

**DEVELOPING STUDENTS' SPEAKING SKILLS THROUGH
STORYTELLING TECHNIQUE AT 11th GRADE OF SMAN 3 ENREKANG**



A THESIS

*Submitted to the Faculty of Cultural Sciences of Hasanuddin University in Partial
Fulfillment of Requirements to Obtain Sarjana Degree in English Literature Study
Program*

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ENGLISH LITERATURE STUDY PROGRAM

FACULTY OF CULTURAL SCIENCES

HASANUDDIN UNIVERSITY

2023

LEGITIMATION

THESIS

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TECHNIQUE AT 11th GRADE OF SMAN 3 ENREKANG**

BY

WISRA' ALIFYARDANI IHZA BURHAN

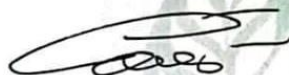
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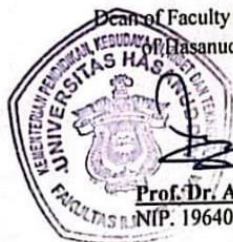
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APPROVAL FORM

With reference to the letter of the Dean of Cultural Sciences Number 17732/UN4.9.1/KEP/2022 regarding supervision, we hereby confirm to approve the thesis draft by **WISRA ALIFYARDANI IHZA BURHAN** (F041191032) to be examined at the English Department, Faculty of Cultural Sciences.

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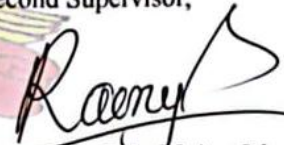
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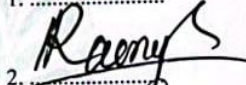
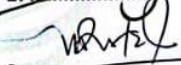
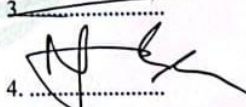
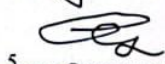

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AGREEMENT

On Monday, February 27th 2023, the Board of Thesis Examination has kindly approved a thesis by **WISRA' ALIFYARDANI IHZA BURHAN** (F041191032) entitled "*Developing Students' Speaking Skills Through Storytelling Technique at 11th Grade of SMAN 3 ENREKANG*" submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, 27th February 2023

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DECLARATION

The thesis by **WISRA' ALIFYARDANI IHZA BURHAN (F041191032)** entitled "*Developing Students' Speaking Skills Through Storytelling Technique at 11th Grade of SMAN 3 ENREKANG*" has been revised as advised during the examination on Friday, February 24th 2023 and is approved by the Board of Undergraduate Thesis Examiners:

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Hereby, the writer declares that this thesis is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except the quotations and references.

Makassar, 27th February 2023

The Author,



Wisra Alifyardani Ihza Burhan

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Bismillahirrohmanirrohim.

Assalamu 'alaikum Warahmatullali Wabarakatuh.

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In preparing this thesis, the author faced various problems with himself, demands, and activities that had to be carried out. However, there are always two figures who provide support and encouragement that make the author not want to give up. The two figures are the author's beloved parents, **Mr. Burhanuddin** and **Mrs. Sania**; thank you for all your sincere sacrifices for the author. Thanks also to my siblings, brother, and sisters, who are always there to support and encourage the author.

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2. Dean of the Faculty of Cultural Sciences, Hasanuddin University, **Prof. Dr. Akin Duli, MA, and his staff.**
3. Head of the English Department, Faculty of Cultural Sciences, Hasanuddin University, **Dra. Nasmilah, M.Hum, Ph.D.**
4. **Dra. Marleiny Radjuni, M.Ed.** as the author's academic supervisor.
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ABSTRACT

Wisra Alifyardani Ihza Burhan. Developing Students' Speaking Skills Through Storytelling Technique at 11th Grade of SMAN 3 ENREKANG (Supervised By **Abidin Pammu** and **Siti Syahreni**)

This research explores the effectiveness of storytelling techniques in improving students speaking abilities. It started with the problems that the students faced, such as lack of vocabulary, lack of the proper motivation to study and practice speaking, and not being confident to talk. Responding to the problem, the appropriate method for improving speaking skills should be how to train memory, pronunciation, and hearing simultaneously, namely Storytelling.

This research had two objectives, first was to describe the effectiveness of Storytelling in improving students' speaking skills. The Second was to explain the Teacher and Students' perceptions of using storytelling techniques to enhance students' speaking skills. The sample in this study were students of class XI MIPA 2. The sample was selected using random sampling. This research was a qualitative research method. The researcher conducted observation, evaluation, and interview activities in this research. The observation was completed in three meetings, two for observation and one session for evaluation and interview. The evaluation meeting showed students' enthusiasm to perform Storytelling was higher than in the first meeting. We can conclude that storytelling techniques was effective in developing students speaking abilities.

***Keywords:** Effectiveness, Speaking skills, Storytelling*

Abstrak

Wisra Alifyardani Ihza Burhan. “Pengembangan Keterampilan Berbicara Siswa Melalui Teknik Storytelling di Kelas XI SMAN 3 ENREKANG” (Dibimbing oleh **Abidin Pammu dan Siti Syahreni**)

Penelitian ini mengeksplorasi keefektifan teknik bercerita dalam meningkatkan kemampuan berbicara siswa. Itu dimulai dengan masalah yang dihadapi siswa, seperti kurangnya kosa kata, kurangnya motivasi yang tepat untuk belajar dan berlatih berbicara, dan tidak percaya diri untuk berbicara. Menanggapi permasalahan tersebut, metode yang tepat untuk meningkatkan keterampilan berbicara adalah bagaimana melatih daya ingat, pengucapan, dan pendengaran secara bersamaan yaitu bercerita.

Penelitian ini memiliki dua tujuan, pertama untuk mendeskripsikan keefektifan storytelling dalam meningkatkan keterampilan berbicara siswa. Kedua adalah untuk menjelaskan persepsi Guru dan Siswa tentang penggunaan teknik storytelling untuk meningkatkan keterampilan berbicara siswa. Sampel dalam penelitian ini adalah siswa kelas XI MIPA 2. Pengambilan sampel menggunakan random sampling. Penelitian ini merupakan metode penelitian kualitatif. Peneliti melakukan kegiatan observasi, evaluasi, dan wawancara dalam penelitian ini. Observasi dilakukan dalam 3 pertemuan, dua untuk observasi dan satu sesi untuk evaluasi dan wawancara. Pertemuan evaluasi menunjukkan antusiasme siswa untuk melakukan Storytelling lebih tinggi dibandingkan pertemuan pertama. Dapat disimpulkan bahwa teknik Storytelling efektif dalam mengembangkan kemampuan berbicara siswa.

Kata Kunci: Keefektifan, Keterampilan Berbicara, *Storytelling*

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CHAPTER 1

INTRODUCTION

A. Background of study

English has become an international language taught at almost all levels of education worldwide. People realize that the primary purpose of learning a foreign language is to use it in communication, both in oral and written form. The data revealed by British Council shows that the number of English speakers has reached 1.75 billion people or about a quarter of the world population. This large number is caused by the existence of the English language in almost all aspects of life.

According to Richard, mastering English speaking skills is a priority for many second-language or foreign-language learners. He said that speaking is a primary essential communication skill to tell and share ideas. Thus, Speaking is one of the language skills that must be learned to start communication.

The teaching and learning process in speaking class should be enjoyable, which can cause students to be active and enjoy learning English because speaking Skill is vital since success is measured by one's ability to carry out a conversation in a language (Nunan, 1991). Effective oral communication needs the ability to use the language appropriately in

social interactions involving verbal communication and paralinguistic elements of speech such as pitch, stress, and intonation (Richards and Renandya, 2002). Unfortunately, sometimes the students get difficulties speaking English well. Therefore, by using some techniques or methods in teaching English, teachers can help the students to improve their speaking skills.

Speaking Skill is partly a reflection of whether someone masters the language. The saying is one of the crucial skills which have to be learned by students to master English well. Speaking is defined as an interactive process of constructing meaning that involves producing, receiving, and processing information orally using the organ of speech (Brown, 2000)

Considering the importance of mastering the speaking Skill in language teaching, the national policy through the regulation of the minister of national education reflects the importance of English in the standard of content. Also, Indonesia established English as a primary foreign language taught in schools and one of the subjects tested in the national exam. This determination is intended to prepare Indonesian students for facing the globalization era. Therefore, they can compete with other people from where English becomes a second or first language.

Storytelling is the oldest form of educational activity in speaking Skills that can stimulate the learners to enjoy the speaking learning process. It has many benefits, such as entertainment, education, cultural preservation, and instilling moral values. It also has elements that have to be noticed: the plot, characters, and narrative point of view. Moreover, Brown (pp. 271—277) listed several types of classroom speaking activities in the following form:

1. Imitative: Students practice an intonation or try to identify a specific vowel sound. The elements of language form are the focus of this activity.
2. Intensive: This is a speaking performance designed to practice some phonological or grammatical aspects of language. It is usually done individually or even in pairs.
3. Responsive: It means that students practice their language by answering some questions. This activity uses simple utterances which can be meaningful and authentic.
4. Transactional (dialogue): Transactional conference seeks to get or exchange specific information. It is an extended form of responsive language.
5. Interpersonal (dialogue): Interpersonal conference seeks the purpose of maintaining social relationships than for the

transmission of facts and information. Students are usually asked to have a discussion about their feeling.

6. Extensive (monologue): Students are asked to give extended monologues in the form of oral reports, summaries, or speeches.
7. Other interactive techniques: These include interviews, games, jigsaw, problem-solving activities, role-play, and discussion.

Storytelling is one activity that relates to many types of speaking activities. Storytelling is an activity that needs a storyteller and audience so that the learners will be a speaker and audience. They have to perform their story and respond to another story.

Storytelling will stimulate the learners to imitate intensive Speaking as preparation before they perform the Storytelling. Then, the learners will be motivated to respond to the story as the audience. Also, Storytelling will have many good impacts on the learners' speaking skills because Storytelling makes the learners comprehend how to speak with good gestures and intonation. It is helpful for the learners to continue the extensive Speaking. From this explanation, Storytelling can be implemented in speaking classes and various kinds of work.

Focusing on the problem in English Foreign Language (EFL), the problems observed by the researcher happened at Senior High School in

teaching and learning English, especially in teaching speaking. Dealing with the expectation of the objective in speaking Skills is not easy and simple, either for the teachers or students who face some difficulties in the teaching and learning of speaking. Based on the researcher's experience and observation in classroom activities, the researcher found some problems.

First, students commonly feel afraid and nervous when they want to speak or communicate using English in front of their classmates. Second, the students do not have any ideas or initiative to talk in English. It is caused by the lack of vocabulary, grammatical patterns, and a deficiency in practicing English speaking. Third, the students still frequently made mistakes in pronouncing English words. Fourth, their problems with prosodic features such as intonation, stress, and other phonological nuances still cause misunderstandings in communication. Those problems make the students reluctant and unmotivated to speak.

Ideas are someone's message that would like to be transferred to another. It means that another person should understand the news well. To understand the messages well, speaking should provide natural communication with certain features (Aminuddin, 2006). Unfortunately, some problems make students have difficulty mastering speaking skills in eleventh grade at the SMAN 3 Enrekang. One problem is that students get

tests to speak English when they want to talk with others. It is caused by several factors, such as lack of vocabulary, communication ideas, fear of making mistakes when speaking English, and low motivation to learn English.

B. Identification of Problems

From the background above, the writer identified several issues related to the use of Storytelling to develop students speaking skills, as follows:

1. Only a few students participate in speaking activities in the classroom
2. Teachers rarely use Storytelling in teaching English.
3. Students have very little time to perform Speaking.

C. Scope of Problems

The main focus of the research is to analyze the effectiveness of storytelling techniques in developing students speaking skills.

D. Research Questions

1. How does the storytelling technique improve students' speaking skills effectively?
2. What are the teacher and student perceptions toward the use of Storytelling in developing speaking skills?

E. Objective of Study

The objective of this study is:

1. To describe the effectiveness of Storytelling in improving students' speaking skills.
2. To explain the Teacher and students' perceptions of Storytelling in developing speaking skills.

F. Significance of Research

1. Theoretical benefit

To other researchers, the result of this research can be helpful as a comparison in researching the same topic. Hopefully, it can give more information to the knowledge, especially in speaking Skills.

2. Practical benefit.

To the English Teacher, the result of this research is better techniques in English teaching that can improve the students' Speaking skills. To the students, the development of this research is input for the students to enhance their speaking Skills by using storytelling techniques.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

Rani Candrakirana Permanasari (2014) English Department, Faculty of Language and Arts, Semarang University (UNNES) the title was *Improving Students' Speaking Skill Through Three Steps Interview Technique (An Action Research of the Tenth Grade Students of SMK Negeri 9 Semarang in the Academic Year of 2013/2014)*. It was conducted by using Classroom Action Research (CAR). The subject of this study was 36 students of class X AK.1 in SMK N 9 Semarang. This study conducted five meetings for two cycles. The first cycle was completed in two sessions, and the Second was conducted in one meeting. One meeting was for the pre-test, and the last meeting was for the post-test. The instruments used in this study were a speaking test, an observation checklist, an observation list, and a questionnaire. All of the students' final scores in the pre-test were under 50. In the cycle two test, No. one got a final score of more than 70. Then, the post-test data showed that all of the students got a score of the students to get to score more than 70. The mean of the pre-test scores was 47,87; cycle 1 test was 61,8; the cycle 2 test was 71,29; and the last was 78,42 for the post-test. Those scores were good enough, and they also increased from one test to another test. Based on the result above, the three steps Interview Technique

can be used as an alternative teaching method to improve students' Speaking Skills.

Second, the research has been done by Norma Prayogi (2013) entitled Improving Students' Speaking Ability by Using Cartoon Film (An 26 Action Research in the Second Grade of SMP N 2 Taman in Academic Year 2012/2013). The object of this research is the students in VIII-E class of SMPN 2 Taman in the academic year of 2012/2013. The instrument for collecting data was speaking tests in the form of storytelling stories, observation checklists, and field notes. The action was successful when at least 18 students, or 70% of 24 students, have a good level in speaking ability. The result of this research shows that in cycle 1, the students average score is 42.70. the highest score was in students' performance (13.95), and the lowest was grammar (6.45). There were only 9 students or 32.5% of 24 students who got good level in speaking ability. While in cycle 2, the students average score is 45.21. the highest score was still in students' performance (13.95), and the lowest was grammar (7.91). There were 19 students or 79.16% of 24 students who got good level in speaking ability. it could be seen that there was a continuing progress of using cartoon films to teach narrative Speaking had given a significant progress toward their Speaking ability. Since they were never taught by using films, the presence of this research also gave the students new perspective that they could also relate the material to their hobby like picture, music etc.

Another relevant study was done by Ayu Fitriana (Student Number: 108014000065) with her thesis entitled *The Effectiveness of Role Play on Students' Speaking Skill*. This study was generally attempted to find the effectiveness of role-play on students' speaking skills for the first-grade students at SMP Muhammadiyah 37 the Parung academic year 2013/2014. To know whether this technique effective or not, the writer used pre-experimental study applied in VII.5 class.

There were some similarities between previous and current studies. The previous and current studies discuss improving students' speaking ability with storytelling techniques. The differences were the media used during the previous research was varied and the current study used narrative stories as the media. Also, the population and sample in the previous study were junior high school, and the current study is senior high school.

The first relevant study was to improve student speaking skills through the Three Steps Interview Technique applied in the tenth class of one Senior high school in Semarang. The second relevant study was also to improve Speaking Ability Using Cartoon Film and implement Storytelling in the second grade in Junior high school. And the third or the last relevant study was the effectiveness of using role play to improve students' speaking ability applied in the first grade of Junior high school. And the current study was to know the effectiveness of Storytelling in improving students' speaking ability.

B. Theoretical Discussion

1. Speaking

Speaking is one of the essential skills to master the students learning a language. Talking helps students to talk active so that they can share what they know and what they do not know about the information, Teacher's explanation, and the case they are faced with. The students speak because of some reasons such as: asking something, telling information, expressing feeling, emotion, argumentation, debating, and desires.

According to Brown (2000:263) stated that "Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information". It means that in speaking we have to express our opinion; feeling, and ideas correctly in order to every single person can understand the message. Harmer (2007:284) states speaking is the ability to speak fluently and presupposes knowledge of language features and the ability to process information and language on the spot. From the definition above it can be concluded that speaking is an interactive process to express or share our feeling, arguments and ideas to the other person by speak fluently and correctly in order to the other person can understand what we talking about. In other words, Speaking is seen as an interactive process of constructing meaning that involves producing and receiving information in order to get the particular end between speaker and listener.

Based on Oxford Dictionary, Speaking is simply concerning putting ideas into words to make other people grasp the message that is conveyed. When people communicate with others, speaker will use some utterances in order to tell their purpose to the listener. The speaker should be able to transform their ideas into words and make sure the listener Understand what he is talking about.

Speaking is also depending on the context speaking being used. People learn language because they want to apply language in specific purpose. For example, speaking between students is about the assignments, score and everyday situation at school. It is different if speaking used by air traffic controllers. They often speak in English to guide aircraft through the skies. It is also different with speaking used by fisherman because they often speak about the boats, weather and fish harvest among fisherman. (Harmer: 1991)

According to Richard, there are two main function of speaking. The first is interactional function of speaking which serves to establish and maintain social relations, and the second is transactional function, in which focus on the exchange of information. Moreover, speaking has three communicative functional; talk as interaction entertain, talk as transaction, and talk as performance.

From the definition above it can be concluded that speaking is one of Skill must be mastered by students to send and receive the information and

a spoken language to communicate with others and the way to express ideas, to send expression or desire to do something.

2. Storytelling

Storytelling has been used as a means of communication since earliest times. Stories create magic and a sense of wonder at the world. Stories teach us about life, about ourselves, and others. Storytelling is a unique way for students to increase an understanding, respect, and appreciation for other culture. Storytelling is an activity that can be defined very simply as that which is done by storytellers. As human being, people usually tell their story to other. They tell other about their feeling, opinion, ideas, or even anything happened in their lives. It is very simple to tell story to other, as simple as expressing what is on mind. (Wilson, 2002).

Storytelling is reading or listening activity that learners remember from reading or listening and retell what they recognize both through speaking or writing (Morrow, 1989). This technique is one of the appropriate ways to improve student's speaking skill especially to encourage students to speak in front of public. It is a tool for developing student's anxiety in speaking (cited in Morrow, 1996).

According to Miller and Penny Cuff (2008), Storytelling in the classroom is one way to improve oral language. In line with this, Pellowski (cited from Eliwarti, 2013) states that Storytelling is one of the arts or crafts of narration of stories in verse/and prose. He also states that Storytelling is an effective instructional strategy for enhancing the comprehension of proficient and less proficient students (Pellowski, in Eliwarti, 2013). It means that, storytelling story is a component of authentic assessment that can be introduced when the students demonstrate proficiency in identifying key story element. Hence, Storytelling can play an important based assessment of speaking role performance.

From the definitions above, it can be concluded that the storytelling technique is an appropriate way and beneficial teaching technique to improve students' speaking skills or oral language comprehension from the information that they have read and listen students' can be understanding about parts of information.

3. Procedure of delivering speaking class by Storytelling

Adopting Miller's (1996), the procedure of delivering speaking class by using Storytelling is as follows:

1. The Teacher prepared scenario by providing some various narrative stories.
2. The Teacher asked the students to study the scenario before teaching learning process.
3. The Teacher asked the students to make a group of 4 or 5 related to the numbers of characters in the story.
4. The Teacher explained the competencies that will be achieved after the learning process.
5. The Teacher asked the students in group to improve the narrative text into transactional story script.
6. The Teacher checked the students' transactional script to correct the grammar, vocab, diction, and the appropriateness of the context.
7. The students created puppets as a media aid in presenting the story. This is supported by Hannah (2013:159) that it is necessary to wear certain costumes in Storytelling.
8. The Teacher asked the students to practice the scenario at home continuously until they got fluency. This is in line with Nation's

(2008:155) that a teacher needs to give some time to the students to prepare words or phrases before presentation.

9. The students did the scenario by storytelling presentation in front of the class
10. The audiences listened to the other group presentations while they made a pre observation by filling out the observation form about their friends' presentation.
11. The Teacher observed each presentation by giving score on their presentation. (The scoring included pronunciation, intonation, grammar, vocabulary, accuracy, and fluency) based on the scoring rubric of speaking.
12. There were questions and answers after the presentation, about the moral value of the story.
13. The Teacher and the students made the conclusion about the story itself and the presentation.
14. The Teacher gave feedback and made reflection together.

Meanwhile, Samantaray (2014: 42) describes the procedures of Storytelling as follows:

1. the Teacher hangs different written stories with colorful papers on the white board,
2. the Teacher asks the students to make groups of five,

3. the Teacher asks every group take a paper from the white board,
4. the Teacher asks them to develop a story in 15 minutes,
5. the Teacher asks them to retell their story based on the group discussion, and
6. the Teacher gives award to the group considered as the best group.

Additionally, Fikriah (2016: 96) presents the procedures of Storytelling as follows:

1. The students are asked to sit in the groups,
2. Then, the students make a story based on a sequence of pictures having some key sentences given by the Teacher, and
3. The Teacher asks the students to tell the story based on the result of their discussion in front of the class