

**IMPROVING STUDENTS' SPEAKING SKILLS THROUGH  
STORYTELLING:**

**A CASE STUDY AT SMAN 5 MAKASSAR**



**THESIS**

*Submitted to the Faculty of Cultural Sciences Hasanuddin University in Partial  
Fulfillment of the Requirement to Obtain Sarjana Degree In English Department*

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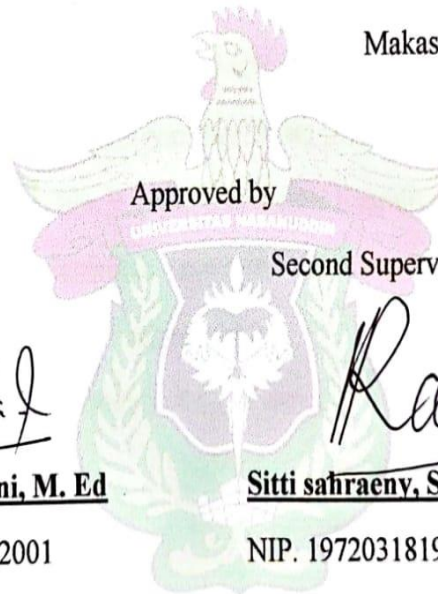
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LEGITIMATION

THESIS

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STORYTELLING:

A CASE STUDY AT SMAN 5 MAKASSAR

BY

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**AGREEMENT**

On Tuesday, July 19<sup>th</sup> 2022, the Board of Thesis Examination has kindly approved a thesis by Hunaim Zanjani Karim (F041181326) entitled *improving students' speaking skills through storytelling: a case study at sman 5 makassar* submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

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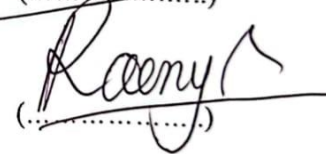
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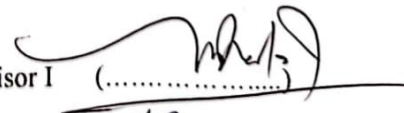
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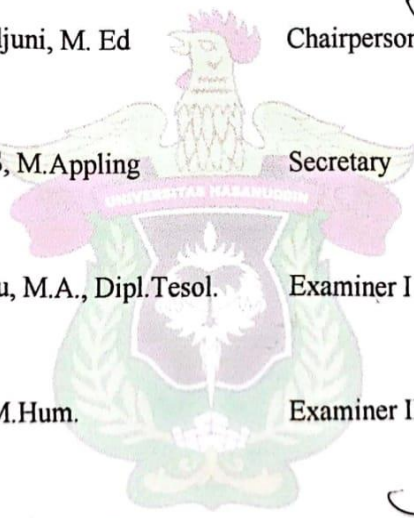
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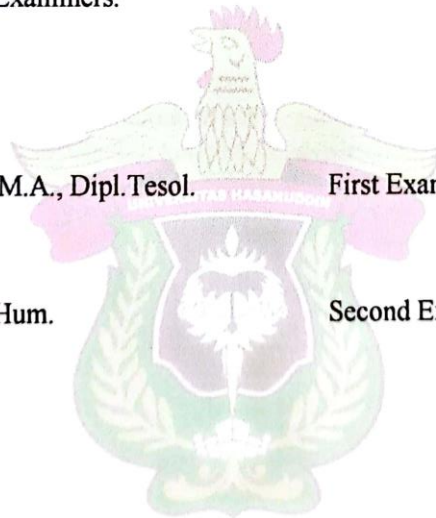
The Thesis by Hunaim zanjani karim (F04118136) entitled *improving students' speaking skills through storytelling: a case study at sman 5 makassar* has been revised as during the examination on 2022 and is approved by the Board of Undergraduate Thesis Examiners.

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Dengan ini menyatakan bahwa skripsi ini benar-benar karya saya sendiri. Sepanjang pengetahuan saya tidak terdapat karya yang ditulis atau diterbitkan orang lain kecuali sebagai acuan atau kutipan, dengan mengikuti tata penulisan karya ilmiah yang lazim.

Makassar, 19<sup>th</sup> July 2022



Yang Menyatakan,  
Hunaim Zanjani Karim

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## **ABSTRACT**

Hunaim Zanjani Karim, 2022, *Improving Students' Speaking Skills Through Storytelling: A Case Study At Sman 5 Makassar*, supervised by Marleiny Rajuni, M.Ed and Sitti Sahraeny, S.S, M.Appling

This research was conducted to find out the implementation of storytelling. How the storytelling and short story improve students speaking skills at the XI grade students of SMAN 5 Makassar. Become one of the teaching strategies in dealing with the problem of speaking English skills.

This study used quantitative descriptive approach, namely using one class in science major that was given, observation, interview, pre-test, treatments and post-test. The population of this research is XI grade students of SMAN 5 Makassar. The number of samples is 36 students and one teacher.

The findings of this research showed that majority of students claimed that storytelling had a big impact to their speaking skills, and short story had impact to the structure of the how they speak. The topics were not based on handbooks but discussed more about short stories, student's opinion about one story and the implementation of one story in class individually or in a group.

Keywords: Storytelling, short story, speaking skills

## **ABSTRAK**

Hunaim Zanjani Karim, 2022, Meningkatkan Kemampuan Berbicara Siswa Melalui Storytelling: Studi Kasus Di Sman 5 Makassar, dibimbing oleh Marleiny Rajuni, M.Ed dan Sitti Sahraeny, S.S, M.Appling

Penelitian ini dilakukan untuk mengetahui implementasi mendongeng. Bagaimana mendongeng dan cerpen meningkatkan keterampilan berbicara siswa kelas XI SMAN 5 Makassar. Menjadi salah satu strategi pengajaran dalam menangani masalah keterampilan berbicara bahasa Inggris.

Penelitian ini menggunakan pendekatan deskriptif kuantitatif, yaitu dengan menggunakan satu kelas pada jurusan IPA yang diberikan dengan menggunakan metode pengambil data melalui observasi, wawancara, pre-test, treatment dan post-test. Populasi dalam penelitian ini adalah siswa kelas XI SMAN 5 Makassar. Jumlah sampel yang digunakan adalah 36 siswa dan satu guru.

Hasil dari penelitian ini menunjukkan bahwa sebagian besar siswa menyatakan bahwa mendongeng berdampak besar pada keterampilan berbicara mereka, dan cerita pendek berdampak pada struktur cara mereka berbicara. Topiknya tidak berdasarkan buku pegangan tetapi lebih banyak membahas tentang cerita pendek, pendapat siswa tentang satu cerita dan implementasi satu cerita di kelas secara individu atau kelompok.

Kata kunci: Bercerita, cerita pendek, keterampilan berbicara

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

Education is one of the essential things that humans need. The family, community, and government make a conscious effort through guidance, teaching, and training activities, which take place in school and outside of school throughout life. Things that happen continuously through learning and teaching have changed along with the times. It is undeniable that nowadays, through education, humans are experiencing developments in terms of mindset, analogies, and discovering new things in life. Education provides space for humans to find out what is on their minds, whether through research or critical thinking and pour it through various media, whether through books or put it directly. The way someone thinks is based on the education that they get. Education is also a factor in how a country increases in the future. With so many people getting a proper education, it indirectly builds the country well in economics, politics, science, and many more.

In studying English, four skills focus on students' abilities: reading, writing, listening, and speaking. Speaking is an activity to express one situation by some words or sentences, the ability to report acts or to express the idea in mind (Ladouse, 1991). Everyone has their ability in speaking, and someone can not generalize it to others; there is someone good at speaking and those who are not, and many things affect why it is so. According to (Krashen, 1982), two factors affect language skills: internal factors, such as the way someone thinks, self-

confidence, talent, and perception and external factors there are habits, teachers, and environment.

Speaking ability is not only in the scope of how good someone speaks, especially in the learning process. Mostly, students have a lot of fears and obstacles, making teachers often encounter students with good English speaking skills. Generally, lack of confidence and vocabulary is known to be the most common reasons why there are still many students who are lacking in speaking. The students only can speak for two or three sentences, and in bad situations, we can find some students only can speak for some words and don't speak enough, even one or two sentences, they get stuck and speak their mother tongue (Indonesia). This case becomes worse when we find some students mispronounce words and their friends laugh at their mistakes; it makes them shy, nervous, and do not pay attention to the class; everything looks stuck and doesn't have a significant process. So a teacher has a role in fixing these problems.

Nevertheless, there is no space for students to practice their speaking in English, which is the main reason why students' ability to speak is still low. There has been a program to encourage students to be active in speaking English, like "English day," but it is still not effective if we look at the facts on the ground. Only a few students speak, and others don't. The school lack of supervision and strict rules to encourage students have not met the bright spot until now. We still meet some students who are lazy to speak English inside or outside the class. Also, in the classroom, there is no right method applied to improve speaking skills by the teacher. The teacher uses a monotonous teaching style that makes students

feel bored and lose interest in the subjects, which affects the student's ability. However, there have been students capable of speaking English. However, the environment around students also contributes to creating stereotypes that there are elements of envy or dislike, so students are reluctant to practice. Behind that, every student has weaknesses and strengths in speaking that need to be improved,

The situation of the class above should have a solution by the teacher as someone who has a controlling learning process to make students' ability to speak much better than before. Teachers must think critically to find out which method and atmosphere students like, so students have the interest to give their best in class. It is highly recommended that the teacher creates a good environment in the class. Make sure all students have fair and equal opportunities to develop their interpersonal speaking by giving all students one by one to speak or through small and large groups.

According to those objectives above, it is very urgent and necessary for teachers to make every effort to change some of those situations by making good media that will be applied in the class. Therefore, the researcher assumes that storytelling as one of the media that can apply in the class to improve students' skills in speaking. The storytelling can be a teaching strategy that focuses on speaking, and it can be given a huge impact on students. The storytelling has become commonplace that is known by students. All students have made their stories, whether it is through writing or a direct story. Through storytelling, the teacher can use it as an alternative strategy to increase students speaking skills.

Making a story is not difficult, and students like something relatively easy by being given the freedom to speak about their respective and personal lives.

Personal life becomes something that is closer to students; every student has their own life. Talking about personal life is not as hard as talking about politics, sciences, economic, and so on. Personal life is relatively easy because it does not need any long preparation. Just talking about school life, habit, things that students like, and daily activities can slowly increase students' ability to speak if they do it continuously every day. Students also know that their own life, every student has their own life, so it's not a hard thing to do to practice students speaking skills.

It is expected for students to explore their ability how to make their own short stories based on their personal life. It is free as long as it is not beyond their limits. After that, students are expected to get new vocabulary and some new pronunciation from their friends that they did not know before. Slowly, students have space to practice. If it is done continuously and sustainably, students can have better prospects in the future.

## **B. Identification of The Problems**

From the background above, the writer found some problems faced by students in learning, as follows:

1. Less supportive of students' environment in practicing their speaking skills in English
2. Students have a lot of fears and obstacles to speaking, especially English language.



3. There is no learning model used for students to practice their ability to speak English.

### **C. Scope of The Problem**

Based on those problems above, the writer decided to analyze the implementation of storytelling to improve students' speaking skills to answer those problems above. The object of the research focused on students in a class of SMAN 5 Makassar.

### **D. Research Questions**

Based on the points mentioned above, the research question of this study is:

1. How is the storytelling implemented in English speaking class?
2. How does the use of storytelling improve students' speaking skills?

### **E. Objectives of The Study**

1. To describe the implementation of storytelling in English class
2. To explain the use of storytelling in improving students' speaking skills

### **F. Significance of The Study**

The writer hopes to give contributions and benefits both academically and practically benefit as follows:

1. Theoretical: The writer hopes this research can contribute to students about the importance of speaking English, the reasons why speaking ability becomes the lowest skill that students have, to be reading for other people who need references, lastly to give thoughts, knowledge, and information about the student's skill in speaking.

2. Practically: The writer hopes to help other researchers in their research in studying how to improve students' skills in speaking for the learning outcomes.

### **G. Sequence of Writing**

The research consists of five chapters. Chapter one discusses the Introduction, which consists of the background of the study, identification of the problem, the scope of the problem, Research Question, Objective of the study, and Significant of the study. Chapter two is a literature review that consists of several previous studies to support the analysis. Finally, chapter three presented the research methodology, the sample of the study, the method of collecting data, and the method of analyzing data.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Previous study**

The writer intends to support his research by seeking out important related research on rewards and students' motivation. Based on other research, the writer found similarities and differences in each research. Below are the previous studies.

In his study, Diki (2016) found that YouTube-based videos have improved seventh-grade students' ability to speak in one of the Junior High Schools in Surakarta. There were 28 students as the sample. He used data analysis from observation sheets, field notes, tests, and questionnaires. From the research data analysis result, the researcher concludes that using YouTube in class can improve students' skills and motivation in speaking. The data said, in the beginning, the average of students' skills in a circle was around 65.1 to 71.7, while the maximum score was around 71 to 75 that he got from two circles class. However, after the researcher used YouTube-based media mode in class, students' skills in speaking improved to score 80.1 to 85. The researcher also found that an average of 80% - 95% of the students paid attention to the class via YouTube. This finding showed that there is an improved meant in terms of students' motivation in class. The knowledge is certainly students by paying attention to obtain the maximum results. There is certainly a significant development from the data obtained. There are changes experienced by students' YouTube-based videos, such as through pictures and sounds at the same time, it can take student's attention, increase

students' vocabulary, practice pronunciation, improve grammar and how to make new sentences.

Secondly, Mukminatus (Zuhriyah, 2017) Found similarities like other researchers met. The problems students face are a lack of vocabulary and confidence. There is no space for practice, and the right method is used in class. The sample that he used was 23 students in the second semester of the Intensive English Program of Hasyim Asy'ari University (UNHASU). He collected the data by doing observation and speaking tests; observation included writing everything happening in the class, such as students' activities and student responses. The speaking test included a pre-test and two post-test. In the speaking test, he conducted this research twice for one circle, each circle had two meetings, and each meeting included student and teacher activities also student responses. After he did those things, he got the data. At the pre-test, the score was around 13-43%. At the first post-test, students scored around 52-65%. Indeed, there is a slight increase, but that is not enough for the minimum standard score made by the researcher at the beginning of 75%.

Nevertheless, the students scored 78-86% after the second post-test. So from the data, we can see that before storytelling was applied in class, students' skills in speaking were still low, while when storytelling was introduced in class, the students slowly got improvement. Lastly, when all students are already familiar with storytelling, and the teacher did the same test as he did before, the score distance is clear enough, so storytelling can improve students' skills in speaking.

Lastly, Aseptiana (Parmawati, 2018) was trying to determine whether the Analytic Teams technique can improve the students speaking skills and analyze the classroom situation when the Analytic Teams technique is implemented in speaking class. This research was conducted on first-grade students of the English Education Study Program at IKIP Siliwangi Bandung. The method she used to collect the data was the quantitative approach, and she took 40 students as the sample. She used a statistical technique to calculate the mean score of each student, the formula to do statistical technique is the total score divided by the number of students. She also uses collaborative classroom Action to identify the success and failures when the research is going.

Furthermore, the result of her research is that the analytic teams' technique is one of the good ways to improve students speaking implementation the data that she got an average pre-test score of students only 52.38. In contrast, only 21% of students got scores over 60, students' implementation of analytic techniques the students speaking scores got better until they got a score of 78.05. It is also increased students' interest in the class. So it can be said that the method used to develop students' speaking skills is successful.

Those previous studies and this study have something in common in which all focus on finding the right methods to use in class. The researchers successfully found different methods to help students improve their speaking skills.

There are two differences between previous studies and this research. Firstly, the previous studies used questionnaires, observation, field notes, and tests, while the writer used the interview as one method in collecting data. The interview is

something that the writer asks students one by one, so all students may have different perspectives on each question. Secondly, the writer did use not only the group method but also a particular method. The writer focused on individual things to make sure all students had similar treatment and understood all the methods. In contrast, those researchers above focused on group methods to improve students speaking skills, so it was two things that made this research different from other researchers mentioned above.

## **B. Theoretical Background**

### **1. Speaking**

In his book Henry Guntur in Tarigan (1983) says speaking is the ability to pronouncing clear sounds or words to express, speak, and express thoughts and feelings. Hearing receives information through pitch, pressure, and joint position. If the communication is done face-to-face, it will be accompanied by the speaker's hand movements and facial expressions. Of course, it will increase someone's self-confidence if done quite often and impact someone's ability to speak in the end.

According to Ladouse (1991), speaking is an activity of reporting one condition to someone. Tarigan (1983) explained that speaking is how humans communicate with one another every day. Speaking becomes one skill included with reading, writing, and listening. When someone speaks, it is an art made by words and sentences, even the intonation. Everyone has their speaking style, there is someone good at speaking and not, the worst there are many people who cannot speak.

Until now, there is no valid data when the first person speaks. According to his research, Chomsky in Herman (1988) estimates that language was first discovered in Africa 60,000-100,000 years ago, being the forerunner of the birth of oral human interaction. However, by some researchers, Sumerian linguistics is the first language on earth, became a pioneer of language, and was originally born as an oral tradition among humans as a form of effective interaction to reduce misunderstanding.

### **1.1 Aspects Of Speaking**

#### **A. Grammar**

Coghill and Stacy (2003) define grammar as rules that govern how a sentence should be and determine how words can be arranged properly according to the rules. Unfortunately, people often use grammar only in written form, thus forgetting grammar in speaking, even though grammar is needed to speak about the use of good and correct language, especially in formal events such as speeches, lectures, and debates.

#### **B. Vocabulary**

According to the big Indonesian dictionary, vocabulary is a collection of words that are known by a person who is part of a particular language; a *person's vocabulary* is defined as all the words that that person is likely to use to construct new sentences, the addition of a person's new vocabulary is deemed

necessary, whether it is a new language or to deepen an existing language known beforehand.

### **C. Fluency**

According to the Big Indonesian Dictionary, fluency is the ability to string words into good sentences and then pronounce them well, fluently, and without stuttering.

### **D. Pronunciation**

In dictionary.com, pronunciation can be interpreted as an art of how someone produces sounds of speech, including intonation, articulation, stress, and references to know the standard of acceptability and effectiveness in a group of people who use a language.

### **E. Comprehension**

Sudijono (2011) says that comprehension is a person's ability to understand, know, remember and implement into daily life. Comprehension is born from learning outcomes; the more processes you go through, the more comprehension you get. Therefore, comprehension can also be called the learning process, the process of finding out, the process of justifying which one is truly understood, and knowing a lot through the process that has been passed.

## **2. Storytelling**



Story telling is one of the literary works that distributed orally. A series of story told by one person to another, a group of people with various topics covered. Ankit (2019) explained the story is a part of our everyday life. It plays a vital role in our growth and development. Stories help to develop imagination by introducing new ideas into their world, ideas about fantastical worlds, other planets, different points in time and invented characters. It will encourage the children to realize that they can, and should, imagine anything they want.

Pellowski in dalam nurcahayani (2010) describe that storytelling as an art or art of a narrative skill from stories in the form of poetry or prose which is performed or led by one person in front of an audience directly where the story can be narrated by telling or sung with or without music, pictures or with other accompaniment which may be learned orally, either through printed sources or through mechanical recording sources.

## **2.1 Aspects of storytelling**

In the article written by ankit passi (2019) says that there are 7 elements in storytelling; the first is the characterization, the character that the author tries to build about the characters in short, whether is good or bad, that is what is called characterization. Characterizations also talk about the characters in the story, whether using the first person point of view (me) or the third person point of view by using the person's name as the main character and supporting characters.

The second is the background of a short story divided into three parts; the first is the background of the place, the place where the events experienced by the character, whether at school, at home, or without the setting. The reader does not know where the character is; the second is the background of the time, indicating whether the story takes place at night, afternoon, or evening. Lastly, the background of the atmosphere talks about the atmosphere that the author is trying to build; whether the atmosphere is sad, happy, or moody, it is all part of the background atmosphere.

The third is dialogue, It is the way how characters connect with each other and to you, The Audience. The choice of words used in the story. The tone used, the words being used and how it caters to the Audience it has been designed for.

The fourth is the plot, and the plot is a sequence of events experienced by the characters. The author is expected to make a chronology by making an interesting plot, whether using a forward plot (future), a backward plot (past), or a mixed plot of forwarding or backward plots.

The fifth is the theme; the theme is the basis of the story or the main idea for starting writing the short story, and the theme of each short story is always different, there are adventures and family, and it is very diverse.

The sixth is Melody, by hearing the word Melody, almost everyone thinks of the Music, the Tune or some Audio. True to the point, they are in fact correct. Melody provides familiarity with the audience about the story and what they are about to perceive. It also helps to trigger certain emotions into audience psych and the audience can recognize or get an idea of what they are about to perceive and what they can expect.

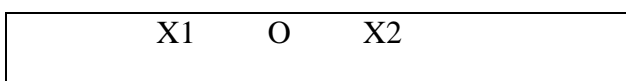
The last is decor. The decor translates to the Visual aesthetics of the Theme. The graphics that are being used to support the Theme, that has a certain look and feel. Humans are visual learners, we see things, and that's how we learn and remember stuff. So the graphic in storytelling plays a really important part in establishing the world in which our Plot and Character take place.

## CHAPTER III

### METHODOLOGY

#### 3.1 Research Design

The author uses an experimental quantitative approach as its design in this study. According to (Punch, 1988), quantitative descriptive research is a form of empirical research that focuses on data that can be calculated at the end of the study. Moreover, this is the presented as follow:



Where: X1: Pre-test

O: Treatment

X2: Post-test

This research is used to see how the improvement of students after using storytelling as the medium in a learning activity at SMA Neg. 5 Makassar

#### 3.2 Population of Study

The population of this study included students at SMA Neg. 5 Makassar.

#### 3.3 Sample of Study

The sample is part of the population with the characteristics or conditions to be studied. Some population members are selected using certain procedures so that they are expected to represent the population. In this study, the number of samples used by the researcher is 36 students and 1 English teacher.

#### 3.4 Method of Collecting Data

##### 3.4.1 Observation