

**STUDENTS' PERCEPTION TOWARD STORYTELLING  
PRACTICE TO IMPROVE ENGLISH SPEAKING FLUENCY  
(A CASE STUDY OF ENGLISH STUDY CLUB IN SMPN 4  
PONOROGO)**

**THESIS**



By

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## ABSTRACT

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**Key Terms:** *Perception, storytelling, speaking fluency.*

As one of the necessary skills in English, speaking is applied in English Learning and Teaching (ELT) classes and extracurricular programs. To acquire speaking skills, students should master many aspects of speaking, such as pronunciation, structure, vocabulary, content, and fluency. One of the successful methods to increase students' speaking fluency is storytelling practice. The storytelling method also empowers and motivates learners to improve their speaking skills, especially fluency.

One of the extracurricular programs that implement storytelling to improve students' speaking fluency in SMPN 4 Ponorogo is English Study Club (ESC). Therefore, the purpose of this research is to investigate ESC students' perception of storytelling practice to improve their speaking fluency in ESC. This research applied a qualitative approach and used a case study design. The respondents of the research were 15 students of ESC.

The procedure of data collection were an open questionnaire and in-depth interview. The 15 students were asked to answer the questionnaire. Meanwhile, the representative for the category of each length of membership was asked to give information in details from the questionnaire to an in-depth interview. The collected data were analyzed in descriptive qualitative methods. In this research, the data of students' perceptions were described in detail, along with the individuals who were observed.

From the analyzed data, the researcher found that the majority of the ESC students had positive perceptions toward the storytelling practice to improve their speaking fluency. Although some students still have difficulties, they stated that their speaking fluency was improved than before. The students mentioned that they were helped by storytelling in improving their speaking fluency aspects. Moreover, it becomes important for ESC and English teachers to pay attention to students' difficulties so the students will get maximum results.

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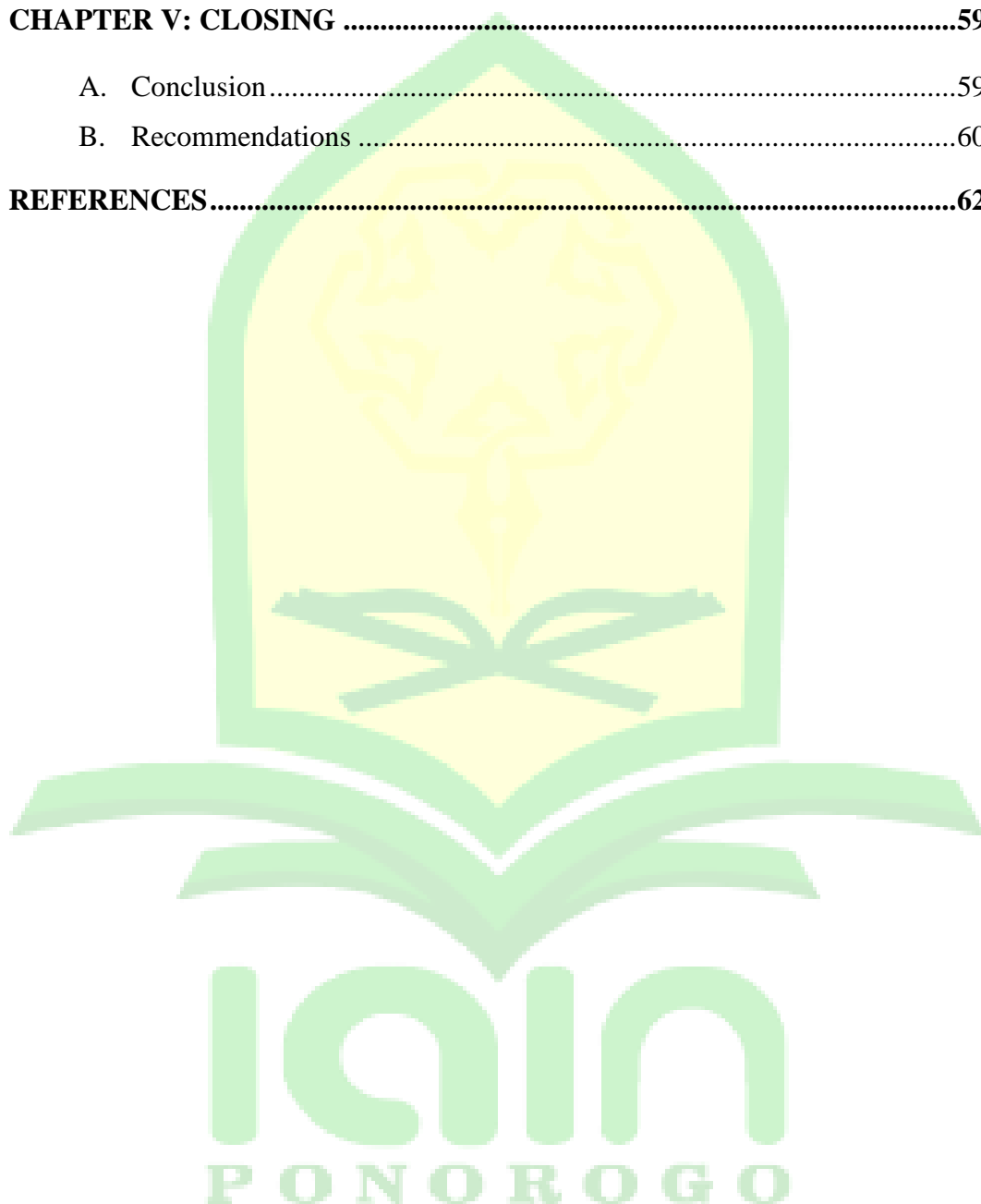


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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Recognizing the importance of English, English is a compulsory subject from junior high school to senior high school. Many students who are passionate about learning English end up majoring in English at university, courses, or colleges.<sup>1</sup> In English, four necessary skills should be developed by students. The skills include listening, reading, speaking, and writing. According to Zarembo in Shahini, G., & Shahamirian, F., speaking plays a more significant role in communication.<sup>2</sup> Palmer also highlighted that most of our communication is oral.<sup>3</sup> Moreover, Qureshi in Huon, T & Em, S. pointed out that although speakers need to master four English language skills, the ability to speak well offers them some distinct advantages.<sup>4</sup> Speaking English can improve students' cognitive abilities, boost their confidence, and enhance their quality of life. As one of the necessary skills in English, speaking is applied in English Learning and Teaching (ELT) classes and extracurricular programs.

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<sup>1</sup>Wiwin Widyawati, "Building Students' Interest in Speaking Skill Through Outside Class Activities," in *The 9th National English Language Teachers and Lecturers (NETAL) Conference on "Promoting Autonomy in Language Learning,"* 2017, 164.

<sup>2</sup>Gholamhossein Shahini and Fatemeh Shahamirian, "Improving English Speaking Fluency: The Role of Six Factors," *Advances in Language and Literary Studies* 8, no. 6 (2017): 100–104.

<sup>3</sup>Erik Palmer, *Teaching the Core Skills of Listening and Speaking* (2014), 106, [www.ascd.org/books](http://www.ascd.org/books).

<sup>4</sup>Thon Huon and Sereyrath Em, "Common Factors Affecting Grade-12 Students' Speaking Fluency: A Survey of Cambodian High School Students," *Jurnal As-Salam* 6, no. 1 (2022): 11–24.

Furthermore, Indonesian learners are expected to be able to communicate English fluently in social situations. Speaking is a necessary part of everyday conversations that learners need to apply in real-life situations. Spoken English requires learners to be able to convey meaning and a variety of spoken words with specific communicative purposes, text structures, and linguistics. It means that speaking is the most necessary skill to develop. To acquire speaking skills, students should master many aspects of speaking, such as pronunciation, structure, vocabulary, content, and fluency.

According to the explanation above, fluency is an essential aspect that needs to be mastered by English speakers. Richards in Shahini, G., & Shahamirian, F. stated that fluency is the use of language that occurs when speakers initiate and maintain meaningful communication.<sup>5</sup> This communication is comprehensible and continuous despite the limitations of communication ability. Speaking fluency is sometimes assessed by the other person. Therefore, fluency refers to focusing on language content to communicate as effectively as possible. It is often spontaneous, open, and evolving. Indeed, good communication requires not only accuracy but also the fluency to get the gist of the meaning intended by the speaker.<sup>6</sup> Fluently speaking helps speakers create continuous speech without making it difficult for listeners to comprehend and maintain communicative ideas more effectively. Speakers will also be able to talk easily and quickly without long

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<sup>5</sup>Shahini and Shahamirian, "Improving English Speaking Fluency: The Role of Six Factors."

<sup>6</sup>Risnawati, "The Fluency of English Speaking Skill by the Third Semester Students of English Education Department" (Universitas Muhammadiyah Makassar, 2018).

pauses between words. A student may make a grammatical error during a conversation but still be able to speak a sentence fluently. With fluency, the student can speak without searching for words so that his speech can be understood quickly.

Nowadays, all English teachers understand that speaking is a necessary skill for their pupils, but most of them do not realize how speaking assists other essential areas of their pupils' success.<sup>7</sup> So, it makes speaking learning become obstructed. Sometimes, asking students to come to the front of the room and give a presentation is not prepared to meet the speaking demands of the world in which they live. However, fluency itself is the main issue for a lot of learners. In other words, speaking confidently and fluently in some situations is a key goal of all language use. As Nunan pointed out in Aditya, fluency is the extent to which a speaker uses the language quickly and confidently, with little hesitation, unnatural pauses, false starts, word searches, etc. Thus, speaking fluency will give students more practice in English as a tool for communication.<sup>8</sup>

English teachers now have a wide range of teaching methods and materials to choose from. One of the hardest tasks for an English teacher is to spark interest and creativity in students and motivate them to learn.<sup>9</sup> Amelia, L. & Abidin, M. suggested that instruct speech should focus on actual language

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<sup>7</sup>Christine Chuen Meng Goh and Anne Burns, *Teaching Speaking A Holistic Approach* (Cambridge University Press, 2012).

<sup>8</sup> Annisa Aditya, "An Analysis of Students' Speaking Fluency at Grade XI of MA KMM Kauman Padang Panjang" (IAIN Bukittinggi, 2020).

<sup>9</sup>Dhinuk Puspita Kirana, "Authentic Materials in EFL Classrooms," *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 12, no. 2 (2016): 354.

use.<sup>10</sup> Therefore, based on the importance of speaking fluency for English as a Foreign Language (EFL) learners in communication skills have been made teachers take a suitable technique to solve this problem.

Improving the quality of learning is not an easy task, as it requires continuous planning, execution, and real action. Musyafiudin and Ahmadi stated that a strategic plan is a plan for the future success of an organization.<sup>11</sup> The appropriate method will help teachers to improve their students' speaking fluency. One of successful methods to increase students' speaking fluency is storytelling practice. This method exposes students to new vocabulary, real-world contexts, expressions, and pronunciations. The storytelling method also empowers and motivates learners to improve their speaking skills, especially fluency. Hence, teachers need to apply storytelling through speaking activities. It helps both teachers and learners to focus on specific speech problems. Therefore, by using the storytelling method, learners will become sensitive to mispronunciations, expand their vocabulary, understand how to create well-structured sentences, and become fluent in a particular subject.

Zuhriyah, in her research, found that storytelling improved learners' speaking abilities, such as comprehension, fluency, vocabulary, grammar, and pronunciation. Thus, the results showed evidence that storytelling improved learners' speaking skills.<sup>12</sup> Another research was conducted by James, Yong,

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<sup>10</sup>Leong Chiew Har Amelia and Mohamad Jafre Zainol Abidin, "Young ESL Learners' Perception on the Effects of Using Digital Storytelling Application in English Language Learning," *Pertanika Journal Social Sciences & Humanities* 26, no. T (2018): 179–98.

<sup>11</sup>Mukhamad Musyafiudin and Ahmadi, "Enlightenment Strategy Leads to a Quality Learning at Islamic School in 4.0 Era," in *Proceedings of the 5th International Conference on Education in Muslim Society* (Jakarta, 2020).

<sup>12</sup>Mukminatun Zuhriyah, "Storytelling to Improve Students' Speaking Skill," *English Education: Jurnal Tadris Bahasa Inggris* 10, no. 1 (2017): 119–34.

and Yunus that looked at the practice of digital storytelling to enhance speaking skills. The study found that there was an improvement in learners' speaking skills after they applied digital storytelling in speaking classes. Hence, the learners had positive perceptions of digital storytelling.<sup>13</sup> Furthermore, Brown and Cambaurne in Susanti stated that in the storytelling process, students apply and develop linguistic knowledge by internalizing text features. Additionally, storytelling techniques are a popular way to help improve students' speaking skills.<sup>14</sup> According to Anderson, there are some types of storytelling. One of them is oral storytelling which shares or tells a story verbally. Thus, oral storytelling will force the storyteller to tell the story verbally.<sup>15</sup> Moreover, this type of storytelling can help EFL learners to improve their speaking.

All schools may offer opportunities for students to develop their abilities through extracurricular programs. It is a program that is not part of the course at school. Different schools may have different extracurricular programs. The primary reason for having an extracurricular program is to provide or create a space for students to develop their talents and interests. The purpose of the extracurricular activities organized by the school is to help students improve their English and increase the opportunities and time to learn

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<sup>13</sup>Precintha Rubini A/P P. James, Kung Lian Yong, and Melor Md. Yunus, "Hear Me Out! Digital Storytelling to Enhance Speaking Skills," *International Journal of Academic Research in Business and Social Sciences* 9, no. 2 (March 9, 2019), <https://doi.org/10.6007/ijarbss/v9-i2/5533>.

<sup>14</sup>Susanti, "Improving Students' Speaking Skill by Storytelling Technique" (IKIP PGRI Bojonegoro, 2019).

<sup>15</sup>Katie Elson Anderson, "Storytelling" (SAGE, 2010), 29, <https://doi.org/https://doi.org/10.7282/T35T3HSK>.

English, as they are not given extra time in regular classes. English Club activities also help students improve their English skills.<sup>16</sup>

There is a lot of schools in Ponorogo. One of the schools with an English extracurricular program is SMPN 4 Ponorogo. SMPN 4 Ponorogo has an English extracurricular named English Study Club (ESC). There, EFL students learn and practice a lot of materials to develop their English skills. During the previous observation and interview in SMPN 4 Ponorogo, the researcher found that the ESC coach applies the storytelling method. It is used to improve students' speaking skills, especially fluency. Due to the implementation of storytelling to improve students' speaking fluency in ESC, the researcher investigates the learners' perception of that implementation to find and understand their point of view about the storytelling method. Furthermore, the researcher investigates ESC in SMPN 4 Ponorogo due to its achievements. ESC students often participate in some storytelling contests and sometimes get champions. Then, those achievements make the researcher believe that the practice of storytelling in ESC is successful and it makes the researcher curious with the ESC students' perception in the practice of storytelling. Perception is the process of entering messages and information into the human brain. Thus, the researcher conducts research entitled *Students' Perception Toward Storytelling Practice to Improve English Speaking Fluency (A Case Study of English Study Club in SMPN 4 Ponorogo)*.

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<sup>16</sup>Indra Asri Jufri, "Improving Students' Speaking Fluency through English Club (An Experimental Research at the Second Grade of SMPN 3 Pinrang)" (Universitas Muhammadiyah Makassar, 2018).

## **B. Research Focus**

Qualitative research focuses on the importance level, urgency, and reliability of the problem. Therefore, this research will be focused on the ESC students' perception of storytelling practice to improve their English-speaking fluency. It includes students' perception in some components of fluency, such as cognitive fluency and utterance fluency.

## **C. Statement of the Problem**

According to the background and research focus above, the researcher identified the research problem as: How is the students' perception toward storytelling practice to improve English speaking fluency?

## **D. Objective of the Study**

The general objective of the study is to investigate the students' perception toward storytelling practice to improve English speaking fluency.

## **E. Significance of the Study**

This research has several advantages for English teachers, students, researcher, and other researchers. The findings will help to teach English writing skills in an ELT class. Specifically, the advantages are:

### **1. Theoretically**

The results of this study can give a scientific contribution to education, especially regarding the concept of students' perception toward storytelling practice to improve English speaking fluency in English school extracurricular.

## 2. Practically

### a. Teacher

This research can provide suggestions to refine and improve the quality of implementation storytelling practice to improve English speaking fluency in the English Study Club (ESC) of SMPN 4 Ponorogo.

### b. Students

As a research subject, students can understand, sense, and improve their speaking fluency through storytelling practice. The students also can get information about different ways to develop speaking fluency.

### c. Researcher

This research is expected to improve the researcher's knowledge and skills in teaching speaking fluency through storytelling practice in English school extracurricular.

### d. Other researchers

This research can assist other researchers to do similar research in different scope.

## F. Organization of the Thesis

This thesis will be divided into five chapters, such as:

### Chapter I : INTRODUCTION

This chapter consists of background of study, limitation of the study, statement of the problem, objective of the study, significance of the study, and organization of the thesis.



## Chapter II: REVIEW OF RELATED LITERATURES

This chapter contains a description of theoretical background, previous study, and theoretical framework.

## Chapter III: RESEARCH METHODOLOGY

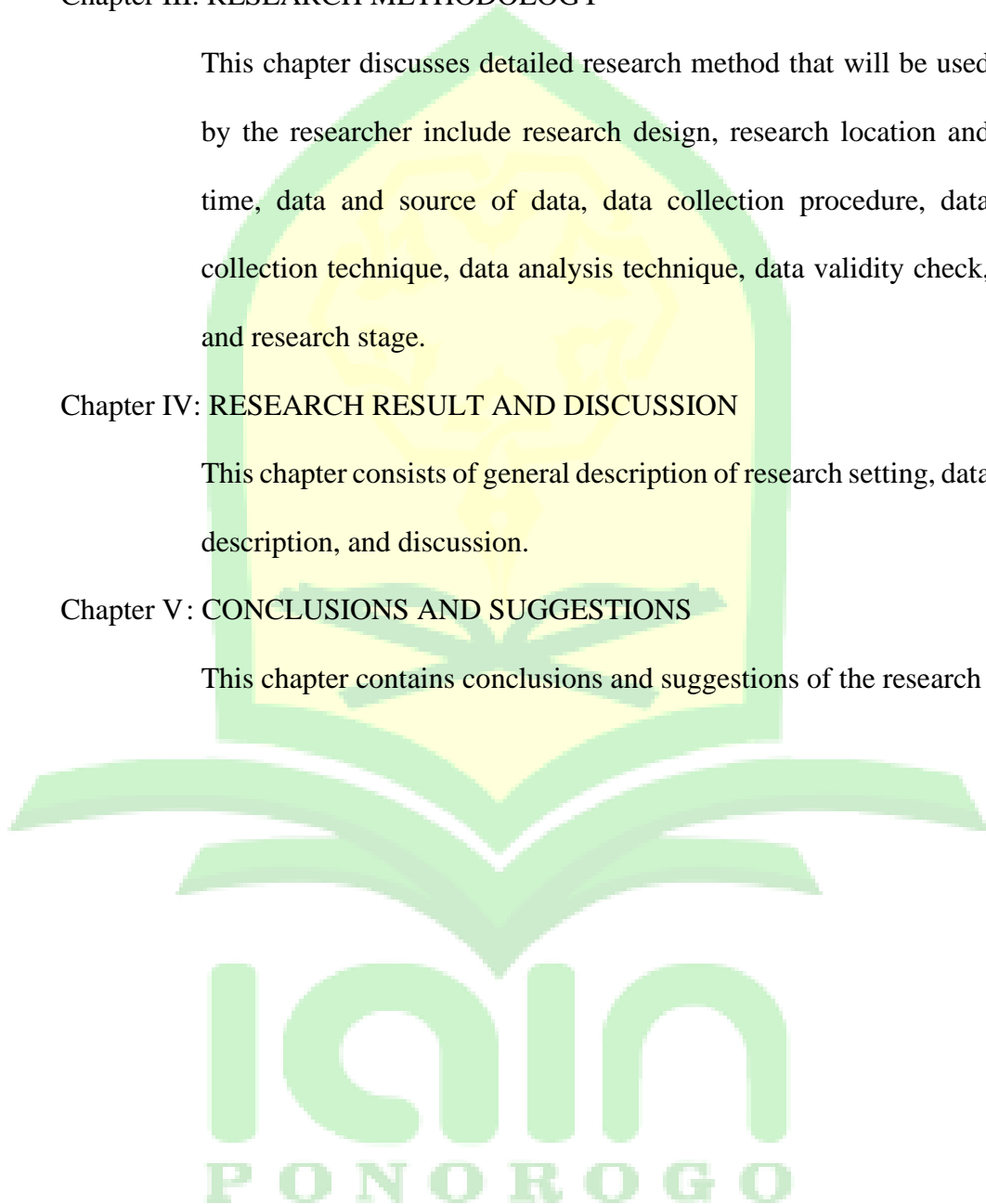
This chapter discusses detailed research method that will be used by the researcher include research design, research location and time, data and source of data, data collection procedure, data collection technique, data analysis technique, data validity check, and research stage.

## Chapter IV: RESEARCH RESULT AND DISCUSSION

This chapter consists of general description of research setting, data description, and discussion.

## Chapter V: CONCLUSIONS AND SUGGESTIONS

This chapter contains conclusions and suggestions of the research



## CHAPTER II

### REVIEW OF RELATED LITERATURES

#### A. Theoretical Background

##### 1. Speaking

###### a. Definition of Speaking

Speaking has been of great importance in the history of English language education as an interactive process of meaning construction involving the generation, reception, and processing of information.<sup>17</sup> English has become a lingua franca and fundamental all over the world. As such, it has become a primary source of communication in many fields. EFL learners often rate language learning success and the effectiveness of English courses by how much they perceive their speaking skills to improve. Speech is an oral way for people to express their ideas and convey them to others. While speaking, a speaker produces a speech and utterances with a specific purpose. The listener will process those utterances to understand the meaning. Therefore, speaking is an interactive process of constructing meaning that involves producing, receiving, and processing interaction. In speaking, someone or a speaker will say something or his ideas to the listener, then the listener will listen and get the meaning. So, speaking is a verbal communication done by a speaker and a listener.

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<sup>17</sup>Dhani Ram Sharma, "Action Research on Improving Students' Speaking Proficiency in Using Cooperative Storytelling Strategy," *Journal of NELTA Surkhet*, vol. 5, 2018.

Irawati in Zuhriyah pointed out that speaking is an activity of producing oral idioms in the form of words and sentences to communicate with others.<sup>18</sup> Khorashadyzadeh in Zuhriyah also stated that speaking is not only a learner's ability. It is an understanding how language competence is produced.<sup>19</sup> The grasp of speaking includes grammar, pronunciation, vocabulary, and sociolinguistic skills such as when, why, and how to speak. Speech is a necessary skill for communicating ideas and making deals. Oral expression, however, is a complex process that requires not only producing the correct sounds with the correct rhythm and intonation patterns but also choosing words and inflections in the correct order to convey the real meaning. Also, the spoken word is shorter than the written word. Moreover, unlike writing, phrases are decided and spoken while being understood. Therefore, errors in messages and wording may occur. The speaker may forget what was just said. Language is subject to time constraints, lack of planning, and production pressure.<sup>20</sup>

#### b. Components of Speaking

In speaking, four components should be mastered by EFL learners. The components are:

##### 1) Fluency

Speaking fluency refers to speakers' comfort and confidence to speak in English. If people can talk for a long time, they can speak

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<sup>18</sup>Zuhriyah, "Storytelling to Improve Students' Speaking Skill."

<sup>19</sup>*Ibid.*

<sup>20</sup>James, Yong, and Yunus, "Hear Me Out! Digital Storytelling to Enhance Speaking Skills."

fluently. It is also important to show clear connections between each point speakers attempt to create. This ability allows listeners to follow speakers and not get lost. The speakers should continue their speech without hesitation.<sup>21</sup>

## 2) Pronunciation

This component consists of some aspects, such as vowels, consonants, stress, and intonation of a pattern. Pronunciation is how the speaker pronounces words, phrases, and sentences in a speech.<sup>22</sup>

## 3) Vocabulary

It is a set of words in a language. It contains the correct and appropriate phrases to use. Spoken language is a series of sounds that convey an idea to another person's mind. A word is a unique vocabulary. Students should also know that a rich vocabulary improves their communication skills through speaking, listening, and writing. The more vocabulary, the less risk of misunderstanding.

## 4) Grammar

It generally means the ability to construct sentences. It refers to how words are transformed and combined into sentences in that language. Grammar is necessary when speaking prose. When we do not know the proper grammar in our talk, our listeners will question what we say.

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<sup>21</sup>Lilis Cahyati, "Using Storytelling Technique for Teaching Speaking Skill of the XIth Grade Students of MA Darul Huda Mayak Ponorogo in Academic Year 2016/2017" (IAIN Ponorogo, 2018).

<sup>22</sup>*Ibid.*

c. Function of Speaking

1) Talk as Interaction

Speaking is used to interact with people in conversational practice. People as social beings, always socialize and communicate with others. It focuses more on the speaker and how they want to represent each other; rather than the message. Such exchanges can be informal or more formal, depending on the circumstances and their nature. Therefore, during a conversation, people will speak their ideas and thoughts.

2) Talk as Transaction

This function of speaking refers to situations that focus on the context. It concentrates on the message precisely than on the participants and the social interactions. There are two types of talk as a transaction. The first type consists of a situation where people give and receive information. It means the participants of interactions primarily focus on what is being said or achieved, such as asking for directions from someone. In this type, the information should successfully communicate or understood. The next type is the transaction that focuses on obtaining goods or services, such as ordering food and booking a hotel.

3) Talk as Performance

This function refers to public speaking. It means a speech that conveys information in front of an audience, such as classroom presentations, announcements, etc. Conversation as a performance

is usually in the form of a monologue. It often follows recognizable forms (such as welcoming speeches) rather than speech and is more written than spoken. Likewise, it is often judged by its effectiveness or effect on the listener, which is not the case with conversation as an interaction or transaction.

d. The Characteristics of Successful Speaking

- 1) Learners talk a lot. It means the time allotted for the activity is as much as possible spent on the learner's conversation. It may seem obvious, but most of the time is spent on teachers talking and pausing.
- 2) Participants activeness. Everyone in the class should speak and has contributed to the class. The discussion in the classroom should not be dominated by a small number of participants.
- 3) Language is at an acceptable level. In this characteristic, learners express themselves in utterances that are relevant, understandable, mutually intelligible, and with an appropriate level of accuracy.
- 4) Motivation is high. It means that learners like to talk because they are interested in the topic and want to say something new about it or contribute to the performance of the task goal.

e. Teaching Speaking

Speaking is one of the productive skills in English that is necessary for EFL learners to master. When EFL learners engage in speaking tasks, they can practice speaking in a contextualized context. Hence, in learning to speak, learners will find difficulties attending to

the meaning and form of spoken utterances, although they can produce speech fluently and accurately. Therefore, after EFL learners have practiced their fluency in speaking, teachers need to attract their focus to selected parts of the fluency task. The task probably put on linguistic aspects such as pronunciation, vocabulary, grammar, and text type.<sup>23</sup> Furthermore, there are some principles for teaching speaking that include of:

- 1) Principle for Beginner Learners
  - a) Provide context for learners to talk and discuss.
  - b) Create opportunities for learners to interact with each other with pair work or group work discussion.
  - c) Use physical motion to promote speaking words.
- 2) Principle for Intermediate Learners
  - a) Arrange a speaking task that involves a discussion of meaning.
  - b) Create and design transactional and interpersonal speaking activities.
  - c) Realize the speaking practice whenever and wherever possible.
- 3) Principle for Advanced Learners
  - a) Help learners master speaking fluency and accuracy
  - b) Suggest learners take reasonable risks in speaking.
  - c) Provide learners chances to notice the gap.

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<sup>23</sup>Goh and Burns, *Teaching Speaking A Holistic Approach*, 225-226.

## 2. Speaking Fluency

As mentioned above, speaking fluency is an essential component of language teaching. It is a constant, smooth, and consistent speech output without significant discontinuities or delays. Additionally, fluency demonstrates the correct use of natural delays, pauses, and fillers. But, Jones, as quoted in Buitrago, argues that being fluent is not a perfectly appropriate use of the language or not hesitation, but actually that the audience can follow the flow of the speaker's messages and ideas.<sup>24</sup>

There are two types of fluency concepts: cognitive fluency and utterance fluency. Cognitive fluency is a speaker's ability to plan and deliver a speech. Then, Tavakoli and Skehan in Masyithah stated that utterance fluency consists of several parts, such as breakdown, speed, and repair fluency.<sup>25</sup> Breakdown fluency is speaking at a constant rate and can be checked by looking at pause length and whole pause times. Meanwhile, speed fluency is the speed of speaking and can be assessed by calculating the level of pronunciation speed of syllables per second. In addition, repair fluency is the frequency during false initiation, correction, and repetition.

Cognitive fluency occurs when speakers automatically process and formulate utterances. In addition, it is the ability to plan and execute linguistic expressions. However, while speech fluency does not come naturally to certain people, this ability must be acquired through efforts to

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<sup>24</sup>Angela Gamba Buitrago, "Collaborative and Self-Directed Learning Strategies to Promote Fluent EFL Speakers," *English Language Teaching* 10, no. 5 (2017): 139–157, <https://doi.org/10.5539/elt.v10n5p139>.

<sup>25</sup>Nurul Masyithah, "Students' Strategies in Improving Speaking Fluency" (Universitas Islam Negeri Ar-Raniry Banda Aceh, 2019).



increase efficiency and reduce sources of interference.<sup>26</sup> Furthermore, the perception of someone's fluency is based on the listener's judgment or audience observation. Then, speaking in a conversation can assess a speaker's fluency.

### 3. Storytelling

Storytelling is retelling a story which people have read or heard using their own words based on their understanding of the story. Storytelling is an activity that involves interactions between storytellers and audiences and between people and listeners.<sup>27</sup> Brown stated that Storytelling is a framework.<sup>28</sup> It means that stories act like a framework that gives context and meaning to human experiences. Some models, such as Classic and Digital, tell stories and are heard. The story is personal, intimate, and analogous.<sup>29</sup> Storytelling has a long tradition in human culture. There are many reasons why people tell stories. It entertains people, passes knowledge between generations, preserves cultural heritage, and warns others of danger.<sup>30</sup> A story can start with an idea, a hypothesis, or a set of questions.<sup>31</sup> A good story leaves something for the listener to think about and remember. A call to action, an idea, or a riddle to solve.<sup>32</sup>

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<sup>26</sup>*Ibid.*

<sup>27</sup>Zuhriyah, "Storytelling to Improve Students' Speaking Skill."

<sup>28</sup>Johel Brown-Grant, "Understanding the Concept of Storytelling," in *Knowledge Management and the Practice of Storytelling* (Bingley: Emerald Publishing Limited, 2022), 5–13, <https://doi.org/10.1108/978-1-83982-480-720211002>.

<sup>29</sup>Bryan Alexander, *The New Digital Storytelling: Creating Narratives with New Media* (California: Abc-Clio, 2017).

<sup>30</sup>Artur Lugmayr et al., "Serious Storytelling – a First Definition and Review," *Multimedia Tools Appl* 76 (2016), <https://doi.org/10.1007/s11042-016-3865-5>.

<sup>31</sup>Sheila Curran Bernard, *Documentary Storytelling: Creative Nonfiction on Screen* (Taylor & Francis, 2011).

<sup>32</sup>Joan Singson and Garrido Milagros, "The Art of Verbal Storytelling," *Healthy Teen Network* (Portland, Oregon, 2015).

Storytelling is a method of using words and gestures to convey the image of a story to an audience. It is an interactive activity that connects, shares, and interprets the meaning of words for communicative purposes. Storytelling is universal in that it can bridge differences in culture, language, and age. This oral presentation allows learners to convey their imagination on specific topics in the story and ideas related to improving language learning, including conversational performance.<sup>33</sup>

Stanley and Dillingham in Hidayati explained that storytelling is a verbal activity that uses the multisensory emotions of events in a story to capture people's attention.<sup>34</sup> It involves improvisation while telling stories, facial gestures, and body movements. Storytelling is an oral activity that uses language and gestures in colorful ways to create a sequence of scenes. However, storytelling is more than just storytelling. It is believed to be an enjoyable English learning technique. As part of the speaking activity in class, storytelling is also an effective teaching tool to help students focus on the structure of the text.<sup>35</sup> If necessary, teachers can facilitate the text with open-ended questions and introductions to help learners reconstruct the meaning of the text. For example, if a student pauses and looks confused, ask them what happened next. For instance, if students need help

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<sup>33</sup>Loan Thanh Nguyen and Huan Buu Nguyen, "The Impact of Storytelling on High School Students' Oral Performance," *European Journal of English Language Teaching* 3, no. 4 (2018): 68–83.

<sup>34</sup>Yunita Hidayati, "The Effect of Storytelling Towards Students' Speaking Skill at X Grade Students of MA Nurul Haramain Boarding School," *JOLLT Journal of Languages and Language Teaching*, vol. 7, 2019.

<sup>35</sup>Farzaneh Khodabandeh, "The Impact of Storytelling Techniques Through Virtual Instruction on English Students' Speaking Ability," *Teaching English with Technology* 18, no. 1 (n.d.): 24–36.

describing the main character, the teacher should describe that person in detail.

As a powerful form of education and a mean for building communication, storytelling is multifaceted. It encourages students to imagine, attracts the attention of others, and encourages further imagination and the construction of new ideas.<sup>36</sup> Storytelling benefits learners in several ways. Stories can convey a large amount of information to an audience in relatively few words, enhancing memory, meaning-making, participation, and action. Storytelling is an instrument to communicate and share knowledge and values because it is a natural yet powerful technique for communicating and sharing knowledge and experiences. Storytelling can enhance students' expressiveness and improve their ability to articulate their thoughts and feelings. This view suggests that storytelling functions as clear communication between people. Storytelling is also the process through which students personalize their learning also build meaning and knowledge from the stories they hear and tell.<sup>37</sup> According to Anderson, there are some forms of storytelling, i.e:

a. Traditional and non-traditional

The traditional form of storytelling is seen as a pure form of oral lore, shared within a group and passed down from generation to generation by those considered experts in telling the event. The stories of this tradition are culturally significant, often religious or spiritual,

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<sup>36</sup>Nguyen and Nguyen, "The Impact of Storytelling on High School Students' Oral Performance."

<sup>37</sup>*Ibid.*

and deeply connected to the traditional practice in the community. Traditional storytelling usually has a trained and experienced narrator or professional storyteller. Traditional storytelling consists of myths and legends. Furthermore, non-traditional forms of storytelling may be being told by non-professionals, involve a series of delivery methods, and present stories that are not necessarily mere oral lore. Contemporary examples of non-traditional storytelling include urban legends, personal stories and folktales, and original stories written by storytellers.

b. Oral and written

Oral and written conflicts are often at the heart of the struggle to define storytelling. However, this exclusion is complicated, given that many ancient oral traditions have been written down for preservation and have never been studied in their proper oral form. The only way modern culture can access an oral tradition like the epic is through its written version. There is evidence that they are affected. Purely oral storytelling not only eliminates the written tradition but overlooks new technologies. It is generally accepted that reading text alone is not storytelling. However, some believe that taking this text and bringing it to life during a performance is as effective a storytelling event as telling an oral legend.

c. Formal and informal

A formal storytelling event occurs when an audience gathers for the specific purpose of hearing a story. Storytellers chose particular

types of stories to share with their expected audience. Examples of formal storytelling include epics performed in theaters, community elders sharing their experiences with younger members, teachers telling stories in classrooms, ghost stories around campfires, and storytelling festivals. Meanwhile, informal storytelling is the type of storytelling that happens every day with everyone. In informal storytelling, everyone is a storyteller. Talking about the day around the dinner table, telling friends about urban legends, and sharing family memories are examples of informal storytelling.

#### 4. Perception

Perception is the process of entering messages and information into the human brain.<sup>38</sup> Perception in the English-Indonesian dictionary refers to the word vision or reaction.<sup>39</sup> Lindgren Henry, on the other hand, established that perception is a mediation process initiated by the senses.<sup>40</sup> Meanwhile, Morgan Clifford et al. stated that perception is the process of distinguishing between stimuli and interpreting their meaning.<sup>41</sup>

The perception process is a precursor to the perceptual process. A perceptual process occurs when an individual receives a stimulus through the senses. Stimuli in the body of perception are organized and interpreted by the individual. So, the individual perceives and understands what is

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<sup>38</sup>OU Qiong, "A Brief Introduction to Perception," *Studies in Literature and Language* 15, no. 4 (2017): 18–28, <https://doi.org/10.3968/10055>.

<sup>39</sup>John M Echols and Hassan Shadily, *Kamus Inggris Indonesia*, 19th ed. (Jakarta: PT.Gramedia Pustaka Utama, 1993).

<sup>40</sup>Henry Clay Lindgren, *An Introduction to Social Psychology* (USA: Mosby Company, 1973).

<sup>41</sup>Clifford T Morgan et al., *Introduction to Psychology*, 7th ed. (New York: McGraw-Hill Book, 1987).

within the body. This process is called perception. Perception is personal. In other words, emotions, thinking skills, and individual experiences are different from each other. As such, the perceptual outcome of perceiving a stimulus may vary from person to person. Some factors cause the perception:

a. Object

Objects cause stimuli that affect the senses or perceivers. The stimulus comes from outside the individual who perceives it but can also come from within the individual concerned. Objects that are perceived very much, namely everything that is around humans. People can be an object of perception, so there are so many objects that are perceived, then the objects of perception are classified.

b. Sense organs, nerves, and the central nervous system

Sensory organs are the primary tools for receiving stimuli, a prerequisite for perception. Sensory nerves must also exist as tools for transmitting stimuli received from the central nervous system, the brain. In the brain, the center of the nervous system, processes take place that ultimately allows humans to perceive or perceive through the senses.

c. Attention

Attention is the mental process by which a stimulus or series of stimuli occurs in consciousness when other stimuli are fading. Attention happens when we focus on one of our senses and override input from different senses. Retaining awareness requires caution, so this is the first step in preparation for keeping conscious. The perceptual process

begins with an object that triggers a stimulus, which hits a sensory organ or receptor. The sensual stimulation process is a physical process. The stimuli received by the sensory organs are transmitted to the brain by sensory nerves. This process is called a physiological process and occurs in the brain as the center of consciousness until an individual becomes aware of what they are seeing, hearing, or touching. The perceptual process requires attention because the situation indicates that the individual is not exposed to only one stimulus but to different types of objects caused by the surrounding circumstances. Not all stimuli receive individual responses to be perceived. Depending on the individual's attention, a stimulus is perceived, or a response is received from the individual.

According to Gibson et.al six factors influence a person's perception to convey positive and negative perceptions.<sup>42</sup> The factors are:

- a. Stereotypes. Gibson et al. mentioned that a stereotype is an individual's view of a particular member of a group but generalizes to all members of that group.<sup>43</sup>
- b. Selectivity. It means that people can choose to like it or not. Gibson et.al explained that people tend to ignore information and cues they may find offensive.<sup>44</sup> People have different interests and can choose what is necessary to meet their needs.

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<sup>42</sup>James L Gibson et al., *Organizations Behavior, Structure, Processes* (Mc Graw Hill, 2009).

<sup>43</sup>*Ibid.*

<sup>44</sup>*Ibid.*

- c. Self-concept. The way an individual sees and feels about themselves is called their self-concept. Self-concepts also arise from previous experiences (the past). Gibson et al. stated that people usually make themselves 18 as a measure or benchmark of how others perceive them. They perceive behavior and differences in others based on how they see themselves.<sup>45</sup>
- d. Circumstances. Situations affect people's perceptions because they affect their emotions and habits in their daily lives. The context in which people are placed also affects the accuracy of perception.
- e. Necessity. Perception is greatly influenced by needs and desires. A person's necessity for something affects their perception. The desire to know that something is good requires a good understanding of it.
- f. Emotions. Gibson et al. explained that intense emotions often distort perceptions.<sup>46</sup> A person's emotions also affect their perception. For example, when someone is happy, he may have a good view of something. Meanwhile, Walgito noted that several factors that condition cognition are involved.<sup>47</sup>

The nerves and central nervous system are objects or stimuli, sensing devices, and physiological requirements called attention. Abdul Rahman said the same statement, perceptual individuals organize and interpret the stimuli they receive are meaningful to the affected individual.<sup>48</sup> Therefore,

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<sup>45</sup>*Ibid.*

<sup>46</sup>*Ibid.*

<sup>47</sup>Bimo Walgito, *Pengantar Psikologi* (Yogyakarta: Andi Offset, 2010).

<sup>48</sup>Abdul Rahman Shaleh, *Psikologi Suatu Pengantar* (Jakarta: Kencana, 2009).



be argued that the factors that can affect perception are: selective attention, which is the human's life constantly receiving many stimuli from the environment. Nonetheless, humans do not need to respond to every stimulus, focusing only on specific stimuli, the characteristics of the second stimulus, the third personal values and needs, and past experiences.

Based on the above description, some determine cognition due to endogenous factors that originate inside the individual, such as the individual's feelings, needs, experiences, and thoughts regarding a particular object or stimulus. External factors influence perceptions outside an individual's self, such as people's judgments of specific situations, stimuli, and the intensity of an individual's interaction with particular objects or stimuli. Furthermore, there are also process in perception. The stages in perception process are:

a. Sensory stimulation and selection

It is self-defining process. It is the process where people hear, taste, see, touch, and smell something. This stage is the way to assign which stimulus gets our attention and which we ignore. Four factors influence the selection of stimuli.

- 1) Need. People will pay attention to things that fill their needs or requirements.
- 2) Interest. People pay attention to things they attract.
- 3) Expectation. Things that attract people are objects that are believed in and supposed to experience by them.

- 4) Physical limitation. It refers to sensory limitations, such as a limit of sense to do its function. For example, those who wear glasses to see clearly.

b. Organization

This process includes taking the stimuli and putting them into some pattern we recognize. The organization variables include:

- 1) Pattern. It is pre-existing template to order stimuli.
- 2) Proximity. It refers to how people see an object about what is around it.
- 3) Simplicity. As we know it now, we strive to reduce uncertainty and make sense of the world around us. People tend to prefer simple and less confusing perceptions. Sometimes, it tells us that changing the interpretations will be discomforting.
- 4) Closure. It is the psychological drive for completeness. It is probably about how people fill in the missing information to lower uncertainty.

c. Interpretation

This stage consists of a process where people make sense of what they have experienced. Then, they determine what it means to them. Some factors impact the process of stimulation:

- 1) Implicit personality theory. This factor suggests people do not learn a person's traits one at a time, so people need to see them in groups.
- 2) Assumed similarity or dissimilarity. It is how people assess how they are similar or different from other.

- 3) Self-fulfilling prophecy. This factor has three stages: prediction, action, and verification. At first, people will predict something. Then, people will act in a way that makes the prediction come true. Once the prediction comes true, people will verify their predictions.
- 4) Perceptual defense. It is how people maintain existing or strongly desired interpretations. This factor is where people do not like to change something comfortable to others.
- 5) Social pressure. Acceptance and belongingness are fundamental in driving humans. When people start to share their perceptions, they will meet this need.

## B. Previous Research Studies

Some previous studies are closely related to this study. The first previous study was conducted in 2017 by Indra Asri Jufri entitled “*Improving Students’ Speaking Fluency through English Club (An Experimental Research at the Second Grade of SMPN 3 Pinrang)*”. The study aimed to find students’ speaking fluency through English Club in teaching speaking. The sample was students of VIII 4 of the SMPN 3 Pinrang in the 2017/2018 academic year. Data were obtained by analyzing students’ pre-test and post-tests. The results of this study showed that students’ fluency improved significantly. Concerning the results of the data obtained above, the use of the English Club in teaching English improved students’ speaking proficiency, especially fluency.<sup>49</sup> Hence, the previous study has some differences from this research. In the previous study, the researcher investigated the use of English Club to improve students’

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<sup>49</sup>Jufri, “Improving Students’ Speaking Fluency through English Club (An Experimental Research at the Second Grade of SMPN 3 Pinrang).”

speaking fluency, so the research focuses on the implementation of English Club as teaching and learning media. Meanwhile, this research will focus on students' perception of storytelling practice in an English extracurricular program named the English Study Club (ESC).

The next study was conducted by Yunita Hidayati entitled, "*The Effect of Storytelling Towards Students' Speaking Skill at X Grade Students of MA Nurul Haramain Boarding School*". The purpose of this study was to examine whether or not the use of storytelling has a positive effect on the students' speaking skills of the tenth-grade students of MA Nurul Haramain. The results found that the use of storytelling techniques has a highly significant effect on students' speaking skills the tenth-grade students of MA Nurul Haramain.<sup>50</sup> The difference between this previous study with this research is located in the study's objectives. The purpose of Hidayati's research was to examine whether or not the use of storytelling has a positive effect on the students' speaking skills. Meanwhile, this research aims to know the students of an English extracurricular perception of storytelling practice to improve speaking fluency.

The third research entitled "*Improving Students' Speaking Skill by Storytelling Technique (A Classroom Action Research of Grade VIII at Private Junior High School in Blora in the Academic Year 2018/2019)*" was conducted in 2019 by Susanti. This study aimed to know to what extent storytelling techniques improve students' speaking skills and to know the students' responses in learning to speak using storytelling. This research focused on 17

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<sup>50</sup>Hidayati, "The Effect of Storytelling Towards Students' Speaking Skill at X Grade Students of MA Nurul Haramain Boarding School."

students of Grade VIII of Private Junior High School in Blora, Central Java. In constructing this study, the researcher collected data from classroom action research in two cycles containing four steps as follows: planning, action, observation, and reflection. Data analysis used qualitative and quantitative data. Qualitative data were obtained from interviews and observational forms. Quantitative data were obtained from speaking tests. The analysis showed that the students' speaking skills improved, and their responses were positive (after applying the storytelling techniques, they enjoyed the process of teaching and learning, and their speaking skills improved).<sup>51</sup> This previous study is different from this research. The previous study aimed to know to what extent storytelling techniques improve students' speaking skills and to know the students' responses in learning to speak using storytelling. Therefore, this research will examine the students' perception of the storytelling practice to improve students speaking fluency.

The fourth study was conducted by Mukminatus Zuhriyah in 2017, entitled "*Storytelling to Improve Students' Speaking Skills*". This was a collaborative classroom action research whose purpose was to examine whether or not storytelling could improve the students' speaking skills. The subjects were 23 students of class N of the second semester of Intensive English Program of Hasyim Asy'ari University (UNHAS) Tebuireng Jombang in the academic year of 2016/2017. This study described the lecturer's activities, the student's activities, and the student's responses when storytelling was applied in the speaking class. The result found that there was an improvement in

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<sup>51</sup>Susanti, "Improving Students' Speaking Skill by Storytelling Technique."

students' speaking skills after the implementation of storytelling. The speaking test result in cycle two explained that the students' speaking aspects got good progress. Therefore, storytelling enhanced learners' comprehension, fluency, vocabulary, grammar, and pronunciation. Thus, it can be said that storytelling could improve students' speaking skills.<sup>52</sup> Hence, this previous study aimed to know whether or not storytelling could improve students' speaking skills. Meanwhile, this research will focus on students' perception of the storytelling practice to improve students' speaking fluency.

The last research was conducted by Loan Thanh Nguyen and Huan Buu Nguyen in 2018, entitled "*The Impact of Storytelling on High School Students' Oral Performance*". This study aimed to find the impact of storytelling on high school students' oral performance and their attitudes toward this instruction. The findings indicated that the participating students were in favor of learning with storytelling rather than other ways. It suggested storytelling instruction to use pilot textbooks to be useful for high school students.<sup>53</sup> Furthermore, the previous study used quantitative research to find the impact of storytelling on students' oral performance. Meanwhile, this research will use qualitative research design to investigate students' perception of storytelling practice to improve speaking fluency.

### C. Theoretical Framework

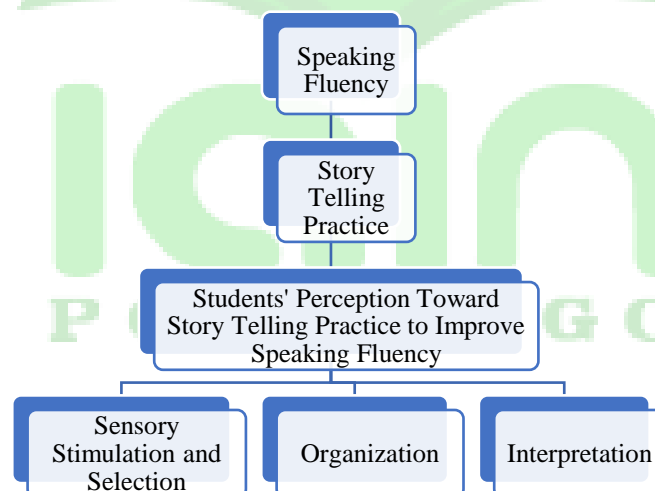
Speaking has been of great importance in the history of English language education as an interactive process of meaning construction involving

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<sup>52</sup>Zuhriyah, "Storytelling to Improve Students' Speaking Skill."

<sup>53</sup>Nguyen and Nguyen, "The Impact of Storytelling on High School Students' Oral Performance."

the generation, reception, and processing of information. Due to its significance, speaking has been taught in many EFL classes. Furthermore, there are some aspects of speaking. One of the aspects is fluency. Successful speaking is when the speakers can speak fluently. There are a lot of methods and approaches used to teach speaking fluency. One of the helpful methods is storytelling. Storytelling is an oral activity that uses language and gestures in colorful ways to create a sequence of scenes. It involves improvisation while telling stories, facial gestures, and body movements. To enhance learners' speaking skills, ESC teachers or coaches employ the storytelling technique. This technique's purpose is to improve students' speaking fluency. The implementation of storytelling practice in ESC brings various perceptions, especially among the students of ESC. According to the explanation above, the researcher will investigate the ESC students' perception toward storytelling practice to improve students' speaking fluency. There are three processes in determining the students' perceptions. It consists of: Sensory stimulation and selection, organization, and interpretation.



**Figure 1. Theoretical Framework**

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

In this research, the researcher uses qualitative research. Qualitative research considers participants' perspectives with interactive and flexible strategies.<sup>54</sup> It is used to understand social phenomena in society from participants' perspectives. Sugiyono in Gunawan stated that qualitative research is a study to investigate natural objects where the researcher is the instrument key.<sup>55</sup> Qualitative research is a type of research that explores and provides deeper insight into real-world problem. It involves collecting and analyzing non-numerical data, (e.g., text, video, audio, etc.) to understand concepts, opinions, or experiences. According to the phenomenon in this research, qualitative research is suitable to be the research design of this research. Thus, this research will investigate participants' perception of a phenomenon that is highly correlated with qualitative research approach. There are several reasons this research uses qualitative method. First, the phenomenon that will be discussed in this research depend on values, norms, cultures, and specific behavior that occur in an environment. Second, those values, behavior, and interactions between people and their environment can be quantified. It is due to a person's perception of things depending on

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<sup>54</sup>Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2013).

<sup>55</sup>Imam Gunawan, *Metode Penelitian Kualitatif Teori & Praktik*, ed. Suryani, 1st ed. (Jakarta: PT. Bumi Aksara, 2015), 83.



values, cultures, and experiences.<sup>56</sup> Furthermore, this research will investigate students' perception of storytelling practice to improve speaking fluency. Therefore, a qualitative research method is appropriate to hold this research.

In addition, there are some types in conducting qualitative research. This qualitative research is case study research. Arikunto in Gunawan stated that the case study method is a descriptive research method in intensive, detailed, and in-depth ways. The data is obtained on an individual, institution, or specific phenomenon in a narrow subject and area.<sup>57</sup> It is research that is conducted on an object called a case with several research data. Thus, this research will use the case study method to find and understand a case about students' perception toward storytelling practice to improve speaking fluency.

## **B. Research Setting**

A research location is a place or an object where the research occurs. This research is located in SMPN 4 Ponorogo, Ponorogo Regency. The researcher takes SMPN 4 Ponorogo as the research location because there is an English extracurricular named English Study Club (ESC). Furthermore, ESC applies the storytelling method to improve students' speaking fluency. During the existence of storytelling practice in ESC, the researcher is concerned to conduct research in SMPN 4 Ponorogo to find students' perception toward storytelling practice to improve their speaking fluency. Furthermore, this research will be conducted for three months from January 2023 until March 2023.

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<sup>56</sup>Sari Wahyuni, *Qualitative Research Method: Theory and Practice* (Jakarta: Salemba Empat, 2012).

<sup>57</sup>*Ibid*, 116.

In this qualitative research, the researcher acts as a planner, data collector, analyst, and research initiator. Qualitative research emphasizes that the researcher is the primary tool for data collection, either by himself or with the help of others. Therefore, researchers are necessary for conducting research. The researcher does not only act as the data collector, data processor, and inventor of research data. But the researcher also acts as the subjects' friend. The more subjects of research trust researchers, the easier it will be for them to speak truthfully and minimize fakes, so the more accurate and valid their results will be. In carrying out this research, the researcher will be present in the field since the permission to conduct research is accepted, and visit the research location according to the scheduled time.

### **C. Data and Source of Data**

Pohan, as cited in Prastowo, stated that data is fact, information, or description. The description is problem-solving material in research or material to explain a phenomenon.<sup>58</sup> There are two kinds of data; primary data and secondary data. Primary data is collected and obtained data from the first source. The primary data in this research is students' perceptions, as the purpose of the research is to find out students' perceptions toward storytelling practice to improve English speaking fluency. In addition, secondary data is a type of data that is collected and obtained not from the first source. The secondary data of this research is a document or note to complete the data, which relates to the research objective. Furthermore, the source of primary data

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<sup>58</sup>Andi Prastowo, *Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian*, ed. Meita Sandra (Yogyakarta: AR-RUZZ MEDIA, 2014), hlm 204.

is 15 students of ESC in SMPN 4 Ponorogo. The researcher takes the source of data for collecting and obtaining the primary data on students' perceptions.

#### **D. Data Collection Procedure**

In obtaining the data, the researcher will take several research instruments. The instruments are:

1. A questionnaire, which the researcher will conduct an open questionnaire to obtain the participants' in-depth responses. The researcher will prepare several questionnaire transcripts. Then, the participants should answer the questionnaire according to their points of view and experience. The respondents are all of ESC students of SMPN 4 Ponorogo.
2. In-depth interview, where the researcher will interview the students' responses to the questionnaire to give deep and vivid information from the previous response in the questionnaire. The respondents for this interview are representatives from each category of length of membership.

#### **E. Data Collection Technique**

The data collection technique is about how the researcher obtains information and facts in the research scope.<sup>59</sup> This is the proper process in research because the main purpose of research is getting the data. Without understanding and mastering the data collection technique, we will not get the data that fulfill the standard that has been arranged. In qualitative research, the researcher is the key instrument that will find and collect the research data. Thus, to collect the data, the researcher will use two kinds of data collection techniques, such as:

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<sup>59</sup>Prastowo, *Metode Penelitian Kualitatif*, 208.

## 1. Questionnaire

It is a data collection technique that is conducted by giving a set of written questions or statements to the respondents who will answer it. A closed questionnaire refers to a questionnaire in which the respondents check the list (√) in the column. Meanwhile, an open questionnaire is a questionnaire in which the respondents should write answers that relate to their situations. Thus, this research will take opened questionnaire to attempt more in-depth responses and to find out students' perceptions. In the questionnaire, there will be 6 questions that will ask about each type of speaking fluency. Therefore, the use of this data collection technique is to minimize time and collect data more conducive.

## 2. In-depth Interview

An in-depth interview is a process of obtaining information for research purposes through question-and-answer sessions in a face-to-face conversation between the interviewer and the respondents or participants, with or without using an interview guide. In-depth interviews are closely related to qualitative research. The researcher uses this interview technique to get deeper data by involving respondents. In this research, the interview questions have something in common with questionnaire questions, as it is intended to clarify the students' responses to a previously given questionnaire that cannot be explained by the questionnaire alone.

## **F. Data Analysis Technique**

Qualitative research data analysis is the systematic testing process to determine the phenomenon's parts, the relation among studies, and the

relationship to the entire data.<sup>60</sup> Furthermore, data analysis is a process of systematically searching and setting in interview results, notes, and other materials to increase understanding on the collected data and provide the findings. This research is a qualitative case study that will analyze the embedded or specific aspects of the case. Thus, the collected data will be analyzed in descriptive qualitative methods. This method develops detailed information about each point of the case and its setting. In this research, the data of students' perceptions will be described in detail, along with the individuals who are observed. The data analysis model used by the researcher is the interactive model Miles, Huberman, and Saldana.<sup>61</sup> Analysis components in Miles, Huberman, and Sadana are:

1. Data condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming data that is close to the whole part of the field notes in writing, interview transcripts, documents, and experiences.

Therefore, this data condensation process was obtained after the researcher conducted the data collection process and noted data in the field. It comes after the questionnaire transcripts were sorted to get the research focus needed by the researcher. The stages of data condensation are:

- a. Selecting. The researcher should be selective to determine the significance level of dimensions.

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<sup>60</sup>Gunawan, *Metode Penelitian Kualitatif Teori & Praktik*, 210.

<sup>61</sup>Matthew. B Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis, A Methods Sourcebook*, 3rd ed. (New York: SAGE Publications, 2013).

- b. Focusing. In this stage, the researcher focuses on the data that related to the research objective. The researcher limits the data according to the research objective.
- c. Abstracting. The collected data is evaluated especially for its quality and scope.
- d. Data simplifying and transforming. Data simplifying and transforming. The data is simplified and transformed in various ways, through summaries or short descriptions, classifying data into one broader pattern, and so on.

## 2. Data display

It is organizing, assembling, and information concluded. The presentation of the data here also helps in understanding the research and determining the forward process.

## 3. Conclusion drawing

The conclusion is carried out by researchers from the beginning of the researcher collecting data and finally concludes all the obtained data.

## G. Validity of Data

The data validity test is carried out with more emphasis on testing the validity of qualitative data. The researcher uses triangulation as a technique to check the validity of the data. Triangulation is defined as a data validity technique that looks at the collected data through several sources. Thus, in this research, the researcher uses the triangulation technique. The researcher will compare the collected data from questionnaire and interview. If the two methods produce different findings, the researcher conducts further discussions

to ensure which data is considered correct. But the research findings may be appropriate because the perspective is different.

## H. Research Stage

There are several stages to conducting this qualitative case study. The stages include:

1. Determine theme, topic, and case

In this stage, the researcher should find a phenomenon that is related to the researcher's field of study. The researcher's field is English education. Therefore, the researcher conducts a previous observation to determine the study's theme and topic. In the initial observation in SMPN 4 Ponorogo, the researcher found that: there is an implementation of storytelling techniques to improve students' speaking fluency in an English extracurricular program named ESC. According to the case, the researcher investigates the students' perception of the storytelling practice to improve their speaking fluency. Thus, the researcher will conduct research entitled *Students' Perception Toward Storytelling Practice to Improve English Speaking Fluency (A Case Study of English Study Club in SMPN 4 Ponorogo)*.

2. Literature review

This stage is used to broaden the researcher's knowledge of the field to be studied. Hence, the researcher has collected several journals and books to help the researcher to gain more information.

3. Formulate research objective and problem

Formulating the research objective and research problem can help the researcher focus on one point.

#### 4. Collecting data

In collecting the data, the researcher has determined the collection data technique in this research, such as observation and questionnaire.

#### 5. Data refinement

The collected data should be seen whether it has been able to answer the formulation of the problem that the researcher specified or not. If so, the data is considered perfect, and the researcher can proceed to the next stage.

#### 6. Processing data

Before doing the analysis, the researcher needs to check the correctness of the data, arrange and classify based on the category that suits the research, and do coding, if necessary, correct questionnaire answers that are considered unclear. The entire process in this stage will help facilitate the process of data analysis.

#### 7. Analyze the data

To describe the research finding, the researcher needs to analyze data properly. Therefore, this research also takes the triangulation technique in analyzing the data to make the findings can be scientifically justified. These are the analysis process:

- a. The researcher read transcripts to get general information.
- b. Collect the general message, then take the specific one.



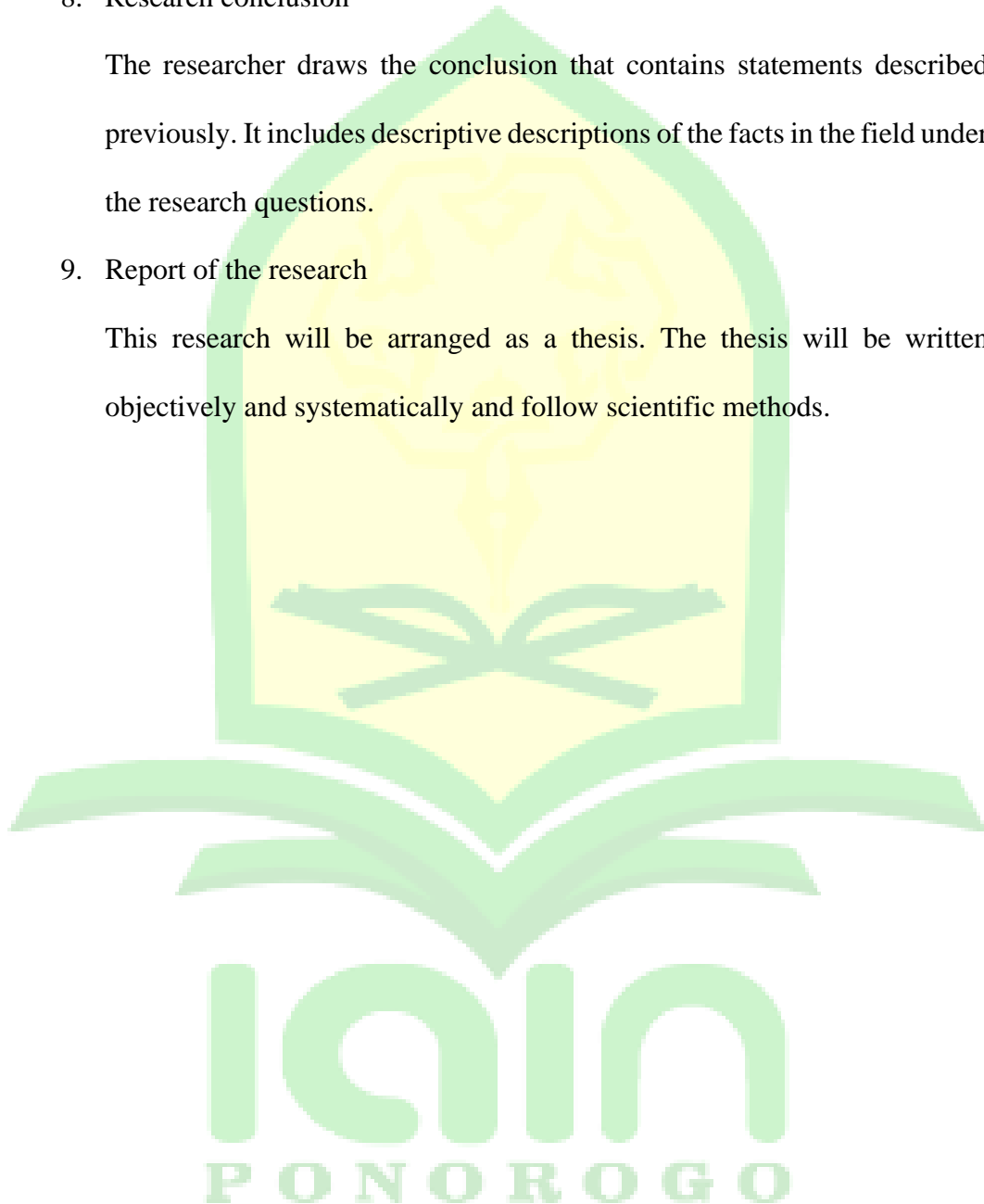
c. The researcher will find a general pattern of data from the specific information. The data can be regrouped according to category, topology, and sequence of events.

8. Research conclusion

The researcher draws the conclusion that contains statements described previously. It includes descriptive descriptions of the facts in the field under the research questions.

9. Report of the research

This research will be arranged as a thesis. The thesis will be written objectively and systematically and follow scientific methods.



## CHAPTER IV

### RESULTS AND DISCUSSION

#### A. General Description of The Research Background

SMPN 4 Ponorogo is a junior high school in Ponorogo. It is located in St. Jendral Sudirman No. 92 Ponorogo. SMPN 4 Ponorogo was founded in 1997. There are 44 teachers and 729 students. It consists of 367 male students and 362 female students. The school continues to show its quality and quantity to become a school of community pride by developing students' interests and talents through extracurricular activities. English Study Club (ESC) is one of the extracurricular programs in SMPN 4 Ponorogo. This program is a place for students to distribute their interests and talents in English. It also helps them to improve their English skills. ESC was founded in 2004 and is still active today. ESC is coached by one of the English teachers at SMPN 4 Ponorogo, Mrs. Yuana Fajarwati, until now. In this academic year, ESC has 15 students. The researcher takes ESC students as the research subject because the researcher found that ESC applies storytelling in their activities. Storytelling practice is very famous in ESC. It is often used as a media promotion for ESC and often SMPN 4 Ponorogo. It also helps students to develop their skills through storytelling. ESC also participated in storytelling competitions several times and contributed achievements to the school, for instance:

1. 4<sup>th</sup> winner in Ganesha Olympic 2022
2. 4<sup>th</sup> winner in SMAN 1 Babadan

3. 4<sup>th</sup> winner in SMA Muhammadiyah Ponorogo**Table 1. ESC Students**

No.	Name	Affiliation
1.	Akbar	3 Months
2.	Gerry	5 Months
3.	Nazril	5 Months
4.	Syafa	1 Year
5.	Fahri	5 Months
6.	Iftina	1 Year
7.	Navida	1 Year
8.	Dhiya S	1 Year
9.	Asma	1 Year
10.	Cantika	1 Year
11.	Khlar	1 Year
12.	Tiandhion	3 Months
13.	Yugo	1 Year
14.	David	1 Year
15.	Victoria	1 Year

**B. Exposure of Data**

This research is a case study in qualitative research. The obtained data from the research subjects were analyzed by regrouping the data according to their category. According to the opened questionnaire and interview results, the researcher found some findings regarding the data that researchers need. In this study, the researcher investigated ESC students in SMPN 4 Ponorogo. The researcher got the data about ESC students' perceptions. Therefore, the researcher will show the findings. Based on the statement of the problem and the objective of the study in Chapter I, which is to investigate the ESC students' perception toward storytelling practice to improve English speaking fluency, so, therefore, data from respondents is needed. Hence, the guidelines for data acquisition are prepared. It used to be the questionnaire guide. If the

respondents' answers to the questionnaire are unclear, the researcher interviews them to get vivid information. In interpreting the data obtained from the questionnaire and interview results, then the following research data will be described as follows:

### 1. Cognitive Fluency

Cognitive fluency is how speakers automatically process and formulate utterances. It includes speakers' ability to produce an idea in expressing English and plan and convey the sentences. To find the ESC students' perception of the cognitive aspect, the researcher put some questions in the questionnaire. Then, the students answered those questions as follows:

#### a. Storytelling Technique Helps Students to Produce Ideas in Expressing English

According to the first category, the respondents stated their opinions in the questionnaire. Akbar, one of the ESC learners, stated: "Yes, it is. I can improve my ability in expressing English with the use of storytelling."<sup>62</sup>

In addition, Victoria, a one-year ESC student said: "Sure, in storytelling, we should understand the meaning of the story. It really increases my ideas in English words."<sup>63</sup>

Moreover, Gerry as a five-months student of ESC stated: "Sure. I can improve my English ability with storytelling."<sup>64</sup>

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<sup>62</sup>Questionnaire by Akbar, 15<sup>th</sup> February 2023 in SMPN 4 Ponorogo.

<sup>63</sup>Questionnaire by Victoria, 15<sup>th</sup> February 2023 in SMPN 4 Ponorogo.

<sup>64</sup>Questionnaire by Gerry, 15<sup>th</sup> February 2023 in SMPN 4 Ponorogo.

Nazril as an ESC member, also stated: “Of course, it is. It makes my English ability better and improve my English idea.”<sup>65</sup>

In the interview, Nazril, one of five-months students of ESC added some statements to strengthen his opinion in the questionnaire: “After joining as an ESC member for almost five months and practicing storytelling once a week, I recognize that my ability to produce an idea while expressing English is better.”<sup>66</sup>

This category refers to producing and expressing ideas in English. In a conversation, the speakers should understand the topic and know what they will say. Then, in expressing the utterance, people should have an idea according to the conversation. Therefore, the storytelling technique is one of the ways to improve one’s ability in producing ideas and express them in English. In the questionnaire results, the researcher found that all students agree that the storytelling practice helps them to produce ideas. Akbar’s statement implies that storytelling helps him to look up his ability to express English. Meanwhile, Gerry’s statement implies that the storytelling in the ESC activity helps him in improving his English. This statement is similar to the previous respondent. Furthermore, the researcher also paid attention to Nazril’s response to the questionnaire. His statements imply the same opinion as other respondents’ opinions. Those mean that their ability to produce ideas in expressed English is improving.

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<sup>65</sup>Questionnaire by Nazril, 15<sup>th</sup> February 2023 in SMPN 4 Ponorogo.

<sup>66</sup>Interview with Nazril, 22<sup>nd</sup> February 2023 in SMPN 4 Ponorogo.

b. Storytelling Helps Students in Planning English Utterance

In the second category of cognitive fluency, the respondents stated their opinions. Syafa, one of ESC students said: “Storytelling technique helps me to develop English sentences. It also makes me easier to deliver my speech.”<sup>67</sup>

To get vivid information, the researcher asked Syafa about how it could help her ability to plan English utterances. In the interview, Syafa, a one-year student of ESC said:

I participate ESC program to improve my English skills, especially speaking. Hence, I register as a member of ESC. After I participated in the storytelling activity, I used to practice speaking. Then, I realize that my English has improved. During an English conversation, I can develop English sentences better than before.<sup>68</sup>

Furthermore, other respondents have a similar opinion. Navida, a one-year ESC student, stated: “Yes, I’m agree because the storytelling practice helps me to improve my ability to plan English utterances.”<sup>69</sup>

Khiar, a one-year ESC student said: “In storytelling, we should understand and master English vocabulary, so we can easily plan English utterances.”<sup>70</sup> It also means that storytelling is the best way to learn English.

The second category of cognitive fluency refers to one’s ability to plan English utterances. It is necessary in an English conversation. If we want to talk or have a conversation, we should have a sentence or

<sup>67</sup>Questionnaire by Syafa, 15<sup>th</sup> February 2023 in SMPN 4 Ponorogo.

<sup>68</sup>Interview with Syafa, 22<sup>nd</sup> February 2023 in SMPN 4 Ponorogo.

<sup>69</sup>Questionnaire by Navida, 15<sup>th</sup> February 2023 in SMPN 4 Ponorogo.

<sup>70</sup>Questionnaire by Khiar, 15<sup>th</sup> February 2023 in SMPN 4 Ponorogo.

utterance to be delivered. Then, English students must learn how to formulate and plan English sentences, so their speech will be clear and the listener also can get the message. In ESC, storytelling has influenced students' ability to plan English utterances. The ESC students' opinions imply that the use of storytelling techniques has a positive impact on planning English sentences. It is because the students used to speak in English during storytelling practice. Storytelling also influences their vocabulary. Therefore, it helps them to develop their ability to plan English sentences.

c. Storytelling Helps Students to Deliver English Sentences

In the third category of cognitive fluency, the ESC members stated their opinion. Dhiya, one of the ESC students, said:

During storytelling practice, we are expected to read a story and understand its meaning. Reading often and practicing continuously make me fluent in speaking English and its pronunciation, making it easier for me to convey sentences when speaking. I feel that way when I try to understand the meaning of the story.<sup>71</sup>

Meanwhile, Iftina has a slightly different opinion from Dhiya's statement. Iftina, in the questionnaire, stated: "I think storytelling helps a little. Even though it helps me produce ideas and plan utterances, I am still confused to deliver the sentences."<sup>72</sup>

Furthermore, Thiandion has similar opinion with Dhiya. He stated: "I think it helps me to deliver sentences because the storytelling technique teaches me to read and memorize English vocabulary."<sup>73</sup>

<sup>71</sup>Questionnaire by Dhiya, 15<sup>th</sup> February 2023 in SMPN 4 Ponorogo.

<sup>72</sup>Questionnaire by Iftina, 15<sup>th</sup> February 2023 in SMPN 4 Ponorogo.

<sup>73</sup>Questionnaire by Thiandion, 15<sup>th</sup> February 2023 in SMPN 4 Ponorogo.

In speaking, of course, when we talk, we convey sentences according to the topic. However, sometimes students find it hard to deliver utterances due to various factors, such as lack of confidence, fear of mispronunciation, etc. Hence, the storytelling technique is expected to help students overcome their difficulties. The students' responses to the question imply that the storytelling technique has helped them to deliver English sentences in a conversation. It helps them to improve their ability to deliver the sentences. Therefore, the researcher found that all of the students have positive perceptions toward storytelling practice.

## 2. Utterance Fluency

### a. Breakdown Fluency: Storytelling Helps Students to Minimize Pauses When Speaking English

In the first category of utterance fluency, ESC students stated their opinions. Yugo, an ESC member, stated: “Not yet. In my opinion, we have to think before we say something. Storytelling is a great way to improve our speaking. But we are still not used to it because we rarely speak English outside ESC activities.”<sup>74</sup>

David, a one-years students of ESC said: “Because of my habit of using English through storytelling, my pronunciation is getting better and it minimizes my speech pauses.”<sup>75</sup>

Furthermore, Fahri has the same opinion as David. In the questionnaire, he stated: “Of course. It helps me a lot to minimize my

<sup>74</sup>Questionnaire by Yugo, 15<sup>th</sup> February 2023 in SMPN 4 Ponorogo.

<sup>75</sup>Questionnaire by David, 15<sup>th</sup> February 2023 in SMPN 4 Ponorogo.



pauses. In my opinion, by getting used to it, the pauses when talking are also decreasing.”<sup>76</sup>

Yugo’s statement implies that storytelling has not yet help him in minimize English speaking pauses. Meanwhile, David’s and Fahri’s opinions imply that storytelling helps them to learn some aspects of speaking.

Breakdown fluency is speaking at a fixed rate and can be checked by looking at pause length and whole pause times. One of the speaking fluency difficulties that are often encountered by students when speaking English is frequent pauses due to several factors, such as confusion, needing time to think, and so on. Furthermore, storytelling practice is expected to be a helpful way to help students overcome their problems in breakdown fluency. Unfortunately, according to the questionnaire results, the storytelling practice still not giving maximum results in handling this case. Although some students have been helped, some students still experience a long pause when speaking English.

b. Speed Fluency: Storytelling Helps Students to Increase the Speed of Pronunciation of English Sentences

In the questionnaire, Victoria, a one-year ESC student, stated:

Sure, it is. I used to speak English sentences while practicing English. I usually join storytelling competitions. In every opportunity, I will try my best to practice what I have learned so far by storytelling. It makes me learn how to speak fluently and teaches me the correct pronunciation. It also helps me to increase my speaking speed.<sup>77</sup>

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<sup>76</sup>Questionnaire by Fahri, 15<sup>th</sup> February 2023 in SMPN 4 Ponorogo.

<sup>77</sup>Questionnaire by Victoria, 15<sup>th</sup> February 2023 in SMPN 4 Ponorogo.

Moreover, Cantika, one of the ESC students, stated: “It helps me a little with my speaking problems, but I'm still unsure because I'm afraid of mispronunciation.”<sup>78</sup>

Meanwhile, Tiandhion said the different opinion: “Yes, it is. Storytelling helps me to improve my English speed fluency.”<sup>79</sup>

To clarify his statement in the questionnaire, Tiandhion stated his opinion in the interview: “In storytelling practice, I can learn to pronounce words and even sentences properly and correctly so that I can understand more syllables which impacts my ability to pronounce English words.”<sup>80</sup>

Speed fluency is the speed of speaking and can be assessed by calculating the stage of pronunciation speed of syllables per second. The use of storytelling practice in ESC is to improve students' speaking fluency. Due to its position as one of the speaking fluency aspects, speed fluency is important to be developed. Furthermore, storytelling practice is expected to help students improve their speed and fluency. According to the ESC students' recognition, they are helped by storytelling practice.

Victoria's statement implies that when students often use storytelling, especially when students go deep into the storytelling area, their pronunciation will get better. They also can speak English without hesitation. Meanwhile, Cantika's statement suggests that storytelling is

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<sup>78</sup>Questionnaire by Cantika, 15<sup>th</sup> February 2023 in SMPN 4 Ponorogo.

<sup>79</sup>Questionnaire by Thiandion, 15<sup>th</sup> February 2023 in SMPN 4 Ponorogo.

<sup>80</sup>Interview with Thiandion, 22<sup>nd</sup> February 2023 in SMPN 4 Ponorogo.

not so helpful to help her overcome mispronunciation so it is still not help her to improve her speed fluency. From the students' statements, the researcher found that actually the students' speaking speed fluency have been improved by the use of storytelling practice. Some of the students have a big improvement, meanwhile some of them have a little.

c. Repair Fluency: Storytelling Helps Students to Minimize Frequency of Word Repetition at The Beginning of Speech

In the last category of utterance fluency, Akbar said:

Yes, it is. I study hard using storytelling, so I feel that the repetition of words and mistakes at the beginning of the speech that I usually experience has decreased. I believe that my speaking fluency is getting better. Then, I should learn and practice more often. I'm sure that by practicing harder, my ability will increase so as to reduce my weaknesses in other aspects of speaking.<sup>81</sup>

Fahri, other ESC member also stated: "I think so. Although there is still a repetition of words, it has been greatly reduced for now."<sup>82</sup>

Meanwhile, Asma, one of ESC students, stated: "Yes, a little. Although not significantly reduced, I feel that my repetition of words is slightly less."<sup>83</sup>

As mentioned in Chapter II, repair fluency is the frequency during false initiation, correction, and repetition. Many problems encounter when speaking English. One of them is the repetition of words. Hence, for this reason, one of the roles of storytelling practice in ESC is to minimize the repetition of words so that one can speak fluently.

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<sup>81</sup>Questionnaire by Akbar, 15<sup>th</sup> February 2023 in SMPN 4 Ponorogo.

<sup>82</sup>Questionnaire by Fahri, 15<sup>th</sup> February 2023 in SMPN 4 Ponorogo.

<sup>83</sup>Questionnaire by Asma, 15<sup>th</sup> February 2023 in SMPN 4 Ponorogo.

According to the students' responses to the questionnaire, the researcher found that the students have positive perceptions of storytelling practice to overcome the repetition problems. The students' statements indicate that storytelling practice helps students in overcoming repetition problems. It helps them to lessen their word repetition and makes them speak more fluently. It means that storytelling practice helps them to increase their speaking repair fluency.

### C. Discussion

This sub-chapter will discuss the data and information from the questionnaire and in depth-interview process with the ESC students related to *Students' Perception Toward Storytelling Practice to Improve English Speaking Fluency (A Case Study of English Study Club in SMPN 4 Ponorogo)*. In Chapter II, previously explained, speaking fluency is a constant, smooth, and consistent speech output without significant discontinuities or delays. It is an essential aspect of English speaking. Therefore, English learners are expected to master it. In ESC SMPN 4 Ponorogo, the teacher conducts storytelling to help students improve their speaking fluency.

There are two types of fluency concepts: cognitive fluency and utterance fluency. Cognitive fluency is a speaker's ability to plan and deliver a speech. Then, Tavakoli and Skehan in Masyithah stated that utterance fluency consists of several parts, such as breakdown, speed, and repair fluency.<sup>84</sup> According to the questionnaire and in-depth interview results, the researcher found some findings as follows:

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<sup>84</sup>Masyithah, "Students' Strategies in Improving Speaking Fluency."

## 1. Cognitive Fluency

Cognitive fluency is how speakers automatically process and formulate utterances. It includes speakers' ability to produce an idea in expressing English, plan English utterances, and convey sentences. In ESC, the students are required to join all of the ESC's activities including storytelling practice. They often practice storytelling at ESC rather than in class. In questionnaire and in-depth interview, the researcher found that all of the students have positive perceptions that storytelling helps them to improve their cognitive fluency, even in all of the aspects of cognitive fluency.

### a. Storytelling Technique Helps Students to Produce Ideas in Expressing English

In accordance with the data in the second sub-chapter in this chapter, the ESC students stated that they can improve their ability in expressing English with the use of storytelling. Some of them also added that storytelling really increases their ideas in English words. They said that in storytelling, they should understand the meaning of the story. That's why their abilities in English ideas have been increased.

### b. Storytelling Helps Students in Planning English Utterance

This category is the second aspect from cognitive fluency. All students agree and feel that their ability to plan English utterance are improved. The students said that in storytelling, they should understand and master English vocabulary. It makes them easily to understand the

meaning, upgrade their vocabulary, and plan the English utterance in a better way. Then, of course that their abilities in the second aspect of cognitive fluency are improved. In this aspect, the researcher found that most of students have similar opinion.

c. Storytelling Helps Students to Deliver English Sentences

In the third category or aspect of cognitive fluency, the ESC students mentioned that their abilities to express ideas and plan the English utterance have led them to success in this third category. The majority of the students have the similar opinions. Meanwhile, the minority of the students said that they only slightly benefited. They stated that they still feel confused in conveying sentences because they are still not confident and afraid of making mistakes. But the students who feel the great impact of storytelling stated that in storytelling, they are expected to read a story and understand its meaning. Hence, it easier for them to convey sentences when speaking by reading often and practicing continuously.

According to the questionnaire and interview results, the researcher found that all students agree that the storytelling practice helps them to produce ideas and plan utterances. All of the students admitted that their ability to produce ideas in expressed English is improving through storytelling practice. In ESC, storytelling has influenced students' ability to plan English utterances.

The ESC students' opinions implied that the use of storytelling techniques has a positive impact on planning English sentences. Although

they are good in produce ideas and planning utterances, some of them still have difficulties delivering the sentences. But the students stated that their ability in delivering English sentences have been increased due to the use of storytelling. The students also stated that they enjoy storytelling practice and it makes their speaking fluency increase little by little. In addition, the researcher found that their abilities match their habits and how determined they are to make it. This research has a similar result to the previous study by Susanti entitled “*Improving Students’ Speaking Skill by Storytelling Technique (A Classroom Action Research of Grade VIII at Private Junior High School in Blora in the Academic Year 2018/2019)*”. Both of the studies have similar findings. The studies found that students enjoy the teaching and learning process through storytelling. It can be said that the storytelling practice helps ESC students to improve their cognitive fluency.

## **2. Utterance Fluency**

Utterance fluency consists of several parts, such as breakdown, speed, and repair fluency.<sup>85</sup>

### **a. Breakdown Fluency**

Breakdown fluency is speaking at a fixed rate and can be checked by looking at pause length and whole pause times. Speaking fluency difficulties that are often encountered by students when speaking English is frequent pauses due to several factors, such as confusion, needing time to think, and so on. Furthermore, storytelling practice is

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<sup>85</sup>*Ibid.*

expected to be a helpful way to help students overcome their problems in speaking fluency including breakdown fluency. Unfortunately, only 6 out of students who experience the benefits of using storytelling on the overall breakdown fluency. Meanwhile, 5 out of 15 students get a slight increase, and 4 out of 15 students still do not feel an increase in their abilities on the breakdown fluency aspect.

According to the questionnaire results, the storytelling practice still not giving maximum results in handling this case. Although most of students have been helped, some of them still experience a long pause when speaking English. These cases are still influenced by students' habit. Those who haven't get the improvement said that they are still not used to applying their vocabulary and cognitive fluency in everyday conversations, so they rarely even don't practice it.

b. Speed Fluency

Speed fluency is the speed of speaking and can be assessed by calculating the stage of pronunciation speed of syllables per second. Due to its position as one of the speaking fluency aspects, speed fluency is important to be developed. Furthermore, storytelling practice is expected to help students improve their speed and fluency. According to the ESC students' statements in the questionnaire, they are helped by storytelling practice. Some students stated that when students often use storytelling, especially when students go deep into the storytelling area, their pronunciation will get better. They also can speak English without hesitation. Meanwhile, 4 out of 15 students suggested that storytelling



is not so helpful to help them overcome mispronunciation so it is still not helping them to improve their speed fluency. Even so, they still feel the impact of the practice of storytelling. Even though they are not yet on target, their speed fluency has increased compared to before.

c. Repair Fluency

As mentioned in Chapter II, repair fluency is the frequency during false initiation, correction, and repetition. One of the roles of storytelling practice in ESC is to minimize the repetition of words so that one can speak fluently. According to the students' responses to the questionnaire, the researcher found that the students have positive perceptions of storytelling practice to overcome the repetition problems. The students' statements indicate that storytelling practice helps students in overcoming repetition problems. It helps them to lessen their word repetition and makes them speak more fluently. All of the students agree that storytelling helps them to increase their ability in this category.

Although there are some students have difficulties, they also admitted that storytelling practice helps them a lot in improving their utterance fluency. Each student has different characteristics and abilities, and with the improvements that have occurred even though only a few, they have been able to prove that their efforts in learning are not in vain. As cited in Chapter II, Jones, as quoted in Buitrago, argues that being fluent is not a perfectly appropriate use of the language or not hesitation, but actually that

the audience can follow the flow of the speaker's messages and ideas.<sup>86</sup> It proved that the use of storytelling practice has a significant effect on students' speaking fluency. It is similar to the previous study as mentioned in Chapter II by Yunita Hidayati entitled, "*The Effect of Storytelling Towards Students' Speaking Skill at X Grade Students of MA Nurul Haramain Boarding School*". Furthermore, students often use storytelling in ESC than in class. Students also get a lot of experience in storytelling through ESC. It has the same positive side of using English Club in teaching speaking as the previous study by Indra Asri Jufri entitled "*Improving Students' Speaking Fluency through English Club (An Experimental Research at the Second Grade of SMPN 3 Pinrang)*". This research and the previous study showed that students' fluency improved significantly in English Club. As we know that ESC students get a lot of experience in storytelling which has many impacts to improve students' English-speaking fluency in English Club named ESC.

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<sup>86</sup>Angela Gamba Buitrago, "Collaborative and Self-Directed Learning Strategies to Promote Fluent EFL Speakers," *English Language Teaching* 10, no. 5 (2017): 139–157, <https://doi.org/10.5539/elt.v10n5p139>.

## CHAPTER V

### CLOSING

#### A. Conclusion

Based on the data found in this research, the researcher can conclude that the students of English Study Club (ESC) in SMPN 4 Ponorogo have positive perceptions toward the use of storytelling practice to improve their speaking fluency. As mentioned before, there are two types of fluency concepts called cognitive fluency and utterance fluency. Cognitive fluency refers to one's ability to create sentences ideas, plan sentences, and deliver the sentences in the conversation. Meanwhile, utterance fluency refers to one's ability to speak fluently according to the breakdown, speed, and repair fluency. In this research, the researcher found that all of the students have been helped by storytelling in their cognitive fluency. The majority of the students also admitted that their utterance fluency also improved, but some of them still have difficulties in this aspect. Although some students still have difficulties in utterance fluency, they stated that their speaking fluency was improved than before. The students mentioned that they were helped by storytelling in improving their speaking fluency aspects. Furthermore, the students also get a good score in ESC. Those who admitted that they were helped by storytelling practice and usually join the storytelling practice after school in the schoolyard, have A and B scores.

## B. Recommendations

After analyze the results of the research, the researcher has some recommendations for ESC, English teachers, English students, and future researchers as follows:

### 1. ESC

ESC can increase their capacity and quality of the teaching and learning process, especially in English speaking fluency, so that the information on the results of this study can be used as additional material to enrich knowledge and reference purposes. In addition, the researcher hopes that ESC can find and implement the modern types or techniques of storytelling practice so the learning process will be varied and not boring. ESC teachers and students also must give a lot of efforts in their activities and achievements to make the ESC more famous.

### 2. English Teachers

Based on the research results, teachers can find alternatives to overcome difficulties that are still felt by students. This can be done with different learning styles, or interspersed with other techniques and activities that make students enjoy and can apply them in everyday life.

### 3. English Students

Storytelling is an enjoyable technique to learn English speaking. In addition, students must have passion and motivation in learning English including speaking practice. Therefore, they also have to practice every day, use English words and sentences obtained from storytelling in simple conversations with friends, teachers, and family. So, students will get used

to speaking English without being tied to the text. That way, students will also be more confident.

#### 4. Future Researchers

This research hopefully can be useful for other researcher in order to increase students' speaking fluency especially by using storytelling practice for teaching English speaking skill.



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