DEVELOPING STUDENTS' SPEAKING COMPETENCE THROUGH STORYTELLING AT THE SECOND GRADE STUDENTS OF SMK NEGERI 1 MAGELANG IN ACADEMIC YEAR 2013/2014

Rina Dewi Septanti[a], Imam Ghozali[b], Hasti Robiasih[c]

[a]Sekolah Menengah Kejuruan Negeri 1 Magelang
[b]Universitas Sarjana Wiyata Tamansiswa Yogyakarta
[c]Universitas Sarjana Wiyata Tamansiswa Yogyakarta
*Surel: rinadewy@yahoo.com

Abstract: This research is aimed to describe the development of a model of teaching speaking competence called Storytelling, a model of teaching English to enhance the students' speaking competence. Further, the research also reveals the strengths and limitations of aims at Storytelling activity in SMK Negeri 1 Magelang. This research belongs to an educational research and development (or called R & D). The model was developed adapting Borg and Gall's Model (1983) simplified into six steps. The steps are (1) Theories and Studies related to Storytelling Technique or Product Analysis, (2) Planning and Preparation for doing Storytelling Technique, (3) Expert Validation and Revision Related to Storytelling Technique , (4) Developing Storytelling Technique in class, (5) Revision of Product , and (6) Final Product . The field tryout was conducted in one class of grade XI students of SMK Negeri 1 Magelang . The instruments used in this research were classroom observation sheet, students' opened-questionnaire sheet and questions of students' interview. The collecting data in this research were analyzed by using qualitative and analysis from Miles and Huberman (1994) consisting of four steps of collecting data, reducing data, displaying data, and verifying conclusions. Findings show that Storytelling as a model of teaching speaking shows some strengths; in development stage students' speaking competence, students' willingness to voluntary tell their experience in front of the class, the class' participation in asking questions to the presenters, their willingness to attend the storytelling activity patiently, and also their disappointment due to not being given a chance to perform in front of the class get improvement. Furthermore, Storytelling is a meaningful activity which gives some benefits to the students such as developing feeling of self confidence and braveness and providing more chance to speak that can develop students' speaking competence.

Keywords: *Storytelling, model of developing, speaking competence*

A. INTRODUCTION

One of the conditions that the students must fulfill is possessing the ability to speak English fluently. This speaking skill will be their advantage in facing the working environment. This phenomenon has been

7

Developing Students' Speaking Competence Through Storytelling at the Second Grade Students of SMK Negeri 1 Magelang in Academic Year 2013/2014| Rina Dewi Septanti, dkk.

widely spread world-wide in the form of reasons for studying English as a foreign language.

One of the four English skills or competences which is not well developed yet is speaking. Most students at school do better in reading and writing than in listening and speaking in learning English. They can read and write, but they can hardly speak. They usually can get good scores in reading and writing because they get sufficient time for those competences but they can hardly express themselves with their own words orally. It is not only caused by the technical problems such as grammatical rules and pronunciation, but also other problems around them. Environment or the people outside the class often do not support the students to speak English. The response that students get makes them loose their self-confidence to improve their speaking. That makes the students feel that speaking competence is something very hard to be developed.

The research is limited on the implementation of Storytelling activity as a weekly routine activity as a model to develop students speaking competence. This Storytelling activity is conducted before starting the lesson and the topic is free.In this activity, the students are offered and provided with opportunities for telling their stories or experiences in front of the class. The researcher observes the class, evaluates, revises the model to get better result, and describes the process in this research. The research took place in SMK Negeri 1 Magelang in the academic year of 2013/2014.

The formulation of problems of this research are: How can a model of teaching speaking through storytelling to develop student's speaking competence be developed, What are the strengths of the model to develop students' speaking competence,What are the limitations of the model to develop students' speaking competence.

The objectives that will be reached in this research are: describing a model teaching speaking through Storytelling which can develop students'speaking competence at second grade students in SMK Negeri 1 Magelang, revealing the strengths of Storytelling in developing students' speaking competence in SMK Negeri 1 Magelang, and revealing the limitation of Storytelling in developing students' speaking competence in SMK Negeri 1 Magelang.

B. LITERATURE REVIEW
Teaching English as a Foreign Language

8

Developing Students' Speaking Competence Through Storytelling at the Second Grade Students of SMK Negeri 1 Magelang in Academic Year 2013/2014| Rina Dewi Septanti, dkk.

Teaching English as a Foreign Language refers to teaching people whose first language is not English, but who need to learn it for work or leisure. (www.collegeofteachers.ac.uk/courses/some-basic-definitions-english-language-teaching).

Related to English teaching and learning material in Indonesia, stated in the Government Regulation No. 22/2006 on the Subject Content Standard English that the ability to communicate in terms of the whole discourse is the ability, or the ability to understand and produce spoken or written text that is realized in the four language skills, namely listening, speaking, reading and writing. The four skills are used to respond to or create discourse in public life.

1. Teaching English in Vocational High School

   English subjects at the vocational school (SMK) is an adaptive subjects that aims to equip students to be able to communicate in English in the context of communication materials needed for the program skills, both oral and written. Vocational schools (SMK) is one level of education to prepare students to become skill and ready to use graduates in the workforce. The final goal of teaching and learning English in vocational high school as stated in the standard content is that the students can achieve communicative competence both in written and spoken and use four skills of communication within daily life at the end of their study (BNSP, 2006).

   According to Hetrakul (1995), there are two ways to encourage students to overcome their problem in speaking English. The first one is a way for the teacher to force the students only to speak English during the class. Teachers must be able to convince their students to speak English bravely, their very bad grammar will not be a big problem for them and making errors is a normal thing in learning process. Teachers should give correction and explanation or clarification toward student's errors after they finish their chance to speak. It will raise students' confidence and motivation to try to speak English. The next solution is for the students themselves. They can have an activity like English conversation or English Community that consists of their own classmates where they can share and talk about anything in English during that time and also learn together. Students can correct each other without feeling embarrassed and this will become students' routine activity.

9

Developing Students' Speaking Competence Through Storytelling at the Second Grade Students of SMK Negeri 1 Magelang in Academic Year 2013/2014| Rina Dewi Septanti, dkk.

There are many things that could be done by the teachers to encourage the students speaking ability related to the teachers strategies or techniques in their class. Brown (2001: 275-276) stated the principles for designing speaking techniques : a) use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message focus on interaction, meaning, and fluency; b) provide intrinsically motivating techniques; c) encourage the use of authentic language in meaningful contexts; d) provide appropriate feedback and correction; e) capitalize on the natural link between speaking and listening; f) give students opportunities to initiate oral communication; and g) encourage the development of speaking strategies.

2. Storytelling

In this opportunity, the researcher thinks that storytelling is a teaching model that can be used for developing students' speaking competence. Storytelling is a model of speaking activities and typically the only time during the day in which children have the opportunity to create their own oral texts during classroom time. In other words, this is the only time that students are allowed and encouraged to talk freely about a personal experience. As stated by Alida Gersie (1992): "Storytelling *is currently experiencing a considerable revival of interest. This has led many educators to think about ways in which storytelling can be used to explore important shared themes and visions. The current concern about environmental issues is connected with this revival, since folktales about the relationship between the Earth and its human inhabitants have been at the heart of storytelling since earliest times. Not only do such stories offer a source of inspiration, they also contain a potential for understanding the many ways in which we value and devalue our beautiful green and blue planet. Stories provide us with practical insight into approaches to our most persistent environmental difficulties"*.

The most important thing in Storytelling are letting the children to participate comfortably and appropriately in classroom conversation, letting children's voices through, and making this activity as something routine or habitual action for them. These conversations are built on routines which have topic selection, turn taking, and the form of questions and answers.

10

Developing Students' Speaking Competence Through Storytelling at the Second Grade Students of SMK Negeri 1 Magelang in Academic Year 2013/2014| Rina Dewi Septanti, dkk.

There were some examples of studies done by Miller E, (1996): There are 12 principles of Storytelling, they are A Storyteller is Fully Present, Storytelling is Multi-track, Visual Accompaniment is never essential, A Storyteller Has a Unique Relationship with Each Listener , A Storyteller is always listening, A Storyteller Instantaneously Incorporates Everything including Interruptions--into the Ongoing Event, Storytelling is a Reciprocal, Shared Event, Storytelling is Interactive Largely Through Listeners' Empathy and Enactment, At a Storytelling Event, the Human Bonding, the Relationships, are   Inseparable from the Imparting of Information , Storytelling Events Feature the Possibility of Spillover into Real Life , Storytelling Supports the Individual's Struggle , A Storyteller is Both a Keeper and Presenter of the Community's Culture, and a Bridge to Realms Beyond the Community .

C. METHOD

This research belongs to Educational Research and Development or R&D for short. This research is focused on the development of a model of teaching through implementing so called 'storytelling activity in teaching learning English as a model in enhancing the students' speaking competence at school. The researcher used Borg and Gall's (1813) model of R & D which was more simply implemented using six simple steps, they are theory and studies related to storytelling, planning and preparation, expert validation and revision, developing storytelling technique in class and revision product, and final product.

The type of data of this research was qualitative data and the data collecting techniques were six times observations to the students, opened-questionnaire to the students and four times in-depth interviews to the students, and documentation in the form of records and transcriptions. In analysing the data, the researcher used the theory of qualitative data analysis stated by Miles and Huberman (1994) which consists of four processes, the processes are collecting data, reducing data, displaying data, and verifying conclusions.

D. FINDINGS OF DEVELOPMENT

While trying out Storytelling in the class, the researcher collected the data by doing observation, opened-questionnaire for students, and in-depth interview to the students. All the data collected of classroom observation were displayed in the form of matrices. A matrix is a

11

Developing Students' Speaking Competence Through Storytelling at the Second Grade Students of SMK Negeri 1 Magelang in Academic Year 2013/2014| Rina Dewi Septanti, dkk.

crossing of two lists, set up as a series of rows and columns which is based on the codes of the data collected (Miles and Huberman, 1994). The matrix of the classroom observation is shown below:

Students' Classroom Observation of Storytelling

No	Students' Act	O1	O2	O3	O4	O5	O6
1.	Interest	G (4)	G (5)	VG (7)	VG (7)	VG (8)	G (3)
2.	Participation	E	G	VG	VG	VG	VG
3.	Attention	G	G	VG	VG	VG	VG
4.	Self Confidence	E	E	G	VG	VG	VG
5.	Enthusiasm to take turn	E	G	VG	VG	VG	VG
6.	Braveness	E	E	G	VG	VG	G
7.	Fluency	E	E	G	G	G	G
8.	Accuracy	E	E	E	G	G	E
9.	Spirit	G	G	VG	VG	VG	VG
10.	Time Allocation	E	E	E	I	I	I
11.	Students' Performance	3	3	3	6	8	3
12.	Questioning	_	G	VG	VG	VG	VG
13.	Questioner	_	2	3	11	15	13

Note: I = insufficient
        E = enough
        G = good
        VG = very good

O = observation

Based on the result of classroom observation above, it can be said that the students, both performers and listeners, enjoyed storytelling activity. They got more chance to speak that made them more self confidence, brave, and fluency in speaking English eventhough sometimes they were lack of accuracy. The listeners or questioners were also very anthusiastic in this activity eventhough sometimes their questions were not qualified or out of context but they enjoyed in expressing their ideas.

The result of students' opened-questionnaire on the last try out of storytelling activity showed that most students thought that storytelling activity was very fun and they enjoyed that activity. Most students also thought that storytelling should be done in every meeting or at least once a week because it gave them more knowledge, more self confidence, and more chance to speak English. Some suggestions from the students on the implementation of storytelling in the class were storytelling activity should provide more performers, other students' attention, qualified questions from other students, and the teller must bring their stories with more expressive.They also suggested that storytelling should not only be done before the main lesson but also as an outdoor activity for refreshing.

The researcher tried out storytelling in the class for 6 times during 6 weeks and transcribed the students conversations. After transcribing them, the researcher tried to analyse and describe the students' speaking competence in detail based on three aspects in an informal discussion task such as pronunciation, grammar, and vocabulary, fluency and diction. Based on the explanation of each transcription, it can be concluded that the students mostly got some problems with structure and vocabulary in Storytelling activity. Eventhough those are their main problems, the students still enjoyed this activity and wanted to have chance to speak English. They were anthusiastic to be active in speaking English. The researcher also think that Storytelling should be done as a routine activity to develop better students' speaking competence.

The scenario of Storytelling activity as a final product which is modified in the syllabus and lesson plan as a pre-activity step are as follows: a) storytelling activity is conducted in the class and out of main lesson for about 15 minutes for 3 to 4 students in pre-activity step as a weekly routine, b) the teacher prepares the material and make a deal

13

Developing Students' Speaking Competence Through Storytelling at the Second Grade Students of SMK Negeri 1 Magelang in Academic Year 2013/2014| Rina Dewi Septanti, dkk.

with the students about the topic will be presented in front of the class, c) the students tell their stories or past experiences one by one in front of the class for about three to five minutes and other students listen to the stories and give their respect, as the rules in doing storytelling activity, d) the teacher asks one or two simple questions related to their stories or experiences that must be answered by the students only to create a communication sphere between the teacher and student, not to judge the students' speaking performance in front of the class, e) other students as listeners are allowed to ask some questions to the performers to give the chance for the students to speak up in English and provide an interaction among the students, f) the questions from other students as listeners should be qualified and related with the stories from the presenters to have a clear story and g) the tellers must bring their story more expressive.

The limitations pertaining to this research are: a) The implementation of storytelling was conducted by the researcher who was also an English teacher b) The researcher tried to modify the scenario of storytelling activity by Alida Gersie, as stated on the previous studies, in the teaching learning process as a model of teaching to develop students' speaking competence especially in pre-activity step, c) The process of product validation only involved lecturers as consultants, d) The topic of storytelling was focused only about Recount Text, since the students have already got it in that semester, e) Not all of students' answering open-questionnaire can be used as the principles in revising the scenario of storytelling activity because of some real condition on the field, such as the only 15 minutes of storytelling activity , number of students and class situation.

E. CONCLUSIONS

Based on the result of this research and explanation, the researcher draws some conclusions below: 1)Storytelling as a model of developing speaking skill shows some strengths in developing students' speaking competence. There are some indicators for this such as students' willingness to tell their experience in front of class, the class participation in asking questions to the presenters, their willingness to attend the Storytelling activity patiently, and also their disappointment due to not being given a chance to perform in front of the class. 2) The Storytelling model was effective to enhance students' speaking competence, to support English teaching and learning process for

14

Developing Students' Speaking Competence Through Storytelling at the Second Grade Students of SMK Negeri 1 Magelang in Academic Year 2013/2014| Rina Dewi Septanti, dkk.

students, because many students involved in this activity. Besides that the students can learn English easier because in speaking activity through Storytelling, the students were also listening and writing. It also enhances the interaction between students and teacher in English teaching learning process. 3)The development of Storytelling model in this research was limited for the second grade of the students in SMK Negeri 1 Magelang.

There are some suggestions for the teachers in implementing storytelling activity in the class, those suggestions are: 1)Storytelling activity can be used as a model of teaching English and its implementation will not disturb the main lesson. It is done before the main lesson for about 15 minutes as a weekly routine.2)Storytelling can be implemented outside the classroom as one of English club or outdoor activity.3)The topic of storytelling activity in this research was initially on recount text but actually teacher can vary the topic so that the students will not get bored.4)Storytelling activity should be focused on encouraging students to speak English and give them more self confidence, braveness to speak fluently and accurately. 5) Storytelling should be done as a routine activity or habitual action to develop students' speaking competence to get better grammar, pronunciation, vocabulary and other aspects in speaking skill.

After completing this research, the researcher will inform and share this product of storytelling to other classes and teachers in other schools so that they can implement storytelling activity as a model of teaching English especially in developing students' speaking competence.

REFERENCES

Brown, H.D. (2004). *Language assessment, principles and Classroom Practice*. San Francisco University.

Borg, W.R., & Gall, M.D. (1983). *Educational Research an Introduction*. New York, NY: Longman.

BSNP (2006). *Peraturan Menteri Pendidikan Nasional RI Nomor 22 Tahun 2006 tentang Standar Isi Untuk Satuan Pendidikan Dasar dan Menengah*.

15

Developing Students' Speaking Competence Through Storytelling at the Second Grade Students of SMK Negeri 1 Magelang in Academic Year 2013/2014| Rina Dewi Septanti, dkk.

Davies Alison (2007). *Storytelling in the classroom*, Paul Chapman Publishing, London.

Gersie, A. (1992) *Earth tales: Storytelling in Times of Change*, Green Print, London.

Hornby . A.S. (1995). *Oxford Advantaged Learner's Dictionary* .Oxford : Oxford University Press

Jeremy Harmer, (2001). *The practice of English Language Teaching*. England. Pearson education limited.

Luoma , Sari . (2004). *Assessing Speaking*. Cambridge University Press.

Miller E. (1996). 12 *principles of physically-present storytelling*. http://www.storytellingandvideoconferencing.com/index.html

Miles, M.B And A.M Huberman . (1994). *Qualitative Data Analysis. Region of Waterloo Public Health* . (accessed from internet on Dec 10 th 2013 at 21.45)

Richards, J.C. and Rodgers, T.S. (2001). *Approaches and Methods in Language Teaching. Second Edition*. Cambridge University Press.

16

Developing Students' Speaking Competence Through Storytelling at the Second Grade Students of SMK Negeri 1 Magelang in Academic Year 2013/2014| Rina Dewi Septanti, dkk.