

The Application of Storytelling Technique in Improving Students' Speaking Skill

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DOI: <https://doi.org/10.52403/ijrr.20230720>

ABSTRACT

This research aims to explore the application of storytelling techniques in improving students' speaking skills in Class 7.1 MTsN 2 Boalemo. The population of the research comprised four classes of first-grade students at MTsN 2 Boalemo, with approximately 22 students in each class, totaling 48 students. The researcher chose the students from class 7.1, which consisted of 22 students. Data collection involves the use of the Wilcoxon Test Concept while descriptive analysis with quantitative methods is used to analyze the data. The research findings indicate a significant improvement in students' speaking skills after being taught using storytelling techniques. The statistical analysis shows that there is a significant average difference between the learning outcomes of the pre-test and post-test in terms of vocabulary, pronunciation, and fluency. The values of Sig. (2-tailed) for all three tests are 0.000, which is less than the significance level of 0.05. This indicates that the hypotheses H1, H2, and H3 are accepted, and it can be concluded that there is a noticeable improvement in students' vocabulary, pronunciation, and fluency from before to after the intervention. The research concludes that storytelling is an effective technique for improving students' speaking skills and increasing their interest in learning English and based on these findings, it is recommended that English teachers utilize storytelling techniques to enhance students' speaking skills and foster their confidence in public speaking. This research can serve as a valuable reference for other researchers interested in exploring similar topics or different aspects related to the use of storytelling in language learning.

Keywords: storytelling, speaking skills, language learning

INTRODUCTION

Basic Consideration

Language is essential for human communication, enabling the expression of ideas, thoughts, and feelings both orally and in writing. Good language competence facilitates effective communication and interaction with others (Tarigan, 2019). As students progressing to higher levels of education, such as SMP/MTs, they encounter English lessons, which may be a new experience for those in areas with limited exposure to English courses. English holds universal significance as a widely used language, serving as a means of communication in international contexts (Richards & Rodger, 1986). Speaking is a crucial skill in language learning, with Rao (2019) highlighting its importance in global communication and as a reflection of students' overall communicative abilities. Speaking involves the production, reception, and processing of information to build meaning (Bailey, 2000:25). Continuous practice and training are necessary for the development of speaking skills. Tarigan (2019) explains that speaking is a language skill developed during childhood, often acquired through listening. Speaking plays a vital role in communication, allowing individuals to express themselves and engage in conversations or interactions (Ladouse, 1991).

In the context of English language learning, students face obstacles such as lack of confidence, limited study time, vocabulary memorization, pronunciation difficulties, grammar apprehension, translation challenges, and a lack of practice partners (Al-Hosni, 2014). Motivation is crucial in overcoming these obstacles, and teachers can employ techniques like learning English through songs and storytelling to enhance student motivation (Gardner, 2019). Storytelling, an oral activity that conveys stories, is a powerful tool to encourage English language proficiency, as students practice expressing their ideas through spoken language (Atini & Triningsih, 2018). Storytelling fosters awareness, imagination, and engagement among children and parents, making it useful for teachers in various contexts (Loban, in Aliyah, 2011: 35). Preliminary observations and interviews with students indicate factors such as lack of motivation, conventional teaching methods, and confusion between English reading and writing that hinder the development of speaking skills. The researcher aims to explore the application of storytelling techniques in improving students' speaking skills in Class 7.1 MTsN 2 Boalemo and the objective of this research is to describe the application of storytelling technique can improve students' speaking skills.

LITERATURE REVIEW

Concept of Speaking

Speaking English encompasses various aspects that students must master, including pronunciation, grammar, fluency, and vocabulary (Brown, 2001:168). Pronunciation involves producing understandable utterances, including individual sounds, word linking, intonation, and stress (Thornbury, 2005; Brown, 2000). Teaching pronunciation not only helps differentiate sounds but also enhances overall speaking ability (Harmer, 2007). Grammar and speaking are closely linked, as learners need to understand word order, inflection, and derivation to speak fluently

(Nunan, 2013). Fluency refers to the ability to speak spontaneously without frequent pauses or hesitations, indicating a smooth flow of language (Wolfe-Quinter in Koizumi, 2005:46). It involves speaking at an appropriate speed and without unnecessary repetitions or false starts (Harmer, 2007). Vocabulary plays a vital role in language use, as it allows learners to communicate effectively and comprehend messages (Richards, 2001). It encompasses single words, compound words, and idioms used in conversation (Brown, 2000). Comprehension is also a component of speaking, as it aids in improving speaking skills and understanding (Harmer, 2007). Speaking activities can be categorized based on the number of speakers, such as monologue (one speaker delivering a speech) and dialogue (two people interacting) (Nunan, 1993:18). Nunan further categorizes speaking activities based on their functions, including transactional (transferring goods or services), interpersonal (socializing), and expressive language (securing goods and services) (Nunan, 1993:18). Brown (2004:141) classifies speaking performance into four categories: imitative (pronouncing words correctly), intensive (producing short stretches of language), responsive (engaging in brief conversations), and extensive (providing ample speaking opportunities). In summary, speaking English involves mastering pronunciation, grammar, fluency, and vocabulary. It requires an understanding of word order, inflection, and derivation for fluent speech. Vocabulary is essential for effective communication, and comprehension enhances speaking skills. Speaking activities can be categorized based on the number of speakers or their functions. Brown provides a classification of speaking performance based on imitative, intensive, responsive, and extensive categories.

Teaching strategies play a crucial role in language learning, determining the success or failure of instruction (William & Burden, 2003). Effective instructors employ

strategies such as minimal responses, recognizing scripts, and using language to talk about language to help students develop speaking skills, expand their knowledge of the language, and gain confidence in using it. Speaking activities encompass both production and interaction. Production focuses on learners' ability to produce sounds, phrases, and grammatical structures, starting with controlled activities guided by the teacher and gradually allowing more freedom for language choice. Interaction involves learners interacting, communicating, and building relationships with others (Harmer, 2007). Role play is an effective speaking activity that allows students to simulate real communication relevant to experiences outside the classroom. It encourages creativity and empathy by asking students to act and speak from the perspective of assigned characters (Harmer, 2007). Games, defined as play governed by rules, can contribute to language proficiency by engaging learners in language use while making the learning process enjoyable and effective, especially for young learners (Harmer, 2007).

Storytelling

As explained by Anderson (1972), language is a dynamic and universal system of sound signs used by social groups for communication and identification. Febrina (2021) asserts that mastery of the English language is crucial for better job opportunities and success in an increasingly globalized and technologically advanced world. The teaching of English has been implemented in Indonesian education for a long time, although the abolition of compulsory English subjects at the elementary level in 2013 has led to challenges at the secondary level (Kusumayati, 2014). To address these challenges, storytelling is suggested as an effective method for teaching speaking skills. Pereira (2020) recommends making learning English enjoyable by getting to know students, setting goals, relating lessons to students' interests, using

interactive techniques like props and storytelling, and creating a fun and rewarding learning environment. Government Regulation (2005) emphasizes the importance of interactive and inspiring learning environments that stimulate students' initiative and creativity. Storytelling, as described by Thornburry (2005), promotes interactive approaches, develops thinking skills, and motivates students to learn. Storytelling is also supported by Ellis and Cameron (2001) as a means to develop language skills through context, props, and various visual aids. It enhances students' comprehension, fluency, vocabulary, grammar, and pronunciation. Safdarian (2013) emphasizes that storytelling allows students to retell stories using their own words, promoting active engagement and the development of speaking skills. Latif (2012) suggests that storytelling is an effective method of education, as stories are memorable and engaging.

Additionally, storytelling helps students express ideas, develop narratives, and understand cultural norms and differences (Davidson, 2004). The benefits of storytelling include increased interest in learning and reading (Oliver, 2008), motivation, and confidence building (Loban in Aliyah, 2011). The method encourages student participation, promotes speaking practice, and fosters confidence inside and outside the classroom (Behmer in Smeda, 2014). To implement storytelling effectively, teachers should understand the individual situations of their students through observation, interviews, or questionnaires (Cruickshank et al., 2014). By tailoring storytelling to students' needs, teachers can guide them in developing their speaking skills and confidence in learning English. In summary, storytelling is a valuable method for teaching speaking skills and enhancing language learning. It engages students, fosters interaction, and makes the learning process enjoyable. The included citations support the importance and

benefits of storytelling in language education.

The teaching of Speaking Skills by Using the Storytelling Technique

Munawaroh (2012) highlights that storytelling helps children develop a sense of structure, which aids their understanding of complex literature stories. Brown (2004) suggests that materials derived from literary texts and movies create a meaningful context, stimulating imagination and motivation. Almond (2005) emphasizes that storytelling is frequently used in teaching, especially with beginners, as it builds confidence, contextualizes language, and develops empathy for characters. Stories, in their various forms, serve as the cornerstone of teaching, allowing for the observation of natural speech and benefiting listeners' language development. Alsofi (2008) states that storytelling technique fosters collaborative language learning experiences, enabling learners to reconstruct meaning and incorporate their own knowledge and feelings. It enhances imaginative and creative abilities, stimulates retelling, remembering, predicting, and memorizing. Ikramuddin (2017) provides practical tips for effective storytelling: having an interesting story tailored to the audience, using facial expressions to convey emotions, and employing expressive voices with variations for different characters and moods. In summary, storytelling promotes the development of structure understanding, motivation, imagination, empathy, and collaborative language learning. It engages learners through rich and meaningful contexts and allows for the use of various expressive techniques to enhance the storytelling experience.

Storytelling is an effective technique for improving students' speaking skills in English. Doty (2013) suggests that storytelling helps learners reflect on their own experiences and backgrounds, fostering experiential learning. It also cultivates an interest in reading, as students become curious about the stories they hear and seek

out more to read. Storytelling creates a comfortable and enjoyable learning atmosphere, building closeness and harmony between teachers and students. It enhances students' thinking power, imagination, and speaking skills, as highlighted by Rossiter (2002). Zaro and Salaberri (in Rafiudin, 2011) state that storytelling aids in teaching foreign languages, motivating students through interesting and engaging stories. The communicative exchange in storytelling encourages interaction and collaboration among students. Furthermore, storytelling stimulates imagination, develops literary competence, and facilitates the acquisition of new vocabulary. Dewi (2011) outlines various benefits of storytelling, including stimulating children's thinking ability, providing pleasure and awakening their imagination, developing insight and speaking skills, and fostering analytical skills.

Nunan (2003) emphasizes the communicative and transformative nature of storytelling, stating that stories engage the imagination, emotions, and minds of listeners, making subsequent teaching more effective. Ellis and Brewster (in Astuti, 2017) highlight the advantages of storytelling in speaking classes, such as motivating students, exercising imagination, promoting social experience sharing, introducing new vocabulary and structures, and improving listening, grammar, vocabulary, and concentration skills. When selecting stories for language learning, criteria proposed by Ellis and Brewster (1991) can be considered, including appropriate language level, pronunciation features, relevant content, supportive visuals, participation encouragement, motivation, curiosity arousal, development of positive attitudes, and representation of the target culture's language and life. In summary, storytelling in language learning offers benefits such as improved speaking skills, motivation, imagination development, social interaction, vocabulary acquisition, and enhanced learning experiences. Careful

selection of suitable stories based on language level, pronunciation, content, visuals, participation, motivation, curiosity, positive attitudes, and cultural representation is crucial for effective implementation.

The application of storytelling in speaking class can be implemented using different procedures. Samantaray (2014) suggests hanging written stories on the whiteboard, forming groups, choosing a topic, developing a story, retelling it based on group discussion, and awarding the best group. However, the researcher proposes a different approach, including dividing a dialogue, reading it, forming pairs, asking questions about their friends' identities, developing a dialogue and story, retelling the story based on group discussion, and awarding the best group. To effectively teach using storytelling, three steps can be followed based on Morrow (in Susanti, 2019). The first step is pre-storytelling, where the teacher introduces the lesson objective and engages students in thinking about storytelling. Students watch a monologue narrative video and reflect on

the story. The second step is guideline storytelling, where students learn about story structures, such as plot, point of view, setting, characteristics, and ending. Teachers provide guiding questions and encourage discussion to enhance storytelling skills. The final step is post-storytelling, where students independently retell stories in class, and the teacher provides feedback on their storytelling performance. In summary, implementing storytelling in speaking class involves procedures such as story selection, group work, story development, retelling, and recognition of outstanding groups. Teaching procedures for storytelling include pre-storytelling, guideline storytelling with structured discussions, and post-storytelling with individual retellings and feedback. These steps help students engage with storytelling, develop their speaking skills, and effectively communicate stories to their peers.

Conceptual Framework

Schema of conceptual framework of the storytelling technique to teach speaking skill as below:

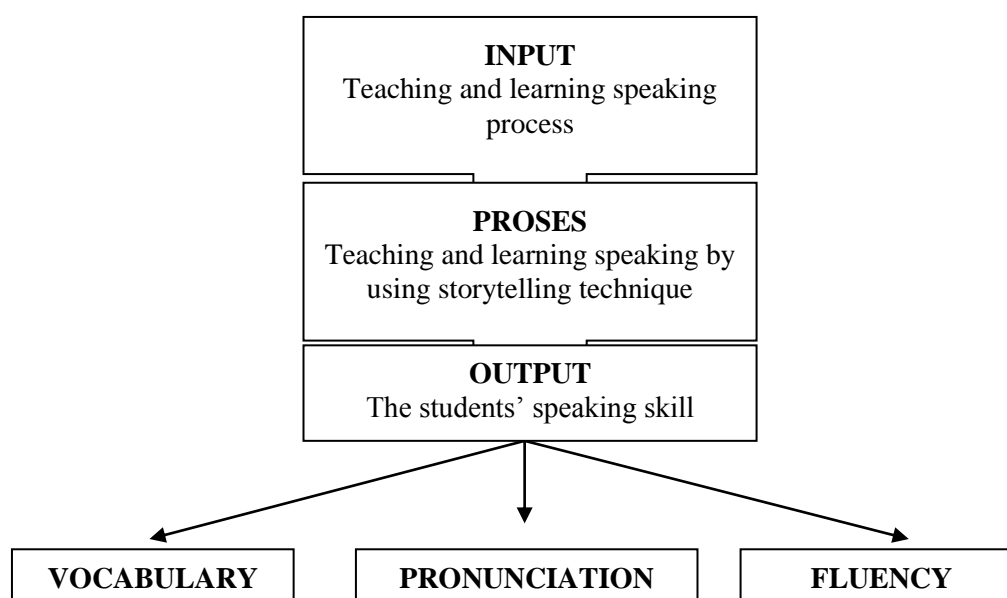


Figure 1. schema of conceptual framework

The researcher conducted a pre-experimental study to investigate the effectiveness of using storytelling as a

technique to improve students' speaking skills. The research design consisted of three stages: input, process, and output. In

the input stage, a pre-test was conducted to assess the students' initial speaking skills. This provided a baseline measurement before the implementation of the storytelling technique. During the process stage, the researcher applied the storytelling technique in teaching for four sessions. The teacher explained the technique to the students, who then prepared their own stories and shared them with their peers. This technique aimed to encourage active participation, engagement, and an enjoyable learning environment. Finally, in the output stage, a post-test was administered in the last session to evaluate the impact of the storytelling technique on students' speaking skills. The researcher expected that the use of storytelling would stimulate the students to become more active in speaking and enhance their overall speaking abilities. The researcher hoped that the findings of this study would contribute to the teaching and learning process, providing a useful and effective technique for improving students' speaking skills in the English language.

Hypothesis

Providing activities that attract students' attention in learning will make students interested in learning English. In this case is the storytelling technique. McDrury & Alterio (2003) conveyed that storytelling in education is a learning activity that is similar to activities in the real world. Through storytelling students can tell about experiences or activities they do every day. By listening and telling stories frequently, students can improve their vocabulary, pronounce and fluency. So that storytelling is an opportunity for students to improve their speaking skills and to get rid of shyness or nervousness when appearing in public.

The statement above is a reason of the researcher took the hypothesis. Hypothesis are predictions the research or holds about the relationship among variables. So the researcher formulates the hypothesis as follows:

H0 : There is no significant differences of the students speaking skill before and after being taught by using storytelling technique in class 7.1 MTsN 2 Boalemo the academic year 2022/2023

H1 : There is significant differences of the students' speaking skill before and after taught by using storytelling technique in class 7.1 MTsN 2 Boalemo the academic year 2022/2023

MATERIALS & METHODS

The research design used in this study was a pre-experimental design, specifically a pre-test and post-test research design. The implementation pattern followed the O1 X O2 format, where the sample was given a pre-test before treatment (O1) and a post-test after treatment (O2). The study did not include a control class and only one class was used as the experimental class (Arikunto, 2010). This research consisted of two variables, which are students' speaking skill for dependent variable and the use of storytelling technique in teaching and learning of speaking as the independent variable. The population of the research comprised four classes of first-grade students at MTsN 2 Boalemo, with approximately 22 students in each class, totaling 48 students. Convenience sampling was used to select the sample, and the researcher chose the students from class 7.1, which consisted of 22 students (Siregar, 2015). The research instruments used were speaking test and treatment. The data collection procedure involved the use of the Wilcoxon Test Concept, which is a quantitative data analysis technique. The Wilcoxon signed modification test was used to test differences between paired data, specifically to compare observations before and after treatment and determine the effectiveness of the treatment (Hayes, 2021). The research used descriptive analysis with quantitative methods. The mean scores of the students' pre-test and post-test were calculated to assess the

effectiveness of the storytelling technique. The Wilcoxon test, a non-parametric statistical test, was used to analyze the data and determine if there was a significant difference between the pre-test and post-test scores (Shenmare). The scoring technique for speaking skills included separate criteria for pronunciation, vocabulary, and fluency. Each aspect was scored based on a scale that described different levels of proficiency and performance.

FINDING AND DISCUSSION

Finding

In this study, the researcher aimed to improve the speaking skills of 22 students in class 7.1 MTsN 2 Boalemo who were facing difficulties in learning English, especially in pronunciation and fluency. The researcher introduced the storytelling technique to increase the students' interest in learning English and enhance their speaking abilities. The students were assigned to interview their classmates and turn the interviews into interesting stories using simple words. Through this process, the students showed improvement in their speaking skills and gained confidence to present in front of the class. The researcher conducted pre-tests and post-tests to assess the students' progress, focusing on vocabulary, pronunciation, and fluency. The treatments consisted of four sessions held over two weeks. In the first treatment, students

worked in pairs to create dialogues introducing themselves and conducted interviews based on provided guidelines. The second treatment involved students making simple stories about their interviewed classmates, although they faced difficulties due to limited vocabulary. In the third treatment, students presented their stories on the theme "Stars in the Class" and received immediate corrections. Despite challenges, their enthusiasm and vocabulary increased. The fourth treatment involved students speaking with their partners, followed by a post-test where they presented their stories with improved vocabulary, pronunciation, and fluency.

The researcher considered the application of storytelling as a solution to enhance students' speaking skills. By having students conduct interviews and create stories based on their classmates' experiences, the researcher aimed to engage the students and provide optimal results. The study consisted of a pre-test, four treatments, and a post-test, focusing on vocabulary, pronunciation, and fluency. The researcher expressed satisfaction with the students' progress and the effectiveness of the storytelling technique in improving their speaking skills. The following are the percentage of pre-test and post-test results based on vocabulary, pronunciation and fluency to test whether storytelling is used effectively in learning English to improve students' speaking skills.

Improvement of students' vocabulary

Table 1. Percentage of pre-test by students' vocabulary

Score	Classification	X1	Pretest	
			Frequency	Percentage
91-100	Excellent	0	0	0
75-90	Good	78	2	9.1%
61-74	Fair	72	1	4.5%
		71	1	4.5%
		70	6	27.5%
		69	2	9.1%
		68	2	9.1%
		67	1	4.5%
		65	1	4.5%
		63	1	4.5%
51-60	Less	60	2	9.1%
		59	1	4.5%
0-50	Poor	0	0	0
Total			22	100%

Table 1 showed that frequency and percentage by the students' vocabulary in pre-test from 22 students, there were 2 students get good category (9.1%), got 78 score. 17 students got fair category (77.3%)

and 3 students got less category (13.6%). It means that, in the pre-test some students still get less and fair category in vocabulary and just two students get a good score.

Table 2. Percentage of post-test by students' vocabulary

Score	Classification	X1	Post-test	
			Frequency	Percentage
91-100	Excellent	0	0	0
75-90	Good	87	1	4.5%
		85	1	4.5%
		82	2	9.1%
		79	2	9.1%
		78	6	27.5%
		76	1	4.5%
		75	5	22.6%
61-74	Fair	72	2	9.1%
		70	2	9.1%
51-60	Less	0	0	0
0-50	Poor	0	0	0
Total			22	100%

Table 2 showed that frequency and percentage by the students' vocabulary in post-test from 22 students, there were 18 students get good category (81.8%), 4 students got fair category (18.2%). Based on the results of the pre-test and post-test, it can be concluded that students in

vocabulary get better grades than before. There are a lot of improvements in speaking ability after going through several treatments.

The following table 4.3 is the result of percentage of students' improvement in vocabulary.

Improvement of students' pronunciation

Table 3. Percentage of pre-test by students' pronunciation

Score	Classification	X1	Pretest	
			Frequency	Percentage
91-100	Excellent	0	0	0
75-90	Good	76	1	4.5%
		75	3	13.7%
61-74	Fair	73	1	4.5%
		72	2	9.1%
		70	4	18.2%
		68	2	9.1%
		67	1	4.5%
		65	2	9.1%
		62	2	9.1%
		60	1	4.5%
51-60	Less	58	3	13.7%
0-50	Poor	0	0	0
Total			22	100%

Table 3 showed that frequency and percentage by the students' pronunciation in pre-test from 22 students, there were 4 students get good category (18.2%), 14

students got fair category (63.6%) and 4 students got less category (18.2%). In pronunciation pre-test, students still get a low score.

Table 4. Percentage of post-test by students' pronunciation

Score	Classification	X1	Post-test	
			Frequency	Percentage
91-100	Excellent	0	0	0
75-90	Good	88	1	4.5%
		87	2	9.1%
		85	2	9.1%
		83	3	13.7%
		80	1	4.5%
		78	3	13.7%
		77	1	4.5%
		75	5	22.5%
61-74	Fair	72	4	18.2%
51-60	Less	0	0	0
0-50	Poor	0	0	0
Total			22	100%

Table 4 showed that frequency and percentage by the students' pronunciation in post-test from 22 students, there were 18 students get good category (81.8%), 4 students got fair category (18.2%). So, there

were no students get less category. After following the treatment, only one student gets low score in pronunciation. It means that students pronunciation improved and get the significant good score.

Improvement of students' fluency

Table 5. Percentage of pre-test by students' fluency

Score	Classification	X1	Pretest	
			Frequency	Percentage
91-100	Excellent	0	0	0
75-90	Good	82	1	4.5%
		80	2	9.1%
		79	1	4.5%
		78	2	9.1%
		75	3	13.7%
61-74	Fair	73	1	4.5%
		72	1	4.5%
		70	3	13.7%
		69	3	13.7%
		68	1	4.5%
		65	3	13.7%
51-60	Less	60	1	4.5%
0-50	Poor	0	0	0
Total			22	100%

Table 5 showed that frequency and percentage by the students' fluency in pre-test from 22 students, there were 9 students get good category (40.9%), 12 students got

fair category (54.6%) and 1 student got less category (4.5%). In fluency, students' pre-test still get a low score.

Table 6. Percentage of post-test by students' fluency

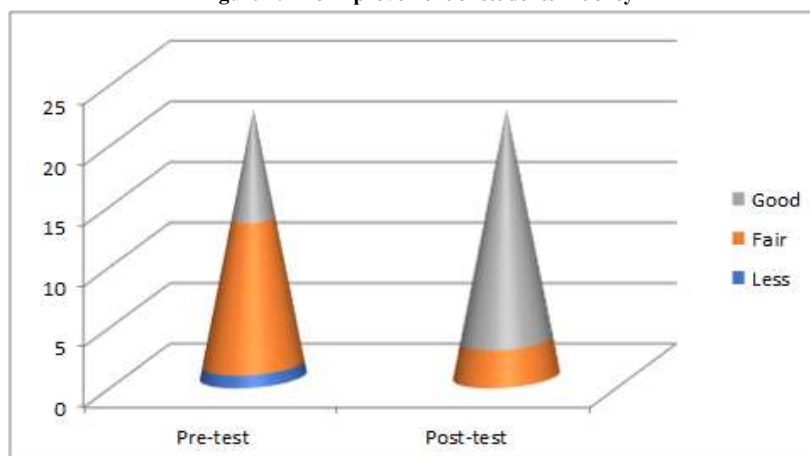
Score	Classification	X1	Post-test	
			Frequency	Percentage
91-100	Excellent	0	0	0
75-90	Good	88	2	9.1%
		87	2	9.1%
		85	3	13.7%
		84	2	9.1%
		83	1	4.5%
		80	2	9.1%
		78	4	18.2%
		75	3	13.7%
61-74	Fair	74	1	4.5%
		72	2	9.1%
51-60	Less	0	0	0
0-50	Poor	0	0	0
Total			22	100%

Table 6 showed that frequency and percentage by the students' pronunciation in post-test from 22 students, there were 19 students get good category (86.4%), 3 students got fair category (13.6%). So, there were no students get less category. After

following the treatment in speaking, there were increases in students' fluency.

The following Figure 2 is the result of percentage of students' improvement in fluency.

Figure 2: The improvement of students' fluency



From the figure above, we knew that there was a significant increase in students' scores on fluency. This is an indicator which states that learning English using storytelling techniques can improve students' speaking skills. With the improvement in student fluency, it can stimulate students to be more courageous in speaking English

Based on the data from improvement of students' vocabulary, pronunciation and fluency in speaking English above, it can be concluded that the application of storytelling technique was effective to improving students' speaking skills.

Hypothesis

Research Data Analysis

Statistical Inference

- Normality test
 - Paired sample t-test (if the data is normally distributed)
 - Wilcoxon test (if the data is not normally distributed)
- Homogeneity test
 - Test Independent sample t-Test (if the data is normally distributed)

Mann-Whitney test (if the data is not normally distributed)

1. Normality Test

Table 7. Normal Distribution Test Results

Variable	Uji Shapiro-Wilk	Nilai Sig
Pretest_Vocabulary	0.924	0.093
Pretest_Pronunciation	0.924	0.091
Pretest_Fluency	0.963	0.558
Pretest_Vocabulary	0.950	0.319
Pretest_Pronunciation	0.911	0.049
Pretest_Fluency	0.924	0.091

Critical area: Significance value > 0.05

Conclusion: H0 is accepted because the significance value (sig) for all on the Shapiro Wilk test is > 0.05. So it can be concluded that all the data is normally distributed.

Meanwhile, if the data is normally distributed, then the next step we will use parametric statistics (paired sample t-test) to perform the next data analysis.

2. The concept of the Paired Sample t-test
The paired sample t-test is a test used to compare the difference between the two means of two paired samples assuming the data is normally distributed. Paired samples

come from the same subject, each variable is taken in different situations and circumstances. This test is also called the paired t test. The paired sample t-test shows whether the paired samples experience significant changes. The results of the paired sample t-test are determined by the significance value. This value then determines the decisions taken in the study.

- Significance value (2-tailed) < 0.05 indicates a significant difference between the initial variable and the final variable. This shows that there is a significant effect on the difference in the treatment given to each variable.
- Significance value (2-tailed) > 0.05 indicates that there is no significant difference between the initial variable

and the final variable. This shows that there is no significant effect on the difference in the treatment given to each variable.

The formulation of the research hypothesis from the paired sample t-test in this case is as follows:

H1: There is an average difference between the Vocabulary Pretest and Posttest Vocabulary results.

H2: There is an average difference between the learning outcomes of Pretest Pronunciation and Posttest Pronunciation.

H3: There is an average difference between the learning outcomes of Pretest Fluency and Posttest Fluency.

Analysis Results

Paired Samples Statistics (Table 8)					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest_Vocabulary	67.7727	22	5.19094	1.10671
	Posttest_Vocabulary	77.0909	22	4.28629	.91384
Pair 2	Pretest_Pronunciation	67.6818	22	5.92321	1.26283
	Posttest_Pronunciation	78.5909	22	5.25229	1.11979
Pair 3	Pretest_Fluency	72.1364	22	5.86593	1.25062
	Posttest_Fluency	80.5000	22	5.30723	1.13150

The table 8 above shows the descriptive value of each variable in each paired sample.

a. Vocabularies

- The initial test has an average value (mean) of 67.7727 from 22 data. The data distribution (Std. Deviation) obtained is 5.19094 with a standard error of 1.10671.
- The final test has an average value (mean) of 77.0909 from 22 data. The data distribution (Std. Deviation) obtained is 4.28629 with a standard error of 0.91384.
- This shows that the final test on the data is lower than the initial test. However, the distribution range of the final test data is getting smaller and with a lower standard error.

b. Pronunciation

- The initial test has an average value (mean) of 67.6818 from 22 data. The

data distribution (Std. Deviation) obtained is 5.92321 with a standard error of 1.26283.

- The final test has an average value (mean) of 78.5909 from 22 data. The data distribution (Std. Deviation) obtained is 5.25229 with a standard error of 1.11979.
- This shows that the final test on the data is higher than the initial test. However, the distribution range of the final test data is getting smaller and also with a lower standard error.

c. Fluency

- The initial test has an average value (mean) of 72.1364 from 22 data. The data distribution (Std. Deviation) obtained is 5.86593 with a standard error of 1.25062.
- The final test has an average value (mean) of 80.5000 from 22 data. The data distribution (Std. Deviation)

obtained is 5.30723 with a standard error of 1.13150.

This shows that the final test on the data is higher than the initial test. However, the

distribution range of the final test data is getting smaller and also with a lower standard error.

		N	Correlation	Sig.
Pair 1	Pretest_Vocab & Posttest_Vocab	22	.878	.000
Pair 2	Pretest_Pronoun & Posttest_Pronoun	22	.816	.000
Pair 3	Pretest_Fluent & Posttest_Fluent	22	.935	.000

The output above shows the results of the correlation test or the relationship between the two data or the relationship between the Pretest variable and the Posttest variable. Based on the output above, several conclusions can be obtained as follows:

- Due to the value of Sig. (0.000) < 0.005, it can be concluded that there is a relationship between the Pretest Vocabulary variables and the Posttest Vocabulary variables. With a correlation coefficient (correlation) of 0.878.
- Due to the value of Sig. (0.000) < 0.005, it can be concluded that there is a

relationship between the Pretest Vocabulary variable and the Posttest Pronunciation variable. With a correlation coefficient (correlation) of 0.816.

- Due to the value of Sig. (0.000) < 0.005, it can be concluded that there is a relationship between the Pretest Vocabulary variable and the Posttest Fluency variable. With a correlation coefficient (correlation) of 0.935.

Table 10. Paired Sample Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest_Vocabulary Posttest_Vocabulary	-9.31818	2.49545	0.53203	-10.42460	-8.21176	-17.514	21	0.000
Pair 2	Pretest_Pronunciation PosttestPronoun citation	-10.90909	3.44907	0.73534	-12.43832	-9.37986	-14.835	21	0.000
Pair 3	Pretest_Fluency PosttestFluency	-8.36364	2.08271	0.44403	-9.28706	-7.44022	-18.836	21	0.000

Based on the formulation of the previous research hypothesis, the conclusions obtained include:

- Known value of Sig. (2-tailed) is 0.000 < 0.05, then H1 is accepted. So it can be concluded that there is an average difference between the learning outcomes of the Pre Test Vocabulary and Post Test Vocabulary.
- Known value of Sig. (2-tailed) is 0.000 < 0.05, then H2 is accepted. So it can be concluded that there is an average difference between the learning outcomes of Pre Test Pronunciation and Post Test Pronunciation.

- Known value of Sig. (2-tailed) is 0.000 < 0.05, then H3 is accepted. So it can be concluded that there is an average difference between the learning outcomes of the Pre Test and Post Test Fluency.

The data above in the form of a pre-test (before being taught speaking using storytelling) and post-test (after being taught speaking using storytelling) had an increase. So it can be concluded that learning English especially speaking using the storytelling technique has increased results significantly and it can be said that the applying storytelling technique is effectively used to improve students' speaking skills.

DISCUSSION

The research findings indicate a significant improvement in students' speaking skills after being taught using storytelling techniques. Previous studies, such as those by Goncalves et al. (2019) and Inayah (2015), support the effectiveness of storytelling in developing speaking skills and enhancing students' attitudes towards learning. The results of the pre-test and post-test, particularly in vocabulary, show a noticeable improvement in students' grades. The application of the storytelling technique helped students overcome difficulties in vocabulary, pronunciation, and fluency, leading to increased confidence in speaking. The use of storytelling based on students' experiences and the learning environment facilitated their ability to express themselves in English. Students' engagement and active participation in the learning process were observed during the treatment sessions. The repetition of the same story allowed students to become familiar with the material and effectively convey their work to the class. Experts emphasize that storytelling supports experiential learning, engagement, and memory retention (Rossiter, 2022; Doty, 2013; Rossiter, 2002). By listening to stories and retelling them, students develop their imagination and speaking skills. Speaking skills involve not only vocabulary, pronunciation, and fluency but also the confidence to communicate and be understood by listeners (Irawati, 2014; Bahadorfar & Omidvar, 2015). Storytelling creates opportunities for students to process information, explore language, and express themselves using their own words.

The research hypothesis, supported by the data analysis, concludes that there is a significant difference in students' speaking skills before and after being taught using storytelling techniques. The improvement is evident in vocabulary, pronunciation, and fluency as indicated by the findings. The researchers' initiative to experiment with storytelling techniques aimed to address the difficulties students faced in speaking English. Students initially lacked

confidence, but after the treatments, they gradually improved their vocabulary, pronunciation, and fluency. Some students still faced minor challenges, but their progress was considered an improvement since they initially hesitated to speak in front of the class. The research design involved students in grade seventh using the theme of stars. Students conducted interviews with their classmates and created short stories based on the interview results. The researchers assessed students' speaking skills by increasing their vocabulary, pronunciation, and fluency. The familiarity with the story material enabled students to understand and retell their work confidently. Repetition played a vital role in helping students comprehend and engage with the story material. The researcher's advantage was that students showed enthusiasm in interviewing their peers, creating stories, and presenting their work. However, a weakness was observed in some students relying on Google Translate for language translation during story production. Nonetheless, this did not hinder the researchers from motivating students to complete their stories with dedication and effort. According to Behmer (in Smeda, 2014), storytelling allows students to personalize their learning, construct meaning, and develop their own knowledge. Based on the theory and data, it can be concluded that the application of storytelling techniques effectively improves students' speaking skills. The success of any technique or media used by the teacher depends on students' interest, communication, and emotional connection. The use of different media makes learning interesting and enhances understanding. However, it is important to note that the research results are specific to class 7.1 MTsN 2 Boalemo in the academic year 2022/2023 and may not be generalized to other contexts. In conclusion, the research findings suggest that storytelling techniques have a positive impact on students' speaking skills. English teachers are encouraged to consider storytelling as an alternative

technique to enhance students' speaking abilities.

CONCLUSION

Storytelling is a technique used by researchers in learning English to increase students' interest and improve their speaking skills. Based on the results of the study, there were very significant results were obtained between before learning was carried out using storytelling techniques and after using these techniques. The researcher divided the pretest and posttest assessments into 3 types of assessments, namely vocabulary, pronunciation and fluency assessments. Based on these 3 categories of assessment, the researcher concluded that students were more enthusiastic about learning, as evidenced by the increase in student scores after applying the storytelling technique to learning English.

In the vocabulary assessment, in the pre-test, 2 students got good grades, 17 students got fair scores and 3 people got less scores. In the post-test, there were no more students who got less scores, and 18 students got good scores, and only 4 students got fair scores. On assessment pronunciation showed that frequency and percentage by the students' pronunciation in pre-test from 22 students, there were 4 students get good category (18.2%), 14 students got fair category (63.6%) and 4 students got less category (18.2%) and the frequency and percentage by the students' pronunciation in post-test from 22 students, there were 18 students get good category (81.8%), 4 students got fair category (18.2%). So, there were no students get less category. Further, the data showed that frequency and percentage by the students' fluency in pre-test from 22 students, there were 9 students get good category (40.9%), 12 students got fair category (54.6%) and 1 student got less category (4.5%) and students' pronunciation in post-test from 22 students, there were 19 students get good category (86.4%), 3 students got fair category (13.6%). So, there were no students get less category.

Declaration by Authors

Acknowledgement: None

Source of Funding: None

Conflict of Interest: The authors declare no conflict of interest.

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How to cite this article: Sriwahyuningsih Dianelo, Sartin T. Miolo, Moh. Syahrin Ibrahim. The application of storytelling technique in improving students' speaking skill. *International Journal of Research and Review*. 2023; 10(7): 145-159. DOI: <https://doi.org/10.52403/ijrr.20230720>
