

The Story Telling as a Solution of Student's Difficulties in English Speaking at Islamic of Senior High School Sirojut Tholibin

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Abstract

Speaking is one of the most important of the four skills namely listening skills, speaking skills, reading skills and writing skills. Talking is one action to convey information and express ideas and feelings. This research is conducted to describe students' difficulties in speaking English lessons, factors that make it difficult for students to speak English, and students strategies to overcome their difficulties in speaking English lessons in twelfth grade MA Islam Sirojut Tholibin 2022/2023. This study uses a qualitative method. MA Sirojut Tholibin class XII IPA selected by the researcher as a sample consisting of 32 students. In collecting data, researchers used observation, interviews, and questionnaires. Data collected analyzed by reducing data, presenting data, drawing conclusions and verification. Researchers use the results of the pretest and posttest, to show reliability data. From the data analysis, the researcher found that each student was different difficulty in speaking, there is lack of vocabulary, poor pronunciation, nothing to say, lack of motivation, fear of being wrong, shy, using mother tongue. There are factors that cause difficulties in speaking English in English lessons. Other factors are internal factors, students do not have an interest in learning to speak, classroom conditions, student environment. Students have strategies for coping their difficulty in speaking. Students join English clubs or English courses for improve their speaking, so they can practice speaking English and ask them friend or teacher to improve their English. Students memorize vocabulary and write short stories to improve their speaking skills.

Keyword: English Speaking, Student's Difficulties, Solution



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INTRODUCTION

Speaking is the most difficult skill for English foreign learners, students in MA Sirojut Tholibin face difficulties in English lesson especially in English speaking. the researcher chose MA Sirojut Tholibin on the English lesson, because in this school English is very important, even though some schools reduce the allocation time to learning English, but in this school the teacher emphasize the students to have good English skill especially in speaking. They realize that speaking is needed when the students will aplla job, especially for students who do not continue their studies to the college by participating in the development of tourism potential for foreign tourist in district. In conclusion, their abilities for having a good speaking are very difficult because of some obstacles that they face. The researcher aims to study the difficulties faced by students learning English.

The researcher chose the title because in the school the students faced difficulties in learning English lesson especially in speaking. Because when the researcher conducted a pre-observation, the researcher had an interview with 3 students and they had the same answer, namely difficulties in learning English lesson, especially in speaking. The students in MA Sirojut Tholibin feel difficult to apply English language when they learn in their daily activity

especially in class XII IPA 1. Another reason that intended by the researcher is to know the students' difficulties to learn speaking in English language.

English lessons as a compulsory subject for students from elementary school to high school level, even at the higher education level. This shows how important it is to master foreign languages, especially English as an introduction to success in one's academic field and to support a career in the world of work. Based on Kemendikbud (2001: 8) that learning English has the following goal about students' understanding of English as a system and general knowledge. English is one of important language in this globalization era. It is used as the language for international communication. Many countries use English as the prime language or international communication.

In learning English language, there are four skills which are important to learn, namely listening, speaking, reading, and writing. Those skills are supported some components such as vocabulary, grammar, pronunciation, etc. and all of the skills should be mastered by the learners through learning. Speaking is one of the four skills in English subject as a tool to communicate each other. Ur. States (2018) "Of all the four skills, speaking is considered to be able to be the most important skill. Learning to speak becomes the greatest interest for foreign language learners". Besides, Richards states "A large percentage of the world's language learners study English in order to develop proficiency in speaking". In short, the ability of English is measured by its result in speaking skill or oral communication.

Learning speaking needs more chance to practice the target language. The teacher must give good speaking activity to support the students' speaking ability. Harmer (2003:8) states, "Good speaking can and should be highly motivated. If all the students have fully participated and the teachers have set up the activity properly the students can then give sympathy and useful feedback. They will get tremendous satisfaction from it". The speaking activities can and should motivate the students to practice speaking well. With good activities the students are motivated to speak English well.

Based on the observation that was held on January 15th 2023 until January 20th 2023, the researcher found that most students have chance to talk when the teacher ask them to answer a question from the teacher, but they feel shy to speak English because afraid to make a mistake. The teacher only used monotonous techniques in teaching speaking such as, the teacher gave the students handbook containing examples of dialogues or text, then the teacher asked the students to come forward and speak up in front of class. This situation makes the students getting difficult in building interest and motivation to learn English, especially in speaking English. It made the students be passive during the learning process in the class. This situation influenced the students in learning speaking.

Based on the obsevation the researcher is interested in conducting the research about students' difficulties in learning speaking. The researcher wants to know the students' difficulties in learning speaking, the researcher focuses in several factors, there are students' difficulties in speaking English. In difficulties the researcher discusses two difficulties, among others personal difficulties (fearful, shy, lazy to speak English) and linguistic difficulties (low vocabulary, low grammar, poor pronunciation, mother tongue interference). Based on the problems above, the researcher will solve the problem of speaking English using the method Story Telling. By using the story telling method students can be more cheerful and relaxed in learning by using this method students will read more, speak and also increase vocabulary. In this way students will be fluent in speaking English

Story telling is an activity related to telling a story to one or more listeners. In story telling, the story teller carries out two-way interactions the listeners, then tells the story. Storyteller tell stories using word, sound and movement. That another benefit of story telling

is improving language skills in children, which include communication skills, writing to understanding the storyline. Story telling also fosters children's creativity to imagine and provide new ideas. The story telling method is one of the most effective ways to involve children in improving their speaking skills (Asrul & Rahmawati, 2022). This is because the story telling method not only gives children the habit of telling stories or talking but can also increase their self-confidence. According to (Wahyuni et al., 2020), story telling conveys information orally from one person to another. Through story telling activities with friends, students' self-confidence and speaking skills can be naturally built (Cahyono et al., 2020). with the child constantly telling stories, the child develops strong speaking skills and overcomes their lack of self-confidence.

In the previous study that have done by several researcher also used story telling as their research (Sustainability, 2021, A.Idayani.2019, Behtash.2019, Erfiani.2017) that story telling strategies are effective for students' understanding of speaking. Story Telling strategy is good for developing students' speaking comprehension. The purpose of this research is to reveal the effect of Story Telling on the development of students' speaking at the Islamic of Senior High School Sirojut Tholibin. The formulation of the problem is whether students who are taught with Story Telling strategies achieve better speaking comprehension than those who are not. In this study the researcher hopes that the Story Telling strategy can provide effectiveness in improving speaking.

RESEARCH METHODS

This research is a quasi-experimental study with a pretest and posttest design with a non-equivalent control group design. The reason why researcher used quasi experimental design was because the researcher did not have the authority to control the sample under study, which mean that the researcher did not have the freedom to choose samples at group. This was due to limitations in school setting. However, in quasi experimental design, the researcher can still takes the experimental process such as determining research schedule and choosing types or research measurements. Donoghue (2012:13) quasi experimental design may include control, but without random assignment. This means that experimental concept research is a study without random assignment.

Research Sample

This research was conducted Islamic of Senior High School Sirojut Tholibinin. Natural Science study program which consists of three classes. Class one through class three. Researcher choose sample in class XII Ipa1 Islamic of Senior High School Sirojut Tholibin which consisted of two classes with a total of 32 students, namely class XIIA and class XIIB. Class XIIA as the control class, totaling 14 male students and class XIIB as the experimental class, totaling 18 female students.

Data Collection

The researcher using qualitative method used is to know the results of the pretest and posttest scores in the experimental and control classes. The collection of data in this study was an observation that was carried out before the observation test was given so that the researcher could find out the process of teaching and learning English in class and the methods used by the teacher. Furthermore, the researcher gave tests to students, namely the pretest and posttest. The pretest was given before the treatment and the posttest was given after the treatment. The pre-test was given to determine students' basic mastery abilities in reading comprehension while the post-test was given to determine students' reading abilities

after being given treatment. And finally documentation, documentation is carried out to collect data such as lists of student names, student knowledge before treatment, and documentation of documentation carried out when conducting research. This research was conducted during 5 meetings the researchers applied the Story telling method to the experimental class and gave no treatment to the control class. The Story telling method makes it very easy for students in the process of teaching and learning to read, students will gain extensive knowledge and students can develop their potential by thinking much better when reading. This method is very suitable in research on developing students' speaking ability. It is also useful to obtain an in-depth data and understand a particular phenomenon (Preissle, 2002). In addition, Cresswell (2008) defines a qualitative study as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, forms with words, reporting details views of informants, and conduct in natural setting. The researcher observed what happens during the teaching learning process in English lesson, especially in speaking. The researcher observes the difficulties that is face by students' in learning speaking. In this research, the researcher limit the research in the twelfth grade of Islamic Senior High School Sirojut Tholibin as subject of research.

Data analysis

The qualitative data analysis method used is to know the results of the pretest and posttest scores in the experimental and control classes. The results of the hypothesis using an independent sample t-test.

RESEARCH RESULT AND DISCUSSION

Data Description

Based on data analysis techniques, researchers carried out several steps. First, the questionnaire, pre test and post test. Distributed to 32 students. This questionnaire consists of 4 questions. It is divided into three parts. Our first part collects information about the gender and age of the students. The second part contains the pre-test and post-test, where the results of the pre-test and post-test are taken from the results of research during learning in speaking fluency, memorizing vocabulary, spelling pronunciation and telling stories.

Section one collect information the student

Gender

Table 1: Students' Gender

Gender	Number of students
Male	14
Female	18
Total	32

The table shows that 14 of students are male while 18 female. The purpose of this question is to know who prefers using Story telling XII class A and class B natural science at Islamic of Senior High School Sirojut Tholibin to improve Speaking English.

Age

Table 2: Students Age Distribution

Age	17 year	18 year	Total
Number	10	22	32

Based on the table 2, we can shows that 10 students are 17 years old and about 22 students are 18 years old. So, we concluded that no students above 18 years old.

Pre-Test Post-Test in Class

Table 3: Pre-Test Post-Test in class

Tools Used	Pre-Test score	Post-Test score
Speaking Fluency	25	80
Memorize Vocabulary	35	75
Spel Pronunciation	20	80
Story Telling	40	85

Table 3 shows a significant difference between before the Story telling Program method was held and after the Story telling program was held. fluency test results from pre-test results 25 to 80 on post-test results, vocabulary memorization from pre-test results from 35 to 75 on post-test results, spelling pronunciation from pre-test results from 20 to 80 on post-test results and tell stories from the pre-test results of 40 to 85 on the post-test results. There is already a difference. Therefore, we can find out how effective this English program can make changes in twelfth grade students at Islamic of Senior High School Sirojut Tholibin.

CONCLUSION

Based on research and discussions about the Story telling method that had been carried out at the Islamic of Senior High School Sirojut Tholibin, taking a sample of class XII, which consisted of 32 male and female students, used qualitative methods using pre-tests and post-tests using speaking fluency, memorizing vocabulary, spelling pronunciation, telling stories, we can tell the difference between before the Story telling method is held and after the Story telling is held. Based on the findings, higher than that means the use of the Story telling method is more effective in students' speaking mastery. This can be seen from the average value of students. In addition, this can happen because students are happy with various activities such as telling stories, memorizing vocabulary in class. So, students can improve their vocabulary mastery.

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