

**USING STORYTELLING TECHNIQUE FOR TEACHING  
SPEAKING SKILL OF THE XI<sup>th</sup> GRADE STUDENTS OF MA  
DARUL HUDA MAYAK PONOROGO  
IN ACADEMIC YEAR 2016/2017**

**THESIS**



By

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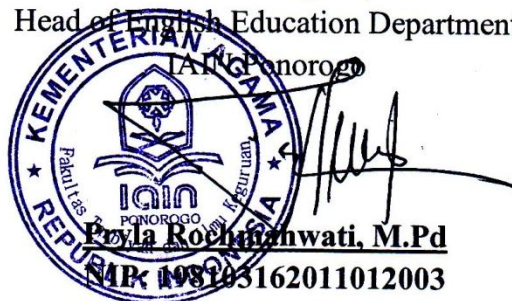


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## MOTTO

## ABSTRACT

**Cahyati, Lilis** (2018). *Using Storytelling Technique for Teaching Speaking Skill at the XI<sup>th</sup> Grade Students of MA DARUL HUDA Mayak Ponorogo in Academic Year 2016/2017*". A Thesis, English Education Department, Teaching and Education Faculty, the Institute for Islamic Studies of Ponorogo, Advisor Wiwin Widyawati, M.Hum.

**Key Words:** *speaking, teaching speaking, and storytelling.*

Speaking is an interaction process to convey ideas of thought to give information to other people in social community. However, in teaching and learning process, students are often lack of interest due to their incapability in many aspects of speaking skill. Storytelling is an activity involving the interaction of communication between storyteller and audience. Speaking skill in learning English used storytelling technique to increase the students interesting. .

The purposes of this research are (1) to describe the application of storytelling technique in teaching speaking skill of the XI<sup>th</sup> grade students of MA Darul Huda, and (2) To describe advantages and disadvantages in the implementation of storytelling for teaching speaking skill of the XI<sup>th</sup> grade students of MA Darul Huda.

This research design was qualitative study. The data collection was carried out through observation, interview, documentation and questioner. The data analysis was done by data reduction, data display, and conclusion/verification.

The result of the research should that: in applying storytelling for teaching speaking skill, teachers of the XI<sup>th</sup> grade MA Darul Huda Mayak Ponorogo have some steps, they are:(1) the teacher preparing material in teaching media (text story, audio, or video), (2) Explaining for the students about the narrative text, (3) Giving instruction for the students to make the group every group contains four students, (4) Giving instruction again for students to read and discuss about the text story, (5) furthermore, checking for the students about the story, (6) the last, the teacher asking students to practice or to present of storytelling in front class.

Storytelling has many advantages are: (1) it can help students to raise self confidence and interest in speaking class. (2) It can help students to feel more happy and enjoy in speaking class. Whereas for disadvantages of storytelling is students need a long time of preparation and presentation in front class.



# CHAPTER 1

## INTRODUCTION

### A. Background of the Study

Language is something very complex, which everyone has acquired because everyone learns, and the important one because language is necessary for human survival. At the moment we are born, we have been awarded language skill, one part of our brain is already available device ability along with duty to accept and learn every language taught or acquired.<sup>1</sup>

From the statements above, it can also be concluded that english has important role in our life as it is very essential to communication and to express idea among people from different countries. In Indonesia, English is not the main language used for communication within the country. In fact, English as an international language is widely taught as foreign language. And it is taught to student since high school. In english language learning there are four skill such as reading, writing, listening, and speaking.

It is not easy to master skill in english for the student especially for those who come from non english speaking country. So it is important for the teacher to create an enjoyable circumstance in learning process. In learning, students mostly

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<sup>1</sup> Dounglas Brown, *Principle Of Language And Teaching*. Fifth Edition (New York Wesley Longman) 200

like singing, games, storytelling, and activity that can be done outdoor. The problem in learning speaking skill, for example is vocabulary and pronunciation.

Speaking is one of the major skills that must be noticed in learning language. “Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information”.<sup>2</sup> It means that the student produce and receive the information using speaking. Speaking is one of the important and essential skill that student must practice. Speaking is one process to convey and sharing ideas and feelings orally. Speaking involved some skill such accuracy, fluency, vocabulary and pronunciation. All of those elements need to be mastered by the students.

A key to communication and share for information routines used one of skill that is english speaking. In the speaking, accuracy and fluency are very important elements of communicative approach. It can help learners develop their communication competence. So they should know how the language system works appropriately.

In second language, speaking should focus on information or interaction. Information routines contain frequently recurring type of information structures being either be expository e.g. narration, description, instruction, comparison. A further feature of oral interaction is that the participants need constantly to

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<sup>2</sup> Kathleen M. Bailey, david nunan, *Language Teaching Speaking Practical English*, (new York: the McGraw Hill ESL/ELT Companies, 2005) 2.

negotiate meaning, and generally manage in terms of who is to say what, to whom, when, and about that by Bygate.<sup>3</sup>

According to the information from the teacher, most of student of MA DARUL HUDA are not interested in learning speaking skill. So for the teachers are keep on thinking and trying to find a suitable strategy and approach in the teaching learning english especially o speaking skill. So far, the students do not learn how to speak or do not get any opportunities to speak in the class. They may soon lose their interest in learning. Because they do not develop their strong oral skill during this time.<sup>4</sup>

In language teaching, the most essential goal of applying teaching is to make the students being able to communicate in the language taught. Not all students in the class experience fluency during speaking class. Therefore, in teaching speaking, teachers use techniques that can help students in the pronunciation of the English language. The technique is done when the learning takes place in class. This technique is an easy way to teaching speaking skills.

Storytelling is the oldest form of education. Cultures around the world have always told tales as a way of passing down their beliefs, traditions, and history to future generations. Stories capture the imagination, engaging the emotions and opening the minds of listeners. Consequently, any point that is

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<sup>3</sup> David Nunan, *Language Teaching Methodology*, Macquarie University, Sydney

<sup>4</sup> Look at interview transcript 01/1/2/01/18

made in a story or any teaching that is done afterward is likely to be much more effective.<sup>5</sup>

Storytelling is unique as an educational resource; it can range from the purely traditional on the most technologically modern. Storytelling has the unique capability of letting the student interact as listeners or as storytellers themselves. In both cases, storytelling promotes increasing student skill in listening, speaking, and reading. Students participate in the oral presentation of the story themselves. Story essentially is dramatic activities which encompass the non-verbal communication of body language, gestures and facial expressions. Therefore, the students absorb these elements mostly without their being an item of specific focus. And best of all, the student enjoy the activity.<sup>6</sup>

According to the observation, most of students in MA Darul Huda could not speak fluently. When the researcher tried to speak English with them they could not answer or even some other students were quite embarrassed to speak. The students' have problems related to grammar, vocabulary, fluency and motivation of English learning.<sup>7</sup>

According to the problems above, one of solution in teaching speaking at XI<sup>th</sup> Grade the Students of MA Darul Huda Mayak Ponorogo is by Storytelling. The storytelling can be applied in teaching speaking. The storytelling has a simple activity because this activity is interesting. The storytelling is often used the

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<sup>5</sup> Teacher Guide: *Teaching Storytelling*.2007

<sup>6</sup> Ozhan Tngoy, "*Using Storytelling In Education*", *Marmara University* 1

<sup>7</sup> Look at observation transcript code 01/1/02-01-18



students of MA Darul Huda Mayak Ponorogo. It's proven that students by teacher teach supported much by this activity. For example students show their raising confidence in speaking class.

Based on the explanation above, the writer is interest to organize research about "Using storytelling technique for teaching speaking skill of the students of MA DARUL HUDA MAYAK PONOROGO IN ACADEMIC YEAR 2016/2017".

### **B. Limitation of the Study**

This study is primary focused on the storytelling technique for teacher speaking skill of the students of MA Darul Huda Mayak Ponorogo in academic year 2016/2007.

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

Based on the problem identification and limitation above, the writer want to give the problem formulation that will be described in this thesis. The writer wants to know:

1. How does teacher apply storytelling for teaching speaking skill in the XI<sup>th</sup> grade MA DARUL HUDA MAYAK TONATAN PONOROGO in academic year 2016/2017?

2. What advantages and disadvantages are found the implementation of storytelling for XI<sup>th</sup> grade teaching speaking in MA DARUL HUDA MAYAK TONATAN PONOROGO in academic year 2016/2017?

#### **D. Objectives of the Study**

The research formulated the objectives of the research are:

1. To explain how teachers apply storytelling technique for teaching speaking skill of the X<sup>th</sup> grade students of MA Darul Huda.
2. To explain advantages and disadvantages in the implementation of storytelling for teaching speaking skill of the X<sup>th</sup> grade students of MA Darul Huda.

#### **E. Significances on the Study**

The results of this study are expected to be helpful for:

1. Theoretically

The research can give the contribution on building and developing storytelling technique for teaching speaking skill. As well as it can help the future researcher to have material as the reference of teaching speaking.

2. practically

- a. Teacher

In the process teaching language English the teacher can apply storytelling technique. Furthermore, the teachers give some strategies for

teaching speaking skill. Storytelling is one of the teaching techniques applied in teaching. In storytelling many factor influencing the implementation for teaching speaking.

b. Students

As the subject of the research, the student can take the benefit of having improvement in speaking as well as getting information of the various ways to learn speaking.

c. The researcher

After this study, the researcher hopes herself can improve her professionalism in teaching English as well as enrich her knowledge about education field.

d. Future researchers

This research is able to give contribution to other research for doing re-investigation or further research related to the study of foreign language with the same skill of different skill. Besides, it can also do research by similar or different research design to help students in learning language English.

## **F. Research Methodology**

### **1. Research design**

In this research, the researcher applied qualitative research. Qualitative is a form of social inquiry that focuses on the way people interpret and make

sense of their experiences and the world in which they live. The researchers have the same aim that is to understand the social reality of individuals, groups and culture. The researcher uses qualitative approaches to the behavior, perspectives and experience of the people of the study.<sup>8</sup>

Qualitative research is a type of research whose findings are not obtainable through the statistical procedures or forms of quantification.

In this case, the type of research used is a descriptive study. Qualitative research is descriptive. The data collected are in the form of words or pictures rather than numbers. The written results of the research contain quotations from the data to illustrate and substantiate the presentation. The data include interview transcripts, field notes, photographs, videotapes, personal documents, memos and other official records.

According to Bogdan and Taylor, qualitative methodology is a research procedure that delivers a descriptive data in the form of written or oral words of people and observed behavior. Descriptive research interprets power with regard to facts, circumstances, variables, and phenomena that occur during the study and supply what it is.<sup>9</sup>

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<sup>8</sup> Sari Wahyuni, *Qualitative Research Method: Theory And Practice*, (Jakarta: Salemba Empat, 2012)2

<sup>9</sup> Basrowi, *Memahami Penelitian Kualitatif*, (Jakarta: Rineka Cipta, (1975:5), 2008)21



## 2. Research Role

Characteristics of qualitative research cannot be separated from participant observation, because in this study researchers act as key instruments, while others only as a supporter.<sup>10</sup>

Therefore, the presence of researcher direct in the field as a measure of success to understand what will be analyzed in the problems studied, so that the involvement of researchers directly and actively with informants and other data sources is absolutely necessary.

## 3. Research location

The location of this study is the place where the research will be carried out. In this study the researchers took the location in MA Darul Huda Ponorogo.

## 4. Data source

According to Lofland and Lofland, the main data sources in qualitative research are the words and actions of people who are observed or interviewed.<sup>11</sup> To acquiring the data in this study, researcher used two sources of data:

1. Human, include:
  - a. Student
  - b. Teacher

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<sup>10</sup> Ibid20

<sup>11</sup> Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Rosdakarya, 2009), 157

2. Non-human Includes documentation be related to research. For example, photographs, written notes and other materials related to research

## 5. Techniques of collection data

There are many kinds of collection data technique such as interviews, observation, questionnaire, documentation and test. In this research the researcher used observation, documentation and interview as the methods of collecting data.

### a. Observation

Observation is the selection and recording behaviors of people in their environment. This method is useful for generating in-depth description of organization or event, for obtaining information that is otherwise inaccessible and for conducting research when other methods are inadequate.<sup>12</sup>

According to Ngalim Purwanto, observation is a method for analyzing and organizing of quotation on systematic concerning records of behavior by viewing, observing individuals and groups directly.<sup>13</sup> This method is used to observe on direct condition in the field in order to researcher acquiring illustration more extensive about the problems studied. The data taken from observation are condition of students and teacher in process teaching and learning English.

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<sup>12</sup> Sari Wahyuni, *Qualitative Research Method: Theory And Practice*, (Jakarta:Salemba Empat, 2012)21

<sup>13</sup> Basrowi, *Memahami Penelitian Kualitatif*, (Jakarta: Rineka Cipta, 2008)93-94

## b. Documentation

Documentation is a method to get data from of field notes, transcript, popular record, talk show, videos, and book. Documentation is used to get the student list in order to know the number of sample.<sup>14</sup>

Suharsimi Arikunto said documentation is coming from document with the meaning of something written. In executing documentation method, research investigates written object like books, magazine, Document, regulation, Minutes of meeting daily of notes and soon.<sup>15</sup> It means that documentation is one of the technique uses to obtain the data from the document and written materials. In this research, researcher take document relate to the students name that join storytelling technique for teaching speaking, history of the school, vision and mission of MA Darul Huda Ponorogo, the curriculum, the location of the school, the structure of the school organization, the condition of the teacher and the students, the method that used by the teacher and the school facilities. And then, Documentation can take of photography, audio and video in class.

## c. Interview

In qualitative research, interview used in two ways, the may be the dominant strategy for data collection, or they may be employed in conjunction with participant observation, documentation, or other

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<sup>14</sup>(Robert C. Bogdan, *Qualitative Research For Education*, Syracuse Univercity 2006 Fifth Edtion)133

<sup>15</sup>Suharsimi Arikunto, *Prosedur Penelitian*(Jakarta:Rineka Cipta, 2013)

techniques. The interview is used to gather descriptive data in the subjects own words so that the researcher can develop insights on how subjects interpret some pieces of the word. The researcher just makes the situation an interview. For example the interview with the teacher in classroom tells as something about behavior, but interviewing helps us to put the behavior the context and helps us understand actions and choices. Qualitative interview vary in the degree to which they are structured.<sup>16</sup>

Interview in this research is by meeting some people for formal consultation or examination. In performing interview that be first must be complied is a list of people that will interviewed the head master of the school, the students of the school, the teachers of the school of MA Darul Huda Ponorogo and also the advisors in storytelling teaching speaking.

All of the people are helpful to give information dealing with the research question. The data which take from interview are:

- 1) The advisory of storytelling for teaching speaking.
- 2) Some English teachers of MA Darul Huda Ponorogo.
- 3) Some students especially the member the students of MA Darul Huda Ponorogo.

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<sup>16</sup> Robert C. Bogdan, *Qualitative Research For Education*, Syracuse Univercity 2006 Fifth Edtion)103



## 6. Technique of analyzing data

Since this research is qualitative, the research applies interactive analysis as the technique of data analysis. Qualitative data analysis is the process of bringing order, structure, and meaning the phenomena of collected data. Qualitative data analysis is a search for general statement about relationship among categories of data.<sup>17</sup>

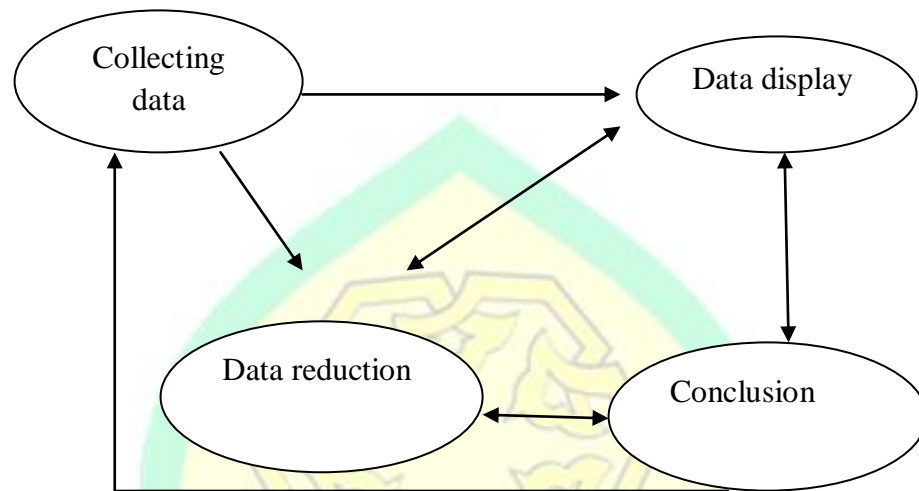
Miles and Huberman (in Sugiyono) stated that an activity in data analysis of qualitative applies interactive and taken place at all time to complete until the data surfeited.<sup>18</sup> The data can be conducted when research complete the process of collecting data. It means the researcher want to describe situation or phenomenon related with using storytelling for teaching in program at MA Darul Huda Ponorogo.

The stages of interactive analysis applied in this research are data reduction, data display, and conclusion drawing verification. Each of stages is presented in the following.

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<sup>17</sup> ( Sari Wahyuni, *Qualitative Research Method*, Jakarta: Salemba Empat, 2012)

<sup>18</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*,(Bandung, Alfabeta,2013) 246



a. Data reduction

Data reduction is a stage of summarizing, classifying, and focusing on essential things. In this stage, the researcher needs to separate the accurate data from the inaccurate ones. Through the data reduction, the researcher may focus on data that will be analyzed.

b. Data display

Data display is a stage to organize data into a pattern of relationship. The data display can make collected data easier to be understood. In this stage, the researcher presents the narrative text.

c. Conclusion/ verification

The next measure of analyzing data is drawing a conclusion/verification. Preliminary conclusions will be temporary, and will change when strong evidence is found to be supportive at the next

collection stage. Conclusion can be in the form of thick description. The conclusion is the answer of the research problem that has been formulated.<sup>19</sup>

## 7. Data credibility

Moleong stated that data validity is the urgent concept that is renewed from the validities.<sup>20</sup> In this research data credibility test doing with:

### a. The tenuously observation.

It means that the researcher finds the characteristics and elements in the situation that relevant with the chosen issue. The researcher can conduct them by:

- 1) Observing the use of storytelling for teaching speaking at MA Darul Huda Ponorogo In Academic Year 2016/2017.
- 2) Studying it specifically until the researcher finds the wanted data. The application of the researcher in this observation is very important to prove the research.

### b. Triangulation

In this research, the researcher used triangulation technique with the data source. It means that the researcher compares and checks the validity of collected information through the different time in the qualitative method. It can be reached by (a) the corporation between result of

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<sup>19</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*, (Bandung, Alfabeta, 2013)252.

<sup>20</sup> Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung, PT Rosdakarya, 2002)175

observation and result of interview, (b) the corporation between public opinion and individual opinion, (c) the corporation between the opinion of public about research situation and the opinion of a long time, (d) the corporation between results of interview and related to document.<sup>21</sup>

In this study, researcher uses the corporation between result of observation and result of interview as the method to check the validity of the data.

## **8. Research procedure**

There three procedures in this study with addition in the last of procedure from the teacher that is outcomes research report, as following:

- a. Pre research phrase, those are arranging structure of the research, choosing the place of the research, licensing latter, observing condition place of the research, choosing and using informant, preparing equipment of the research.
- b. Research phase, those are understanding background of the research, and method with collection of the data.
- c. Data analysis phrase, it is the analysis of collected data.
- d. Writing of research report.

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<sup>21</sup> *Ibid.* 178



## **G. Organization of Thesis**

As descriptions of the researcher idea design that is poured in this thesis, the researcher organizes the organization of the thesis that is divided into five chapters, as follow:

Chapter I introduction, in this introduction the researcher explains the background of the study, research focus, statement of problem, objectives of the study, significance of the study, organization of thesis.

Chapter II review of related literature consist of the theories of technique of teaching speaking, and storytelling.

Chapter III this chapter contains with serving of data that includes general data that is connected with research location that consist of purpose, condition, and objectives of MA Darul Huda Ponorogo, the establishing history geographical position, organization structure, the teachers and students in MA Darul Huda, facilities of MA Darul Huda, and description of specific data about the research focus.

Chapter IV this chapter contains data analysis of the reason of research about the solving problem of the student using of storytelling for technique teaching speaking at MA Darul Huda Ponorogo in Academic Year 2016/2017.

Chapter V closing, this chapter is designed to give ease for reader who takes summary from the thesis; this chapter consist of conclusion and recommendation.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher would like to elaborate the theory related to the research which is done by the researcher. It is crucial for the researcher and the readers to recognize the definition or the meaning of title of this research, this is meant to make easier for the researcher in analyzing and understanding the problem deeply.

#### **A. Theoretical Analysis**

In this research, the theories that will be discussed in this research globally are: including over views of teaching, speaking, teaching speaking, and storytelling technique.

##### **1. Speaking**

###### **a. Definition of speaking**

Speaking is major of component of key skill and literacy qualification. It is also one of the three elements of the new standard one functional English.

English has four basic skills, there are listening, reading, speaking and writing. Speaking is related to listening, because these skills are collaborative. It means that between speaking and listening there is

inseparable connection. This also suggested by Douglas statement that listening and speaking skill are closely intertwined.<sup>22</sup>

Speaking is one of the major skills that must be noticed in learning language. According to Kathleen M. Bailey said that “Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information”. It means that speaking is the process of delivering and receiving information each other till they got some understanding.<sup>23</sup>

Speaking is the process someone communication or share information to each other. It is one of the skills that should be mastered by the students in learning English. According Caroline Linse and David Nunan Speaking is equaled important in children’s overall language development.<sup>24</sup>

According to Jack C. Richards said that the mastery of speaking skill in English is a priority for many second language or foreign language learners. Consequently, learner often evaluated their success in language learner as well as the effectiveness of their English course on the basis of how much they feel they have improve in their spoken language

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<sup>22</sup> Brown H. Douglas, *Teaching by Principle* (New York Addison Wesley Logman inc, 2001)

<sup>23</sup> Kathleen M. Bailey, david nunan, *Language Teaching Speaking Practical English*, (new York: the McGraw Hill ESL/ELT Companies, 2005) 2.

<sup>24</sup> Caroline T. Linse, *Partical English Language Teaching: Young Learners*, (New York McGraw-Hill Companies, 2005)47

proficiency. It means that speaking become barometer successful for the students learning the second language.<sup>25</sup>

From the theory above, the researcher get conclusion that speaking is a communication used by people to make interaction between two people in constructing fluency speaking or receiving message or process information for speaker to the listener. Speaking is very important in the live; because that is intended to understand about the information in the communication.

Speaking have the functions, numerous attempts has been made to classify the functions of the speaking in human interaction. Brown and Yule made a useful distinction between interaction function of speaking, in which it serves to establish and maintain social relations, and transactional function, which focus on the exchange of information.

#### b. The function of speaking

##### 1) Talk as interaction

This as mean by conversation and described interaction which serves a primarily function social. In speaking not only communicate with people others, but also have its own function. When people meet, they exchange greeting, engage in small talk, recount experience, and so on because they wish to be friendly and to establish a comfortable

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<sup>25</sup>Jack C. Richards, *Teaching Listening And Speaking From Theory To Practice*, (New York: Cambridg University Press, 2008) 19.



zone of interaction with people others. The focus is more on the speaker and how they wish to present themselves to each other than on the message.<sup>26</sup>

Conversation is highly interactive and a collaborative conversational style. So, speaking should use interaction to be more effective and interesting. Some of skill involved in using talk as knowing how to the following thing: opening and closing conversation, choosing topic, making small-talk, recounting personal incidents and experience, turn-talking, reacting to others, using an appropriate style of speaking.

## 2) Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately, rather than the participant and how they interact socially with each other.

Burn distinguishes between two different of talk as transaction. One is situation where the focus is on giving and receiving information and where the participant focus primarily on what is said or achieved, e.g asking someone for direction. The second is transaction focus on acquiring goods or services, such as checking into a hotel or ordering food in restaurant.

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<sup>26</sup> Anne Burns, *Teaching Speaking*: (Annual Review of Applied Linguistic.1998,)102

Some of the skill involved in using talk for transaction are explaining a need or intention, describing something, asking questioning, asking for clarification, confirming information, justifying an opinion, making suggestion, clarifying understanding, making comparisons, agreeing and disagreeing.

### 3) Talk as performance

The third type of talk which can usefully be distinguished has been called talk as performance. This refers to public talk that is talk which transmits information before an audience such as morning talks, public announcements, and speeches. Talk as performance tends to be in the form monolog rather than dialog, often follows a recognizable format and is closer to written language than conversational language. Similarly it is often evaluated according to its effectiveness or impact on the listener, something which is unlikely to happen with talk as interaction on transaction.

Some of the skills involved in using talk as using an appropriate format, presenting information in an appropriate sequence, maintaining audience engagement, using correct pronunciation and grammar, performance are creating an effect on the audience, using appropriate vocabulary, using appropriate opening and closing.

c. Characteristics of a successful speaking

The character of successful speaking activity, there are:

- 1) Learner talk a lot as much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.
- 2) Participation is even. Classroom discussion is not dominated by a minority of talk active participants all get a chance to speak and contributions are fairly evenly distributed.
- 3) Motivation is high. Learner are eager to speak, because they are interested in the topic and have something new to say about it, or because they want to contributed to achieving a task objective.
- 4) Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.<sup>27</sup>

d. The aspect of speaking

Just like any other English skill, speaking has some aspects as well. There are:

1) Fluency

The term fluency is the capacity to speak fluidly, confidently, and at the rate consistent with the norms of the relevant native speak community. The fluency include principle helping learners for

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<sup>27</sup> Penny Ur, *A Course In Language Teaching* (UK: Cambridge University Press, 1995), 120

teaching learner at the levels, but experience advanced students can make great gains in the class.

Hammerly said “fluency has long been used in everyday speech to mean speaking rapidly and well, in our field it has largely come to mean speaking rapidly and smoothly but not necessarily grammatically.”

The fluency is very important concept for teaching to understand is that while student are at the beginning and intermediate levels of language learning.

## 2) Accuracy

Accuracy is achieved to some extent by allowing student to focus on the elements of phonology, grammar discourse in their spoken output. It mean accuracy involves anything about how part of language is used correctly and appropriately to obtain communicative conversation or in other word the accuracy focuses on creating correct example of language use.<sup>28</sup>

## 3) Pronunciation

Pronunciation is one key to success in learning speak a foreign language. It is not necessary for students to sound like native speakers.

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<sup>28</sup> Brown H. Douglas, *Teaching by Principle* (New York Addison Wesley Logman inc, 2001)

Pronunciation is very important. In order to help learners improve to understand some important information about sounds of English.<sup>29</sup>

## 2. Teaching speaking

Of all the skills there are listening speaking reading and writing. Speaking is very important for people who know a language, that is referred to as speaker of that language, speaking include all other kinds of knowing and many not most foreign language learners are primarily interested in learner to speak.<sup>30</sup>

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Teaching speaking is a very important part of learner of foreign language. The ability to communicate in foreign language learning contributes

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<sup>29</sup> Kattlen M.Bayley, *Practical English Language : Speaking*,

<sup>30</sup> Penny Ur, *a course in language teaching* (UK: Cambridge University Press, 1995),120



the student success in school and real life. There are three basic reasons why it is good ideas to give students speaking task, which provoke them use it.<sup>31</sup>

Teaching speaking is guiding and facilitating learning, enabling the learner to learn and the setting the conduction for learning. Teaching language have very complex problem. The teacher of language in the part has not encouragement to inquire problem.<sup>32</sup>

In the language teaching, the four skills are described in term of their direction. Speaking include most some skill which used in process learner. Speaking is the productive oral skill; it consists of producing systematic verbal utterances to convey meaning. Teaching speaking is sometimes considered a simple process. Although speaking is totally natural, speaking in a language other than our own is anything but simple. In the communicative model of language teaching, the teacher helps the students in real-life communication. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts. There are some principles for teaching speaking:<sup>33</sup>

- a. Be aware of the differences between second language and foreign language learning contexts.

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<sup>31</sup> (Jeremy Harmer, *How To Teach English*, (England: Longman,1998)87

<sup>32</sup> (Douglas Brown, *Teaching By Principle an Interactive Approach to Language* (Pedagogy 2001)

<sup>33</sup> David Nunan, *Practical English Language Teaching*, new York,2003)48

Speaking is learned in two broad contexts: foreign language and second language. A foreign language (FL) context is one where the target language is not language of communication in the society e.g learning in English Japan or studying French in Australia. Second language (SL) context is one where the target language is the language of communication in the society such as English in the UK or Spanish in Mexico.

b. Give students practice with both fluency and accuracy

At the beginning and intermediate level of studies, learners must be given opportunities to improve their fluency as well as accuracy. Accuracy means using the target language correctly and fluency is using language quickly and confidently. The teacher should not emphasize on any one aspect of speaking. Rather, students should get practice on both accuracy and fluency.

c. Provide opportunities for students to talk by using group work or pair work

To improve students' speaking, they should be given enough opportunities to speak in class. So, teacher talk time should be less and student talk time should be more. It is important for language teachers do not take up all the time. According to Nunan also, Pair work and group work can be used to increase the amount of time that learners get to speak in the target language during lesson." In this way, the students will get chance to interact and practice the language with other students.

d. Plan speaking task that involve negotiation for meaning

Those learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make you understood. This process is called negotiating for meaning. It involves checking to see if you've understood what someone has said, clarifying yourself understand, confirming that someone has understood your meaning.

e. Design classroom activities that involve guidance and practice in both transactional speaking.

According to Nunan, interactional speech is much more fluid and unpredictable patterns than transactional speech. Speaking activities inside the classroom need to embody both interactional and transactional purposes, since language learners will have to speak the target language in both transactional and interactional setting.<sup>34</sup>

### 3. Story telling

According to Martha Hamilton and Mitch Weiss said that Storytelling is the oldest form of education. Cultures around the world have always told tales as a way of passing down their beliefs, traditions, and history to future generations. Stories capture the imagination, engaging the emotions and

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<sup>34</sup> ibid54

opening the minds of listeners. Consequently, any point that is made in a story or any teaching that is done afterward is likely to be much more effective.<sup>35</sup>

According to Maynard said stories is the way people communicate their experience and understand the experience of other. And then the way makes sense of the world and their position within. Stories is important to people, politic and education.

According to Barzaq storytelling is a knowledge management technique, a way of distributing information, targeted to audiences and a sense of information, she added that stories provide natural connection between events and concepts and finally, she added that visual storytelling is a way of telling stories through images.

Characteristic of storytelling there are:

- a) It provokes curiosity
- b) It generate students imagination and interest in language skill
- c) It develops vocabulary, comprehension, and story sequencing.
- d) It improves listening and oral communication skill.
- e) It is an interactive and co-operative process
- f) As an art it is an enjoyable tool for practicing language learning skill and verbal expression.
- g) It binds listener together
- h) It help listener remember.<sup>36</sup>

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<sup>35</sup> Martha Hamilton,( *the power of storytelling in classroom*,2005) 2

Stories are at the core of all that makes of human. Stories are the method store information in the brain. If teacher fill their students brain with miscellaneous facts and data without any connection. The brain becomes like a catchall closet into which item are tossed and hopelessly lost. But stories help us to organize and remember information, and tie context together by caine 1994.<sup>37</sup>

Storytelling is one of the simplest and quickest ways of establishing a happy relation between teacher and students in teaching and learning speaking process, and one of the most effective methods to make the students more interest in learning speaking and make the students to speak up bravely. Storytelling is a creative problem solving technique that relies on the background and experiences of students.

Storytelling is a technique which used in process teaching language in speaking skill. In the teaching foreign language, storytelling is an activity involving the interaction communication between storytellers with audience and between some people with other people. This Storytelling has the form of a narrative text. The technique of storytelling is able training ability fluency in foreign language.

As for the purpose of storytelling there are:

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<sup>36</sup> Pravamayee Samantaray B.Ed, M.phil, *Use of Story Telling Method to Develop Spoken English Skill*, hal 1-5 (INTERNATIONAL JURNAL OF LANGUAGE AND LINGUISTICS), Vol. 1, No. 1; June 2014)

<sup>37</sup> Martha Hamilton, *the power of storytelling in classroom*, 2005) 2.



- a) To enable the students to learn English language skills
- b) To enhance their confidence and speaking skill
- c) To increase the student's knowledge of vocabulary, structure, context and grammar
- d) To develop problem solving skills
- e) To teach narrative structure and practice description
- f) To create interest and develop listening comprehension
- g) To improve pronunciation and intonation
- h) To increase the skills of connecting to content, connecting to learners and modeling
- i) To create fluency in speaking and to think about narration in writing
- j) To encourage interaction and share culture <sup>38</sup>

According by Brady and MacDonald, for thousands of year's societies have taught key principles through storytelling. In some cultures without a written language storytelling was the only way to convey a society's culture, values, and history. Storytelling as methods for teaching key principles of their discipline and to help build analytical prowess in students and trainees. Many of these offer prescriptive guidelines to those who teach using storytelling. Examples include: Gershon and Page (2001), Harries, C. (2003), Hill, Gordon, and Kim (2004), Merrill, (2002), Preczewski, Hughes-Caplow,

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<sup>38</sup> Pravamayee Samantaray B.Ed, M.phil, *Use of Story Telling Method to Develop Spoken English Skill*, (INTERNATIONAL JOURNAL OF LANGUAGE AND LINGUISTICS), Vol. 1, No. 1; June 2014)

and Donaldson, (1996). However, there is not a large theoretical foundation or empirical evidence about the storytelling. As have teachers and instructor for thousands of years, because they knowing that storytelling is very effective instructional method.<sup>39</sup>

According to Ling in Julia, storytelling as a learner-centered method helps the students to use the information and delivers the messages to others. So far, it can be said that storytelling is a teaching method in which the students are asked to retell the content of the stories in different word constructions by involving a certain interaction between the storyteller and listener. There are many reasons the teacher use storytelling technique in teaching speaking. It gives the learner chance to use english orally, it means that they can practice and develop their ability to speak english.<sup>40</sup>

Technique is very important in teaching and learning process. It has a very essential role in supporting the success of teaching and learning process. Techniques are the specific activities manifested in the classroom. In other words, a technique is about any of a wide variety of exercises, activities, or tasks in the language classroom used to achieve the objectives of the lessons. There are a number of techniques which can be used to ensure that students not only understand the meaning of a language form but they are also able to

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<sup>39</sup> Dee, H Andrews, Thoms D. Hull, And Kareen Demeester, *storytelling as an instructional method*, 2010) 3

<sup>40</sup>Mukminatus Zuhriyah, *storytelling to improve student speaking skill*,(english education: jurnal tadriss bahasa inggris) Vol 10 (1), 2017

use it in exchanging or producing ideas and feelings. One of the techniques that can be used and applied in classroom activities is storytelling.

Storytelling as part of speaking activities in classroom is an effective teaching tool that enables students to focus on story structure. Storytelling is the original of form teaching. There are still societies in which it is the only form of teaching. Though attempts have been made to imitate or update it, like the electronic storytelling of television, live oral storytelling will never go out of fashion. A simple narrative will always be the cornerstone of the art of teaching.<sup>41</sup>

The technique storytelling is much related to social in English foreign language in classroom. This social relationship involved in storytelling in group works and the interaction between students when dealing with storytelling activities to meet the emotional cognitive and psychological demands. As a learning method, storytelling basic focus in English foreign language classroom is specifically speaking in an oral session is to remind students that listening is important, their spoken words are. It is a practical powerful teaching tool in the fact that it initiates students to discuss about the target culture.

There are five types' stories in process of teaching learning using storytelling strategy. There are; 1) A true story from one's own life, 2) A true

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<sup>41</sup> E. Martin Pedersen, *storytelling and the art of teaching*, Vol 33 no.1 January March 1995, page 2

story from the life of someone, like a friend, family member, or neighbor. 3) A true story from the news or a current event. 4) A story that took place sometime in history. 4) A fictional story, with made up characters or events. 5) An Imaginative story that sets up a hypothetical situation.<sup>42</sup> From the some types above can support motivation student on teaching learning. Because they are interested in the topic and have something new to say, or they want to contribute to achieving a task objective.

Mauro Dujmovic said, the most important advantages of storytelling for teaching learning english, there are

1. Story are motivating and fun and can help develop positive attitudes towards the foreign and language learning. They can create a desire to continue learning.
2. Stories exercise the imagination; the students can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustration. This imaginative experience helps develops them own creative powers.
3. Listening to stories in class is a shared social experience. It can help build up student's confidence and encourage social and emotional development.<sup>43</sup>

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<sup>42</sup> <http://www.teachhub.com/storytelling-classroom-teaching-strategy>. akses jam 11.00. 30 november 2017

<sup>43</sup> Mauro Dujmovic, storytelling as a method of EFL teaching, 77



(4) Listening to stories allows the teacher to introduce or revise new vocabulary and sentence structures by exposing the children to language in varied, memorable and familiar contexts.

## **B. Previous Research Findings**

This research is started from previous research finding, before the researcher will hold this research; the researcher studied previous research as follows: the first is by Muhammad Muzaironul Afandi with the title Using Storytelling for Teaching Speaking in Extracurricular Program at SMPN 1 Siman Ponorogo. He focused on and how is the solution for the obstacles of using the storytelling for teaching speaking in extracurricular program. The researcher has an idea, the solution for the obstacles of the using storytelling to teach speaking are as follow: a familiar language make easier for students to speak for longer without hesitation and give them a sense of accomplishment, interesting topic: choosing a topic according to the interest of the class ensure student motivation.

There is a difference between researchers with previous research about the applying storytelling technique for teaching speaking skill in MA Darul Huda Mayak Ponorogo. Whereas for similarly in this researcher and this research that both use storytelling technique for teaching speaking.

The second previous research finding is qualitative research conducted by Imroatul Mufidah with the title A Descriptive Study on the Method of Teaching Speaking at be Best Course (Bbc) in Berbek Semare Nganjuk. She focused on the



method used by the tutor in the teaching speaking, it is the tutor uses the audio lingual method teaching speaking; this method is focus in repetition in some words to memorize. This method is aimed to create communicative competence. Furthermore, the dominant method used by the tutor the teach speaking at Be-Best Course. The researcher recommend that the students speaking skill is good. They can speak fluently. They give eye contact, body language or gesture during speaking therefore, their performance in interesting. They also have good pronunciation. And they also develop the idea to be an interesting topic.

There is a difference between researchers with previous research about the dominant method used by the tutor to teach speaking are audio lingual method and the communicative language teaching. Whereas for similarly in the researcher and this research is the advantages of the implementation of storytelling technique for teaching speaking skill are the students could speak English fluently. They could speak pronunciation intonation is well and more interest to learning English. When they speaking in front of the class, them not monotone.

## CHAPTER III

### DATA PRESENTATION

#### A. General Data

##### 1. The history of establishment of MA Darul Huda Mayak Ponorogo

Darul Huda Islamic senior high school was built on September 29, 1989 with the number of operational licences Wn 06.04/00.0352/58.14/1989 shelter under Darul Huda Cottage Foundation. It is one of the many Islamic senior high schools in the district Ponorogo. Darul Huda Islamic senior high school has a vision with " علي نهج السلفية الحديثة " and has mission to provide mastery of the Islamic religious and science, according to the level of capabilities and needs in preparation for continuing education to a higher level and life the Islamic community.

##### 2. Profil of MA Darul Huda

###### a. Meaning of Symbol



- 1) Star (golden yellow): lofty objective, knowledgeable, charitable, pious, glorious deeds.
- 2) Word sky (blue sky): shows insight.
- 3) Triangle (yellow gold): Stealing is good if flying up and falling down still stuck, do not waver *aqidah*.
- 4) Left wing (white labeled Islam): Islam is a pure.
- 5) The right wing (white could) writing “Bookish, charitable, godfearing” as motto of PP. Darul Huda.
- 6) Post mayak tonatan ponorogo curved upwards: indicates location of PP. Darul Huda.
- 7) Arabic writing: it is the name of the board.

**b. Vision**

The visions in MA Darul Huda are knowledgeable, charitable, and pious, the indicator as follows, *knowledgeable*: have the science of high quality in governance technology science and IMTAQ as *Kholifah Fi al-ardl*, *charitable*: become increasingly skilled in form regilius (hablun minallah), and become increasingly skilled in form of group (hablun minannas), *pious*: always do bit and had no truck with all inclemency. For the norm religius or the norm of society.

**c. Mission**

- 1) Giving a science came in useful for students.
- 2) Keeping the faith and god-fearing to Allah SWT.

- 3) Accompanying a cadre gird up, intelligent, be own master science, professional and eclectic.
- 4) Implementating learning and guidance on effective, competent, creative, and so every student can development in an optimal.
- 5) Building and take part with area society.
- 6) Goading and helping students getting to know itself or potential until development as intact and potential.

**d. Objectives**

- 1) Increasing knowledge quality that applicable to all students.
- 2) Increasing of charity quality the scientific for accredited school.
- 3) Increasing of attitude quality and charitable Islam religious for accredited school.
- 4) Increasing of attend to accredited school about cleanness and beauty in area school.
- 5) Increasing of quality or quantity, facilities or infrastructure and a facility advocating increase of academic achievement and non-achievement.

**e. Geographical location and infrastructures of MA Darul Huda**

MA Darul Huda is located in Darul Huda Cottage Foundation which is the location in areas is easily accessible via public transportation, as well as private vehicles. Darul Huda Islamic Senior High School is located 2 (two) miles east of downtown Ponorogo and still including the

Ponorogo district, precisely located at Ir. H. Juanda street number 36 Mayak Tonatan Ponorogo.

**f. Organizational structure of MA Darul Huda**

In an educational institution, it is necessary to facilitate the structuring of school organization to share duties in an organization. It is needed to make the authority of individual units work together and help to achieve the objectives that had been defined. Personnel structures of MA Darul Huda Ponorogo are as follows:

1. Head master : Drs. Mudafir
2. Head of administration : Ahmad Sujari, AZ
3. Assistance of managing curriculum : Umar salim, M.Pd.I
4. Assistance of managing school's facilities : Mudir Sunani
5. Assistane of school's public relation : Masyhuri, S. Pd. I
6. Coordinator of student counselor : Qoribun Sidiq, S. Ag

**g. Teachers and students in MA Darul Huda**

The number of teachers and staff of MA Darul Huda Ponorogo in academic years 2016/2017 are about 120 people. Faculty members are among them came from graduation from cottage, university/ college, and graduated from Darul Huda Islamic Senior School. The teacher of MA Darul Huda in academic years 2016/2017 are about 9 people there Are Taufik Hidayat, S.Pd, Aris Umami, Suprpto, Nafiatur Rahmawati, Nisaul Munafiah, Zulfa Amalia, Irfa Amri.



The number of students of MA Darul Huda is increased years to years. The number of male and female students of MA Darul Huda according to the division in accordance with the class as attached. The table of the number of teachers, staff and students in MA Darul Huda are follows:

Table 4.1 the number of students

Years	Students		
	Male	Female	Amount
2012/2013	710	958	1668
2013/2014	807	1120	1927
2014/2015	833	1279	2112
2015/2016	877	1350	2227
2016/2017	962	1361	2323

Table 4.2 the number of teachers

No	Type of teachers	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017
1.	Civil servants	2	2	2	2	2
2.	Permanent teachers	96	106	117	120	126
3.	Teachers not fixed	-	-	-	-	-
4.	Center for teachers contract	-	-	-	-	-
5.	Local teachers contract	-	-	-	-	-
6.	Employees	10	10	10	10	10
<b>Total</b>		108	118	129	132	138

#### h. Facilities

In the 2016/2017 academic years, the facilities that are owned by MA Darul Huda include the following:

- 1) 73 classrooms to learn.
- 2) 90 toilets for students.
- 3) 1 head master room.
- 4) 2 Teacher room.
- 5) 2 Library
- 6) 2 administrative rooms.
- 7) 1 IPA laboratory
- 8) 2 computer laboratory
- 9) 1 language laboratory

## **B. Description of specific Data**

In this chapter the researcher describes the data. The data were collected through interview, observation, and questionnaire in 2 grade students of MA Darul Huda Mayak Ponorogo. This data describes general data, using storytelling technique for teaching speaking skill in a class. The interview was conducted between the researcher and the English teacher of MA Darul Huda Mayak Ponorogo. The interview was expected to give information to the researcher, particularly concerning with using storytelling for teaching speaking skill. The researcher applied a structured interview in which some questions and prepared before. After conducting the observation and the interview, the data concerning with the research problems were presented in the following.

**1. The teacher apply storytelling technique for teaching speaking skill at MA Darul Huda Mayak Ponorogo in academic year 2016/2017.**

The English teachers of XI grade in MA Darul Huda Ponorogo In the learning process are needed to be in every learning process. Technique in learning process is a component of support the teacher to make varieties in applying speaking skill in the class.

The researcher interview Mr. Taufiq Hidayat as the teacher of MA Darul Huda Mayak Ponorogo, according of Mr. Taufiq Hidayat:

“In the process of learning English language, the problems often appear to study English especially on speaking skill. Before teachers used storytelling technique, the problem is that do not master enough vocabulary. Students had experience the weakness in speaking skill.”<sup>44</sup>

Some students also said that speaking English is very difficult for them, because they find it difficult to build sentences when they try to express their ideas. So, students fell worried on learning speaking.

Speaking English teaching and learning in MA Darul Huda Mayak Ponorogo some problem, this is an interview result with Mrs. Nisa, there are:

“We find students problem in learning English especially for teaching, such as: student did not master vocabulary, lack of student’s activity in the process teaching and learning English, and students as fear to make mistake on the process of learning in classroom.”<sup>45</sup>

From the statement above, some students MA Darul Huda Mayak Ponorogo less mastered the speaking skill in English. There are student less

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<sup>44</sup> Look at interview transcript code 01/I/10-01-18

<sup>45</sup> Look at interview transcript code 02/I/18-01-18

mastered vocabulary, lack of students activity in the process teaching and learning English, of their motivation to follow learning process well, and students fear mistake activity on the process learning in classroom

According of Mr.Taufiq Hidayat as teacher English, The teachers apply storytelling technique for teaching speaking skill as follows:

“The first Preparation is vocabulary that is related on the narrative text, second planning and structure in storytelling, third, pre-test, in this activity, teacher ask students to speak with their friends, the last, practice in front of classroom.”<sup>46</sup>

Based on the interview, about apply technique storytelling in teaching and learning English in MA Darul Huda Mayak Ponorogo it can be informed that using storytelling technique can help students to enjoy, more understand, confidence to speak and can build the student motivation to learn English. Storytelling in teaching and learning process as method it can help the students more easily to fluency in pronunciation to speak in classroom and can help the students to story in narrative text.

This is an interview with Mrs. Nisa as teacher English in MA Darul Huda, the follow: apply storytelling technique in teaching and learning English specially for speaking into four steps, there are:

“the teacher convey a story, students ask for understand contents on the text, teacher asked of the students to reading text together, and presentation in front of class.”<sup>47</sup>

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<sup>46</sup> Look at interview transcript code 01/I/10-01-18

<sup>47</sup> Look at interview transcript code 02/I/18-01-18

Based on the observation and interview, about using storytelling technique in the teaching and learning English at XI grade of MA Darul Huda Mayak Ponorogo. From some steps that shall be done by the students that will help them more active and easily to speaking in class.

This technique is very important on teaching and learning speaking skill. Because storytelling technique will make the learning experience easy to understanding by students. The students usually experience difficulty on the spoken language English.

“Mrs. Aris Umami stated I have practiced storytelling technique in teaching language English. I implemented storytelling technique less or more 6 year ago. I think teaching and learning speaking English to coincide with listening. The problem is often appear when learning English one problem vocabulary, students did not know pronunciation and intonation in delivering of the story. So, the story can be imbued used intonation with storytelling technique. After that, students looking the text of the story. Therefore, students can know pronunciation and intonation even body language in storytelling.”<sup>48</sup>

Based on interview, about the problems appear on teaching and learning language English in MA Darul Huda Mayak Ponorogo. That is students experience weakness of pronunciation and intonation in expression the story. It's very important on learning speaking skill. So, students must have more regular learning and training of pronunciation and intonation in spoken English. So they will be to have more easily of fluency and accuracy in speaking language English. Fluency and accuracy is very important in communication foreign language English in class.

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<sup>48</sup> Look at interview transcript code 03/I/23-01-18



According Mr. Aris Umami about interview, I use this technique to simplify and facilitate students in practicing storytelling. Storytelling technique to improve students' ability in vocabulary and also add insight into the skills of stories. Would be If in other ways of course to improve student confidence. In apply teaching and learning english speaking skill in class, usually, I used storytelling technique the same with listening. So, I use video there is students had practice on storytelling (story). Students' spoken language English with intonation and body language is good. Therefore, they listener text of the stories. In the process, I examined those students so in order to become maximal on the listening. After that, students give opportunity to be question related with pronunciation. Afterwards, students have practice storytelling of the text in the classroom. In other time storytelling technique implemented on semester examined can named green card (kartu hijau).<sup>49</sup>

Based on interview in MA Darul Huda Mayak Ponorogo, about application of storytelling technique in teaching and learning speaking in classroom, The procedure of storytelling as follow: (1) the teacher give text the story to students. (2) The teacher asks the students to listen the video. (3) The teacher asks the students to tell the story based on the result of their in front of the classroom.

“Mr. Taufiq Hidayat as follows: storytelling is important to learn speaking. It gave them motivation and inspiration to speak. The students are very interested with Storytelling technique on study language English especially of speaking skill. Storytelling is helpful and useful for them in order to improve their speaking ability. In the text of storytelling is narrative text. The type of stories can be used for teaching and learning includes: traditional stories (folktales, epics, legend, etc), experiences from everyday life, original creative stories. Example of stories there are: Cinderella, timun emas, bawang merah bawang putih, etc.”<sup>50</sup>

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<sup>49</sup> Look at interview transcript code 03/I/23-01-18

<sup>50</sup> Look at interview transcript code 01/I/10-01-18

Furthermore, storytelling is at one of the simplest and quickest ways of establishing a happy relation between teacher and students in teaching and learning process. One of the most effective methods to make the students more interest, enthusiasm, happy in learning and teaching speaking. Those techniques also improve speaking ability by students. Furthermore, the type of story also effect on learning speaking process to more enthusiasm by students.

Whereas, according to Mr. Aris Umami about storytelling technique,

“This technique can increase interest spirit learning speaking for students. Because after implementation storytelling have assessment conversional, in the practice form green card (KARTU HIJAU) students very spirit, cause used technique interest not monotone. Students can exploration and they can show speaking skill is good.”<sup>51</sup>

Based on the interview, about teaching and learning English at 2 of grade MA Darul Huda Mayak Ponorogo it can be inform that using storytelling technique can interesting learn English the student to more understand, confidence to speak and build the student motivation to learn English. Moreover, using storytelling for teaching and learning speaking can help the students to increasing speaking skill. Because this technique more easily understand of story and can help the students to storytelling of story in narrative text.

“According to Siti Stani Kasiyah the student of grade XI IPA F: I like is study language English in classroom, when the teacher use storytelling technique in learning English process, teacher use video, then we asked to writing text story the listen of that video. After that, we asked to reading of the text with friends in class, the last, we

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<sup>51</sup> Look at interview transcript code 03/I/23-01-18

practice an individual in front class. Usually, Text of a story give me in class as daily activity, legend etc. I feel happy when telling a story. Because it can new vocabulary, increase experience learn English, I also become active in learning English. I feel difficulty in utterance of foreign word, but the always help me, so I am still confident to spoken”<sup>52</sup>

The result of interview in MA Darul Huda Mayak Ponorogo, using storytelling technique for teaching and learning speaking it can develop imagination of students, making happy condition, extensive experience in learn English, training to concentration listener, and students activity in learn English. The students speaking have difficulty in intonation and pronunciation. But the teacher always help the students directly, therefore, students can receive with easily. Besides, the teacher always gives positive motivation.

## **2. Advantages and disadvantages of the implementation of storytelling for XI<sup>th</sup> grade teaching speaking in MA Darul Huda Mayak Tonatan Ponorogo**

Some teachers give statement about the advantages of storytelling technique, the researcher got the result of interview such as follows:

According Mr. Taufiq Hidayat:

1. The students can have more activity in speaking English learning process.
2. The students can build motivation in learning speaking.
3. The students can be more easily in getting longer memories to speak.

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<sup>52</sup> Look at interview transcript code 05/I/09-02-18

4. This technique can give the students enthusiasm in learning speaking class.
5. Using this technique make the students feel enjoyable in speaking.
6. It can help the students to own vocabulary in perspective.
7. The students can speak pronunciation is well.<sup>53</sup>

The other teacher from Mrs. Nisa:

“I use this technique already a few years ago, after apply this technique, students can increase speaking skill in class, they can add to vocabulary language English, they can convey contents a story with enjoy and relax, it can more enthusiasm, motivation, and more interest to learn English and improve it especially in speaking aspect.”<sup>54</sup>

According Mr. Aris Umami:

“ the advantages and disadvantages of using storytelling technique in teaching speaking, there are: this technique can motivated learn English especially in speaking skill, the students more easily arrest not pronunciation, they more support, fell happy, more active, feel bored, and to increasing confidently by students.”<sup>55</sup>

The result above of interview and observation by some teachers of MA Darul Huda Mayak Ponorogo, the researcher conclude that gives some the advantages of apply storytelling technique. In using this technique, students can speak correctly bravely and confidence, they can more active to learn English speaking. But not only can be that, by using storytelling technique the teacher also make interaction with them. Students also make motivation to learn English especially in speaking skill. This technique also gives knowledge and experience by students.

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<sup>53</sup> Look at interview transcript code 01/I/10-01-18

<sup>54</sup> Look at interview transcript code 02/I/18-01-18

<sup>55</sup> Look at interview transcript code 03/I/23-01-18



Storytelling techniques also has disadvantages in learning and teaching English speaking. There are interview with some teachers of MA Darul Huda Mayak Ponorogo.

Mr. Taufiq Hidayat said:

“Storytelling techniques have disadvantages in process learning and teaching speaking in class, there are: this technique lacked for time a long when practices a story in front class, the students have difficulty in pronunciation newly known word, if text story is not interesting so the students less active in class.”<sup>56</sup>

This is according of Mrs. Nisa:

“Have been practiced, students is low vocabulary, students one afraid to make mistake. My experience in teaching and learning of storytelling technique, there are: less confidently inside conveys a story in front classroom, feeling difficulty memorizes a text story long, students uncertain can present back a story mistake when talking.”<sup>57</sup>

Mr. Aris Umami said:

“The disadvantages this technique: using storytelling technique need time a long, because this technique has practiced individual by students.”<sup>58</sup>

Based on the data the researcher can conclude that. From some the teachers, Implementation teaching and learning English speaking in process have a difference using storytelling technique. So, the response of students also different in process of learning English, the students feel difficulty in pronunciation, the students partly less confidently and afraid to make mistake in front class, they be under standard is lack of vocabulary, but the students

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<sup>56</sup> Look at interview transcript code 01/I/10-01-18

<sup>57</sup> Look at interview transcript code 02/I/18-01-18

<sup>58</sup> Look at interview transcript code 03/I/23-01-18

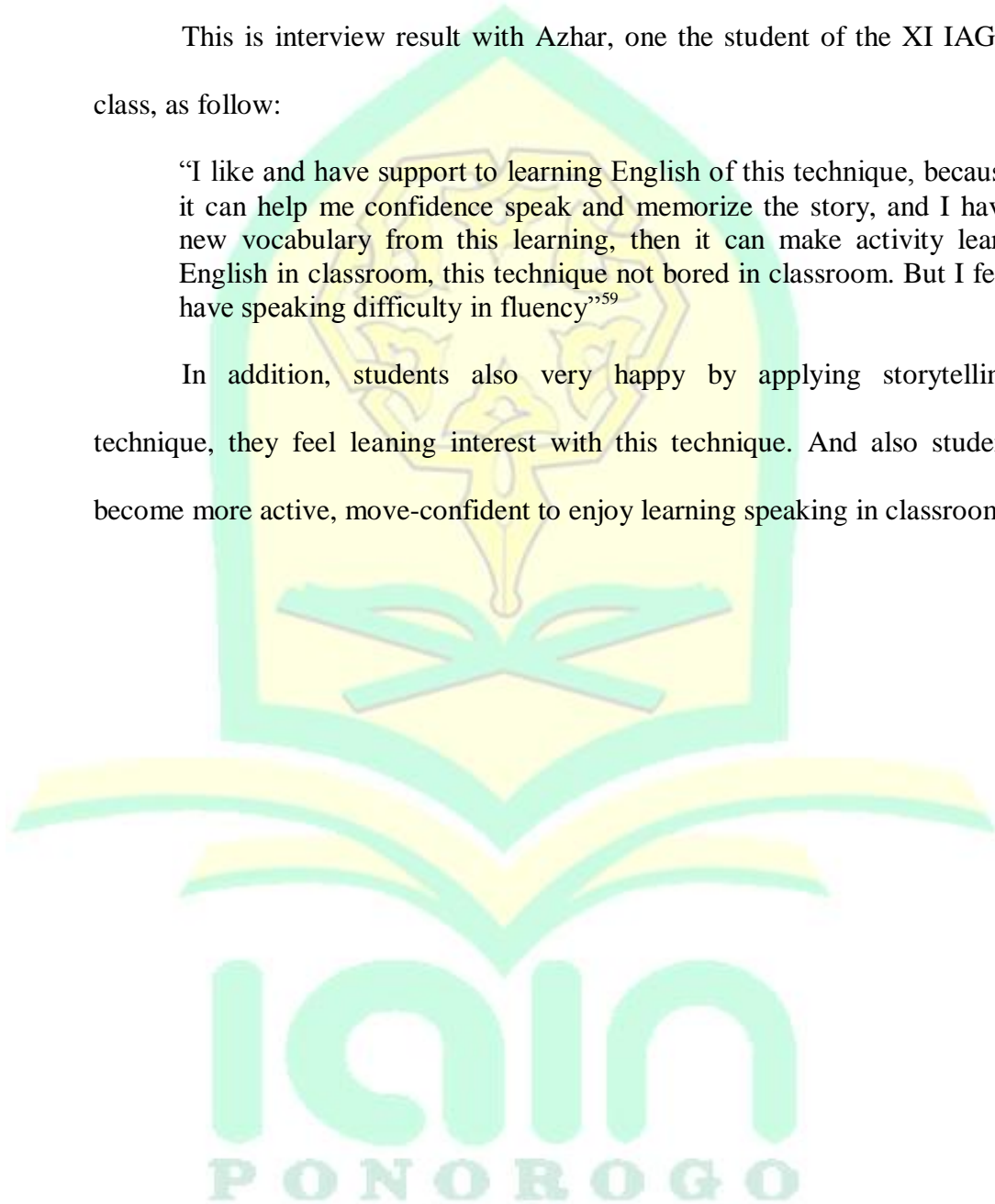


excellent class experience the opposites. Storytelling technique needs for a long time to practice in front class.

This is interview result with Azhar, one the student of the XI IAGA class, as follow:

“I like and have support to learning English of this technique, because it can help me confidence speak and memorize the story, and I have new vocabulary from this learning, then it can make activity learn English in classroom, this technique not bored in classroom. But I feel have speaking difficulty in fluency”<sup>59</sup>

In addition, students also very happy by applying storytelling technique, they feel leaning interest with this technique. And also student become more active, move-confident to enjoy learning speaking in classroom.



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<sup>59</sup> Look at interview transcript code 04/I/15-01-18

## CHAPTER IV

### DISCUSSION

In this chapter, the researcher discusses the result of the researcher based on the statement of problem. The results of discussion are taken from the recording the teaching learning process, interview and observation, that held in 2<sup>nd</sup> grade student at the MA Darul Huda Mayak Ponorogo. The explanation of discussion as follows:

#### **1. The application of storytelling technique for teaching speaking skill in MA Darul Huda Mayak Ponorogo**

The researcher find some problem appear in process learning and teaching English especially on speaking before applying storytelling technique. The first, some of students just have experience less vocabulary, students understand with the teacher explanation but students difficult to explain in front of the class, so it make student feel confused, etc.

The second, when the teacher explained about the material, usually students' noise, not attention the material because some students not understand pronunciation and intonation. They can understand pronunciation and intonation after look the text of storytelling (story).

The third, the students feel shy, because they are afraid of mistake express of the story. So, the teacher gives reward such as the best value etc. from the reward student is enthusiasm in practice telling story in front of the class.

The application of storytelling technique for teaching learning speaking to the XII grade students of MA Darul Huda Mayak Ponorogo had some steps. It made learning process of well planned.

Based on the data collection of the applying storytelling technique for teaching speaking in class by teacher Mr. Taufiq Hidayat, the researcher analyzed the ways to applying storytelling technique for teaching speaking.

- a. The teachers prepared material will give to the students.
- b. The teacher share the text of storytelling (story) contains the narrative text to the every student.
- c. The teachers explain for the students about the narrative text.
- d. The teacher prepared many vocabulary be related with story.
- e. The teacher give instruction for the students to give the group, every group contains four students. Then, the teachers give instruction again for the students to read and discussing about the narrative text which was share.
- f. The teachers give instruction for the students in pronunciation speaking.
- g. The teachers give instruction for the every student in group to spoken with other friend as commutation
- h. The teacher checking for the student about their story, if the student explain wrong of the story, the teacher can be corrected explain of the student. The teacher gives the opportunity to the student.
- i. The teachers ask the student practice in front class.<sup>60</sup>

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<sup>60</sup> Look at interview transcript code 01/I/10-01-18

Based on the data above, the researcher included the storytelling is easy technique to be applied. The teacher always helps and gives motivation to students an activity in classroom. The story share paper contain narrative text, the students work in group because the teacher will the student discussion and read in group. The teacher gives instruction of material for the students. The student exercise storytelling in front class. The student more active in process speaking in classroom, they enjoy English speaking. This technique is very good in English learning speaking skill in class. It is suitable with the statement from related literature chapter II, Brady said, for thousands of year's a society have taught key principles through storytelling. In some cultures without a written language storytelling was the only way to convey a society's culture, values, and history. Storytelling as methods for teaching key principles of their discipline and to help build analytical prowess in students and trainees. Many of these offer prescriptive guidelines to those who teach using storytelling. Examples include: Gershon and Page (2001), Harries, C. (2003), Hill, Gordon, and Kim (2004), Merrill, (2002), Preczewski, Hughes-Caplow, and Donaldson, (1996). However, there is not a large theoretical foundation or empirical evidence about the storytelling. As have teachers and instructor for thousands of years, because they knowing that storytelling is very effective instructional method.<sup>61</sup>

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<sup>61</sup> Dee, H Andrews, Thoms D. Hull, And Kareen Demeester, (Storytelling As An Instructional Method, 2010) 3

The result of the interview by Mrs. Anis, some steps of the applying storytelling technique for teaching speaking at MA Darul Huda Mayak Ponorogo is classified some process: the first the teacher convey of material a text story in narrative text. Generally, the narrative text used a stories fable, funny, ect. The second, the teacher asks for every student to read and understand of the stories the narrative text. If student not understand about narrative text or difficult in pronunciation then the teacher help and give instruction in english speaking until they correct in understand and pronunciation language english. After that, student asked exercise with other friend. The teacher also gives some explanation about text and asked whether they understood the text or not. And then, the teacher gives example how to tell of story, He performer by giving correct pronunciation, stress and intonation. The last, the teacher ask of student to have practice storytelling in front classroom individually.<sup>62</sup>

Build on analysis above, teaching and learning of storytelling can easy for student to understood a story and abridge for students to spoken English. It is appropriate with explain by Pravamaye Samantaray, the purpose of storytelling there are to enable the students to learn english language skill, to enhance their confidence and speaking skill, to improve pronunciation and intonation, and to encourage interaction and share culture.<sup>63</sup>

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<sup>62</sup> Look at interview transcript code 02/I/18-01-18

<sup>63</sup> Pravamayee Samantaray B.Ed, M.phil, *Use of Story Telling Method to Develop Spoken English Skill*,(INTERNATIONAL JOURNAL OF LANGUAGE AND LINGUISTICS), Vol. 1, No. 1; June 2014)



Brown and Yule said made a useful distinction between interaction function of speaking. In which it serves to establish and maintain social relations, and transactional function, which focus on the exchange of information. The function of the speaking for students there are talk as interaction, talk as transaction, talk as performance.

Talk as interaction are conversation and described interaction. Conversation is one of the most basic forms of human interaction. In teaching and learning english speaking using storytelling technique it always be related with talk as interaction. Because talking with other people is an important way to continuo the language acquisition process by students of MA Darul Huda Mayak Ponorogo. For the reason, it is important that teachers help advanced learners continuo to develop their conversational skill.

Talk as transaction refers to situations where the focus in on what is said or done. The message and making oneself understood clearly and accurately, rather than the participant and how they interact socially with each other. So, storytelling technique for teaching and learning english speaking can develop interaction student with other students in class or other class.

Talk as performance refers to public talk that is talk which transmits information before an audience such as morning talks, public announcements, and speeches. Thus, this skill can fluently speak English in learning process. Because talk as performance can show ability English speaking in classroom.

From various a process learning english applied with using storytelling technique in MA Darul Huda Mayak Ponorogo it three procedure to easy learning and teaching speaking. (1) *Text story*, it is a paper which contain about narrative text, usually narrative text take of folktales, epics, legend, experience from everyday life. Example of stories there are: Cinderella, timun emas, bawang merah bawang putih, malin kundang etc. (2) *listen of audio or video*, initially, teacher ask listener of audio or video to students several time in class, the teacher ask for the student to written of the narrative text on process listener audio or video, so that they can usual written text of word the accuracy on creating correct, then they more focus of whether listen. But learning English process this technique constituent part for fluency on speaking English. So, student also practiced spoken English. (3) *Evaluation*, it means the student asked to tell the story based on the result of their listen and write in front class.

In process teaching and learning English speaking use storytelling technique, *text story is* one a material which consist some sentence appropriate with topic of the story. The topic of the stories must interesting of students in learns English in class. The teacher casually in teaching learning speaking English used text story, thus the teacher be opting topic Snow White, When Abu Ali Counted His Donkeys, The Legend of Telaga Warna, The Legend of Rawa Pening, and The Deer and the Tiger. Because this topic more be familiar by students so the students with easily to understand a content of the stories.

Formula of total score are:

No	Aspect of value	Score	NB:
1	Fluency	25	5 = unspeakable
2	Pronunciation	25	10 = not good
3	Comprehension	25	15 = enough
4	Expression	25	20 = good
	Total of score	100	25 = very good

Table 1.1

This table is the results of storytelling practice the students at XI. F Darul Huda Mayak Ponorogo.

No	Name	Aspect				Total Of Score
		Fluency	Pronunciation	Comprehension	Expression	
1.	Afra I' anatul Karomah	20	20	20	20	80
2.	Alfiana Masfiatul Azizah	20	15	20	20	75
3.	Amin Suprihatin	15	20	20	25	80
4.	Arum Dwi Indraswari	15	20	20	20	75
5.	Atik Nur Rosyidah	20	20	20	25	85
6.	Chica Rahma Kusnia	20	25	20	20	85
7.	Dea Afitasari	20	15	21	20	81
8.	Dwi Laelatul Rohmah	20	20	25	20	85
9.	Dailya Rahma Kusnia	20	20	20	18	78
10.	Ervina Dwi Nadya	20	17	20	19	78
11.	Fitri Nur Aini	21	20	20	20	81
12.	Galuh Dianita	20	20	15	20	75
13.	Hanna Wasi' aturrohmah	20	20	20	25	85
14.	Hanifah Fauziah	20	20	18	20	78
15.	Ihda Lutfi Masrurroh	23	20	20	20	83
16.	Intan Aulia Fatmawati	25	20	20	20	85
17.	Isnaini Nur Fitriani	20	18	20	20	78
18.	Khauthotul Jannah	21	20	20	20	81
19.	Khoirun Nisak	20	25	18	15	78
20.	Leny Nur Rahmawati	18	20	20	20	78

21	Linda Rahmawati	20	20	15	20	75
22	Mahsuna Alfiani	25	25	20	20	90
23	Maslikhatul Khasanah	20	20	20	15	75
24	Nadia Sanias Aini	25	20	20	20	85
25	Nihayatul Mahbubah	—	—	—	—	—
26	Roudhotun Nisa'	20	20	20	15	75
27	Rodhatul Alawiyah Ash Shodiq	20	20	20	20	80
28	Shindia Dewi Pratama	20	25	20	23	88
29	Siti Afiffatul Khoiriyah	20	20	20	20	80
30	Sriani	20	20	15	25	80
31	Tia Mardayanti	20	15	20	20	75
32	Ulfa Febriantika	21	20	20	20	81
33	Wulan Ayu Pratiwi	20	20	18	15	73

Table 1.2

Containing mean of students speaking test storytelling

<b>X</b>	<b>F</b>	<b>Fx</b>
90	1	90
88	1	88
85	3	255
83	2	166
82	2	164
81	4	324
80	5	400
78	6	468
75	7	525
73	1	73
0	1	0
Total	32	2553

$$M = \frac{\sum fx}{N}$$

$$= \frac{2553}{33}$$

$$= 77.36 \%$$

And then, the researcher analyzed students speaking test score by calculating of percentage method such as follow:

Table 1.3  
Counting of percentage

<b>X</b>	<b>F</b>	<b>Success</b>	<b>Unsuccessful</b>
90	1	√	-
88	1	√	-
85	3	√	-
83	2	√	-
82	2	√	-
81	4	√	-
80	5	√	-
78	6	√	-
75	7	√	-
73	1	√	-
0	1	-	√
Total	33	32	1

Percentage of success students is:

$$P = \frac{f_s}{n} \times 100\%$$

$$= \frac{32}{33} \times 100$$

$$= 96.96$$

$$= 96.96 \%$$

From the data above, the researcher include that, 96.96% the student's success from 33 students in percentage storytelling technique for teaching speaking skill at XI F MA Darul Huda Mayak Ponorogo.



Table 1.4  
The table of percentage in form questionnaire at class XI IAGA MA  
Darul Huda Mayak Ponorogo.

No	Students opinion	Percentage			
		A	B	C	D
1	The students interest of storytelling technique	Interest 51,61 %	Truly interest 6,45%	Less interest 41,93%	
2	The students fell happy in storytelling technique in class	happy 51,61 %	Very happy 6,45%	Less happy 32,25%	not happy 9,67%
3	The students more active in storytelling technique for learning teaching english.	Active 51,61%	Very active 6,45%	Less active 41,93%	Not active 18,75%
4	Storytelling can easily english speaking.	Easily 64,51%	Very easily 12,90%	Uneasily 16,12%	Not full 6,45%
5	The students have understood vocabulary.	Yes 54, 83%	Only a few 38,70%	Not 6,45%	Not full 3,125%
6	In process learning always communication use language english.	Yes 12,90%	Some times 67,74%	Not 19,75%	Not full 6,25%
7	Storytelling technique can help learn english speaking.	Helping 64,51%	More help 9,67%	Not help 25,80%	
8	The students getting value more value after used storytelling technique.	Good 51,61%	Very good 9,67%	Usual 35,48%	More good 3,22%
9	Material give students can interesting and gratify.	Interesti ng 38,70%	More interest 16,12%	Less interest 45,16%	Not interest 6,25%
10	The students can motivation in learn english.	Motivat e 54,83%	More motivat ion 6,45%	Not motivati on 29,03%	Not full 9,67%

From the result of questionnaire above, the researcher concluded that 51, 61% the student interesting with storytelling technique in process learning teaching English speaking, 51,61% The students feel happy in class teaching learning speaking process, 51,61% The students more active in storytelling technique for learning teaching English, 64,1% this technique can easily the students to speak English. Furthermore, use storytelling techniques the students have understood vocabulary that is 54, 83%. 12, 90% the students always communication use language English in learning speaking process. But the students sometimes communication use language English by 67, 74%. 64, 51% Storytelling technique can help the students learning English speaking and 9, 67% more help. 51, 61% the students getting value more value after used storytelling technique. This proven 38, 70% the students can interesting and gratify of material of teacher and 16, 12% their more interesting. 54, 83% the students can motivation in learn English.

Based on the data above, researcher can concluded applying storytelling technique for teaching speaking skill in MA Darul Huda Mayak Ponorogo there are preparing material (text story, audio), explaining of material, evaluation ( practice tell story in front class). Storytelling can help the student to improve their speaking skill because it support them in class and also give idea and make their confidence when presentation in front class or in other class. Further, they active to speak when learn English speaking skill, it can motivated in learning English speaking.

## **2. The advantages and disadvantages of the implementation of storytelling technique for teaching speaking skill in MA Darul Huda Mayak Ponorogo**

Basically The implementation of storytelling technique for learning teaching English especially for speaking skill, this technique is good in process english learning speaking. Besides that, these techniques have many advantages for english learning teaching speaking process in class or other class.

From the interview, the researcher concluded that advantages of implementation of storytelling for English learning teaching speaking. There are: storytelling can develop speaking and listening skill, students will speak English with fluency and more easily in pronunciation, because they is more confidence when practice in front other friends. This technique also can make activity in speaking English learning, the students also can motivated in learning speaking. Besides that, they also can more be easily in getting longer memories to speak. Used storytelling students not monotone in process learn English speaking. Cause, this technique make the student enjoyable and happy in learn English.

From the theory of Mauro Dujmovic said, the most important advantages of storytelling for teaching learning English, there are (1) story are motivating and fun and can help develop positive attitudes towards the foreign and language learning. They can create a desire to continue learning. (2) Stories exercise the imagination; the students can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustration. This imaginative experience helps develops them own creative powers. (3) Listening to

stories in class is a shared social experience. It can help build up student's confidence and encourage social and emotional development. (4) Listening to stories allows the teacher to introduce or revise new vocabulary and sentence structures by exposing the children to language in varied, memorable and familiar contexts.<sup>64</sup> It means storytelling technique can motivate the students for learning English speaking, they could fun in process learn speaking in class, this technique can help the students to develop positive attitude in learning English foreign language. Storytelling can build imagination by students. It can help build the students confidence and encourage in social interaction.

Speaking is one of the major skills that must be noticed in learning language. Kathleen M. Baily said, speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It means speaking is the process of delivering and receiving information each other till they got some understanding. Speaking that should be mastered by the students in learning English.<sup>65</sup>

Furthermore, storytelling is one of technique for learning teaching English speaking skill. This technique always need for students in English learning speaking. In learning English, the students can share and receiving information with other students. Storytelling technique always is related in English speaking.

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<sup>64</sup> Mauro Dujmovic, storytelling as a method of EFL teaching, 77

<sup>65</sup> <sup>65</sup> Kathleen M. Bailey, david nunan, *Language Teaching Speaking Practical English*, (new York: the McGraw Hill ESL/ELT Companies, 2005) 2.



So, this technique is very good use process English learning and teaching speaking skill.

Each technique has advantages and disadvantages in process learning and teaching English. These techniques also have disadvantages in learning and teaching English speaking skill in MA Darul Huda Mayak Ponorogo. There are some disadvantages in storytelling technique, there are the student is not liked English language, so they can feel saturation in process learn English speaking. Because, they feel difficulty in understand about what their teachers says. This technique can needed for long a time to presentations in front class. Because, the students practice individual in front class. The students just have less vocabulary. Students cannot understand about what teacher says or how teacher pronounce utterance, so it make students feel confused, etc. another case, the students feel shy if they made a lot of mistake, its mean that students shy if they made many mistake better than other friends, because the teacher corrects them in front class.



## CHAPTER V

### CONCLUSION

#### A. Conclusion

Based on the data found in this study, the researcher can conclude that:

- j. The English teacher applying storytelling technique for teaching and learning speaking skill of MA Darul Huda Mayak Ponorogo in academic years 2016/2017, some the steps use applying storytelling technique in process learning and teaching English speaking there are: the first, the teachers prepared material and teaching media (text story, audio or video). The teachers explain the students about the narrative text. Further, the teacher give instruction for the students to give the group, every group contains four students. Then, the teacher gives instruction again for the students to read and discussing about the narrative text which was share. Furthermore, the teacher checking for the students about their story. The last, the teachers ask the student practice or presentation of story in front class.
- k. Storytelling technique has many advantages. There are: it can develop speaking and listening skill, it can help students to be more enjoyable, more active in class, and build motivation to learn English. However, Storytelling technique also has disadvantage. It needs a long time to make preparation of presentations in front class.

## B. Recommendations

After analyze the result of the research, the researcher would like to give some recommendation.

### 1. The teacher

For teaching speaking the teacher has to be creative and always able to develop their imagination to create enjoyable learning. In applying storytelling technique can improve English speaking in classroom activity by students.

### 2. The student

Storytelling technique can build the students enthusiasm in learning speaking in classroom. Students must have motivation, more active and more confidently. But, they also feel difficulty in speaking process.

### 3. The other researcher

This thesis can be useful for the other researcher in order to increase students speaking ability especially by using storytelling technique for teaching speaking skill.



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