



**TEACHING ENGLISH SPEAKING THROUGH STORY TELLING METHOD
(A FIELD RESEARCH AT SDN CENGKARENG BARAT 03 Pagi)**

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Abstract

The object of this research is to apply storytelling method in teaching English speaking. The research was conducted at the fourth grade SDN Cengkareng Barat 03 Pagi in academic year 2017/2018. In process teaching, writer used theory by Fikriah which describes about procedures of teaching used storytelling method to improved speaking skill. Writer used picture as media and also students experience to learn English speaking. The writer analyses the process of teaching and collecting data through; field research, library research, and internet. There are some difficulties in English speaking that found at SDN Cengkareng Barat 03 pagi, such as students' vocabulary still less, lack of ideas to tell, and students afraid to speak louder. During process teaching run, there are some advantages of using storytelling method, these was : (1) Improving students' activeness and imagination in speaking, especially in the implementing or telling a story (2) students brave to speak in front of class to tell the story (3) by practice directly students more understood the material given. Thus, it can be said that storytelling method could improve students' speaking skill.

Keyword : Teaching, Speaking, Storytelling Method

Abstrak

Objek penelitian ini adalah untuk menerapkan metode storytelling pada pengajaran berbicara bahasa Inggris . Penelitian ini dilakukan di kelas empat SDN Cengkareng Barat 03 Pagi tahun pelajaran 2017/2018. Pada proses pengajaran, penulis menggunakan teori dari Fikriah yang menjelaskan prosedur mengajar menggunakan metode storytelling untuk meningkatkan kemampuan berbicara. Penulis menggunakan gambar sebagai media dan juga pengalaman siswa untuk belajar berbicara bahasa Inggris. Penulis menjelaskan tugas akhir ini menggunakan metode descriptive kualitatif. Penulis menganalisis proses pengajaran dan mengumpulkan data melalui; penelitian lapangan, studi pustaka, dan internet. Ada beberapa kesulitan dalam berbicara bahasa Inggris yang ditemukan di SDN Cengkareng Barat 03 Pagi, misalnya kosakata siswa masih kurang, kurangnya ide untuk bercerita dan siswa takut salah pada pengucapannya.. Hasil dari pengajaran berbicara bahasa Inggris menggunakan metode storytelling, adalah: (1) Meningkatkan keaktifan dan imajinasi siswa dalam berbicara, terutama

dalam membuat atau menceritakan sebuah cerita (2) siswa berani untuk berbicara di depan kelas (3) dengan praktek langsung siswa menjadi lebih mengerti pelajaran yang telah diberikan. Dengan itu, dapat dikatakan bahwa metode storytelling dapat meningkatkan kemampuan berbicara siswa.

Kata Kunci : Pengajaran, Berbicara, Metode Bercerita

I. PENDAHULUAN

In Indonesia English is as a second language which already apply in education, science, technology, and business, and has been learned by Indonesian since elementary school. Although many students still get difficulties in using English, especially in speaking skill. Speaking is one of the most important skill because in daily life people always speak up and make an interaction with other. As nowadays most of public speakers, actress and others use English in their podcasts, live streaming and other public videos. For that reasons, teacher needs to facilitate students in learning speaking.

Teaching speaking is the activity where the teachers lead the students to improve students ability in expressing emotions, ideas or feelings orally. But it is not easy to teach the students in elementary school because English still strength to learn in third level in Elementary so students difficult to practice in daily life. Many students still do not know

how to pronounce the words right. So when the teacher asks students to say something about opinion, most of the students feel unconfident to express it. The students unconfident to speak loudly and afraid to make mistakes when speaking in front of class is the problem faced by the students in speaking English.

In order to face these speaking problems, it is necessary to apply a technique that emphasizes prior knowledge as the main point in teaching and learning process by using storytelling method. Storytelling method is organizing and communicating knowledge. It is valuable way to communicate the integrity of knowledge or to connect information to develop meaning. Storytelling can speak by oral to attract the attention of other students. Speaking by oral the storytelling can emergent the imaginative and the relationship between teller and listeners. Teaching using storytelling method also can knowing the ability of students, how the

students show the gesture and intonation. Through Storytelling the students will be able to interact with students classmates freely. Students can create stories and share it with friends or tell a story about experience, it make relationship between students closer. Students also can use extra material such as pictures or flash cards to talk about a story which can be real or fictitious. While students learning in a fun manner, it will be improving students ability to express ideas and thoughts.

II. Theoretical Review

The ability to teaching is capability that must be held by any teaching and any of the sciences that learned in increasing ability to teach is capacity to face students having the character, skill and desire different. The teacher able to accommodate all the wishes the students and guidance the students from the beginner or not know everything about material become master the material. According to Aggarwal (2009:20), "Teaching is a guidance. Teaching is to guide the pupil to learn the right things in the right manner and all the right time. Teaching is to guide the students to do things in such a way that time,

material. Teaching is an action of giving knowledge to the student."

Sharma (2011:6) describes teaching as an art which the student will get the knowledge wherever the student are because teaching do not happen only in the inside of room but also can take in the outside. Teaching process is not only doing by sitting down but also by fully interacting in a new situation like asking the students to stand up and follow the teacher doing. It can make students enjoy the learning process.

Greer in Rustianingsih (2016:6) explains that the teacher, the curriculum, and the learned repertoire are components which have correlation between one and another. The connection is students as a person who are get knowledge and teacher who are sends curriculum based on the way media to explain. From these four elements, if less or missing one of them, not able to be said as a teaching process. Teaching is not only about giving material but also through teaching teacher can change students' behavior be a good person. It is the process as a guiding student from giving of knowledge until good manner, with there is interaction between teacher and student through learning using some techniques.

There are many things nearby can be

material lessons so the students can study from nature teaching and learning are not only from book but also by experiences real-life of teacher or student itself. It is not easy, but teacher should be patient to face it moreover when teaching in elementary school.

Speaking has an important role in daily life that is to convey someone's mind directly. It influences someone's performance in many aspects, such as social, politic, bussiness and education. Students need to articulate words to produce a message through speech and also in Indonesia English become second language so people should master that language to communicate with foreigner who come. Additionally, Tahir in Zuhriyah (2017:2) said "Somebody is considered successful in learning a foreign language when he or she has the ability to speak it." It proves that speaking is important because every place someone sure need to talking.

Learning English without speaking it can not improve the skill to master English. Ricckheit in Anggraini (2018:2), "Speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions." It is process conveying a message from speaker to

listener orally so they can understand the conversation well. The speaker must consider the interlocutors who are listening. It is important to convey the speaker want effectively because speaking not only producing sounds but also a process of achieving goals that involves transferring message. Therefore, the speaking process should pay attention how to say as well as to the speaker. By speaking, people are able to know what kinds of situations the world. People who have ability in speaking will be better in sending and receiving information or message to another.

Speaking is the process of building and sharing meaning through the uses of verbal and non verbal symbol in various contexts. Speaking skill is one of the language skills that are very essential to support further oral communication especially in English. Through speaking one can express their minds, ideas and thought freely and spontaneously. To most people, mastering speaking is the single most important aspect in learning second language.

Harmer (2007) said that speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, fluency and comprehension. It

has some components such as (1) grammar that needed for students to arrange a correct sentence in conversation, (2) vocabulary, without having a sufficient vocabulary student cannot communicate effectively or express the ideas, (3) pronunciation, sometimes to make listener or partner in communication understand should pronounce the sentence better and clearly, (4) fluency, if someone speak to other does not have to spend a lot of time to convey the meaning, (5) comprehension also needed in speaking because speaker should understand the message will be convey and listener should understand that speaker already deliver.

Teaching speaking should be taught in attractive and communicative activities. So the lecturer plays an important role in determining what technique can best encourage students' participation in the learning speaking process, because studying English without speaking English is useless.

Based on Nunan in Bahadorfar & Omidvar (2014:3) Teaching speaking is to teach our learners to :

1. Produce the English speech sounds and sound patterns .
2. Use word and sentence stress, intonation

patterns and the rhythm of the second language.

3. Select appropriate words and sentence according to the proper social setting audience, situation and subject matter.
4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

There are some categories that can be used for learners in developing speaking skills in the classroom according Brown in Bahadorfar & Omidvar(2014:3)

1. Intensive - It goes one step beyond imitative to include any speaking performances that are designed to practice some phonological or grammatical aspects of language.
2. Responsive - It consists of short replies to teacher-or student-initiated questions or comments.
3. Transactional (dialogue) - Transactional

language, carried out for the purposes of conveying or exchanging specific information, is an extended form of responsive language.

4. Interpersonal (dialogue) - It carried out more the purpose of maintaining social relationships than for the transmission of a fact and information. These conversations are little trickier for learners because they can involve some or all of the following factors - a casual register, colloquial language, emotionally charged language, slang and sarcasm.
5. Extensive (monolog) - Here the register is more formal and deliberative. can be planned or impromptu.

One of the efficient and motivating method to teach English to young learners is using story telling. Zuhriyah (2017:4), "Storytelling is to retell the story having read or heard by using the storytellers' own words based on their understanding about the story." Storytelling not only created on that time but also retell story in a past moment or maybe ever heard story from people. It is easier than created story because it is already happened in real life and teller knows how that story

happened detail. To retell the story people can use own word to make listener more understand the message or story that conveyed.

By using storytelling the students will be able to interact with other classmates freely. Because in the third grade the students still have less vocabulary and do not speak well so the teacher try to help the students by pronounce the story and the students follow to speak up. Storytelling is one of method to increase students speaking skill. Irawati in Sulistianingsih (2016:3) emphasizes that story telling is an oral activity where language and gestures are used in a colorful way to create scenes in a sequence. However, storytelling consists of more than just telling stories. It is not only creating a story but also using serials of pictures, acting, singing, writing and so forth. Telling story not just speaks up or delivers the message but also showing gesture and intonation to make the story more life and colorful. As Strong & Hoggan in Somdee & Suppasetserree (2007:3), "Storytelling is a process that offers opportunities to practice organizing, categorizing, and remembering information concurrently with practice in predicting, summarizing, comparing and contrasting

information.” It conclude that storytelling as a way to learn English because storytelling has complete offers such as students teach by teacher to practicing, categorizing, make a summarizing, comparing, and contrasting some of sentence from book or speech. It also creates interaction between speaker and listener, so it can provide experience for students within learning. Students also can telling own story or retell story that already happened in real life, it make learning more fun. These students' experiences can be from listening to fairy tales which is as if the students are in a story situation. With the interaction between students with learning media used learning will be more fun.

Teaching using Storytelling method is focused on helping students lose fear of speaking English by giving students an active learning process. The Storytelling Method can be real or fictional, and can be presented through imaginary tales, telling a picture, fairy tales and stories that students can with the help of teacher. With use storytelling the students have the opportunity to develop speaking skills through the creation of stories. In this case, students can work with the teachers to develop fluency, pronunciation, vocabulary, structures and other abilities.

Additionally, Fikriah in Zuhriyah (2017:5) presents the procedures of storytelling as follows:

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

Based on Akhyak and Indramawan in Zuhriyah (2017:3) in the study entitled “Improving the students’ English speaking competence through storytelling”, storytelling implemented in teaching speaking could improve the students’ fluency, grammar, pronunciation, vocabulary, and content. It means using storytelling in teaching not only made the students good in speaking but also the students can master the grammar, vocabulary and knowing the meaning what the teacher conveyed.

Ministerio de Educacion in Noemi & Fajardo (2017:19), “The Storytelling Method’s aim is to make it easier for students to communicate in the target language by express their feelings and thoughts.” This

method will give the students the opportunity to use the language because it contains activities in which they will speak and acquire more confidence. The Storytelling Method will help students begin to express their ideas while they enjoy learning at the same time. Also, it can help students to relax in the class while studying, so that they can acquire the target language through significant activities

It encourages students and builds interest and confidence. Student can notice strengths and weaknesses while telling the own stories. By storytelling also building a confidence because students telling use own word so student can imagine the stories. Jianing (2007) reported that using storytelling in English classroom is one of good activities to encourage students to study English. Stories help people communicate with other people. Furthermore, people can transmit experiences, and feelings through story so the message can be delivered by listener well.

III. Method and Procedures

A qualitative method and field research used in this paper to get an optimal result. By collection some theories that relate to the problem in the library and internet. Shank

(2002) defines qualitative research as a form of systematic empirical inquiry into meaning, which means it follows rules agreed by the community of the research, is through experiences, and connects the senses of the experiences of the community. Field research is defined as a qualitative method of data collection that aims to observe, interact and understand people while they are in a natural environment. This research is a field research conducted to the fourth graders at SDN Cengkareng Bart 03 Pagi in the period of even semester 2017/2018 The number of students are 35 students. There are four sessions of teaching and learning process in which story telling method is applied.

IV. Discussions

The teaching and learning process runs quite well during the experiment. Some activities done by teacher during the teaching and learning are:

1. Introduced and explained about the goals of the teaching and learning process
2. Explained the meaning of story telling and gave some examples on how to tell story in front of class

3. Gave some pictures for guessing vocabularies related to the story and pronounced the vocabularies for students to practice
4. Told stories using pictures and gestures to make students more interested and focus
5. Gave examples how to make story and gave students serials pictures and words related to the pictures so the students can make stories of their owns
6. Pronounced difficult words for the students to practice
7. Guided the students to make stories and tell the stories
8. Gave opportunity for the students to practice in front of the class
4. Students practiced to retell the teacher's stories
5. Students showed their gestures related to the stories they tell
6. Students made their own stories based on pictures and words given by the teacher
7. Students told their stories in front of their friends and the class
8. Students in group of four performed a short drama in front of class
9. Students did written assignments related to vocabularies used in the stories.

Some activities done by the students in the teaching and learning process:

1. Students listened to the teacher's explanation and examples
2. Students guessed the vocabularies related to the pictures showed by the teacher
3. Students practiced to pronounce vocabularies found in the stories read by the teacher

The technique of teaching speaking is conditioned the learner to decrease the malfunction of language especially in speaking, the authentic and the benefit of speaking in the future is important to communicable to the students in learning English. During the warming up as preparation before delivering materials, students asked to stand up and sing a song for they enjoying the beginning of the lesson and making them interesting to join the lesson. It showed that most of the students interactively followed the warming up session and encouraged to get along the

activity well.

The use of pictures to gather the students' opinions about the vocabularies being learned also made some students blown up their vocabularies references so that it was easier for them to connect their knowledge with the stories being read by the teacher.

The use of storytelling method supported by the use of pictures made the students get more understanding and full of joy in listening to the teacher's story telling. The teacher also provided some clue words to make the students understand and to pronounce the words correctly.

Repetition techniques also used by the teacher to let the students practice pronouncing the words and get the plot of the story in order that they could repeat and retell the same story. This process of teaching and learning motivates the students to get along and follow all the activities. They voluntarily pronounced and told the story with their friends and some of them had the courage to perform in front of the class.

Although there were also some problems come in the process. It was not easy to handle 35 students, there were some of the students who were difficult to be

directed. They went around to disturb another student when the process of teaching run on, this made bad condition and also spend time to manage. Besides, most of the students could pronounce English words and talk English fluently, the teacher should direct and guide them to pronounce the words repeatedly, sometimes the translations into Indonesian were needed.

For handling the problems, teacher divided the students in groups of four and gave them pictures related to their lives and some clue words or sentences, so they could work together to make their own stories. The students discussed in the group and it was more easier to handle because they could talk and work together with their friends. However, the teacher modified that procedure by using students' experiences. This process of teaching and learning were more joyfull and students could interact with each other, and they also practiced to speak English words and sentences with their friends in the group. Eventhough there were still some students who were silent during the activities due to their low in confidence to speak up and their low ability in speaking English words.

Then, the teacher gave two

assessments in different time, there were task based interaction (oral task) and individual assessment. The assessments were to measure the students' abilities and understanding. First assessment, the teacher pointed out some pictures and students should mention the vocabularies, and gave some pictures on whiteboard for the students to choose one of the pictures and make a story related to the pictures using the clue words given. With this assessment the teacher could see the differences before and after teaching, like how students pronounce the words with new vocabularies and briefly to speak up although just using a simple word. Second assessment, based on individual task, students answered individually ten questions which printed on a paper task. It was approximately twenty minutes with ten questions.

In this process of teaching and learning, the students could do better in both assessments, they have significant improvement in pronounce the English words and some students could make their own stories that related to their experiences, however, due to the lack of vocabularies knowledge, some of the students still used Indonesian that made the teacher and some

of their friends to help them in translating the words.

Using storytelling method to teach English speaking give impression in teaching process because students can understand the material through not all students but students feel enjoy and happy to study. Through this method also students practiced to be brave appear and sounding students' story. The storytelling method is effective to use in process convey material. From research writer, the material given through picture and students' experience story can improve motivation for study because storytelling makes students interactive even though students telling use own words. Students can be a good speaker and not shy to stand in front of class.

When students tell the story, students were very happy sometimes students ask the writer how to translate the sentence. Result of the study also increased student, it can be seen from oral assessment that students can telling about the picture that given and also in test score in individual assessment, most of students can answer the question correctly. This task will help students measure the individual ability, so help writer to identify result of teaching in

teaching report.

The most important advantages of storytelling can be summarized as follows:

1. Stories are motivating and fun and can help develop positive attitudes towards the foreign language and language learning.
2. Stories exercise the imagination. Children can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations. Moreover, using pictures and stories related to their own experiences can create imagination.
3. Listening to stories in class is a shared social experience. By sharing students experience other students become know interesting experience of speaker, so it can make situation in the class will be fun.
4. Requires no equipment. Storytelling do not need tools to tell. Students just speak the story or tell their own experience, although tools can make them more easier to deeply tell the stories and make the listeners get interesting to focus on them.
5. Interesting and entertaining. Storytelling is very interesting to use in teaching process, students can create or retell the

story that they like, students become brave to speak up. It is also entertaining student and very fun, and they enjoy listening story which speaker delivers.

This method also has some disadvantages, such as while students create the story, it is mostly time-consuming because the students need more time to comprehend the pictures and translate the sentences. It also needs more patient for the teachers to handle the noises of questions and discussions done by the students in groups and disturbance from the neglected students, and needs more understanding of the way each students learn, that is way teacher must learn to understand psychology of the students. Learning will be fun, interested and enjoy if all condition can be arrange well. This research teaches that teaching is not easy as anyone's think, but not difficult too as anyone's imagination.

V. CONCLUSSION

Based on teaching through storytelling method it is found that in education system needed improvement of good teaching as a form of evaluation to improve students quality in education. After conducting at SDN Cengkareng Barat 03 Pagi it is concluded that teaching through storytelling method could improve speaking skill. It could be seen from the improvement of students speaking skill at each meeting for four meetings. The students actively join the activities in teaching and learning process. They are willingly involved in practicing the pronunciation of vocabularies, retelling the same stories read by the teachers, making the stories in groups, telling stories each other and also performing to tell stories in front of the class and doing the assessments given by the teacher.

Eventhough there are some of the students who have difficulties in pronouncing and telling stories due to the lack of abilities, they are still voluntarily practicing and following the teacher's directions and guidance to reapatdly practicing to pronounce the words and use them in their stories. The teacher also

provides them with translation helped by some students who have understood the words. Every students also has different ability to receive the material given, the teacher helps the students to remember by speak twice or more.

Some students especially who go around to disturb another students when the process of teaching and learning run has made bad condition and given bad influenced to the other students could be handled well by grouping them in groups and giving more attention to them by forcing them to discuss and show themsleves actively in all the activities.

From this storytelling method writer has taken advantages. Storytelling method can create imagine of students, motivate and fun in learning, requires no equipment, entertaining and do not make students fell bored. This method really support in learning English speaking because students fell enjoy and fun to study. Also students can share experience with others, it build close relationship between students. In another side, writer also find some disadvantages, such as while students create the story. It is time-consuming because students need more time to translate the sentences.

Teaching speaking through storytelling method was helped students in learning English. It can improve students ability and gives good influence for students. It can be seen from how students communicate in every meeting and also from test result. The improvement of students knowledge after this teaching is measured through two assignments, by using performance test and paper task. Those results of the assignments showed that there is improvement of the students' ability in pronouncing the words and use them in the story telling. The students also feel more confidence and show braveness in performing their stories to their friends in front of the class. This study may be used as one of the resource before the researchers do action research related to improving students' speaking skill.

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