

**Using Storytelling Activity to Competent Students Speaking Skills in EFL  
Classroom**

**Presented to the Department of English Language Education  
as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan  
Degree in English Language Education**



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## **APPROVAL SHEETS**

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## STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this best practice, which I have written, does not contain the work or parts of the work of other people, except those cited in the questions and references, as a scientific paper should.

Yogyakarta, 16 September 2022

The writer



Claudia Safira

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### **Motto**

“If you forget why you started something, then it comes as a stress to you. So that’s why, I try  
to remember why I started it”

(EXO - Jongin Kim)

“You have to fully understand and know yourself before you can succeed, and if you don’t do  
that, you will drift away from your goals for various reasons”

(EXO - Jongdae Kim)



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Yogyakarta, September 29 2022

Claudia Safira



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## ABSTRACT

This paper aims to describe the implementation of using storytelling activities in English language classrooms to optimize interaction among students. This study involved 18 junior high school students. This research use self-observational method. The data were obtained from storytelling in the English language classroom, focusing on the topic of expressing obligations and prohibitions. From this activity, the students were involved in interactive activities and collaborated in group work. Using storytelling strategies, young Learner can learn to express themselves more and put their own words in perspective. The findings from the data showed that students had a good willingness to communicate and practice their speaking skills through storytelling activities.

Keywords: *Storytelling, teaching speaking, teaching strategy, EFL*

## 1. INTRODUCTION

### 1.1 Background of the study

In terms of achieving the goal of teaching English to the students, strategies indeed play an important role in helping the English teacher accomplish the goal. All of the English skills have different goals that both teacher and students must accomplish. As we know, listening skills, reading skills,

speaking skills, and writing skills are 4 basic skills that unfortunately cannot be developed equally. There are so many students who find it difficult to speak English and in the end refuse to use English. Meanwhile, in this 21 century era speaking has become one of the five skills that should be acquired by every students.

This results in the daily conversation process, students must be involved in situations where they are talking to real people and real purposes. Based on my observation on August-September 2021 on MTsN 3 Aceh Barat, the problem faced by students in learning speaking skill is the lack of exercise in speaking English in the classroom. Some of the students understand the meaning of English words or English sentences when it is said by the teacher, but they cannot reply properly. The students are not familiar with English pronunciation as it is not their everyday language. According to Sundmark (2014), the teacher as a student facilitator must set a good example for students in the use of language and storytelling is an option that has the potential to improve students' language skills. The students could easily adapt what the teacher will remember for a long time if the teacher initially tells a story even for children with weak academic abilities and motivation.

Storytelling can be a good key to teaching English. Young learners like storytelling, and of storytelling, which are; students will easily summarize a fairy tale, increase creativity in writing, and help development, and the ending, including the characters and story settings that must be owned (Kayi, 2012).

When I first used the storytelling strategy while teaching speaking class, the students looked interested and attended to focus on the subject. They mix the language between English and Indonesian language. I asked them to choose the theme, and everybody became excited and eager for the story they wanted to tell. On the other hand they also become so excited while performing their unique story. It showed that the storytelling strategy also pumped up the students' adrenaline and excitement.

## **2.1. Teacher Strategies in Teaching Speaking**

Teacher strategy is the most common yet crucial part in the teaching learning process. Every teacher needs to implement the strategies in the correct ways while teaching in order to accomplish the goal.

According to Eggen and Kauchak (2012) strategy for teachers is the common approach in many fields of material, and used to fulfill various learning goals. It means that strategy is important in teaching learning process on many subjects and different kinds of goals that teachers want to accomplish.

As (2016) states the productive skill that students must master to have a conversation with others is by speaking. In addition to Zuhriyah (2017) the category of speaking that can be said to be good is when the language produced by the speaker can be understood by the listener. In this way, it can be said that these two skills support each other.

## **2. 2 Storytelling Strategy**

Storytelling is an activity that conveys stories orally which involves a certain level of interaction between the storyteller and the listener. According to As (2016), utilizing storytelling strategy for students to inform various materials will provide more benefits to students putting their own words in perspective, leading to more interesting discussions than formal lessons, useful for teaching students to speak, concentrate and follow the logical flow of an argument. Through storytelling strategies, individuals can learn to express themselves and make sense of the external world.

Storytelling activities involve two or more people who each have a role. The first is the listener, they will focus on the story by paying attention to the teller's gestures and expressions in telling the story. The second is the storyteller, they will focus on the use

of words, vocals, and good communication in telling the story (Barzaq, 2009).

According to Miller (2013) narrating is mostly associated with storytelling, but there are 3 activities that are also frequently used by storytellers, namely: role-playing (acting out a story), explaining (saying what one thinks a story means), and commanding (telling people what to do, based on a perceived lesson of a story).

Using storytelling, students' speaking skills can be trained in an interactive and fun way. Moreover, speaking is one of the language skills that must be taught. In order to make them speak the target language, teachers should be prepared to build the interaction between students in the classroom. Through communication and conversation, the teacher can realize students' understanding of the lesson. Maynard (2005) states that storytelling is a way for people to convey experiences, interpret the experiences of others, release their imaginations, and

position them in the world as they understand them. When teachers use storytelling strategies, they not only communicate with students but also provide information by engaging them. There are several different purposes in storytelling, namely spreading moral values, providing information, inspiration and advice in an entertaining way. Therefore, the use of storytelling is one of the proven ways to overcome this problem and can effectively improve students' speaking skills (Inayah, 2015).

Storytelling can be a good key to teaching English. Young learners like storytelling, and will remember for a long time if the teacher initially tells a story even for children with weak academic abilities and motivation (As 2016). Besides that, there are also benefits of storytelling, students will easily summarize a fairy tale, and increase creativity in writing (Kayi, 2012).

Sharing literature with students using storytelling techniques and asking students to participate in storytelling can entertain, stimulate and increase children's sense of imagination. It can also help students expand their speaking skills as well as develop their language skills (Tompkins & Hoskisson, 1995).

## **2. RESEARCH METHODS**

This study applied self-observational method. The setting of this study was conducted in MTsN 3 Aceh Barat. The schools are located in Meulaboh, Aceh Barat, Indonesia. 18 students participated. Role playing by way of storytelling used as a final result of students' performance.

## **3. FINDING AND DISCUSSION**

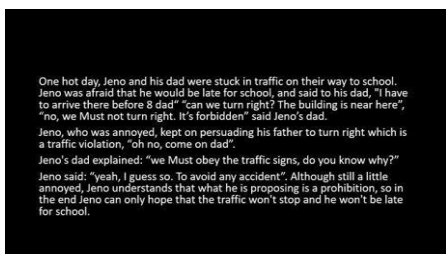
### **3.1 Narrating and Explaining**

In this activity, the teacher tells stories about obligation and prohibition to students with associated narrative. The narration explained

how the obligation and prohibition applied in daily life. The story was short and related to students' daily and school's life, and contained conversation among a few people. Moreover, the teacher prepared videos to be watched by students. The video helped students understand the next tasks. The purpose of this activity is to stimulate students to better understand what Obligations and Prohibitions are and their proper use. In addition, this activity also aims to improve students' speaking skills by conveying experiences, releasing their imaginations, and positioning them in the world as they understand them.



Picture 1.1 Teacher Tells Story



Picture 1.2 Teacher's Narration

After that the teacher explained further and in more detail about the material to be studied and the objectives of the learning itself. Students started to participate in the teaching and learning activity by listening to the teacher's explanation and taking notes on examples of the expressions such as obligation, prohibition and the use of have to, must and must not. The teacher prepared a PowerPoint to support the explanation given regarding the obligation and prohibition material.

Through this activity, students were also shown how to convey the obligation and prohibition sentences well so that in the future it would be easier for students to apply the material. This activity also makes

it easier for teachers to convey material that is easily understood by students.



Picture 1.3 Obligation and Prohibition Formulas



Picture 1.4 Expression Dialogue

### 3.2 Commanding

The activity continued with the teacher asking some students to give each other example sentences from the material given. At this stage students are asked to spontaneously give sentences, and are free to choose the next friend who will have their



turn to make obligation and Prohibition sentences.



Picture 2.1 Students Make Sentences  
Spontaneously

### 3.2 Role-Playing

The teacher asked students to form groups and randomly give them a theme for role playing by way of storytelling with the given theme. They are given time to make scripts to perform better, when they appear in front of the class they are very good and very enthusiastic in roleplaying and telling stories in English. In addition to Miller (2013) role playing learning method with the storytelling strategy also uses the theory of multiple memory pathways responsible for learning and memory. In role play, students

also act out the story so that they can deepen and relate to the story being played.

This activity makes them very excited and creates stories with their own creations and imaginations about obligation and prohibition. Then the activity continued with students being asked to write down a few sentences of the expression of 'Obligation and Prohibition' in their respective books and then asking students to exchange books with other students to identify what sentences had been written before.



Picture 2.2 Student storytelling and  
Role Play

## 4. CONCLUSIONS

The implementation of storytelling as speaking English activities has positive

impact and is beneficial for 8th grade MTsN 3 Aceh Barat students in learning obligation and prohibition. Through these activities, students can practice speaking English in a fun and interesting way, this activity also develops the students' imagination and ultimately has a good impact on their speaking ability as well. The students also agreed that they could gain higher self-confidence through role-playing with storytelling. It is shown on the data that the use of speaking skills in students increases when they use storytelling strategy.

Storytelling can be a good key to teaching English. Children like storytelling, and will remember for a long time if the teacher initially tells a story even for children with weak academic abilities and motivation. Besides, there are also benefits of storytelling, which are; students will easily summarize a fairy tale, increase creativity in writing, and help development, and the ending, including the characters and story

settings that must be owned (Kayi, 2012). These studies provide positive results toward the issue of students' English speaking skills. Therefore, it is recommended to implement storytelling strategies for students with lower English proficiency.

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