 Barru; and (2) the student's perception on the impact of storytelling strategy to their speaking achievement in Junior High 17 Barru. This research applied qualitative method. The participants of the study were two English teachers and five students from Junior High School 17 Barru. The subjects were chosen by using purposive sampling technique. The data collected were observation checklist and interview. The results of this study showed that (1) the teacher classroom implementation of the storytelling strategy in teaching the speaking class, teacher A choose discussion group as strategy in class and teacher B provides individual attention and based on the strategies used had the potential to improve vocabulary to the students and helped the students to build confident in speaking (2) the students perceptions on the impact of the storytelling strategy on their speaking achievement are that it helps build their confidence in speaking by telling stories in front of the class and enables them to expand their vocabulary by creating their own stories.

Key words-- Blindfold, Junior high school, and Vocabulary mastery

INTRODUCTION

The English language encompasses four fundamental abilities, which are reading, writing, listening, and speaking, with the latter being the most critical. This is due to the fact that humans use spoken language on a daily basis to gather information and fulfill various activities. According to Richard and Renadya (2002, p. 210), speaking is a primary factor in communication, as it serves as a means to convey thoughts, feelings, and ideas.

According to Richard (2012, p. 2), there are several common difficulties experienced by learners when it comes to speaking. These include frequent misunderstandings and communication breakdowns, a limited vocabulary when it comes to everyday language, a lack of communication strategies, taking too much time to formulate sentences, struggling to participate actively in conversation, difficulty speaking English naturally, poor grammar, and mispronunciation. The problem that causes students' skills in speaking skill from remote area, the lack of infrastructure and internet connectivity in remote areas can limit students' exposure to authentic language use and real-life communication situations. This can lead to limited opportunities for students to practice and develop their speaking skills in real-life situations, which is essential for

improving their speaking abilities. According to a study by Koirala (2020), the lack of internet connectivity in remote areas can significantly hinder students' access to online resources, such as online discussion forums and video conferencing, which can be effective in developing speaking skills. Another challenge is the lack of access to qualified teachers and educational support. In many remote areas, there may be a shortage of teachers, and those who are available may not have the same level of training or experience as teachers in urban areas (Souto-Manning & Swick, 2015).

To overcome these problems, the researcher found strategy that can help teachers in teaching so that learning is more interesting. Storytelling can be used to encourage students to share their own stories and experiences. This can help create a sense of community and foster a collaborative learning environment. For instance, teachers can ask students to share stories about their own cultural background or to discuss personal experiences related to the topic of the story (Lin & Liu, 2020).

A previous study by Adnan Kurniawan and Herlin Sari (2020) explored the effectiveness of using role-play to enhance the speaking skills of EFL students in remote areas of Indonesia. The study found that role-play significantly improved students' speaking skills and increased their motivation to learn English. The researchers employed a quasi-experimental design, using pre and post-tests to measure students' speaking abilities.

The study by Khoirul Umam and Suharyanto (2017) investigated the effectiveness of storytelling in improving the speaking skills of elementary school students in remote areas of Indonesia. The results demonstrated that storytelling significantly enhanced students' speaking skills and motivation to learn English. The researchers utilized a quasi-experimental design, conducting pre and post-tests to measure the students' speaking abilities.

Based on the description above, the reseacher was encouraged to conduct research titled "English teachers storytelling strategy in teaching speaking class in SMP Negeri 17 Barru".

LITERATURE REVIEW

1. Storytelling

One definition of storytelling comes from Miller (2014), who describes it as the use of narrative techniques, such as plot, character, and setting, to convey a message or a theme to an audience. This definition highlights the importance of structure and craft in storytelling, as well as its ability to convey meaning through metaphor and symbolism. By using narrative techniques, storytellers can create compelling and memorable stories that engage the imagination and emotions of their audience, while also conveying important ideas or values.

In a 2018 study, Xie & Zhang identified three primary objectives of storytelling: to enhance understanding, to foster empathy, and to facilitate learning. The authors suggested that storytelling could be used as a powerful tool for improving cross-cultural communication and reducing intergroup biases by promoting understanding and empathy between individuals from different backgrounds. Additionally, they found that storytelling could be an effective means of facilitating learning by creating a more engaging and memorable learning experience. (Xie & Zhang, 2018)

2. Speaking

According to Usman (2015), Speaking is an interactive activity that involves oral producing, receiving, and processing information and involves the use of the mouth organs to express meaning. It means through speak there are three process which to produce information. By

speaking can also to express feeling. Speak English is the way to interaction with any peoples that used English language and speak English can called one of the language that often and almost used in the world, because English has become an international language.

Brown (2001) mentions there are five components of speaking skill:

1) Vocabulary refers to the set of words and phrases that a speaker knows and uses to communicate.
2) Pronunciation refers to the way in which words are spoken or pronounced.
3) Grammar is the set of rules and principles that govern the structure of language.
4) Fluency refers to the ability to speak quickly and smoothly, without hesitation or pauses
5) Comprehension refers to the ability to understand and make oneself understood in conversation.

3. Implementation

According to Sudjana (2009) Implementation is an effort made to foster encouragement and motivation to carry out a given task or activity in a structured manner and carried out with a certain mechanism. Implementation is an important aspect of the overall policy process and is an effort to achieve certain goals through certain means and infrastructure and in a particular chronological order. The teacher is present in the implementation of the learning the multi-level implementation of learning is as follows:

1) Initial activity, this activity is conducted by teachers to a learning atmosphere that prepares students participate in learning activities.
2) Core activity , submitting study materials is at the heart of the process implementation of learning.
3) Final activity, in this activity, the teacher's activity is to end the core learning activities. The purpose of the Implementation
1) To realize carefully structured plans, both by individual and group
2) To test and document a step in the application of a plan
4) To realize the goals to be achieved in the planning that has been made
5) To know the ability to implement any desired policy or plan

4. Perception

According to Fleming Levie (1981), Perception is a complex process of receiving or the process of filtering information from the surrounding environment. Perception is one of the stages in cognition such as learning, concept forming, problems, and thinking. Perception is the initial stage which has an important influence on other stages, for instance, what have been learnt will affect how we understand something.

According to Walgito (2004), perception indicators include:

1) Absorption of stimuli or object from outside the individual, the stimulus or object is absorbed or received by the five senses, including sight, hearing, touch, smell, and taste in the same time or not.
2) Understanding, after the images or impressions occur in the brain, the images are organizes, classified, compared, interpreted, so that the understanding can be formed.
3) Assessment or evaluation, after forming an understanding, there is an assessment of the individual.

Individuals compare the newly acquired understanding with the criteria or norms that the individual has subjectively.

5. Storytelling Strategy is Speaking Class

Storytelling strategy is an effective method used in teaching speaking to enhance students' Communication skills. The technique can be implemented using various techniques such as visual aids, drama and role-playing, and technology. Teachers and students may face challenges such as selecting appropriate stories, limited time, and difficulties in expressing themselves fluently and accurately. With proper planning and implementation, the benefits of storytelling in speaking class can outweigh the challenges.

METHOD

1. Research Design

This research used a quantitative research method with pre-experimental. The research design in this study is one- group pretest-posttest. So, in this study, only one class is used which acted as an experimental class which given a pre-test strategy in teaching speaking at Junior High School 17
Barru has been found to enhance student engagement, motivation, speaking fluency, and vocabulary acquisition.

2. Place and Time of the Research

This research was conducted in SMP Negeri 17 Barru. This research conducted in two meetings during the even semester 2022/2023.

3. Population and Sample

The research participants of this research are English Teachers and eighth grade students in the 2022/2023 academic year at SMP Negeri 17 Barru. In this research took participants from SMP Negeri 17 Barru, the researcher chose the English teacher as the research subject. This school has two English teachers. The researcher also need some student's opinions regarding storytelling strategies used by the teacher in teaching speaking class. The researcher decided to choose the student's which consists of five students from the eighth grade.

4. Research Instrument

In this research, the researchers used an observation checklist. It allowed the researchers to record information quickly about how the students felt about storytelling strategy in teaching speaking class. Observation checklist, could be used to assist in observing the process of teaching and learning in the classroom. These tools could also include spaces for brief comments, which provided additional information that was not captured in the checklist. Every information that the researchers wrote out in field notes. Then, the researchers used interviews as an instrument to collect data that was obtained by the researcher deeper. The aim of the in interview was to find out the solution and students perceptions, implementation, and impact towards the solution to overcome students with the use of storytelling strategy in teaching speaking class.

5. Technique of Data Collection a. Observation

Observation is the act of studying something by seeing and understanding at the behavior

435

or the act of that thing (Sugiyono, 2019) in this step the researcher prepared an observation checklist and also take notes on the learning process done by the participants. The observation checklist adapted from Sahril et al. There are two observations were conducted to review the strategies used by teachers in implementing storytelling in the classroom. The observations took in the classroom during the teaching process by the teachers.

b. Interview

An interview is face-to-face encounter between a researcher and a subject during which information is transferred from the interviewee to the interviewer (Cresswell, 2007). According to this definition, an interview is a method of asking and answering questions about something in order to learn about someone's perspective. In this study, interviews were conducted to learn about English teacher's storytelling strategy in teaching speaking class.

6. Technique of Data Analysis a. Observation data analysis

The data obtained from the observation was used as the main indicator of the result of the other instruments which are interview and document analysis in order to make sure the data not be changing and consistent. The data from the observation was categorized into some categories which are included in the list.

b. Interview data analysis

Miles and Huberman's Data Analysis is the main methodology that is used by the researcher to analyze data and took data from the records. Miles and Huberman (2014) underlined that there is three qualitative data elements. The first is data reduction, which involves selecting, concentrating, simplifying, abstracting, and transcribing the data to summarize and respond to research issues. The second element is data display, where the compressed and structured data obtained from the reduction process is presented. The third phase is drawing conclusions and verification, which involves evaluating and reviewing the data to examine its validity, plausibility, and stability. The term validity ensures that the study accurately reflects the factual data and can withstand alternative interpretations.

FINDINGS

1. The teachers implement the storytelling strategy in teaching speaking at Junior High 17 Barru

Storytelling has been found to significantly enhance student engagement and motivation. The narrative nature of stories captures students' interest and creates an immersive learning experience. Storytelling contributes to the development of speaking fluency. Through exposure to authentic language in context, students improve their oral proficiency, pronunciation, and intonation. The students learn to use appropriate language structures and develop a sense of language rhythm, resulting in smoother and more confident speaking.

Based on the observation checklist results, the researcher found the implementation results of teachers in teaching speaking using the storytelling strategy.

Table 3.3 Observation Checklist teacher's classroom implementation

NO	Session	Aspect Observation	Checklist			
			NA (Teacher A)		RA (Teacher B)	
			Yes	No	Yes	No
1.		The teacher introduces the				

	Opening Session	storytelling session	✓		✓	
		The teacher activates students' prior knowledge related to the topic or				
		The teacher smoothly transitions from the opening session to the actual storytelling.		✓		✓

The teacher prepares the materials by selecting stories that are suitable for the students' language proficiency level and relevant to the lesson content. The teacher also creates story scripts that encompass important aspects such as introduction, conflict, climax, and resolution. This helps the teacher deliver the story in a structured and engaging manner. In spite of the teacher's proactive questioning and attempts to encourage student participation, the students demonstrate a noticeable lack of interaction. The students seem hesitant and passive, making it challenging for the teacher to elicit their input and engage them effectively. The students appear to struggle with the content and face difficulties in crafting stories due to a lack of vocabulary and limited access to resources, such as the internet, which could have provided additional support.

NO	Session	Aspect Observation	Checklist			
			NA (Teacher A)		RA (Teacher B)	
			Yes	No	Yes	No
2.	Core Session	Pay attention to how well the storyteller introduces the story, establishes the setting, develops the plot, and provides a clear	✓		✓	
		The storyteller's use of appropriate and descriptive language.		✓		✓
		The storyteller's body language, facial expressions, and eye contact with the audience..				

During the active teaching phase, the teacher uses storytelling techniques such as facial expressions, body movements, and varying voice tones to enhance the appeal and students' experience while listening to the story. The teacher also encourages student participation by providing opportunities to interact with the story, whether through asking questions, responding to the story, or describing visuals within the story. However, the students in the class display a significant passiveness when it comes to asking questions. The students appear hesitant or reluctant to engage in active dialogue with the teacher.

In speaking activities, the teacher connects the story with speaking topics and designs speaking tasks based on the story. This involves involving students in discussions, role-playing characters, writing reviews or summaries of the story, or even creating new stories by changing some elements of the original story. In the creation of their stories, some students encounter challenges and rely on the teacher's help to construct sentences and piece together their ideas. With limited access to the internet and only relying on dictionaries, they require additional

support to effectively express their thoughts. Nevertheless, during the presentation, the students bravely share their stories based on their own experiences with the rest of the class.

NO	Session	Aspect Observation	Checklist			
			NA (Teacher A)		RA (Teacher B)	
			Yes	No	Yes	No
3		The teacher facilitates a reflection and discussion session after the storytelling activity.	✓			✓
	Closing Session	The teacher provides constructive feedback to students, highlighting their strengths and areas for improvement in their speaking	✓		✓	
		The teacher expresses appreciation for students' participation, contributions, and efforts during the storytelling activity.	✓		✓	

In the closing session, the teacher summarizes the learning achieved through the storytelling activities and speaking tasks. The teacher also evaluates student progress using various methods such as reflective questions or sharing learning experiences. With thorough preparation and active student involvement, teaching storytelling in speaking lessons can be a beneficial and engaging experience for students. While the implementation of the storytelling strategy proves to be beneficial, it underscores the importance of further vocabulary development for students. It is evident that students would greatly benefit from expanding their knowledge and understanding of words commonly used in daily life and their immediate surroundings. By actively focusing on vocabulary acquisition, students can enhance their speaking skills and effectively engage in the storytelling process.

2. The students perception on the impact of storytelling strategy to their speaking achievement in Junior High School 17 Barru

Based on the data obtained from the interview, the researcher found that all completely support the implementation of storytelling strategy. It was all the students who become participant of this research agree of the use storytelling strategy. They also believed that could engage their attention to more confident in speaking. The researcher gained the data and summarize into one point as follows.

1) Build Confident in Speaking

Storytelling has been found to boost students' confidence as they are able to share their emotions and narrate in front of the class. However, pronunciation becomes a challenge for some students, leading to occasional laughter from their peers.
The act of storytelling allows students to express themselves, showcase their creativity, and connect with their audience on an emotional level. By sharing personal stories or fictional narratives, students gain a sense of empowerment and develop their public speaking skills. It provides them with a platform to express their ideas, thoughts, and experiences, fostering a

positive self-image and enhancing their self-esteem.

Storytelling has a positive impact on students' confidence as they are able to express themselves and share emotions in front of the class. However, pronunciation challenges may lead to occasional laughter from peers. By fostering a supportive environment and addressing pronunciation concerns, teachers can help students overcome these obstacles and fully benefit from the confidence- building potential of storytelling. This view is from illustrated in the following comments from two students (MM and SA):

Extract 1:

MM:…*in my opinion, storytelling in English has helped boost my confidence because it is not too difficult for me to speak in English…*

Extract 2

SA *:… In my opinion, storytelling in front of the class, or commonly known as storytelling, can help improve my speaking skills and boost my confidence in English. Therefore, the more I use English, the more it becomes a part of me...*

Based on the Extract, it is evident that storytelling has a positive impact on students' confidence and speaking abilities. Although some students may face challenges with pronunciation and occasional teasing from peers, the overall consensus is that storytelling helps build confidence in speaking. Students feel more empowered to express themselves and share emotions in front of the class.

Overall, storytelling strategy has proven to be valuable in teaching speaking at Junior High School 17 Barru. It enhances student confidence, speaking skills, and overall language development. By addressing challenges and incorporating effective teaching methods, teachers can create an engaging and empowering learning experience for students, fostering their communication abilities and promoting their self-esteem.

2) Expand Vocabulary Acquisition

Vocabulary acquisition is the process of learning and memorizing new words and phrases in a language. It plays a pivotal role in language learning as it enables individuals to understand and communicate effectively. One highly effective method to enhance vocabulary acquisition is through storytelling, where learners engage in narrative-based learning. Storytelling in language learning provides learners with a context-rich environment, allowing them to encounter new words and phrases in meaningful contexts. This contextualization aids in better understanding and retention of the language elements. Human beings have a natural inclination for absorbing information through stories, as they captivate our attention and evoke emotions. Consequently, narrative-based learning becomes an enjoyable and engaging way to expand one's linguistic repertoire. This view is from illustrated in the following from two students (NA and NK):

Extract 1

NA:...*in my opinion, storytelling in front of the class helps me in creating a story, and after creating the story, I memorize some vocabulary from that story...*

Extract 2

NK:.. *through storytelling-based learning, i have learned English vocabulary and memorized it. I have also learned how to pronounce it, even though it was very challenging...*

Based on the extracts is that both students have found storytelling to be an effective method

for
language learning, particularly for vocabulary acquisition. They both express positive experiences with using storytelling as a tool to enhance their language skills.

In conclusion, the power of storytelling as a tool for vocabulary acquisition in language learning cannot be overstated. Its ability to provide context, engage emotions, and stimulate creativity makes it a valuable approach for learners of all ages. By incorporating storytelling into language education, educators can foster a more enjoyable and effective learning experience for their students, ultimately leading to a more profound understanding and mastery of the language.

DISCUSSION

The implementation of storytelling strategy in teaching speaking at Junior High School 17 Barru has been found to enhance student engagement, motivation, and speaking fluency. Storytelling aids in vocabulary acquisition and promotes cultural understanding. However, challenges such as students' passiveness and limited vocabulary need to be addressed. Thorough preparation, active student participation, and a supportive classroom environment are essential for successful implementation. The teachers' perception of implementing storytelling strategy varies, with different approaches focusing on real-life experiences or aligning stories with the current lesson. Both approaches emphasize the importance of engaging students and building confidence in speaking. Students perceive storytelling strategy positively, acknowledging its ability to engage their attention and boost their confidence. Pronunciation challenges and occasional laughter from peers may arise, but creating a supportive and respectful environment helps minimize these issues. Overall, storytelling strategy has proven to be valuable in teaching speaking, enhancing student confidence, skills, and overall language development.

CONCLUSION

Based on research findings after treatment, storytelling strategy has proven to be a valuable approach in teaching speaking at Junior High School 17 Barru. It enhances student confidence, speaking skills, expand their vocabulary acquisition and overall language development. By addressing challenges and incorporating effective teaching methods, teachers can create an engaging and empowering learning experience for students, fostering their communication abilities and promoting their self-esteem.

REFERENCES

Brown, D. (2007). *Principles of language learning and teaching*. NY: Pearson Educations: Inc.

Kurniawan, A., & Sari, H. (2020). Using Roleplay to Enhance Speaking Skills of EFL Students in Remote Areas. Journal of English Language Teaching and Linguistics, 5(2), 221-235.

Liu, K.-P., Tai, S.-J. D., & Liu, C.-C. (2018). Enhancing language learning through creation: The effect of digital storytelling on student learning motivation and performance in a

school English course. *Educational Technology Research and Development, 66*, 913-935.

Miller, J. (2014). Storytelling. In R. Allen (Ed.), *The Oxford Handbook of Film and Media Studies* (pp. 466-482). Oxford University Press.

Richard, J., & Renandya, W. (2002). *Methodology in Language Teaching an Anthology of Current Practice*. Cambridge University Press.

Richards, J. C. (2008). *Teaching listening and speaking* (Vol. 35): Cambridge University Press Cambridge.

Souto-Manning, M., Nabors-Oliver, S., Jackson, S., & Sánchez-Hernández, M. (2020). Storytelling and activity as critical praxis for social and emotional development: Toward a conceptual framework. *Review of Research in Education*, 44(1), 324-352.

Usman, A. H. (2015). Using the think-pair-share strategy to improve students' speaking ability at Stain Ternate. *Journal of Education and Practice, 6*(10), 37-45.

Xie, X., & Zhang, W. (2018). Storytelling in cross-cultural communication: A systematic review. *Journal of Intercultural Communication Research*, 47(2), 95-116.

Zein, S., Sukyadi, D., Hamied, F. A., & Lengkanawati, N. S. (2020). English language education in Indonesia: A review of research (2011–2019). *Language Teaching,53*(4), 491-523.