

# USING STORYTELLING TO INCREASE SPEAKING PERFORMANCE OF PAI STUDENTS OF MUHAMMADIYAH UNIVERSITY OF METRO

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**Abstract:** The study is intended to increase speaking performance of PAI students of Muhammadiyah University of Metro by using storytelling. The design of the research is collaborative classroom action research which involves a collaborator in whole process of the research. The instruments of the research are observation sheet, field notes, and speaking test. The criteria of success of the research are 100% from thirty students are active in the classroom and get score equal to or more than 70. The result shows that twenty two students get score 70 in Cycle 1 and thirty in Cycle 2.

**Keywords:** speaking performance, storytelling, increase

Speaking is an important form of communication in daily life. It is more important in campus environment like college and university. The students from colleges and universities must speak English better than those from senior high schools and junior high school because they must present their paper in the classroom seminar as well as open seminar. Hence, the ability to speak English well is strongly required for college and university students.

Since the students in colleges and universities are obligated to conduct seminars, so the teaching speaking in the campus should focus on guiding the students to speaking in public. The students are drilled to speak in public confidently without having to hesitate to express their ideas in front of audience.

Having failed to guide the students to speak English in public can make them hesitate to speak confidently and fluently. It happened in Islamic Education Study Program (PAI) when the PAI students performed English speaking in the speaking test. Only nine out of thirty students could speak confidently in front of their friends while twenty students who got score below 70 hesitated to speak.

As the lecturer of the English class for PAI students, the researcher tried to find out why the students could not speak English well. Finally, he found that his English teaching was dominated by the grammatical teaching. He preferred giving the students grammatical rules to leading the students to speak. When he taught speaking, he only asked the students to have conversation with him one by one. He never asked the students to speak in front of their friends. After reflecting the teaching procedures, it is clear that the above condition was the main cause why the students could not speak English well.

The researcher who is also a lecturer of the class felt responsible for finding solution for the problems encountered by the students. Finally he proposed storytelling to teach the students narrative speaking. He selected storytelling because it could motivate the students to speak confidently.

Storytelling is very beneficial for the speaking class. Stoye (2003) proposes some benefits of storytelling in the classroom. 1) Promoting a feeling of well-being and relaxation. 2) Increasing children's willingness to communicate thoughts and feelings. 3). Encouraging active participation. 4) Increasing verbal

proficiency. 5) Encouraging use of imagination and creativity. 6) Encouraging cooperation between students. 7) Enhancing listening skills.

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

One of the previous researchers who used storytelling in the research is Indra Kridaningtyas (2012). He conducted classroom action research entitled "Improving students' speaking ability through storytelling (a classroom action research on the second grade of SMP Purnama Sumpiuh in academic year of 2010/2011). The objectives of this study are to know whether storytelling can improve the students' speaking ability or not and to know what the students' responses when storytelling is implemented in teaching speaking. The results showed that storytelling improved the students' speaking ability. It was shown from the mean score in pretest 5.92 increased to 7.35.

In this current study, the researcher implements storytelling to increase the students' speaking performance. This study is different from Kridanintyas' in terms setting and subject of the study, the teaching material and media, teaching procedures, scoring rubric to assess the students' speaking

performance, and the criteria of success of the research.

## **Method**

The research design of this study is collaborative Classroom Action Research (CAR ) because the researcher involves as a collaborator who helps his job in this study. As classroom action research, this study follows a cyclical process adapted from the model proposed by Kemmis and Mc Taggart (in McNiff, 1998: 26). It consists of four major steps, namely: planning, action, observation, and reflection. The four main steps are preceded by reconnaissance (preliminary study), analysis and identification of problems, planning, implementing, observing, and reflecting.

The study was conducted at Islamic Education Study Program (PAI) of Muhammadiyah University of Metro. The program is under Islamic Religion Faculty which becomes the oldest faculty in Muhammadiyah University of Metro.

The subjects of the study were PAI students who took English course 2. PAI students were chosen as the research subjects because they got difficulty to learn English speaking. They had low speaking ability which made them hesitate to speak English in front of their friends. The researcher who is actually the lecturer of the class felt responsible for guiding the students to speak English confidently. Hence, they were taken as the research subjects who were taught speaking using storytelling.

The research was conducted through several steps namely preliminary study, planning, implementing, observing, and reflecting.

In preliminary study, the researcher recorded the data both from the teaching of speaking in the classroom and from the speaking test. He found that the students got difficulties in learning

speaking. They could not speak English confidently in front of their friends. Only nine out of thirty students bravely spoke English in public while twenty other students hesitated to speak. The result of the speaking test also showed that only nine out of thirty students got score 70 while the others got below.

In planning stage, the researcher prepared everything to conduct the research. First, he prepared observation sheet and field notes. The observation sheet was used to record the students' participation in the classroom teaching and learning while field notes were used to record the data which were not covered in the observation sheet. Second, he prepared teaching media for teaching. He downloaded some pictures from internet and selected the best ones for the teaching media. Third, he designed lesson plan which applied storytelling in the teaching of speaking. Fourth, he designed the speaking test to measure the students' ability in speaking. Fifth, he designed scoring rubric to score the students' speaking performance. Finally, he made the criteria of success which determined whether the action was successful or not.

In implementing stage, the researcher who was actually the lecturer of the class implemented storytelling in the teaching of speaking as designed in the lesson plan. In the teaching procedures, the researcher implemented the procedures proposed by Jianing (2007) which took several steps as follows.

1. Warming up: The students listen to some stories downloaded from the Internet and repeat as they listen. This gives them an opportunity to improve their pronunciation, stress and intonation.
2. Divide the students into groups and each group prepares a story. Each member of the group tells two to three sentences and the next one continues until the end of the story. The length of

the story could gradually increase from two or three minutes to four or five minutes.

3. Ask each student to prepare a story (about two minutes long) in advance. Divide the students into groups with four to five members in each group and ask them to tell his/her story in the group.
4. Divide the students into four to five groups and each group is given an opening of a story and asked to finish the story.
5. The teacher gives the first sentence to the class and then each student adds one more sentence to make a whole story impromptu.

In observing stage, the researcher involved a collaborator whose duty is to take notes and record all the events happened during the teaching and learning process. The data of the observation was the students' participation and their progress in the learning of speaking using storytelling. The result of the observation data was used as one of the sources for reflection.

In reflecting stage, after giving the speaking test to the students, the researcher helped by his collaborator tried to compile the research data obtained both from teaching and learning process and the speaking test. When the result filled the criteria of success, the research was stopped.

## **Results**

The performance of the students in speaking using storytelling showed the significant improvement from preliminary study, Cycle 1 and Cycle 2.

The preliminary study which was conducted on April 3 2013 showed that the majority of the students were not able to speak English confidently. Only nine out of thirty students were rather able to

speak in front their friends in spite of making some mistakes.

Cycle 1 which was conducted on April 10 2013 showed that the performance of the students in retelling story was improved but the research should be continued because the targeted criteria were not fulfilled. Besides, eight students were still confused to express their story which influenced their speaking score. Seeing this condition, the researcher revised his lesson plan to get the improvement in Cycle 2.

Cycle 2 which was conducted on April 17 2013 showed the performance of the students in telling the story was totally

improved. The thirty students were able to tell the story confidently. They felt happy learning speaking using the storytelling. Due to the total success, the research was stopped.

The students' speaking score from preliminary study, Cycle 1, and Cycle 2 showed the significant improvement. In preliminary study, only nine out of thirty achieved 70. In Cycle 1 the students who achieved  $\geq 70$  increased from seven to twenty two students. In Cycle 2 all of the thirty students could achieve  $\geq 70$ . The following table describes the improvement of the students' speaking score from preliminary study, Cycle 1, and Cycle 2.

NO.	Ranged Scores	Preliminary study		Cycle 1		Cycle 2	
		Number of Students	%	Number of Students	%	Number of Students	%
1.	50 - 59	16 students	53%	-	0%	-	0%
2.	60 - 69	5 students	20%	8 students	27%	-	0%
3.	70 - 75	9 students	27%	12 students	40%	16 students	52%
4.	76 - 80	-	0%	8 students	27%	7 students	24%
5.	81 - 90	-	0%	2 students	6%	7 students	24%
6.	91 - 100	-	0%	-	0%	-	0%
Total		30 students	100%	30 students	100%	30 students	100%

## Discussion

This section discusses the research findings of both cycle one and two which are compared with the findings of previous researcher namely the research conducted by Kridaningtyas (2012) The findings comprise of the result of the students' speaking performance from preliminary study, Cycle 1, and Cycle 2.

The result of the students' speaking in present study shows the significant improvement from preliminary study, Cycle one, and Cycle two. In preliminary study, the number of the students who got  $\geq 70$  was nine students (27%). In Cycle one, the number of the students who got  $\geq 70$  increased to twenty two students (73%). In Cycle

two, the number of the students who got  $\geq 70$  increased to thirty students (100%).

The significant improvement also happen in the research conducted by Kridaningtyas (2012). The students who got 60 in preliminary study occupied eleven students. In Cycle 1 the number increased to twenty six students almost half from the total number of the students in the classroom. In Cycle 2 almost the majority of the students namely thirty two out of thirty five students got 60 in the speaking test.

Meanwhile, the students' participation during the classroom learning shows the number of increase either in the present study or in previous study. In present study, the percentage of the students' involvement in cycle one was 73% and it was increased to 92 % in

cycle two. In Jusuf's Kridaningtyas (2004), the percentage of the students' participation in the teaching and learning process was 72% in Cycle one. It was increased to 90% in cycle two and 100% in cycle three.

Based on the comparison of the findings in present study and previous study, it is found that the storytelling is very helpful to increase the students' speaking performance.

### **Conclusion**

Based on the findings obtained in two Cycles, it can be concluded that storytelling which increased the speaking performance PAI students followed some steps namely.

1. Warming up: The students listen to some stories downloaded from the Internet and repeat as they listen. This gives them an opportunity to improve their pronunciation, stress and intonation.
2. Divide the students into groups and each group prepares a story. Each member of the group tells two to three sentences and the next one continues until the end of the story. The length of the story could gradually increase from two or three minutes to four or five minutes.
3. Ask each student to prepare a story (about two minutes long) in advance. Divide the students into groups with four to five members in each group and ask them to tell his/her story in the group.
4. Divide the students into four to five groups and each group is given an opening of a story and asked to finish the story.
5. The teacher gives the first sentence to the class and then each student adds one more sentence to make a whole story impromptu.

Implementing storytelling is proved to be able to increase the speaking performance of PAI students of Muhammadiyah University of Metro. It can be shown in the students' score obtained from the speaking test in both Cycle 1 and 2. In Cycle 1 there were twenty students achieved score equal to or more than 70. In Cycle 2 the number of the students who got 70 increased to thirty students (100% from the total number of the students passed the speaking test). Thus, it is clear that using storytelling really can increase the students' speaking performance.

### **Suggestion**

The suggestion is addressed to English teachers and lecturer, students, and future researchers. English teachers and lectures are suggested to implement storytelling in the speaking class because the technique can motivate the students to speak confidently without being nervous. They can openly express their feeling through storytelling. Then, students are suggested to use storytelling to increase their speaking performance. Finally, the future researchers who have the same problems can conduct classroom action research using storytelling. They should make some changes in order to be different from this study. The future research must be different in terms of setting and subjects of the research, the kind of speaking, speaking test, scoring rubric, teaching procedures, and the criteria of success of the research.

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