THE INFLUENCE OF STORYTELLING TECHNIQUE TOWARD STUDENTS' ABILITY IN TELLING A FABLE AT FIRST SEMESTER OF EIGHTH GRADE OF SMPN 5 MESUJI LAMPUNG IN ACADEMIC YEAR 2022/2023

A Thesis

Submitted as a Partial Fulfillment of the Requirement for S1-Degree

By:

Putri Zuhelmi

NPM. 1611040252

Study Program : English Education

Advisor : Dewi Kurniawati, M. Pd

Co-advisor : Irawansyah, M. Pd

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG

1444 H / 2023 M

ABSTRACT

THE INFLUENCE OF STORYTELLING TECHNIQUE TOWARD STUDENTS' ABILITY IN TELLING A FABLE AT FIRST SEMSTER OF EIGHTH GRADE OF SMPN 5 MESUJI LAMPUNG IN ACADEMIC YEAR 2022/2023

By

Putri Zuhelmi

Speaking is one of the crucial aspect in language. Hence English commenly used as an international language to bond communication in each country which is make English very improtant to be studied by students on this day. Based on the preliminary research, the students' speaking proficiency were still low. The research was conducted to exemine wether the storytelling technique will give a significance influence to the students' speaking ability while telling a fable in the first second semster of eighth grade of SMPN 5 Mesuji Lampung in the academic year of 2022/2023.

The research involved the population of the eighth grade students, which was included 60 students. As the sampling technique, cluster random sampling applied to appointed the sample in the research. Therefor the sample was, class VIII A as the control class and and VIII B as the experimental class which was 60 pupils in total. The data collected by interview as the preliminary, continued by pre-test and post-test sample was class XIB consisted 27 students. In collecting the data. Ulitimately the data analyzed by utilizing SPSS *(Statistical Package for Social Science)*.

The outcome of hypothetical test represented the prominent point was 2.230 while t critical at 5% significance degree equal to 58 gain and the score was 1.67, since 2.230>1.67, H0 was refused and Ha was accapted. Based on the result, it could be concluded that there was significant influence of storytelling technique to the students score, thus the alternative hypothesis was accepted.

Keywords: Experimental Research, Speaking skill, Storytelling Technique, Fable

DECLARATION

I am a student with the following identity:

Name : Putri Zuhelmi

Students' Number : 1611040252

Thesis :The Influence Of Storytelling Technique Toward Students'Ability In Telling A fable At First Semester Of Eighth Grade Of SMPN 5 Mesuji Lampung In Academic Year 2022/2023

Certify that this thesis is definitely my own work. I am completely responsible for the contents of this thesis. Other researchers' opinion or research findings included in the thesis are quoted in accordance with the ethical standards.

Bandar Lampung, February 24th, 2023
The Researcher,

Putri Zuhelmi
NPM. 1611040252

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN
Alamat: Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

ADMISSION

A thesis entitled: **THE INFLUENCE OF STORYTELLING TECHNIQUE TOWARD STUDENTS' ABILITY IN TELLING A FABLE AT FIRST SEMESTER OF EIGHTH GRADE OF SMPN 5 MESUJI LAMPUNG IN ACADEMIC YEAR 2022/2023, by: Putri Zuhelmi, NPM: 1611040252, Study Program: English Education** was tested and defended in the examination session held on: Friday, February 24th 2023.

Board of Examiners:

The Chairperson : Iwan Kurniawan, M.Pd (.....)

The Secretary : M. Fikri Nugraha Kalid, M.Pd (.....)

The Primary Examiner : Nunun Indrasari, M.Pd (.....)

The First Co- Examiner: Dewi Kurniawati, M.Pd (.....)

The Second Co- Examiner: Irawansyah, M.Pd (.....)

The Dean of
Tarbiyah and Teacher Training Faculty

Prof. Dr. Hj. Nirva Diana, M. Pd
NIP. 19640828 198803 2 002

MOTTO

-- بِسۡمِ ٱللَّهِ ٱلرَّحۡمَٰنِ ٱلرَّحِيمِ--نُ

الرَّحْمٰنُۙ (١) عَلَّمَ الْقُرْاٰنَۗ (٢) خَلَقَ الْاِنْسَانَ (٣) عَلَّمَهُ الْبَيَا (٤)

(اَلرَّحْمٰنُ : ١-٤)

The meaning : "in the Name of Allah the Most Gracious the Most the Merciful"

(1) "The Most Compassionate"

(2) "taught the Quran" (3) "created humanity"

(4) "and taught them speech"

(Ar-rahman: 1-4)

DEDICATION

I would love to present this thesis especially for all of my beloved family and friends:

1. My beloved parents, Mr. Zulkifli and Mrs. Hermilianti who always support all of my needs, pray for the best in every step of my moments and will always be the strenght of my life.
2. My beloved sisters, Elza Ayu Zuhelmi and Alya Zuhelmi as always clear my days when it's gray and blue.
3. My dear grand mother, Ainun who always engourage the weak me and give some pocket money more then my sisters.
4. My dearly wo, Pusilawati who always accompany me when I am in trouble or even feeling blue and sometimes fixed my tangled day to.
5. My dear uncle and aunty, Azis and Teti who always there in their position as my family.
6. My dear friends, Nadia Alfa Yusria, Fatihkatul Hikmah, Triana Dewi, Retno Indarsih, Putri Indah Sari (IQLIMA) who still support me Even thought their busy.
7. My Almamater UIN Raden Intan Lampung which gave me the best education I ever had.

CURRICULUM VITAE

The name of the researcher is Putri Zuhelmi. She was born on December 23th, 1998 in Sukarame, Bandar Lampung. She is the first child of Mr. Zulkifli and Mrs. Hermilianti.

The researcher graduated from SD N 02 Wiralaga 1 in 2010. Then, she continued her study at SMP IT Al-muj'tama Al-islami Lampung Selatan, and finished her study in 2013. After graduated from SMP IT Al-muj'tama Al-islami Lampung Selatan, she continued studying at SMA Utama 2 Bamdar Lampung and graduated in 2016. After finishing her high school, she continued her study at S1 degree of English Education at State Islamic University of Raden Intan Lampung.

ACKNOWLEDGEMENT

First of all, all praise is due to Allah SWT, the most merciful and the most beneficent for His blessing, so the researcher can finish this thesis. Peace and salutation always be with our prophet Muhammad SAW who always guided us from the darkness to the lightness.

This thesis entitled "The Influence Of Storytelling Technique Toward Students'Ability In Telling A fable At First Semester Of Eighth Grade Of SMPN 5 Mesuji Lampung In Academic Year 2022/2023" is submitted as compulsory fulfillment of the requirements for S1 degree of English study program at Tarbiyah and Teacher Training Faculty, State Islamic University of Raden Intan Lampung. Without help, advice, support, and encouragement several people, this thesis would never come into existence. Therefore, the researcher would like to express the deepest sense of gratitude to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd , the dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.
2. Dr. M. Muhassin. M. Hum. the chairperson of English Education Study Program at UIN Raden Intan Lampung.
3. Dewi Kurniawati, M.Pd, the advisor who always patiently guided the researcher until the completion of this thesis.
4. Irawansyah, M. Pd the co-advisor who always guided the researcher and spent his time to correcting this thesis until finish.
5. All of the lecturers of UIN Raden Intan Lampung who have taught the researcher.
6. Rudi Hartono, S.Pd, as a headmaster of SMPN 5 Mesuji Lampung who has helped the researcher.
7. Pantusi Abrori, S.Pd, as a English teacher in SMPN 5 Mesuji Lampung has helped the researcher in collecting the data.
8. All students of SMPN 5 Mesuji Lampung, especially students in eighth grade who have given their best participant.
9. My beloved friends, IQLIMA.

10. All of English Education class E who always support each other.

The researcher realizes that this thesis still far from perfect. Thus, the researcher truthfully welcomes criticism and suggestion from the reader.

Bandar Lampung, February 24th, 2023
The researcher,

Putri Zuhelmi
NPM. 1611040252

TABLE OF CONTENTS

Page

COVER ..... **i**
ABSTRACT ..... **ii**
DECLARATION ..... **iii**
MOTTO ..... **iv**
DEDICATION ..... **v**
CURRICULUM VITAE ..... **vi**
ACKNOWLEDGEMENT ..... **vii**
TABLE OF CONTENTS ..... **ix**
LIST OF TABLES ..... **xii**
LIST OF APPENDICES ..... **xiii**
CHAPTER I INTRODUCTION
A. Background of The Problem 1
B. Identification of The Problem 5
C. Limitation of The Problem 5
D. Formulation of The Problem 6
E. Objective of The Research 6
F. Question of The Research 6
G. Use of the Research 6
H. Scope of the Research 7
CHAPTER II LITERATURE REVIEW
A. Concept of Language 9
B. Concept of Teaching English as a Foreign Language 11
C. Concept of Speaking 13
D. Concept of Speaking Ability 16
E. Concept of Teaching Speaking 19
F. Concept of Storytelling 21
G. Procedures of Storytelling 22
H. The Advantages and Disadvantages of Using Storytelling 24
I. Type of Storytelling 25
1. Oral storytelling 25
2. Visual storytelling 26
3. Written storytelling 26
4. Digital storytelling 26
J. Element of Storytelling 27
1. Preparation 27
2. Be Rehearsed but Spontaneous 27
3. Choose the Shape of Your Story and Stick to It 27

4. Delivery 27
5. Be Ready to Perform 28
6. Get Out from Behind the Podium 28
7. Connect with All Parts of the Audience 28
8. Speak in an Impromptu Manner 29
9. Use Gesture 29
10. Be Lively 29
11. Use Visual Aids Judiciously 29
12. Be Comfortable in Your Own Style 30
13. Know Your Audience 30
14. Connect with Your Audience 30
K. The Concept of Fable 31
L. Concept of Teaching Speaking Through Storytelling 33
M. Procedure of Teaching Speaking Through Storytelling 34
N. Frame of Thinking 35

CHAPTER III RESEARCH METHODOLOGY

A. Research Design 37
B. Variables of the Research 38
C. Operational Definition of Variable 39
D. Population, Sample, Sampling Technique 39
1. Population 39
2. Sample 39
3. Sampling Technique 40
E. Data Collecting Technique 40
F. Research Instrument 41
G. Research Procedure 44
1. Planning 44
2. Application 45
3. Reporting 45
H. Validity of the Test 46
1. Content Validity 45
2. Construct Validity 46
I. Reliability of the Test 47
J. Readability of The Test 48
K. Data Analysis 49
1. Normality Test 49
2. Homogeneity Test 50
3. Hypothesis Test 50

CHAPTER IV RESULT AND DISCUSSION
A. Data Description 53
B. Situation of SMPN 5 Mesuji Lampung.....53
C. Research Implementation 53
D. Result of the Research 54
1. Result of Pre-test Experimental Class 54
2. Analysis of the Treatment 54
3. Result of Post-test 55
E. Result of Analysis Data 56
1. Result of Reliability Test 56
2. Result of Normality Test 56
3. Result of Homogeneity Test 57
4. Result of Hypothetical Test 57
F. Discussion 58
CHAPTER V CONCLUSION AND SUGGESTION
A. Conclusion 61
B. Suggestion 61
1. For the Teachers 61
2. For the Students.....62
3. For the School 62
4. For the Next Researchers.....63
REFERENCES 65
APPENDICES 71

LIST OF TABLES

Table **Page**

1. Students' Speaking English Score of the First Semester of the Eighth Grade of SMP N 5 Mesuji Lampung in the Academic Year 2021/2022 2
2. The Scoring of Speaking Skill 17
3. The Population Based on the Number and Gender of The Students at the Eighth Grade of SMPN 5 Mesuji Lampung in Academic Year 2021/2022 39
4. Criteria for Evaluating Student' Speaking Ability 41
5. Normality of the Experimental and Control Class 56
6. Homogeneity Tests 57

LIST OF APPENDIX

Page

APPENDIX 1 Interview Guideline 57
APPENDIX 2 Interview Transcript 58
APPENDIX 3 Silabus 64
APPENDIX 4 Lesson Plan 70
APPENDIX 5 Instrument. 77
APPENDIX 6 Speaking Rubric 80
APPENDIX 7 Tabel Liliefors 82
APPENDIX 8 Penetapan Indikator Pencapaian Kompetensi 83
APPENDIX 9 Analisis Kompetensi 91
APPENDIX 10 Homogeneity Class 94
APPENDIX 11 Homogeneity Test 96
APPENDIX 12 Hypothesis Analysis 97
APPENDIX 13 Hypothetical Test (t-test) 99
APPENDIX 14 List of Samples of the Research 101
APPENDIX 15 Readability of Test Items 102
APPENDIX 16 Reliability of Instrument 102
APPENDIX 17 Result 104
APPENDIX 18 Spoken English Scoring System.....109
APPENDIX 19 T TABEL 113
APPENDIX 20 Tabel Fisher 117
APPENDIX 21 Surat Penelitian dan Balasan 118
APPENDIX 22 Documentation 119

CHAPTER I
INTRODUCTION

A. Background of The Problem

In this society one of the important things is language, which as the common tool for communication among people. Therefore, the famous one is English as known as an international language that spread around the world since centuries. English language also worth in some field instance in education needs. Furthermore, to utilize English in communication should be able to acknowledge its skill particularly "speaking" this ability is one of the most important skills in every language includes English as well hence while interact by language then "speaking" is necessary. The main goal of learning a language is to develop the communicate competence, that is the competence to understand and produce paragraph, whether it is in spoken or written suited with the level of the students.

According to Jeremy Harmer, "Speaking is the ability to process information and language 'on the spot. Today most people speak English when they meet foreigners. It has become the international language. English is also, of course, a mother tongue for many people in the world, though, as we shall see, such 'native speakers' are increasingly out-numbered by people who have English as a second or third language and use it for international communication.[1]

That was described as the capability of someone to say words. It also calls the process of sharing using spoken words. Or share the idea with the correct language base on the situation that needed. The sharing process is direct and accurate. To inform the details of the idea should be fluent and smooth. In order to make the information mentioned clearly. Then the main idea could be easy to be understood. Means although speaking did on directly, it has to accurate and use the appropriate language.

Based on the statement above, it can be said that English plays an important role in student's life. It is hoped that they are able to

[1] Jeremy Harmer, *The Practice of English Language Teaching*, Person Education Limited, 2007, p.13

learn and use it in their daily activities. In other words, when they learn English, it means they learn the English skills: listening, speaking, reading and writing, and also the components such grammar and vocabulary. Speaking skill becomes very important in the educational field since students need to be exercised and trained in order to have good speaking skill.

Further, the researcher did the preliminary research at the eighth grade of SMPN 5 Mesuji Lampung to learn the students' problems in English lessons, as part of important subjects in the school. Moreover, the researcher interviewed the English teacher and asked several questions to the students about their English. At the end as of the preliminary research, the English teacher mentioned that a common problem for students in their English subject is speaking skill which they have lack vocabularies, when the researcher interviewed them in English, they almost do not understand the whole question, they feel hard to pronounce the words, some students know the vocabularies, but most of them pronounce it in the wrong pronunciation, and they are being confused to arrange the words into a sentence, some others students able to say words in English correctly, however they still face the difficulty to connect the words grammatically in oral way.

The students' interview shows that most of them prefer to avoid speaking skill than the others skills, it can be proved in the following table of students' English score below:

Table I

Students' Speaking English Score of The Second Semester of The Eighth Grade of SMPN 5 Mesuji Lampung in the Academic Year 2021/2022

No	Class	Students' Score		Number of Students
		<76	>76	
1	VIII A	23	7	30
2	VIII B	25	5	30
Total Number of student		48	12	60
Percentage		80%	20%	100%

Source: English teacher of the eighth grade of SMPN 5 Mesuji Lampung

Based on the data above, many students got the low scores because of their scores under the standard score. Those criteria of minimum mastery score of English lesson in the school is 76. There are 60 students in all classes. 48 students gain a score under 76 and 12 students got more than 76 as their score. It indicates that most students still face difficulties in Speaking English.

Even though the teacher applied the jigsaw technique to improve the students' ability in speaking, yet those lower score indicated that the students' unimproved their speaking despite the kind of technique applied. The jigsaw technique is one of the appropriate techniques of speaking. This is sort of cooperative learning in little groups, the learners supported to share their knowledge with their group member by learning any material and discuss it to solve the problem and find the best solution if any, that is how them contribute in a team by give all of their critical creative thinking and express it in spoken words to involve the speaking skill.[2] Furthermore to maintain or enhance a language require practice and involves techniques, there are so many way that relevant to increase Speaking English ability, one of them is Story Telling technique as an alternative way to improve Speaking English ability. Soleimani & Akbari in Khodabandeh stated that, "Storytelling is defined as the art of telling stories through the use of words and actions".[3] That is described as the kind of speaking technique instruction in the classroom. The technique uses to ask the learners to tell a story with their own expression and intonation base on their perception.

Hence to solve the problem of the students speaking score as the researcher used different way to prevent the low score and get them better skill in speaking, the researcher tried to involved storytelling technique as the prove of better technique beside of jigsaw technique in enhancing speaking ability. Meanwhile according to Andrews the meaning of storytelling is "storytelling

---

[2] Itali, "*Teaching Toolkit Series: Flipped, Active, Blended"* (Australia: The University of Queensland), p. 1.

[3] Farzaneh Khodabandeh, "*The Impact of Storytelling Techniques through Virtual Instruction on English Students' Speaking Ability*". (Teaching English with Technology, 18(1), 24-36, Payame Noor University, Tehran, 2018), p. 24.

was the only way to convey a society's culture, values, and history".[4] Another description of storytelling is kind of common way of ancestors to describe toward their descendant about some moral values and culture in history by show it through imagining the tale. In addition, the researcher involved fable as using text while applying the storytelling technique. Therefore fable is "a brief tale in verse or prose that conveys a moral lesson, usually by giving human speech and manners to animals and inanimate things" mentioned by Baldick in Kleinova.[5] Simply this sort of story is a short tale that similar to folktale and fairytale to deliver a moral value within the animal scheme resembles as well as human nature. Additionally, the tale presents as the part of human character and behaviors in the animal appearance.

Therefore, to support the current research the researcher used some references as the previous research about applying the storytelling technique to increase the students' speaking ability. The references used as the comparison of the last study and the current research to know the effectiveness of utilizing the storytelling technique and the appropriate combination while applying the technique.

First is in the journal of Khodabandeh, who mentioned the study to examine the involvement of storytelling on the students learning activity in the class which English as a foreign language. The result of his research is that could be able to help the students in their speaking ability. He also integrated the storytelling by using telegram in his class. And the object experiments come from the low proficiency of English speakers. The focus of the study is improving their speaking skill. Finally, the finding of the research is quite impressive for him. Then the participants could be able to enhance their poor oral skills.

Second is the research of Pei-lin Yang, *et.al*, they applied storytelling at the elementary level, which English as a foreign language in China and Taiwan. Therefore, the aim of the study

---

[4] Dee H. Andrews, Thomas D. Hull, Karen DeMesteer "*Storytelling as An Instructional Method"* (Rotterdam: Sense Publisher, 2010), p. 3.

[5]Daniela Kleinova, "*The Uses of the Fable in Medieval and Modern English Literature*". (Masaryk University:Bachelor's Diploma Thesis, 2012), p. 4.

was to make an evaluation by the effect of Story Telling on English speaking proficiency. Further, it was incorporated with direct vocabulary instruction, modeling reading, and leveled questioning strategy. Then paired-sample T-tests used to look over the progress from pretest to posttest. And finally, the overcome showed a big enhancement on students' oral skills.

The difference of the research between the present research and the previous research is in the recent study above, it uses a traditional storytelling technique without any combination, then the present researcher also applied storytelling technique in the current research, which showed the distinction storytelling, that combined with the Visual Art to present the story.[6] The visual art utilized as the trigger of the word consideration while telling the story. And another diversity that the commenced study used fable as the tale.

B. Identification of The Problem

Based on the background the researcher formulates the identification of the problem in the following points:

1. The students' speaking ability is still low.
2. The students had little chance to practice speaking in learning teaching process.
3. The students never practice to speak English by storytelling.

C. Limitation of The Problem

Based on the identification above, the researcher limited this research on the influence of storytelling technique toward students' ability in telling a short fable as the story form in narrative text. The researcher bounded the assessment in two ways, the first is assessing students speaking by the band scale in five categories, such grammar, comprehension, vocabulary, pronunciation, and fluency.

---

[6]Gail de Vos, *Storytelling for Young Adults: Technique and Treasury* (2nd ed) (Englewood, Colorado: Libraries Unlimited, inc, 1991), P. 24.

D. Formulation of The Problem

Based on the identification and the limitation of the problem above, the researcher formulates the problem as follows: is there any significant influence of storytelling technique toward students' ability in telling a fable?

E. Objective of The Research

Based on the formulation of the problem above, the objective of the research is to know whether there is significant influence of storytelling technique toward students' ability in telling a fable at the first semester of eighth grade of SMPN 5 Mesuji Lampung in academic year 2022/2023.

F. Question of The Research

To determine the result of applying storytelling technique regarding of advancing the students' speaking ability the researcher requires a determination question as the research question of this study which form is "Is there any significant infuence of student in oral proficient after the storytelling treatment in telling a fable". This would investigate the influence of the technique toward the students.

G. Use of the Research

The expectation of the researcher that there are several advantages of the study as follows:

1. Theoretically, the study will enrich some fields such as: acknowledge the type of technique to enhance speaking skill; give more theories of storytelling technique; very helpful for the teacher as the guide in utilizing storytelling technique, such as the way to prepare until to score it; and add the involvement of fable as the alternative story, which can use as the references to another researcher in the future.
2. Practically, the research will become new information for the English teacher and students, as following below:
   a. For the English teacher

The teacher will get the valuable information about an alternative technique to be applied in the speaking class, additionally fable as the kind of text can be one of the text considerations in storytelling, and then the storytelling even can be combined with the visual art to present the tale. Another advantage is they will get to know the appropriate steps in using the technique start of preparing the idea to gathering the students score.

b. For the students

By implementing storytelling technique, the learners will know how to share the story in English and add some action while they a storyteller, which means they will be involved in the learning process to encourage them to improve and enhance their speaking ability. Besides of these they also will get to know about selecting their own story; and build it wider as wild as their imagination then it can interest the whole audiences then the students as the storyteller get the full attention and central of the class.

c. For the school

The school will get a different way of instructional in English speaking, and possibly put it in the syllabus as the optional method of teaching English to the students when another method seems unsuccessful to enhance their ability peculiarly in English subject. The school will get ready in preparing the appropriate technique of speaking for the teacher to apply the storytelling technique in the classroom immediately.

H. Scope of the Research

1. The Subject of the Research

   The subject of the research is the first semester students of Eighth grades of SMPN 5 Mesuji Lampung.

2. The Object of the Research
   The object of the research is the use of storytelling and students' ability in telling a fable.
3. The Place of the Research
   The research conducted at SMPN 5 Mesuji Lampung.
4. The Time of the Research
   The research conducted at the first semester in the Academic year of 2022/2023.

CHAPTER II
LITERATURE REVIEW

A. Concept of Language

Language is the system of sound and word used by human to express their thought and feelings. It means by using language we can communicate with other people and make relationship with other, even though we have different cultures and language. Language is the most important thing for communication because through language someone is able to communicate with other people. People can use the language to express ideas, feelings and interact with others, etc.

Language permits practically all human activities, both social and private. We use language basically everything we do involving other person. It is primary function in communication, transference messages between two or more individual and himself. Language is a symbol of vocal apparatus that has been arranged to communicate or interact in society. Through language, human knowledge and culture can be store and transited to others. Finocchiaro and Bonomo say that language is used by people in given cultural or other people who have learned system of that culture, to communicate or to interact.[7]

Language is the part of culture of people and the chief means by which the number of society communicate. A language therefore is both of components of culture and central network through which the other component are expressed.[8] As Hornby states that language is very important role in human life which is considered as a tool of communication.[9] It is central instrument of all education because its various form, it is basic to be acquirement of all knowledge and skill. Whether spoken or written, it is directly involved in learning process whatever the

---

[7] Mary Finocchiaro and Michael Bonomo, *The Foreign Language Learner*, Printed in USA, 1973, p.3.

[8] Jack C. Richards and Theodore S. Rodgers, *Approach and Methods in Language Teaching*, Cambridge University Press, 1986, p.75.

[9] As Hornby, *Oxford Advanced Learner's Dictionary of Current English*, Oxford University, 1984, p.7.

subject is. A consolidation of the definition of language yields the following composite definition:

1. Language is systematic-possibly a generative-system.
2. Language is set of arbitrary symbols.
3. Those symbols are primarily vocal, but many also be visual.
4. The symbols have conventionalized meaning to which they refer.
5. Languages used for communication.
6. Language operates in speech community or culture.
7. Language is essentially human, although possibly not limited to humans.
8. All people in much the same way-language acquire language and language learning both has universal characteristics.[10]

Based on the explanation above, it is clearly stated that language is very important to human life that functions as a tool of communication. All interaction and activities will be able to run well with the language. Language is a system for expression of meaning and primary function of language is for interaction and communication.[11] This theory is also supported by Robert Lado. He states that, language is the chief means by which the human personality express itself fulfills its basic needs for social interaction with other person.[12] It means that language is a symbol of vocal apparatus that has been arranged to communicate and interact, and through language human knowledge and culture can be stored and transmitted in language.

From the theories above, the researcher concludes that language exists and develops within a people and culture. A language therefore is both of components of culture and central network through which the other component is expressed. Language is regarded and has been conceived as a part of culture and is used

---

[10] H. Douglas Brown, *Teaching Principle of Language Learning and Teaching*, Angle Cliffs. N.J. Pretice-Han, 1980, p.5.

[11] *Ibid*, p.75

[12] Robert Lado, *Language Teaching: A Scientific Approach*, M.C. Graw Hill. Inc, New York, 1964, p.7.

as a tool of communication among the numbers of people in society. Language is the part of culture of people and the chief means by which the number of society communicate.

B. Concept of Teaching English as a Foreign Language

Teaching English as a Foreign Language is the common abbreviation for Teaching English as a Foreign Language; this involves teaching students whose first language is not English. Students range in age from childhood to adult. The English language as international language has a big influence in Indonesia. By their language, we can speak and write communication with other countries in the world. Therefore, how important English as a tool for international communication English as the first foreign language must be taught from elementary school up to University, it's hoped that students should have knowledge of English that can be used for communication. In Indonesia, English is a foreign language, so English is very important to be learned by the students in elementary school (as a local content) up to university. The case is caused by factors between the information like culture and science, which are generally conveyed from our country through English, the business world competition. Which obliges them teaching English to be fluent their communication and it is expected that the students master English, in order they can use English in their communication.

English as a foreign language, the settings are fewer chances for students to use English outside the classroom.[13] It means that the learners who learn English as a foreign language just have a little chance to use English in the outside classroom, because not all people speak English in their country. They speak their mother tongues, for instance in Indonesia, Indonesian speak Indonesian language for daily comminucation not English because it is their first language or mother tongue. They just use English in a particular situation, such as busssiness, for example, the students

[13] Jerry G. Gebhard, *Teaching English as a Foreign or Second Language*, The University of Michigan Press, United Stated of America, 2006, p. 39

who hold a touring to the place, like Bali that has many foreign visitors there.

It is supported by Harmer "EFL described situations where students were learning English in order to use it wish any other English speakers in the world-when the students might be tourists or bussiness people."[14]

The process of teaching English in some EFL classes is also not too effective since the interaction is dominated by the teacher. In EFL class, the teacher explains the materials like an orator and the students just keep silent and listen to him or her. It shows that he or she does not give much opportunities for the students to speak, it will make them passive in English. When they are asked to answer the question which is given wrongly, the teacher will give the judgement directly. It will make the students feel down and do not want to express their ideas anymore.

Language teaching is influenced by idea on the nature of language (language theories) and the learning condition that make learner to acquire the language (learning theories). Differences in language theories may affect the selecction of the teaching materials and differences in learning theories may affect the teaching methods. A method that is based on the assumption that we learn another language as a child learns his narrative language (LI) will differ from one based on the assumption that learning a foreign language is not the same as learning a mother tongue. It may be argued that the actual teaching of English in Indonesia may differ from the English teaching in Malaysia or teaching English in the united states of America, in which people should learn English in condition where the language is used for communication in their daily lives.[15]

There will be no interaction between two people if there is no any language. Through language we can communicate one another like expressig ides, feelings, and thoughts. Language can also be used to acquire the language and skill, to take education or

---

[14] Jeremy Harmer, *The Practice of English Language Teaching*, Person Education Limited, 2007, p.13

[15] Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, First Edition, Yogyakarta, Graha Ilmu, 2006, p.20

to establish relation to other. Language is the central instrument of all knowledge and skill. Language is the everyday spoken utterance of the average person at normal speed.[16] In most of countries that see English as a foreign language, the goal of learning English for teenagers is to pass the examination to enter the good high school or good university. For example the students who will face the entrance examination to university in Indonesia, one of the test must be an English test. They should study hard just because to pass the test and of course more focus on written from since the test usually in written form. They usually know about the theories of how to use English, but they can not use it for communication. It is supported by Gebhard "in many countries where English is a foreign language, a dual goal for teenagers studying in the educational system is to pass English entrance exams to enter good high schools and university and, more recently, to able to use English as a global language"[17]

As the first foreign language, the purpose of teaching English in Indonesia is by the end of the program, the students will have the ability to develop English language skills of reading, listening, speaking and writing in thematic situation. Therefore, to achieve the purposes of teaching English lesson. By mastering English, the students are hoped to able to communicative with other people both spoken and written. Speech is one of the techniques how the way students can speak in front of audience with confident.

C. Concept of Speaking

Speaking is an integral part of people's daily lives. We can not deny that speaking is an important aspect that must be exist. Speaking is an effective and efficient way used in real communication. Most of people communicate to one and others orally and need a speaking skill. Eventhough there are some people who communicate with the gestures or the other ways. To speak is not merely uttering sequences of words in their correct

[16] Theodore Huebener, *How to Teach Foreign Language Effectively*, New York University Press, America Revised Edition, 1969, p.13

[17] Jerry G. Gebhard, *Teaching English as a Foreign or Second Language*, The University of Michigan Press, United Stated of America, 2006, p. 40

pronunciation. One is said to be a good speaker provided he manages to deliver what is in his mind well and to make his audience understand.

Furthermore, speaking is the term that the writer uses for verbal communication between people. When two people are engaged in talking to each other, the writer is sure that they are doing communication. Communication between people is an extremely complex and ever changing phenomenon. There are certain generalizations that people can make about the majority of communicative events and these have particular relevance for the learning and teaching process.

Erdem in Akkaya, et. al, said that "Speaking is a physical and mental process in which a commonly shared and agreed-upon set of signs and sounds turn into meanings and messages in the minds of the interlocutors using them."[18] Means that speaking is kind of activity which involve the human ability to say a word as a voice symbol with a particular purpose in a communication. Therefore, this is not only about producing a sound or making a vibration from the vital cords, but it is also must contain an information. It is such an important thing to be said which has a clear purpose inside. But something that really crucial is while the speakers interpret their spoken term obviously. And also the way how to arrange the spoken form and convey it to the listener, that may called as "speaking."

Calp in Bozpolat defined "speaking is a psycho-motor skill in which mental capacity and muscle power are in action and it is the most effective tool allowing communication among people".[19] Based on the definition, the skill of speaking is kind of psycho-motor nerve movement consciously involve the power of muscle and the capacity of mental which is command by the human brain to express a word and sentences as the communications' tool of

[18]Ahmet Akkaya, Mehmet Yalçın Yılmaz, Gülnur Aydın, *Instructors' Views on the Assessment and Evaluation of the Speaking Skill in Turkish as a Foreign Language (TFL) Classes* (International Journal of Progressive Education, Volume 14 Number 5, 2018), P. 131.

[19]Ebru Bozpolat1,*An Investigation of the Variables Predicting Faculty of Education Students' Speaking Anxiety through Ordinal Logistic Regression Analysis* (Journal of Education and Learning; Vol. 6, No. 1; 2017), p. 28.

people. According to various researchers about speaking is "Speaking is composed of arranging a number of vocabularies in an orderly manner and it is obvious that proficiency increases if knowledge of vocabulary furthers".[20] Those means assorting a word into sentences in order way and grammatically to convey information which called as speaking. Furthermore, the orderly manner intent to language ability in grammatical proficiency and vocabulary control. Speaking take places in real time and demands spontaneous decision-making and improvisation leading to a very dynamic discourse.

In summary, speaking is a specific spoken discourse that is primarily social and engaged in for social purposes and in social contexts. It entails three areas of knowledge. First, the mechanical elements of language (pronunciation, grammar, and vocabulary), which allows the speakerto use the right words in the correct sequence and appropriate pronunciation. Second, the speaking functions (transaction and interaction), which enables thespeaker to know when the clarity of the message is needed (as in carrying outthe transaction or in exchanging of information) and when a deep understandingis not necessary (as in the development of relations). Third, the sociocultural norms (such as turn-taking, rate of speech, length of pauses between speakers, relative roles of participants) which enable an individual to realize the conversational situation, whom he is talking to, and what the purpose of speaking is. By understanding these elements, an individual will know when he takes a turn to speak and when to listen, how quickly he should speak, and how long he should pause.

It can be concluded that speaking as a human skill which involve in forming of letter onto a word, or a word into sentence which has meaning as the form of information and news. Which means this is really important when talking about communicating in community, because the real function of this activity is as a tool

[20]Mohammad Reza Ebrahimi, Hooshang Khoshsima, Esmail Zare-Behtash, Tahereh Heydarnejad,*Emotional Intelligence Enhancement Impacts on Developing Speaking Skill among EFL Learners: an Empirical Study*(International Journal of Instruction, Vol. 11 No. 4, 2018), P. 630.

of communication in the social life, which easier in among the people to create a relationship through mastering the skill in constructing spoken words.

D. Concept of Speaking Ability

Learning any foreign language has to do with the four skills that have to be mastered. The four skills are listening, speaking and listening (oral skills) are said to relate to language expressed through the aural medium. Reading and writing are said to relate to language expressed through the visual medium (written symbol). Another way of representing these skills is by reference not to the medium but to the activity of the language user.

Therefore, speaking and writing are said to be active or productive skills, whereas listening and reading are said to be passive or receptive skills. Speaking skill is the ability to use the language in oral form. In higher level this skill is limited to the ability to conduct a simple conversation on some subject for example expressing regret, gratitude, agreement, offer, certainly so forth. Among the four skills, speaking skill is a difficult one to assess with precision, because speaking is a complex skill to acquire.

Speaking is the most important skill in English language teaching. It is almost impossible to have true mastery of a language without actually speaking it. In general, to encourage speaking in the early stages of a course and with students who are a little timid, give plenty of guidance on what the conversations should be about. You can give students a list of questions to ask each other or specific topics and lots of language input first.[21] Speaking skill is the ability to use the language in a oral form. Among the four skills, speaking skill is a difficult one to assess with precision, because speaking is a complex skill to acquire. Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to a 'speakers' of that language, as if

[21] Michelle Maxom, *Teaching English as a Foreign Languge for Dummies*, UK Edition, John Wiley & Sons, Ltd, Chichester, West Sussex, England, 2009 p.183

speaking included all other kinds of knowing, and many if not most foreign language learners are primarily interested in learning to speak.[22]

Table II
The Scoring of Speaking Skill

Oral proficiency scoring categories	
Grammar	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
Vocabulary	Speaking vocabulary inadequate to express anything but the most elementary needs.
Comprehension	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
Fluency	(no specific fluency description refer to other four language areas for implied level of fluency)
Pronunciation	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.[23]

It can be concluded that students' speaking ability is their ability to express their ideas, opinion, and feeling, experiences and so on using their own words with such expressions as giving opinion, saying agreement and disagreement by showing good mastery of pronunciation, grammar, vocabulary, fluency, and also comprehension. Harmer explained that speaking skill has some aspects. There are three elements in this kind of skill, such as:

[22] Pheny Ur, *A Course in Language Teaching*, Cambridge University Press, UK, 1991, p.120

[23] H. Douglas Brown, *Language Assessment Principles and Classroom Practicees*, Longman, USA, 2004, p.173

pronunciation, stress and intonation, and also connection speech.[24] All of the aspects is in unity and have a close connection from one element to another. Means that the three of it are needed in the speaking scope, and then each element are cannot separated become one by one when using it in the speaking activity at the class, which need the assessment of it. At the end, of course they are shall in one package while the speaking class.

The first element is pronunciation. It is relating in how to say a word appropriately, or kind of construct some letters into a word and show it as a voice form. And the other interpretation is about pronouncing a vocabulary by incorporating each phonetic spelling which could create a complete word that has a clear meaning.

The second element is about stress and intonation. The implicit meaning of stress in this term is the word emphasis. Therefore, the intonation is kind of high and low the word pronunciation. In other definition, they are the part of the voice tone while saying something in the word or sentence form. And they are also used in some expression, such as: an angry situation that will involve a high intonation; a sad expression always using a lower tone; and in common condition usually concern a usual voice or low tone.

The third is the connection speech. This kind of element is occupied with the arrangement of speech. Could be describe as how the construction of one word to another word which will make a good sentence or connecting a sentence to another that could create cohesion and coherent sentences. Base on the description this can be said as the word and sentence corporation. While delivering information, should arrange the content by the appropriate connection that could make a nice speaking with an obvious message.

At last, we can conclude that each aspect has an important role in speaking which aid the speaking learning process and they are cannot separated one by one, means that these aspects should

[24] Jeremy Harmer, *The Practice of English Language Teaching* (4th ed)(Horlow: Pearson Longman, 2007), P. 343.

put in one place, particularly while apply speaking skill for students in the class as the part of the learning. Then automatically the three elements will be use to help the process of giving score or assessing the skill.

E. Concept of Teaching Speaking

Speaking English is the main goal of many adult learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those who are risk-takers unafraid of making mistake will generally be more talkative, but with many errors that could become hard to break habits. Students may take a long time to speak confidently with their English containing fewer errors and they will be proud of their English ability.

In the classroom, the goal of teaching speaking should improve students' communicative skills. Students can express themselves and learn how to follow the social and culture rules in each communicative. The teacher has to have some ways to invite and attract the students to practice their English in the classroom, and the students must apply it out side with their friends. To help students develop their speaking abilities, there is activity that is used in the classroom.

According to Harmer there are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities chances to practices real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing. And finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become.[25]

[25] Jeremy Harmer, *How to Teach English*, (New Edition) Pearson Education Limited, England, 2007, p.123

As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious though. In teaching speaking, the teacher should connect the other skills in teaching speaking such as listening, reading, and writing because the four skills have the relations each other. So, they also should be able to write and speak English accurately and communicatively. The way where the students can practice the language they have learnt. As Boey stated: "the best way to learn a language to imitate a native speaker of the language and to have several hours of practicing a day with others".[26] By doing so, they hopefully can learn to practice the language they have learnt orally. In learning speaking English, students will also automatically learn the words and the sentences of language spontaneously in speaking.

The students should be encouraged to improve their communicative competence during the communicative activities orally. Thornburry stated: "a speaking activity needs to be maximally language productive in order to provide the best conditions for autonomous language use".[27] It means that speaking requires the learners not only to know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also to understand when, why, and in what ways to produce language (sociolinguistic competence). Finally, speech has its own skills, structures, and conventions different from written language. A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

The researcher assumes that in teaching language we must have the curriculum. Because the ministry of education have the curriculum for the whole students in Indonesia. As the teacher, we must give the students the guidance by following the rules from our government. Speaking skill is the important part of that curriculum, even they become the important subject of assessing

[26]Henry Guntur, *Berbicara Sebagai suatu Ketrampilan Berbahasa Angkasa*. Ed.1. Bandung:Angkasa, p.93

[27] Scott Thornbury, *How to Teach Speaking*, Longman, England, Ed. 4, 200, p.90

the language teaching and the teacher should connect the others skill in teching speaking such as listening, reading, and writing because the four skill have the relation each other. Therefore, the teacher who teaches English should be proficient in English and also should encourage the students to speak English well.

F. Concept of Storytelling

Davies said a unique thinking in his book about storytelling. He mentioned that "Storytelling is moving the words from a page of book then make it such a real life".[28] This is describing as an activity that telling any story by doing an interactive action, which concern an interaction between the story teller and the listeners through the action of the tale by the teller. In other word, this is kind of delivering a narration in spoken form with some plays while telling it.

Wilkens in Gail de Vos mentioned "Storytelling is identified in the literature as a very ancient art used to entertain and educate children through the sharing of tales passed on orally".[29] The kind of technique is one of an art old technique that utilized in entertaining education of children by means of relate and showing a tale in performance and spoken way. It is simultaneously both entertain and education toward student in order to create an enjoyable learning environment.

In addition Baker and Greene told "Storytelling is an individual art requires training and experience".[30] The exact appearance of the technique was as an art of telling a tale in various genres and form as like as novel, folktale, myth, and many others. Therefore, in the performance it is need exercises and experiences to consider both act and using words to make a great storytelling presentation.

---

[28] Alison Davies, *Storytelling in The Classroom Enhancing Traditional Oral Skills for Teachers and Pupils* (London: Paul Chapman Publishing, 2007), P. 5.

[29] Gail de Vos, *Storytelling for Young Adults: Technique and Treasury* (2nd ed) (Englewood, Colorado: Libraries Unlimited, inc, 1991), p. ix.

[30] Augusta Baker, Ellin Greene, *Storytelling:Art and Technique* (2nd ed) (New York, London:R. R Bowker Company, 1987), p. 43.

The researcher intention is to link the art of storytelling with reflective learning processes and to demonstrate how educators might use the ideas, strategies and processes we present to prepare students better for the uncertainties inherent in professional practice. We are convinced that storytelling has enabled us to learn from experience throughout our lives and we have discovered that it can also be used in meaningful, enjoyable and creative ways to facilitate learning in higher education settings.

The more we used storytelling with students the more we realised its application to lifelong learning. Around the same time, we also began to pay attention to informal stories. We noticed what stories were told where, what responses were given in particular settings and how the way stories were told influenced the outcomes they achieved. The role reflection plays in education is currently attracting considerable attention and debate throughout the world. Educators from a range of disciplines are embracing a reflective outlook and encouraging students to learn about themselves and their areas of study by engaging in reflective activities. At last, the meaning of storytelling can be shorten as a simple technique, with concern the activity of telling or conveying a tale using action of the teller, and create a new interactive learning up on the remembering of the vocabularies inside the story, that can be use in the instructional process to trigger the students in the English speaking class, or has a role in helping them attract their more attention while the story played in an act, hence as well as English positioned as the foreign language.

G. Procedures of Storytelling

Gail de Vos in his book of "Storytelling for Young Learner: Technique and Treasury" mentioned three procedures in the technique such as: the first is introducing the concept of storytelling to the learners; the second is choosing the right story, the student ought to considerate their story to attract audience interest; the third is telling the story, in this step the group age is requires consideration as the expectation of little response, how to pause between the stories, and suppress the distraction as much as

possible while showing up in both action and phrases.[31] In the Alison's book mentioned two procedures in storytelling technique, they are such: Introducing the storytelling, and performance or narrative.[32] Both of them are the main procedures while apply the technique in the classroom. These are kind of the simple technique for the learners, and then it is need an easy step to use it in the instructional. The first one is introduce the storytelling itself to the class, and the last one is do the performance in front of the class.

Introducing the storytelling is the first stage of this technique. In this phase will be the teacher's duty, the teacher should trigger the learners in knowing and understanding about storytelling. The purpose of the introduction is to attract the student attention and to guide their deep interesting at this kind of the class activity. When they have their own knowledge about the thing that they will learn, then it will make the class learning process easier for them, which could create conducive environment for the instruction. Performance or narrative is the second and the last stage of the technique. Performance is performing or shows something in front of the audience or listeners. In this context the word of "performance" using to telling a story by add some interactive action inside. The learners are the central focus in the step, some of their role such as: They will be the main character who has the full control while the class activity; the learners will choose their own tale and tell it in front of the audiences; they should make an interaction to the learners with an interactive show as well as possible. In addition, according to Mauro Dujmovic, et. All, there are three procedures in storytelling technique. **The first** is selecting the story, in this step the storyteller should select the story based on some aspects such language difficulty, content appropriateness, instructional objectives, and interactive opportunities. **The second** is telling the story, when story telling should prepare the environment, prepare the audience for

[31]Gail de Vos, *Storytelling for Young Adults: Technique and Treasury* (2nded) (Englewood, Colorado: Libraries Unlimited, inc, 1991), p. 10-13.

[32]Alison Davies, *Storytelling in The Classroom Enhancing Traditional Oral Skills for Teachers and Pupils* (London: Paul Chapman Publishing, 2007), p.34.

listening, and know where you are headed and how to get there and **the last step** is after storytelling, the storyteller has to evaluate and reflect the story in order to improve it.[33]

H. The Advantages and Disadvantages of Using Storytelling

Storytelling technique has many advantages for student. Such some examples which mentioned by Alison Davies are including:

1) Could help the development of language, the students will learn about language through the implication of telling story in the class.
2) Will triggers their own idea, which encourages them to produce an imaginative story.
3) They learn how to arrange the word into sentence then try to retell it in spoken form.
4) Storytelling could construct a big imagination that will bring them in to a fantasy world in their daydreams, which has positive impact on mental health.
5) This is also entertaining and excites, which is an important part of learning. When the learners are having fun they are involved, and motivated to learn more.[34]

In addition, in Gail de Voss' book he said there are thirteen reasons as the benefit of storytelling as following bellow:

1) To help searching of self-identity.
2) To assist in a system value development.
3) To establish the belonging sense.
4) To trigger the individual thinking.
5) Aid of emotional release encouragement.
6) As the helping of imagination development.
7) As an entertaining aid.
8) To create the bond among the storyteller and audience.

---

[33]Mr. sc. Mauro Dujmovic, Visoka uciteljska škola, Pula *"Storytelling as A Method of EFL Teaching", (*Pregledni rad, UDK: 371.3:811.111–26), p. 76.

[34] Alison Davies, *Storytelling in The Classroom Enhancing Traditional Oral Skills for Teachers and Pupils* (London: Paul Chapman Publishing, 2007), P. 6.

9) To develop the listening skills.
10) To maintain the tradition by sharing folktale, myth, legend and other form of culture or the descendant tradition.
11) The aid of remembering the cultural stories.
12) Assisting of exhibiting the kind of language orally.
13) As the aid of discrimination development for the listeners while choosing the book and the story to read.[35]

Even the most popular technique always has its deficiency. As equal as the storytelling technique that also faces this kind of disadvantages such: while the storyteller performs their action, some of the audience unable to find connection both of narrating and the tales' content, yet this lack can be fixed by involving a cognitive process when reflecting the whole show; Another weakness point of it is the quandary of contrive and telling tale successfully.[36] Nevertheless it can be solved, as mentioned "storytelling is an art, like all arts, it requires training and experience. However, anyone who is willing to take the time to find the right story and learn it can be a successful storyteller".[37]

I. Type of Storytelling

Storytelling is an ancient art, used to better understand the world we inhabit. Ancient civilizations would seek out storytellers, works of visual art, and written fables to witness tales of hard times and happy endings. Understanding the different types of storytelling:

1. **Oral storytelling**: One of the oldest storytelling forms is the spoken word. These oral traditions would be passed on through generations. This form of storytelling could be a vehicle for any type of story. On the other hand, oral

[35]Gail de Vos, *Storytelling for Young Adults: Technique and Treasury* (2nded) (Englewood, Colorado: Libraries Unlimited, inc, 1991), p. 2-7.

[36]Ramon, *Some Advantages and Disadvantages of Storytelling*, Retrieved from: *https//blogs.cardenalcisneros.es/childrenlist2016/index.html@p=2143.html* , Posted on Ramon.matamoros in storytelling-week2 on 10-11-2016, *accessed on December 26th, 2019 at 22:12 PM.*

[37]Augusta Baker, Ellin Greene, *Storytelling:Art and Technique* (New York, London:R. R Bowker Company, 1987), p. 43.

storytelling is a way for real people to tell stories from their own lives. With the advent of new forms of technology like radio and podcasts, the art form of oral storytelling now has the ability to reach millions of people.

2. **Visual storytelling**: as visual media represents a simple way to tell a good story. Ancient cave paintings depicted animals, figures with human characteristics, and real-life stories with themes of survival on cave walls. As society progressed, the evolution of storytelling progressed along with it. The communicated information and told a complex, engaging story composed of pictographic symbols representing both sounds and characters. This art of storytelling has evolved even further through the modern mediums of film and television, which offer an advanced, powerful way for a good storyteller to tell a compelling story.
3. **Written storytelling**: As long as there have been written words, there have been written stories. As societies developed alphabets, oral and visual forms of storytelling were transcribed into written short stories and epics. The invention of the printing press ushered in an era of mass communication, in which different forms of story types from fairy tales to newspapers to novels reached global audiences.
4. **Digital storytelling**: Technology is a powerful tool that has transformed the way that we tell stories. The rise of television, film, and radio has given great storytellers a wider platform than ever and has, in turn, led to the rise of new and innovative storytelling techniques. The internet allows us to have access to a seemingly endless library of compelling stories from throughout human history with a simple click of a button. In particular, the rise of blogging and social media though technically still modes of written storytelling have reframed the kind of stories we interact with on a daily basis. Millions of Twitter, Instagram, and Facebook users tell their own personal stories with their own points of view every day. With social media, we are

all storytellers, trying to make sense of our own origin story one post at a time.[38]

J. Element of Storytelling

1. Preparation

While the preparation for a storytelling performance is laborious and repetitive, the actual performance of storytelling is like white-water rafting. In rehearsal, myriad options must be considered, tried out, and evaluated for their possible impact. Swept on by the rush of events, the thing finished in a matter of seconds, the lips moving faster than the mind. With effort and discipline, anyone can get the essential things right. Effective storytelling is accessible to all who are willing to make the effort. It is not the result of natural endowment. It is the result of meticulous preparation, ending in achievement.

2. Be Rehearsed but Spontaneous

Perhaps the most impressive aspect of good storytelling is its combination of perfection and spontaneity. The performance has no mistake, no false step or deficiency, and looks inevitable. And yet it also looks fresh and spontaneous, almost improvised. The perfection comes from practice, while the spontaneity comes from reliving the story mentally for each retelling.

3. Choose the Shape of Your Story and Stick to It

The shape of your story implies decisions as to which elements are to be included, the order of the telling, and the particular emphasis to be put on each element. These choices are made in the preparatory process, in rehearsal, or during the actual performance. But you do not discuss the choices with the listeners. You do not discuss alternative methods of telling the story.

4. Delivery

In any oral communication, much depends on the nonverbal aspects of performance the tone of voice, the facial

[38] Master Class, 4 Types of Storytelling, *https://www.masterclass.com/articles/a-guide-to-storytelling#4-types-of-storytelling*, accessed on Dec 21 2021

expression, and the accompanying gestures. The way a story is performed can radically change its emotional tone in the mind of the listener. An oral communication is performed is important, even if determining exactly how important would require separating content from performance which is precisely what cannot be accomplished in the social act of communication, where story, storyteller, and audience are inseparably intertwined.

5. **Be Ready to Perform**

   Storytelling is a performance art and you must be ready to deliver your peak performance at the appointed hour, without misstatements, errors, omissions, or unintended effects. To enhance the chances of this little miracle occurring, you need to think through the structure of the story carefully in advance of the performance. The more clearly you have this structure in mind, the more likely your story will be successful. The shape of the story is like a safety net that supports you no matter what happens in the course of the performance.

6. **Get Out from Behind the Podium**

   The more you can arrange the physical setup of the room so as to reflect that of a conversation, the better. You need to be there for the audience. So you don't hide behind podiums or microphones or notes. In fact, you get rid of anything between you and the audience. Notes are a huge distraction for the audience, which will take them as a signal that you're not very interested in the people you're talking to. If you need reminders of what you intend to say, then use PowerPoint slides, along with a wireless mouse, to help you keep on track.

7. **Connect with All Parts of the Audience**

   Once you get out from behind the podium, you can use body movement to show your interest in the entire audience. You don't always talk to the same part of the audience. You move about so as to show your eagerness to speak to everyone. As you speak, you move toward the audience not away, which would indicate you don't want to be there. You maintain an open body stance, evincing your willingness to be open with the audience. You maintain eye contact, not looking sideways.

8. **Speak in an Impromptu Manner**
   You speak in an improvised, impromptu manner, not using memorized lines. You relive the story in your mind and recount the story as you relive it, certainly don't read from a text. Reading from a text reveals you as absorbed in a canned message. It will indicate that you're not willing to interact.
9. **Use Gesture**
   Appropriate gestures can emphasize key elements of your story as well as demonstrate that you believe the story not just in your mind but with your whole body. So you match the gestures with the sense, perhaps moving your hands and head as you talk to accent key points. You emphasize key words in your intonation, so that the sound is in sync with the meaning. At the same time, your gestures should be natural and flowing and communicate your pleasure at being there, speaking to this audience at this time. Avoid abrupt facial expressions or jerky gestures, which usually reflect lack of composure and a sense of unease in speaking to the audience.
10. **Be Lively**
    There's no need to speak in a monotone, you can raise and lower the tone of your voice appropriately. Figure out the parameters of what is permissible in the specific setting. If you're in a board meeting, the parameters might be quite narrow. But if you are in an off-site retreat or conference, you can establish very broad parameters, and stretch the boundaries so as to make what you say entertaining. The parameters permissible in any given context may be wider than you think
11. **Use Visual Aids Judiciously**
    Remember also that human responses to linguistic and visual messages are not gender-neutral. On average, women do better with words, and on average, men do better with the visual: these are averages, and of course there are vast numbers of individual exceptions. But the bell curves of men and women don't overlap exactly. So if you want to increase your chances of reaching all the audience, use both words and images.

12. **Be Comfortable in Your Own Style**

    These are choices that you make, conscious of the costs and benefits of each. For instance: If you decide to talk sitting down rather than standing up, you may be less mobile in terms of holding yourself accessible to all the members of the audience in different parts of the room, but you may gain the benefit of seeming more approachable and collaborative. If you decide to forgo visual aids, you may concentrate attention on yourself as the storyteller, but you risk having a less powerful impact on those listeners whose preferred learning style entails the reception of visual images. These are the kinds of trade-offs that you make as a storyteller. In the end, you choose a variant that is suitable for you. Once you are at ease with your own style of telling the story, then it's probable that the audience will be at ease with you.

13. **Know Your Audience**

    The more you can know about the audience the better. Mingle with them and find out what makes them tick, what their hopes and fears are, what are current priorities as opposed to yesterday's news. All this information is vital to making your presentation sound fresh and up-to-date. Be aware that differences among your audience may affect the performance. In a large audience, you have to be multifaceted, since the audience will include all types. But in a small-scale presentation, you may be able to adjust your pitch to the particular propensities of listeners to certain approaches.

14. **Connect with Your Audience**

    To connect with your audience, you approach the task of storytelling interactively and model your behavior on the concept of conversation a dialogue between equals. You proceed on the basis that the relationship between you and your listeners is symmetrical. You talk as if the listeners could take the next turn in the conversation.[39]

---

[39] Stephen Denning, *The Leader's Guide to Storytelling. Mastering The Art and Discipline of Business Narrative*, (San Fransisco : Jossey-Bass) 2005, P. 25

K. The Concept of Fable

The word fable is derived from the Latin word *fibula*, which means "a story," and a derivative of the word *fari*, which means "to speak". Fable is a literary device that can be defined as a concise and brief story intended to provide a moral lesson at the end. In literature, it is described as a didactic lesson given through some sort of animal story. In prose and verse, a fable is described through plants, animals, forces, of nature, and inanimate objects by giving them human attributes wherein they demonstrate a moral lesson at the end.

Most Western fables come from the famous fabulist Aesop, who wrote in ancient Greece. In ancient Greek education, students were taught fables and encouraged to make up and recite their own. Fables have a long European history. In the seventeenth century, French fabulist Jean de la Fontaine was inspired by Aesop to write fables that satirized the church, the court, and the ruling class of the time. De la Fontaine considered the moral to be the core features of the fable :

1. A fable is intended to provide a moral story.
2. Fables often use animals as the main characters. They are presented with anthropomorphic characteristics**,** such as the ability to speak and to reason.
3. Fables personify the animal characters.[40]

The purpose of writing fables is to convey a moral lesson and message. Fables also give readers a chance to laugh at the follies of human beings, and they can be employed for the objective of satire and criticism. They are very helpful in teaching children good lessons based on examples. However, in literature, fables are used for didactic purposes at a much broader level. Fables are characterized by their moral lessons. These short tales were once passed down as folklore to teach listeners the difference between right and wrong, give advice on proper

[40]Literary Device, *Fable – Definition and Examples*, *https://literarydevices.net/fable/*, accesed on Jan 4th 2022

behavior and manners, and offer maxims to live by. A number of colloquial phrases are derived from fables, such as “a wolf in sheep’s clothing” and “sour grapes.” A fable is a short story that illustrates a moral lesson. The plot of a fable includes a simple conflict and a resolution, followed by a maxim. Fables feature anthropomorphized animals and natural elements as main characters. The moral of a fable an overarching rule to live by that transcends the specifics of the story is usually stated at the end.

Fables are defined by four central essential elements :

1. **Symbolism**. Characters in fables are stand-ins for humans, and their misadventures are meant to symbolize human behavior.
2. **Anthropomorphization**. In fables, animals and even inanimate objects (like the wind, or the sun) are the main characters of the story and are given human qualities. Some animals have specific traits associated with them. For example, an owl is wise, a fox is cunning, and a lion is brave.
3. **Lessons**. Every fable has a moral lesson at the end that arises from the story. For example: “Slow and steady wins the race.”
4. **Humor**. Fables often have a humorous tone when showing the foolishness of human nature.

Some of the most famous fables include :

1. **The fox and the grapes**. This fable is the origin of the phrase “sour grapes.” A fox spies a bunch of grapes high up on a branch and wants them badly. He takes a running jump to reach them but misses. He tries several more times, but to no avail. Finally, he gives up and walks away scornfully. The moral of the tale is: “There are many who pretend to despise and belittle that which is beyond their reach.”

2. **The lion and the mouse**. A lion catches a mouse, who begs to be let go. The mouse promises to repay the lion in exchange for his life. The lion agrees and lets the mouse go. A few days later, the mouse comes upon the lion trapped in a hunter's net, and, remembering the lion's mercy, gnaws on the rope until the lion is free. The moral of the story is: "A kindness is never wasted."
3. **The tortoise and the hare**. The tortoise and the hare enter a footrace. The hare jeers at the tortoise, remarking how naturally he is so much faster than the slow tortoise. During the race, the hare takes several long breaks and wastes time relaxing between quick sprints. Meanwhile, the tortoise chugs steadily along. In the end, the tortoise wins. The moral of the story is: "Slow and steady wins the race."
4. **The fox and the crow**. A hungry fox comes upon a crow up in a tree with a bit of cheese in its mouth. The fox begins to talk to the crow, telling her she is so beautiful and must have a beautiful voice to match. At first, the crow stays silent, holding on to her cheese. But at last, after much flattery, she opens her mouth to crow. The cheese falls into the fox's mouth. The moral of the story is: "The flatterer lives at the expense of those who will listen to him."[41]

L. Concept of Teaching Speaking Through Storytelling

According to Jeremy Harmer, one popular kind of activity is the prepared talk, where a student (or students) makes a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation because they are prepared, they are more writing-like 'than this. However, if

[41]Master Class, *What is a fable?*, *https://www.masterclass.com/articles/writing-101-what-is-a-fable-learn-about-the-4-central-characteristics-of-a-fable-and-4-famous-fable-examples#where-did-fables originate*,accessed on Jan 4th 2022

possible students should speak from notes rather than from a script.

For students to benefit from doing oral presentations, it is needed to invest some time in the procedures and processes they are involved in. In the first place, It needs to give them time to prepare their talks (and help in preparing them, if necessary). Then students need a chance to rehearse their presentations. This can often be done by getting them to present to each other in pairs or small groups first. The teacher and the class can decide together on criteria for what makes a good presentation and the listener in each pair can then give feedback on what the speaker has said. The presenter will then be in a good position to make a better presentation.

However, this only works if students have had a chance to discuss feedback criteria first. When a student makes a presentation, it is important to give other students tasks to carry out as they listen. Maybe they will be the kind of feedback tasks we have just described. Perhaps they will involve the students in asking follow up questions.

The point is that presentations have to involve active listening as well as active speaking. Whether or not feedback comes from the teacher, the students or a combination of both, it is important that students who have made an oral presentation get a chance to analyse what they have done. And then if possible, repeat it again in another setting so that they do it better.[42]

M. Procedure of Teaching Speaking Through Storytelling

There are some steps in teaching and learning speaking by using storytelling used by the researcher :

1. In this sequence, the class have recently been working on the contrasting uses of Narrative Text
2. The activity starts when the researcher talks to the students about Retelling Fable.

[42] Jeremy Harmer, *The Practice of English Language Teaching* (4th ed)(Horlow: Pearson Longman, 2007), P. 352

3. The researcher invited the students to watch the example of storytelling in the class together.
4. The researcher handed out any kind of short story of fable narrative text.
5. The researcher asked the student to choose a story randomly, and asked them to prepare and tell the story chosen in front of the class next week.
6. The researcher asked the students to use pictures or some equipment (object of the story) to help them gaining the attention of listeners.

N. Frame of Thinking

Speaking is a human skill which involve in forming of letter onto a word, or a word into sentence which has meaning as the form of information and news. Which means this is really important when talking about communicating in community, because the real function of this activity is as a tool of communication in the social life, which easier in mans to create a relationship through mastering the skill in constructing spoken words. Hence the ability of speaking in english communication is essential to convey some ideas system among community approximately the entire country around the world generally some continent such America, Europe, Africa, Australia and a number of Asia.

Therefore, storytelling is as a technique of the speaking instruction, which the term dealing with the advantage and disadvantage of the technique. In the primary, the technique is not to perfect. Although has some problem, this term is quite good to be use in the class, because of some advantage inside, it is enough considering in the instructional way for the learners.

Additionally, one of the language appealing delivery is storytelling technique such a refreshing communication while exchanging information through ideas and story. Utilizing of Storytelling technique as speaking application in English education require the narator as the storyteller and the audiences as the story's listeners. To develop the speaking class situation the

author ought to present the narative as enticing as possible in front of the viewers apparently these assembly enjoin the full story.

REFERENCES

Ag. Bambang Setiyadi. *Teaching English as a Foreign Language*. First Edition. Yogyakarta: Graha Ilmu. 2006.

Ag. Bambang Setiyadi. *Metode Penelitian Untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*. First Edition. Yogyakarta: Graha Ilmu. 2006.

Akkaya, Ahmet, Mehmet Yalçın Yılmaz, Gülnur Aydın. Instructors' Views on the Assessment and Evaluation of the Speaking Skill in Turkish as a Foreign Language (TFL) Classes. *International Journal of Progressive Education*, Volume 14 Number 5, 2018. DOI: 10.29329/ijpe.2018.157.11

Asniatih, St. Ahmed, Afaq. Iqbal, Ghazanfar. Dool, Zahid. Ahmad, Sohail. Noorman, Safrina S.
Teaching Speaking Through Storytelling: A Case Study of Tenth Grade Students of an Islamic High School in Kendari. *Journal of Language Education and Educational Technology.* Vo. 5. No. 1. 2020. DOI: 10.33772/jleet.v5i1.98838

Augusta Baker, Ellin Greene. *Storytelling:Art and Technique* (2nd ed). New York, London: R. R Bowker Company, 1987.

Brown, H. Douglas. *Language Assessment Principles and Classroom Practicees*. USA: Longman. 2004

Cash, Philip, Tino, Stanković. *Experimental Design Research: Approaches, Perspectives, Applications.* Switzerland: Springer International Publishing Switzerland, 2016.

Darancık, Yasemin. Students' Views on Language Skills in Foreign Language Teaching. *Canada: Canadian Center of Science and Education*. Vol. 11. No. 7, 2018. DOI:10.5539/ies.v11n7p166

Davies, Alison. *Storytelling in The Classroom Enhancing Traditional Oral Skills for Teachers and Pupils.* London: Paul Chapman Publishing, 2007.

Denning, Stephen. *The Leader's Guide to Storytelling: Mastering The Art and Dicipline of Business Narrative.* San Francisco: John Wiley & Sons. 2005.

Elliot Arenson, "Jigsaw Classroom", Retrieved from: http://www.jigsaw.org, Posted by Oka at 7:22 PM, accessed on April 7th, 2019 at 08:20 PM.

Faris Mu'tashim, Jundullah. Syafi'i, Ahmad. The Power of storytelling in Teaching Speaking. *Journal of English Teaching and Research.* Vol. 3. No. 1. 2018. Doi:10.29407/jtar.v3i1.11759

Finocchiaro, Mary. Michael Bonomo, *The Foreign Language Learner*. Printed in USA. 1973.

Fog, Klaus. Budtz, Christian. Yakaboylu, Baris. *Storytelling: Branding in Practice.* Denmark: Springer, 2005.

Gail de Vos. *Storytelling for Young Adults: Technique and Treasury* (2nd ed). Englewood, Colorado: Libraries Unlimited, inc, 1999.

Greene, Ellin. *STORYTELLING: Art and Technique Third Edition.* Westport: Greenwood Publishing Group, 1996.

G. Jerry. Gebhard. *Teaching English as a Foreign or Second Language*. , United Stated of America: The University of Michigan Press. 2006.

Harmer, Jeremy. *The Practice of English Language and Teaching* (3rd ed). Horlow: Pearson Longman, 2007.

Henry Guntur. *Berbicara Sebagai suatu Ketrampilan Berbahasa Angkasa*. Ed.1. Bandung: Angkasa.

H. Dee. Thomas D, Andrews. Hull, Karen DeMesteer. *Storytelling as An Instructional Method.* Rotterdam: Sense Publisher. 2010.

Hornby, As. *Oxford Advanced Learner's Dictionary of Current English*. Oxford University. 1984.

Huebener, Theodore. *How to Teach Foreign Language Effectively*. America Revised Edition: New York University Press. 1969.

Itali. *Teaching Toolkit Series: Flipped, Active, Blended.* Australia: The University of Queensland.

Jenkins, Jennifer. *Anual Review of Applied Linguistics.* Cambridge: Cambridge University Press, 2004.

Jones, Jane. McLachlan, Angela. *Primary Languages in Practice: A Guide To Teaching And Learning*. London: Open University Press, 2009.

Julien B, Koume, Using Readability Test To Improve the Accuracy of Evaluation Documents Intended for Low-Literature Participant. *Journal of Multi Disciplinary Evaluation,* Volume 6 (14), 2010.

Kennedy, X.J. *Literature an Introduction to Fiction, Poetry, and Drama (4th ed).* London: Scote Foresman and Company, 1987.

Khodabandeh, Farzaneh. The Impact of Storyteling Technique Through Virtual Instruction on English Sudents' Speaking Ability. *Tehran: Payame Noor University.* 18(1), 2018.

Kleinova, Daniela. *The Uses of the Fable in Medieval and Modern English Literature*. Masaryk University: Bachelor's Diploma Thesis. 2012.

Lado, Robert. *Language Teaching: A Scientific Approach*. M.C. Graw Hill Inc : New York, 1964.

Literary Device. *Fable – Definition and Examples,* https://literarydevices.net/fable/. Accesed on Jan 4th 2022.

Master Class. 4 Types of Storytelling, https://www.masterclass.com/articles/a-guide-to-storytelling#4-types-of-storytelling. Accessed on Dec 21 2021.

Master Class. *What is a fable?*, https://www.masterclass.com/articles/writing-101-what-is-a-fable-learn-about-the-4-central-characteristics-of-a-fable-and-4-famous-fable-examples#where-did-fables-originate. Accessed on Jan 4th 2022.

Maxom, Michelle. *Teaching english as a Foreign Languge: For Dummies.* England: Wiley, 2009.

McDrury, Janice. Alterio, Maxine. *Learning Through STORYTELLING in Higher Education: Using Reflection & Experience to Improve Learning*. London: Taylor & Francis e-Library, 2004.

Megawati. Improving The Students' Speaking Skill Through Storytelling Technique Toward Eleventh Grade Students At SMK Swasta Cimanggis. *BRIGHT: A Journal of English Language Teaching, Linguistics and Literature.* Vol. 2. No. 1. 2018. DOI: 10.29100/bright.v2i1.739. g362

Melvi L Silberman, *Active Learning 101 Strategi Pembelajaran Aktif.* Yogyakarta: Pustaka Intan Madani, 2005.

Mohammad Reza Ebrahimi. Hooshang Khoshsima. Esmail Zare-Behtash. Tahereh Heydarnejad. Emotional Intelligence Enhancement Impacts on Developing Speaking Skill among EFL Learners: an Empirical Study. *International Journal of Instruction*. 2018

Mr. sc. Mauro Dujmovic, Visoka uciteljska škola, Pula "*Storytelling as A Method of EFL Teaching.* Pregledni rad.

P. Harris, David. *Testing English as a Second Language.* Rev. Ed. USA: Mc.Grew-Hil Inc. 2004.

Pei-lin Yang, *et.al*. The Effect of Storytelling and Retelling and Higher Order Thinking on Oral Performance of Elementary Students in English as Foreign Language (EFL) Program: A Pilot Study in Mainland China and Taiwan. *Asian Journal of Education and Training*. Vol. 2, No. 1, 2016. DOI: 10.20448/journal.522/2016.2.1/522.1.23.33

Ramon, "Some Advantages and Disadvantages of Storytelling", Retrieved from:*https//blogs.cardenalcisneros.es/childrenlist2016/index.html @p=2143.html* , Posted on Ramon.matamoros in storytelling-week2 on 10-11-2016, accessed on December 26th, 2019 at 22:12 PM.

Richard C. Jack. *Teaching Listening and Speaking From Theory to Practice.* Cambridge: Cambridge University Press, 2008.

Ross, M., Gary R. Morrison. *Experimental Research Methods.* research of M. Ross and Gary R. Morrison, 2003.

Sudarwati. Eudia Grace. *Look Ahead An English Course*. Erlangga.

Sudjana, *Metode Statistika*. edisi 6. Bandung : Tarsito. 2005.

Sugiyono. *Metode Penelitian Quantitatif* (1st ed). Bandung: Penerbit Alfabeta, 2018.

Suharsimi Arikunto. *Prosedur Penelitian*. PT. Rinika Cipta. 2010.

Thornbury, Scott. *How to Teach Speaking,* Longman, England. Ed. 4, 2000

Ur, Penny. *A Course in Language Teaching:Practice and Theory*. Cambridge: Cambridge University Press, 2009.

Zipes, Jack. *SPEAKING OUT: Storytelling and Creative Drama for Children.* New York: Routledge, 2004.

Zuhriyah, Mukminatus. Storytelling to Improve Students' Speaking Skill. *English Education: Jurnal Tadris Bahasa Inggris*. Vol. 10 (1), 2017. DOI: 10.24042/ee-Jtbi.v10i1.879

Zakiya Ahda, Zahrah. Developin Audio-Visual Media of Fables and Folktales for English Speaking Activity in Junior High School Classroom. *Jurnal Pendidikan*. Vol. 1. No. 10. 2016. DOI: 10.17977/Jp.v1i10.7346