TEACHER STRATEGIES USING STORY-TELLING METHOD: INCREASE THE COURAGE OF STUDENS TO SPEAK

Lili Sulastri[1], Rizka Ayu Septiani[2]

[1] IKIP Siliwangi
[2] IKIP Siliwangi
[1] lilisulastri14@yahoo.com, [2] rizkaayuseptiani99@gmail.com

Abstract

This study is a Classroom Research Action. It is intended to increase the courage of students to perform speaking of at the eighth grade students of SMP Negeri 2 Cilamaya Kulon by using storytelling. Storytelling is telling something about an act or an event and is delivered orally in to share experiences and knowledge with other persons. Storytelling may stimulate the interest of children in reading a book. it helps the learners of EFL become more self-confident to express themselves spontaneously and creatively. The instruments of the investigation are observation sheet, field notes, and speaking test. The result of the research showed that there was improvement from Cycle I to Cycle II in the participation of students in introduction, discussion and practice. In the students' achievement Cycle I, 9 students got 70, 5 students get 77 and 2 students got score 82 while in Cycle II, 16 student got 70, 7 students got 77 and 7 students got 82. Storytelling have a significant impact on improving courage of students to speak.

Keywords: *Speaking, Storytelling, CAR*

INTRODUCTION

In essence man is social beings, as well as being individuals, and as living beings humans depend on others. Although humans are equipped with intentiveness, taste, and intention, but humans will not be able to fulfill what is they need with the ability own. Therefore humans must interact with other human order needs can be met. For interacting with other humans required tools and means, which is wrong the only form of language.

Language is the main communication tool for humans. Language used by humans to interact with other human beings in daily life. Humans use language to express their feelings, feelings, ideas, and ideas both orally and in writing. In order for communication to run properly, it is necessary to master the language skills.

(Tarigan, 2008) mentions that language skills consist of four aspects, namely listening skills, speaking skills, reading skills, and writing skills. Of the four language skills, listening is the first language skills known to someone. Through listening people start learning to understand and produce language.

(Hermawan, 2012) Listening is very important in human life. Through listening activities, humans can know the information needed in everyday life. Listening is not just listening. But it is a process of obtaining certain facts, evidence, or information based on the assessment and determination of an individual reaction. Listening requires attention sharpness, concentration, an active mental attitude and intelligence in understanding and applying every idea. Without

good listening skills, there will be misunderstandings between fellow language users. Therefore, the listening skill should receive attention in language learning in schools.

(Bachtiar S. Bachri, 2005) Storytelling is telling something about an act or an event and is delivered orally in order to share experiences and knowledge with others. Storytelling can stimulate the interest of children in reading a book, or it can be mentioned that indirectly with storytelling narrators can instill interest in reading early.

Meanwhile, (Xu Jianing, 2007) states why the storytelling is used in the teaching of speaking. The basic reason to recommend storytelling in the EFL speaking classroom is that stories tend to be motivating and immensely interesting, may best attract listeners and promote communication. Secondly, stories are regarded as an enormous language treasure. Thirdly, the real life environment which is created by stories encourages the learnerss to talk and discuss with each other. Storytelling helps EFL learners be more self-confident to express themselves spontaneously and creatively. Nevertheless, teachers have not been zealous to use it in the classroom.

(Sumiati, 2013) Storytelling is a form of communication between the narrator and a number of participants through sounds and movements that can provoke and spawn the students' imagination. This storytelling activity is more suitable to be done in the elementary school library because it can foster student creativity and majors, where the imagination is stronger than experience.

(Musfiroh, 2008) According to the storytelling activity is one way to increase interest in reading children, sitting for long listening to stories or fairy tales is a fun activity. Therefore, giving lessons and advice through storytelling is a wise and intelligent way of educating. Educating and advising children through storytelling provides a satisfying effect on the needs of children's imaginations and fantasies. Storytelling can be used by parents and teachers as a means of educating and shaping the child's personality through a cultural transmission approach. In storytelling noble values instilled in the child through appreciation of the meaning and intent of storytelling. The quality of the child's understanding of the content of the story conveyed by his teacher depends on how the teacher conveyed the story.

The use of learning media and its development can be said to be successful, must be seen from the point of input, process, until the output of learning. This is in addition to requiring seriousness of teachers to be willing to develop methods of learning, in accordance with the criteria of students encountered, also required the creativity and intelligence of teachers to create the resources of existing learning and use it proportionately.

Language development of children can be seen in terms of ability to receive, understand and give birth initially. Contexts Language development or otherwise known as language skills includes: listening, speaking, reading, and writing. In learning Indonesian, especially in story telling activities students use language skills that is listening. Presenting an interesting story telling for children is not an easy thing to do. Moreover children can only concentrate on listening to the story only in a short time, if the time of storytelling too long to make the child feel bored and not enthusiastic anymore.

Skills

Speaking is the delivery of language through the mouth. To speak, we produce sounds utilizing parts of our body, covering the lungs, vocal tract, vocal chords, tongue, teeth and lips.These

usually requires at least one listener. When two or more persons speak or talk to each other, the conversation is called a "dialogue". Speech might flow naturally from one person to another in the form of dialogue. It could also be planned and rehearsed, as in the delivery of a speech or presentation. Indeed, some people talk to themselves. But in fact, some English learners practice speaking by standing alone in front of a mirror.

Speaking can be formal or informal:

Informal speaking is typically used with family and friends, or people you know well. Formal speaking occurs in business or academic situations, or when meeting people for the first time.

Brown (2007: 4) in Parmawati (2018) defines speaking as an interactive process of constructing meaning that involves producing, receiving and processing speech of sounds as the main instrument. Speaking might be the language skill that most language learners prefer to perfect as soon as possible. It used to be the language skill which is hard to practice online. This is no longer the case. English learners coul practice speaking online by using voice or video chat and services such as Skype. They may record and upload their voice for other people to listen to as well. Speaking refers to a process of communication between at least two people. Speaking seems to be a way to express someone"s ideas. Essentially, speaking is used as a means of communication among people in a society in order to keep the relationship better.

(David P Harris, 1969) defines speaking as the encoding process whereby we communicate our ideas, thought, and feeling orally. In other word, we produce ideas, thought, and feeling that we want to share, influence, or interact with other people. So here, speaking situation involves a speaker who puts message with verbal code (word or sentence) that has contents structure and a listener. (Lado, 1961) mentioned that speaking refers to the ability to express oneself in situation of life or the ability of reporting acts or situation in precise words or the ability of expressing a sequence of fluent idea.

Furthermore, (Byrne, 1984) states that speaking or oral communication is a two way process between speaker and listener that involves productive and receptive skills and understanding. It other words speaking refers to a productive skill that the speaker produces or uses the language at the time he tries to grab idea or message. In this case, there is a process of giving message or decoding process. Within a productive skill, the students need to learn words and phrases to express meaning in English. They also need to be able to produce basic structure correctly. Meanwhile, within receptive skills, the pupils need to understand structure and words in the form of spoken and written.

(Widdowson, 1984) asserted that communication via speaking is performed an interaction of face to face and happens as part of a dialogue or other verbal exchange forms.

Aspect

(Welty, Don. A., 1976) speaking is one of four basic skills of language and it has important role in daily life because it is the main skill in communication. Speaking has to fulfill these following criteria:

1. Pronunciation

Pronunciation is the ability to produce comprehensible articulation easily. There are 3 basics of the main range of the teaching method that might be involved to assist students in learning

pronunciation. The first is exhortation. Exhortation refers to the instruction to imitate and mimic without futher explanation. The second is speech training. It refers to the construction of special exercises that entail the word or sentence use so as to practice certain sounds, sequences of sounds, stress-patterns, rhythm, and intonation. The third is practical phonetics including description of the organ of speech, description of the articulation of sounds, description of stress, rhythm, and intonation.

2. Grammar

The study of how words and the component parts mix to form sentences, structural relationship in language or in a language, sometimes covering pronunciation, meaning, and linguistic history. Grammar refers to the set of logical and structural rules which govern the composition of sentences, phrases, and words in any natural language. Grammars is a sort of regularity of sounds structure nobody could learn language without grammar.

3. Vocabulary

Vocabulary is one of important elements in teaching and learning speaking. It is important for language learners to choose appropriate words in certain situations in order to make their speaking meaningful.
For example, when people want to describe their feeling about something, they have to be able to find a word which reflects their feeling. Therefore, students need to understand the importance of meaning in context and the facts about word formation and how to twist words to fit different grammatical contexts.

4. Fluency

Fluency is the smoothness of flow with which sounds, syllables, words, and phrases are joined together when speaking. It can be noticed that fluency as the maximal affective operation of the language system so far gained by the students. It is to the one who express a language quickly and easily without difficulties.

5. Comprehension

Comprehension the study how well students understand a language, or that helps them to improve their understanding of it, in which they read a piece of writing or listen to someone speaking, and then answer question. Beside that, comprehension is the ability to understand completely and be familiar with a situation, facts, etc. It refers to the ability of understanding the speakers intension and general meaning.

METHOD

Classroom Action Research (CAR)

In this research, the researchers used CAR. According to (Cameron-Jone, 1983) action research is research conducted by researchers with a view to improve the professional practice of researchers and understand it better. There are four stages of each cycle, they are: (1) the planning of the action, (2) the implementation of the action, (3) classroom observation and (4) reflecting of the action (Kemmis & McTaggart, 1988). This research was conducted at SMP

Negeri 2 Cilamaya Kulon, involving 30 students with 13 females and 17 males of class VIII in academic year of 2018/2019.

Planning

Researches's starting point for AR was their negative felling about the oral tests (*interrogazione oral*) the researches used in class. They had a whole cluster of questions and doubts about this aspect of their teaching and they was concerned to find out how they could improve things for themselves and their studets. In this stage, the researches prepared material to be learned in the first cycle. the instruments of the research are observation sheet, field notes, and speaking test. etc.

Action

In this stage, the writer applied Storytelling. The research activities began with teacher had opened the class and checked students' attendance. Teacher gave some questions and instructions for students in relating to the material. The teacher gave a question for students "Who has ever told a story to someone?" Several students answered "Yes, I have ever told a story to someone". Another student answered "No, I have never told a story". From the students' answers, then the writer gave another feedback "Do you know what is narrative text?'. Generally, students answered the definition of narrative text. Next, the teacher gave a question again 'How to make a good narrative text?". However, all students were silent. Therefore, the teacher told that he already prepared handout which helped students to understand about narrative text. Furthermore, the teacher explained about narrative text. The teacher also explained how to tell or perform a narrative text. Then, the teacher asked each of them to make a good narrative text (a story) and presented it in front of the class.

Observing

In this study, observations of increase the courage of students to speak students were conducted to obtain data and to find out how well the application of storytelling techniques could achieve the research objectives. At this stage, researchers collect data related to the implementation of actions using several instruments. The first is an observation checklist filled in by observers. The second is a field note made by the teacher. Both instruments are used to obtain data related to student participation. The third is the result of storytelling tests conducted by students at the end of each cycle, aiming to obtain data about increase the courage of students to speak . The fourth is the result of a questionnaire given to students at the end of the study, which aims to find information about student responses to the use of storytelling techniques.

Reflection

In this stage, the writer reflected all activities in a implement. There are several points that have to correct in implement, They are:

1. The main mistake from every student's speech was language use. Students were difficult to use the correct tense in telling a story.
2. They also confused to use the correct word in a sentence.
3. They made some errors in pronouncing the word.
4. The students were difficult to build up a good content in telling a good story. They were still difficulties in arranging the good story.

5. Teacher should guide all students to pay attention on teachers' explanation during teaching and learning process.

Teacher has to motivate all students to present their task without hesitant.

RESULTS AND DISCUSSION

Results

The performance of the students in speaking using storytelling showed the significant improvement from preliminary study, Cycle 1 and Cycle 2. The preliminary study which was conducted showed that the majority of the students were not able to speak English confidently. Only nine out of thirty students were rather able to speak in front their friends in spite of making some mistakes. Cycle 1 which was conducted showed that the performance of the students in retelling story was improved but the research should be continued because the targeted criteria were not fulfilled. Besides, eight students were still confused to express their story which influenced their speaking score. Seeing this condition, the researcher revised his lesson plan to get the improvement in Cycle 2.

Cycle 2 which was conducted showed the performance of the students in telling the story was totally improved. The thirty students were able to tell the story confidently. They felt happy learning speaking using the storytelling. The result of the research showed that there was improvement from Cycle I to Cycle II in the students' participation in introduction, discussion and practice. In the students' achievement Cycle I,9 students got 70, 5 students get 77 and 2 students got score 82 while in Cycle II, 16 student got 70, 7 students got 77 and 7 students got 82 .

Table 1.Test Results in Cycle I and Cycle II

No	Cycle 1		Cycle 1	
	Number of Students	Scores	Number of Students	Scores
1	3 students	56	-	-
2	11 students	65	-	-
3	9 students	70	16 students	70
4	5 students	77	7 students	78
5	2 students	82	7 students	85
Total	30 students	————	30 students	————
Rata-Rata	73,5		77,6	

Discussion

This study aims to increase the courage of studens to speak by using storytelling. Through two cycles, the learning process is carried out and runs well in eighth grade students of SMP Negeri

2 Cilamaya Kulon. Based on the scores obtained, in cycle ii it has reached the target score. Therefore researchers will not continue to cycle III. It is proven that using this method can increase the courage of studens to speak.

CONCLUSION

Based on the findings obtained in two Cycles, it can be concluded that storytelling increased the courage of studens to speak. Implementing storytelling is proved to be able to increase the speaking performance students' of class eighth SMP Negeri 2 Cilamaya Kulon . It can be shown in the students' score obtained from the speaking test in both Cycle 1 and 2. In Cycle 1 there were fourteen students achieved score equal to or more than 70. In Cycle 2 the number of the students who got 70 increased to twenty three students. Thus, it is clear that using storytelling really can increase the students' speaking performance.

ACKNOWLEDGMENTS

REFERENCES

Bachtiar S. Bachri. (2005). *Pengembangan bercerita di taman kanak-kanak, teknik dan prosedurnya*. Jakarta: Departemen Pendidikan Nasional, Direktorat Jenderal Pendidikan Tinggi, Direktorat Pembinaan Pendidikan Tenaga Kependidikan dan Ketenagaan Perguruan Tinggi.

Byrne. (1984). *Teaching Oral English*. New Jersey: Longman Group Ltd.

Cameron-Jone, M. (1983). *A Researching Profession? The Growth of Classroom Action Research.* Scotland: Moray house College of Education.

David P Harris. (1969). *Testing English as a second language*. New York : McGraw-Hill.

Hermawan, H. (2012). *Menyimak (Keterampilan Berkomunikasi yang Terabaikan)*. Yogyakarta: Graha Ilmu.

Kemmis & Mc Taggart in Anne Burns. (1988). *Doing Action Research in English Language Teaching* (Routledge). New York and London: Anne Burns.

Kemmis, S., & McTaggart, R. (1988). The Action Research Planner, 3rd. *Victoria: Deakin University*.

Lado, R. (1961). *Language testing: The construction and use of foreign language tests: A teacher's book*. Bristol, Inglaterra: Longmans, Green and Company.

Musfiroh, T. (2008). *Memilih, Menyusun, dan Menyajikan Cerita Untuk Anak Usia Dini*. Yogyakarta: Tirta Wacana.

Parmawati, A. (2018). Using Analytic Teams Technique To Improve Students'speaking Skill. *Edulitics (Education, Literature, And Linguistics) Journal*, *3*(2), 21-25.

Sumiati, O. (2013). *Materi Pokok Pengelolaan Perpustakaan Sekolah*. Tangerang Selatan: Universitas Terbuka.

Tarigan, H. G. (2008). *Membaca Suatu Keterampilan Bahasa*. Bandung: Angkasa.

Welty, Don. A., and D. R. W. (1976). *The Teacher Aids in the Instruction Team*. New York: New York: Mc. Graw Hill.

Widdowson, H. G. (1984). *Teaching Language as Communication*. London: London: Oxford University Press.

Xu Jianing. (2007). *Storytelling in the EFL Speaking Classroom*. *XIII*, *No.* Retrieved from http://iteslj.org/Techniques/Jianing-Storytelling.html