

Storytelling Method for Teaching Spoken Narrative Text to the Eighth Grade Students of SMP Negeri 1 Tawangharjo

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Abstract

This research is based on a study which attempts to examine the use of storytelling method for method for teaching spoken narrative text to the eighth-grade students of SMP Negeri 1 Tawangharjo. The purpose of this research was to find out storytelling method for teaching spoken narrative text. The objectives of study are (1) To implementation in teaching speaking use storytelling as studied in the lesson plan, (2) To investigate students' response to taught using storytelling method, (3) To investigated the mean of students to improve speaking skill. In this study, the researcher was used qualitative descriptive. 30 students from one class in eighth grade students at SMP Negeri 1 Tawangharjo were as the subject of the research. Questionnaire and questionnaire rubric scores were the method of data collection. The results of the questionnaire that were shared, it indicates that from 10 statements of the questionnaire, 7 statements have earned a positive perception, 2 statements have earned a neutral perception, and a statement have earned a negative perception of the storytelling method for teaching spoken narrative text. Questionnaire rubric scores for assessing speaking skill that there was the mean score on each indicator has increased even one to two levels. It imply that storytelling could improve the students' speaking ability increased, although not significantly. Based on data analysis, it concluded that the eighth grade students of SMP Negeri 1 Tawangharjo had a positive response of utilizing storytelling method for teaching spoken narrative text.

Keywords: Storytelling Method, Teaching, Spoken Narrative.

Introduction

Language is a system of sound symbols produced from human speech that has meaning to be understood by listeners as a means of social communication. Language is used as a communication tool needed by humans as social beings to be as means of social interaction in society. Language has several types with different words spoken with accents of other countries and regions. Twenty types of language are the most widely used in the world.

English is one of the world's languages that can be used internationally. Internationally language is the language spoken to communicate across the globe. Students who want to be

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proficient in learning English must first understand four essential aspects of speaking English. The four aspects include speaking, reading, listening, and writing in English.

Students who want to be proficient in learning English must first understand four essential aspects of speaking English. The four aspects include speaking, reading, listening, and writing in English. Speaking is one of the language skills that must be learned in addition to the three language skills, significantly making it easier for students to master English skills. Speaking skills are improving an utterance into a sentence that is clear and understandable by the audience-speaking skills increase speech intelligibility for effective communication.

Storytelling is a strategy to increase knowledge and convey it more impressively. The types of storytelling: stories, anecdotes, fables, and myths. Storytelling can improve students' speaking, language, and comprehension skills. Storytelling helps students remember and understand the material presented better, making them more involved in imagining story. The statements also enable students to use language in a correct, accuracy, enjoyable way and allow them to express themselves(Andrade, 2016). In this research, the researcher uses the storytelling method to determine to teach speaking for students. Storytelling can be a way to improve speaking skills. The exciting and interesting stories will entice them to listen to the whole story so that students are more enthusiastic and find out the story. Tell a story can create a pleasant atmosphere as an invitation and activate the process of cognitive skills and imaginary activity.

The following are the reasons for selecting this topic:

1. English is a universal language because it is used by most countries worldwide as the primary language.
2. Speaking is an essential skill compared to four: reading, writing, and listening. Speaking in English is very useful for the listening aspect. While talking can also stimulate hearing of the speech of the interlocutor.
3. Researchers use the storytelling method because this method is fascinating, so listeners feel more excited and interested in listening and understanding a story.

Statements of the problems:

1. What is the implementation in teaching speaking using storytelling as studied in the lesson plan?
2. What are the student's responses to taught using storytelling?
3. What are things the mean of students' speaking scores?

Objectives of the study:

1. To implement in teaching speaking, use storytelling as studied in the lesson plan.
2. To investigate students' responses to teaching using the storytelling method.
3. To investigate the mean of students to improve speaking skills.

Literature Review

Definition of Speaking

According to (Syafii, 2021), speaking is one of the language skills that must be expanded to more than the three skills in the language that are deemed significant because it functions primarily to make easier for students to master English skills. Besides that, speaking is expected to be beneficial for mastering the language. It is intended for students to realize what they are reciting.

Ibrahim (2022) states that speaking is instead became the most meaningful of the four skills. Speaking is required because students must exchange words with other and upgrade effective communicative strategies. On the other hand, inadequate students' speaking skills are expected to get problem-solving from the learning carried out to obtain adequate results in speaking skills (Assauri et al., 2022).

Speaking Skills

Rahmawati et al., (2021) mentions that the four speaking skills include:

1. Vocabulary

Vocabulary is a prospect that is crucial in assisting students speaking skills due to lack of vocabulary knowledge.

2. Pronunciation

Pronunciation is intended when someone speaks with a guilty pronunciation.

3. Accuracy

Accuracy is the capability to get grammatically accurate sentences.

4. Fluency

Fluency is capability that is vital for students to manifest language trippingly.

The Lucrative of Speaking Skills

According to Rusdi (2019), the main lucrative of speaking skills are:

1. To be involved and exuberant in clique activities in class.

2. Actively involved in a deliberate forum.

3. The fledgling of critical thinking among learners.

4. To continue to higher education abroad.

5. To talk orally with people around the world.

Concept of Narrative Text

Telaumbanua (2020) pointed out that narration is a story laid out consecutively, narrates past events, and intends to amuse viewers. In addition, the narrative has an affair with problematic events that lead to a crisis or some alteration which in turn finds a resolution and tells some actual fictional events or connected chain of events.

Zein (2019) argues that Systemic Functional Linguistic Analysis supports a narrative structure, and language is used to express particular meanings. The schematic structure of the narrative text is orientation, complication, evaluation, resolution, and coda. Linguistic features of narrative text are as below: the main participants are humans or sometimes with human characteristics, mainly use action verbs, dialogue often includes and uses many verbs, and descriptive language enhances and develops the story by creating an image in the reader's mind. It can be written in first person (I, we) or third person (he, she, they).

The spoken narrative text data can be analyzed in various ways and thus provide information about various aspects of children's language skills, such as their ability to structure complex discourse or narrate how story characters think and feel. For these reasons,

studies of children's narratives have become increasingly popular in recent years, with monolingual and bilingual children being investigated in several different languages (Lindgren, 2022).

Concept of Storytelling

Satriani (2019) pointed out storytelling is a portion of literacy praxis that can affect students' language dexterity. Storytelling is an ancient art that tells stories from memory over reading. Storytelling is a teaching tool, has a feather for emotional capabilities, and helps students amplify accomplishment about the ins and outs of human beings. The stories have lessons for attendees, encouraging language learning by enriching students' vocabulary and new language structures.

The element of storytelling for sustainability (Fischer et al., 2020)

1. The plot is based on dissimilar character sequences and the thrust of the action.
2. Personalization is the essence of the actors and their experience.
3. Dramaturg presents the composition of contravention, enlargement, and problem-solving.

Roth (2021) argues that themes of storytelling is described as:

1. Map fabrication is a process that molds to the fathom dan consideration of phenomena respectfully for the target audience to cultivate spacious morals (Designed).
2. Ocular storytelling accentuates prominent evidence that is obligatory for narrative, thick corroborate aggregating minor characters, spaces, and occasion while neglecting others (Partial).
3. Partial segregation altogether fabricates convenience due to evidence intricacy shaven (Intuitive).

The rhetorical structure of the narrative text is subsequent (Juniati, A and Azis, 2019).

1. Orientation is the onset of a story. In the initial subsection, the storyteller recounts to the theatre the figures, when, where, and what is going on in the story.
2. Complication in the patchy part of the story be found a problem arises when the storyteller narrates about something that starts with a series of occasions.
3. Resolution is part of the problem solving on the possible complication intention resolved to preferable or worst.
4. Coda is the final part of the story that conceives a value or trusteeship from the story.

The functions of storytelling include: (Dahlia et al., 2021)

1. Accommodate the preparation of the personality and character of students.
2. I am channeling the imagination and fantasy of students.
3. Stimulate children's verbal abilities by adding vocabulary and phrases.

Rahayu (2022) states that storytelling activities can provide many advantages in the learning process, including strengthening the psychological relationship between educators and students. In addition, through storytelling activities in class, students hone their ability to communicate what is on their minds and the addition of new vocabulary abilities—the impact on student proficiency in stringing words into sentences. Storytelling activities in class are also capable of diverting students' attention.

Method

The researcher utilized a qualitative descriptive method to find The Use of Storytelling Methods for Teaching Spoken Narrative Text in the Eighth Grade Students of SMP Negeri 1 Tawangharjo. Lie (2023) states that qualitative research is a method that yields representative data in the shape of essays or implies the treatment observed. In this study, they utilized the observation questionnaire to determine if the implementation follows the scheme and objectives of the learning process. The researcher's object as respondents is students of SMP Negeri 1 Tawangharjo who are at the school, who still use their mother tongue, which is relatively average, causing limitations for speaking English by using the storytelling method at the school and daily routines.

Yanto (2018) inspired the sequence of etiquette applied in collecting the data:

1. Step One (Digest Start)
 - a. Recite and memorize a story in the occurrence thread.
 - b. Envisage the scenes.
 - c. Depict the feeling of the story.
2. Step Two (Tablo)
 - a. The researcher provides appropriate body movements based on the story characters.
 - b. The researcher expresses a face to revive a story in life.
3. Third Step (Voice Effects)
 - a. Researchers must incorporate voice effects into pantomime, sonant instead of words, and sometimes loud and low effects.
 - b. Encourage students to run into voice discrepancies.

Techniques for Analyzing Data

Data analysis was carried out when the research gained the entire data. In this research utilizing descriptive qualitative analysis, the results are itemized.

Syafii (2021) states that the questionnaire is composed of questions covering aspects of students' feelings or perceptions of the application of the storytelling method to the expansion of lore and speaking competence. The researcher utilized the approach outlined by the Likert Scale theory in the questionnaire. The table downstairs is a reference by the researcher to evaluate the questionnaire scores.

Alternative Answer	Score	
	Positive	Negative
Strongly Agree (SA)	5	1
Agree (A)	4	2
Neutral (N)	3	3
Disagree (D)	2	2
Strongly Disagree (SD)	1	5

Adapted source :(Sugiyono, 2012)

Criterion score = Scale score x total of respondent

Table 3.1 *Measurement by Likert Scale*

Finding and Discussion

After confluence research data for this stage, the researcher presented the results of the study that has been conducted, which included the implementation of the lesson plan, analysis of the questionnaire result, and analysis of the rubric scores for assessing speaking skills.

Findings

1. Analysis of the Questionnaire Result

The data were obtained from the allocation of the questionnaire to the students. The researcher allocated the questionnaire to the students on 31 July 2023 thru paper sheets to accumulate the data. The questionnaire was allocated to the 30 students from VIII C. There were ten statements in the questionnaire. Students have given their response by opting for one or other strongly agree (*sangat setuju*), agree (*setuju*), neutral (*netral*), disagree (*tidak setuju*), strongly disagree (*sangat tidak setuju*).

In conclusion, according to the results of the students' response to the questionnaire, most students chose the Disagree option when the researcher give negative statements about storytelling method for teaching spoken narrative text while most students chose the Agree option when the researcher give positive statements. Overall, it means the students in the VIII C class at SMP Negeri 1 Tawangharjohada good a perception of how the storytelling method for teaching spoken narrative text hepls them in learning English.

2. Analysis of the Rubric Scores for Assessing Speaking Skill

In this research, the researcher validated the questionnaire utilizing rubric scores for assessing speaking skills obtained from Brown (2004) theory. The rubric scores were conducted by students at meeting one and meeting 2 in class VIII C of SMP Negeri 1 Tawangharjo. The content of the rubric comprises six criteria that the researcher can fill. The six criteria are Grammar, Vocabulary, Comprehension, Fluency, Pronunciation, and Task; each has I, II, III, IV, V, or five assessment scores.

The mean score on each indicator is below 2, meaning their speaking ability is still low. In the first meeting, students had frequent grammar errors, speaking vocabulary inadequate to express anything, a scope of comprehension with minimal language experience, lack of fluency when speaking English in class, errors in pronunciation are frequent. They can answer questions on topics very familiar to them.

After the second meeting, the students got much better in their performance. Although the mean scores were below three, their competence was better than theirs in the first meeting. In the second meeting, students can usually handle elementary construction quite accurately but do not have thorough or confident control of the grammar, speaking vocabulary sufficient to express themselves, can get the gist of most conversations of non-technical subjects, can handle with confident but not with facility most social situations, the accent is intelligible though often quite faulty, and able to satisfy routine social demands. It is seen that there was the mean score on each indicator has increased by even one level. It implies that storytelling could improve the students' speaking ability increased, although not significantly.

Discussion

1. Students' Perception of Storytelling Method for Teaching Spoken Narrative Text

The researcher explained students' perceptions related to the yield of their opinion in the questionnaire utilizing the storytelling method for teaching spoken narrative. Faizal et al. (2020) state that perception is an individual's presumption of a particular matter. This study's result was relevant to a previous study by Sarjiyati et al. (2019), *The Use of Storytelling to Improve Students'*. That study found that students' speaking comprehension and encouragement improved when students used storytelling in the second meeting.

Based on the questionnaire result of this study, they have indicated that most students had a positive notion concerning the storytelling method utilized for teaching spoken narrative text. Students state that the spoken narrative becomes more agog and enticing after using the storytelling method for teaching; this is distinct from the retort of students who pick "agree" and "strongly agree" on the eight positive statements in the questionnaire. In illation, the eighth graders students at SMP Negeri 1 Tawangharjo had a positive perception toward the storytelling method.

2. The Factors that Influence the Improvement of Students' Speaking Skills through the Storytelling Method for Teaching Spoken Narrative Text.

The researcher explained that grade VIII C students of SMP Negeri 1 Tawangharjo have improved in utilizing the storytelling method for teaching spoken narrative. Students can improve their comprehension. Of course, this is due to various factors. The main factor of the storytelling method is that a practicing teacher becomes a role play considered to understand movement more than just theory. Another factor is the selection of stories. Nazara (2019) accentuated that option the story is one of the crucial roles of the teacher. When the teacher chooses stories that are too long, it makes students bored, doesn't understand storylines that are too complicated and is inefficient with learning time.

The results disclose the storytelling method was effective in improving speaking ability. These results exhibited that the storytelling method for teaching spoken narrative had improved the speaking sub-skills (grammar, vocabulary, comprehension, fluency, pronunciation, and task), although not significantly. The study's results justified those of (Ibrahim, 2022; Sarjiyati et al., 2019; Fan & Yan, 2020; Syafii, 2021), which justified that the storytelling method has good potential as an educational medium.

Ibrahim (2022) emphasized that storytelling is a recent teaching trend in learning languages. Pedagogues exert storytelling in classes for all ages. Moreover, the narration method establishes an appropriate environment that improves spoken ability. Storytelling is the best method for students because it could make students more active in teaching and learning.

Conclusion

This study's conclusion is expected to adequately respond to the research questions asked in the first chapter. The conclusion is based on the research findings and discussion amid SMP Negeri 1 Tawangharjo, especially in class VIII C, regarding the storytelling method for teaching spoken narrative. In chapter one, the statements of the problem have been written "What are the student's responses to taught using storytelling?" and "What are things the mean of students speaking score?". The results of the questionnaire and rubric scores for assessing speaking skills, the researcher deduced that most students in class VIII C SMP Negeri 1 Tawangharjo approve that storytelling method for teaching narrative has contributed to improving speaking ability through other language skills.

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Based on data analysis, the researcher discovered that the eight grade of SMP Negeri 1 Tawangharjo positively responded by utilizing the storytelling method for teaching spoken narrative text. Most students agreed that the storytelling method for teaching spoken narrative text was enticing, motivational, helpful, beneficial, and easy to use, and encouraged students' speaking comprehension during teaching-learning activities.

In the first meeting, students had grammar errors, speaking vocabulary, comprehension, pronunciation, and lack of fluency, and they could answer questions on topics very familiar to them. After the second meeting, the students got much better in their performance. Although the mean scores were below three, their competence was better than theirs in the first meeting. It is seen that there was the mean score on each indicator has increased by even one level. It implies that storytelling could improve the students' speaking ability increased, although not significantly.

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