



**USING STORYTELLING TO IMPROVE STUDENT'S PUBLIC SPEAKING
AT THE SEVEN GRADE OF SMP USDATARA IN SORONG CITY**

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ABSTRAK

Penelitian yang dilakukan oleh Penulis memiliki 2 tujuan yaitu: 1) untuk mengetahui signifikansi storytelling dalam meningkatkan kemampuan public berbicara siswa di MTs Usdatara Kota Sorong Kelas VII. 2) Penggunaan storytelling dalam pembelajaran berbicara bertujuan untuk mengetahui persepsi siswa. Penelitian tindakan kelas ini dilakukan dalam dua siklus dengan pengumpulan data melalui tes dan observasi. Tes digunakan untuk mengukur kemampuan public speaking siswa, sedangkan observasi untuk mengetahui aktivitas siswa dan guru selama proses pembelajaran. Peningkatan keterampilan berbicara siswa melalui teknik bercerita menunjukkan hasil yang baik dalam penelitian ini. Nilai rata-rata pre-test pada siswa sebesar 57,93 meningkat menjadi 71 pada siklus 1. Peningkatan mencapai 78,67 untuk siklus 2. Sejalan dengan itu, aktivitas siswa dalam proses pembelajaran meningkat, ditandai dengan keterlibatan dan partisipasi yang lebih tinggi. Dalam belajar mereka sangat percaya diri dalam berbicara bahasa Inggris karena motivasi yang tinggi. Siswa juga merespon positif penerapan teknik storytelling dalam pembelajaran berbicara. Teknik bercerita berhasil meningkatkan keterampilan dan aktivitas berbicara siswa serta menciptakan pengalaman belajar yang menarik.

Kata Kunci: Bercerita, Berbicara, Meningkatkan,

ABSTRACT

The research conducted by the author had two objectives: 1) to determine the significance of storytelling in improving students' public speaking skills at MTs Usdatara Kota Sorong Class VII. 2) To explore students' perceptions of the use of storytelling in speaking lessons. This classroom action research was carried out in two cycles, with data collected through tests and observations. The tests were used to measure students' public speaking

abilities, while the observations aimed to assess the activities of both students and the teacher during the learning process. The improvement of students' speaking skills through the storytelling technique showed positive outcomes in this study. The average pre-test score of 57.93 increased to 71 in Cycle 1, and further to 78.67 in Cycle 2. Correspondingly, students' engagement during lessons also grew: they became more active, participated more, and exhibited high confidence when speaking English due to increased motivation. Students responded positively to the storytelling method in speaking classes. Storytelling effectively enhanced their speaking abilities and classroom participation, while also creating an engaging and enjoyable learning experience.

Keywords: *Storytelling, Speaking, Improvement.*

1. INTRODUCTION

English is an international language taught at almost all levels of education. The primary goal of learning a foreign language is to communicate effectively, both orally and in writing. English plays an important role in various fields such as business, technology, academics and entertainment. English is also the main language in international communication, including world diplomacy, politics and relations between countries. English language skills can open up wider career opportunities and increase opportunities to work in multinational companies or work abroad. Considering the importance of mastering public speaking in language learning, the national policy—through the Regulation of the Minister of National Education—emphasizes the significance of English in the content standards.

According to (Ulfah, 2019) Speaking is a human behavior that involves neurological, psychological, linguistic, and physical factors. Based on this, speaking can be understood as a tool to organize and share ideas, which can be adapted to the needs of the listener. Speaking skills have an important role in influencing student learning outcomes (Harianto, 2020).

According to Madyawati, storytelling is an activity of conveying information or events verbally or with media that is packaged using a story that is fun to hear. Storytelling is an activity of conveying a story that requires the ability to make it interesting, and aims to convey a value to the listener or child (Wafa Yolanda, 2022).

Focusing on challenges in English as a Foreign Language (EFL), the researcher observed problems in teaching and learning English particularly in speaking instruction at MTs Usdatara,



Kota Sorong. The subjects of this study are students at MTs Usdatara Kota Sorong. According to the standard competencies for public speaking in the second semester, students are expected to express meaningful ideas both in simple delivery (to accomplish tasks or obtain information) and interpersonal communication (to interact socially with others) within their immediate environment. At this level, students are required to reach the informational level, which means they should be able to communicate orally and in writing to find information. To address students' challenges and improve their speaking skills, teachers need to use effective techniques that actively involve students in speaking practice and also provide motivation. Storytelling can be an effective tool to boost students' interest in learning. It helps students learn enjoyably while improving their public speaking skills.

2. Review of Related Literature

In this chapter, the researcher discusses theories related to the definition of speaking, types of speaking, aspects of speaking, understanding storytelling, and aspects of storytelling.

a. Definition of Speaking

Speaking is a person's ability to express ideas, feelings, and opinions orally to others, in both formal and informal contexts. Often called rhetoric, speaking skills involve the art of delivering oral messages effectively (Setyowati, 2020).

According to Devi in (Hamzah, 2022), public speaking is the act of speaking in front of an audience, requiring fluency, emotional control, careful word choice, and appropriate tone of voice.

Speaking skills can also make us confident and can make us maximally convey what we think or conceptualize to one or more people.

b. Types of Speaking

There are five categories in the area of speaking skills, which are:

1. Imitative

At one end of the speaking performance continuum is the ability to merely imitate or repeat a word or sentence.



2. Intensive

In assessments, a common type of speech involves producing short segments of spoken language to demonstrate competence in grammar, phrases, vocabulary, or phonological features such as, rhythm, pauses, intonation, or stress.

3. Responsive

At a limited level, such as in short communications and casual chats, simple comments are responsive assessment tasks that relate to interaction and tests of comprehension.

4. Extensive

Extensive oral production tasks include speeches, oral presentations, and storytelling, where opportunities for interaction with listeners are limited or completely absent.

5. Interactive

The difference between responsive and interactive speaking lies in the length and complexity of the interaction, with interactive speaking involving multiple exchanges and participants.

c. Aspects of Speaking

There are five main components of speaking skills: pronunciation, comprehension, fluency, grammar, and vocabulary.

1. Pronunciation

Pronunciation refers to the production of clear speech when speaking. It involves the phonological process, a branch of grammar that studies how sounds vary and pattern within a language. Students need to express themselves clearly, meaning their pronunciation should be sufficient for effective communication. Pronunciation includes segmental features such as vowels and consonants, as well as suprasegmental features like stress and intonation patterns. Speakers are expected to pronounce English words correctly to be understood.

2. Comprehension

Comprehension is an important aspect of speaking, as it reflects how well a person understands a conversation. It involves the ability to grasp the meaning of a language, whether written or



spoken. According to Hornby, comprehension is the capacity to understand language in all its forms.

3. Fluency

Wolfe Quinter, as cited in Kizumi, defines fluency as the ability to speak quickly and smoothly, without frequent pauses caused by repetitions, self-corrections, or false starts while processing language in real time. Simply put, fluency is the ability to speak without hesitation.

4. Grammar

Grammar and speaking have a close relationship and work together to ensure clear and correct communication. Grammar is very important to make the language well and speaking is very important too because to know that the people can speak English. Together, they help students develop fluency.

5. Vocabulary

Hornby defines vocabulary as the range of words known or used by a person in a trade, profession, or other context. Having a large vocabulary makes it easier for students to express their ideas effectively.

Anyone who wants to speak English well must learn to speak it correctly. Speaking is quite different from other language skills.

d. Understanding of Story Telling

Storytelling consists of two words: 'story,' which means a tale, and 'telling,' which means the act of narrating. Together, storytelling means the act of telling a story (Afriyelni, 2018: 11). Brewer also describes storytelling as speaking with clear intonation, telling something that is impressive, interesting, has special values and has a special purpose (Ariani & hariyono, 2019: 39).

Wilson explains that storytelling is an activity simply defined as what storytellers do.

e. Types of Story Telling

The oral and written storytelling are two types of storytelling. Students are free in their writing abilities for oral storytelling. Students tend to use vocabulary that is most accessible to them. Written storytelling allows for deeper reflection compared to oral storytelling. This demonstrates that storytelling encourages learners to use language for various purposes and functions as they narrate stories on different topics and themes. Therefore, it is important to teach students how to retell a story effectively and clarify the expectations for their storytelling.

3. RESEARCH METHOD

This research was conducted using Classroom Action Research. Broadly speaking, there are two activities in implementing CAR. The first stage is the implementation of CAR, which begins with drafting a proposal, then collecting data, or entering the research stage (implementing classroom actions); The second stage is compiling a PTK report or writing down all research activities in detail (Anugrah, 2019). Classroom Action Research is a study conducted by teachers to improve their teaching. The subject of the research is the seventh-grade class at SMP Usdatara in Sorong City. The class consists of 15 students, from 10 boys and 5 girls.

Data collection techniques included both quantitative and qualitative methods. Quantitative data refers to information that can be counted or measured. According to Ali (2022), qualitative research methods are based on post-positivist philosophy and are used to study natural conditions. The researcher collected quantitative data in the form of students' scores from speaking tests, including a pretest and a post-test. According to Zulkarmain (2021), Qualitative research aims to gain a deep, holistic understanding of phenomena experienced by research subjects, such as their perceptions, motivations, actions, and roles.

Qualitative data describes information that cannot be counted. The qualitative data used by the researcher include interviews, observations, and questionnaires. Technique Of Data Analysis. Qualitative research transfer ability differs from the generalizations commonly found in quantitative research (Sugiyono 2023).

Data analysis in this study used both qualitative and quantitative approaches. Several steps were followed to conduct the qualitative and quantitative analyses. Quantitative data is used to analyze student scores, while qualitative data describes students' conditions during the learning

process. By implementing this, the researcher hopes to get satisfactory results in teaching public speaking with storytelling techniques. The researcher calculates the average score of each post-test for every cycle using the following formula from Sudijono.

$$X = \frac{\sum X}{N} \quad \text{Where :}$$

X = Class mean score

$\sum x$ = The total score

N = The total number of students

$$KB = \frac{N}{S} \times 100\%$$

Where:

KB = Mastery learning

N = Number of student completed

S = Total numbers of student

4. RESULT AND DISCUSSION

4.1 Result

Usdatara Middle School, Sorong City, located at Km 10, Jl. Arteri, Sawagumu Village, North Sorong District, Sorong City. used as a research location. There are 15 class VII students from North Sorong, Sorong City, Southwest Papua, divided into 10 boys and 5 girls. the researcher observed the students. The observation referred to here is to determine students' speaking competence before applying the storytelling method.

4.1.1 Pre test

Based on observations made by researchers, researchers found that students' public speaking were still low. This is because the teaching methods applied by the teacher are not appropriate. Technicians usually apply the lecture method. After explaining the material, the teacher usually conducts verbal questions and answers. However, most students respond

unclearly, hesitate to speak, stutter, and appear stiff. Almost all students find speaking difficult. That is why here the researchers made pretest questions including; (1) Explain clearly what students felt the first time they entered SMP USDATARA SORONG, Speak for 3 minutes. (2) Student performance will be evaluated based on the following criteria.

Table 1. Student Score of Pretest

NO	NAME	TOTAL SCORE
1	Albert Markus Toge	61
2	Albertina sefkadifat	51
3	Ayu G. Pomsaru	50
4	Denis Sadrak Thesia	80
5	Elhut Y. Pomsaru	50
6	Hendrikus Sollosa	40
7	Immanuel Jurices Bernat	62
8	Junita Yewen	43
9	Justin Hattu	65
10	Nikson Yewen	42
11	Riki Hans K. Masaken	63
12	Linda	49
13	Jensly	62
14	Immanuel Lahumeten	75
15	Rafa	76
<p>Total Score = 869 Mean Score = 57,93 Highest Score = 80 Lowest Score = 40 Passed = 3Student (15,40%) Not Passed = 12Student (42,53%)</p>		



4.1.2 The Implementation of Cycle 1

A. Planning

Prepare teaching and learning tools, create lesson plans, determine learning media and create story texts. The learning instrument consists of an evaluation sheet, observation sheet and field notes

B. Action

The first meeting of cycle the researcher give topic was “Bawang Merah and Bawang Putih. The researcher does opening activities, main activities and closing activities.

C. Observation

Observation results were obtained from researchers during the teaching process by filling in observation sheets that had been prepared before the action. Observations are done by watching and paying attention to all researcher activities during the learning process. All activities are recorded based on the indicators observed.

D. Reflection

The researcher reviewed the observation results, which were clearly documented in the observation sheets and field notes. This review aimed to identify problems and challenges that would serve as references for revising and improving the learning designs.

Table 2. Student’s Score of Cycle 1

No	Name	Score	Mean Score
		Firs Meeting	
1	Albert Markus Toge	79	79,5
2	Albertina Sefkadifat	64	68
3	Ayu G. Pomsaru	62	66
4	Denis Sadrak Thesia	83	81,5
5	Elhut Y. Pomsaru	62	67
6	Hendrikus Sollosa	60	65



7	Immanuel Jerice Bernat	79	79,5
8	Junita Yewen	65	70
9	Justin Hattu	75	75
10	Nikson Yewen	69	69,5
11	Riki Hans K.Masaken	79	77
12	Linda	62	67,5
13	Jensly	79	79,5
14	Immanuel Lahumeten	80	80
15	Rafa	82	82,5
Total Score		1.080	
Mean Score		72	
Highest Score		83	
Lowest Score		62	
Passed (%)		53,33%	
Not Passed (%)		46,67%	

4.1.3 The Implementation of Cycle 2

A. Planning

The action plan for cycle 2 included the following points. Provide a more interesting story. Researchers and students practice together in creating a story. The researcher guides and supports students during the learning process.

B. Action

The meeting II of cycle the researcher give topic was “Father and Three Children. The researcher does opening activities, main activities and closing activities.

C. Observation

Based on observations, the researcher carried out the planned steps for teaching speaking using



storytelling techniques. The researcher asked students about the types of stories they liked and introduced the stories to be discussed. Before telling the story, the researcher helped students get settled and created a calm atmosphere. Then, students were given a story text to study.

D. Reflection

Based on the assessment of cycle 2 actions, researchers found that there were some students who showed less improvement, but not as much as in cycle 1. The shortcomings of cycle 2 actions in several points: 1. There are still a few students who are still shy and lack the courage to speak. 2. There are still some students whose speech is halting and unclear. 3. In certain circumstances, there are students who pay less attention to the teacher's explanations and the appearance of other students in front of the class.

Table 3
The Student's Result In Pretest, Cycle 1 And Cycle 2

No	Student Name	Mean Score			Remark
		Pre-test	Cycle 1	Cycle 2	
1	Albert Markus Toge	61	79,5	82,5	Passed
2	Albertina Sefkadifat	51	68	75,5	Passed
3	Ayu G. Pomsaru	50	66	75	Passed
4	Denis Sadrak Thesia	80	81,5	82	Passed
5	Elhut Y. Pomsaru	50	67	75,5	Passed
6	Hendrikus Sollosa	40	65	76	Passed
7	Immanuel J. Bernat	62	79,5	81,5	Passed
8	Junita Yewen	43	70	77,5	Passed
9	Justin Hattu	69	75	79	Passed
10	Nikson Yewen	42	69,5	75	Passed
11	Riki Hans K. Masaken	63	77	78,5	Passed
12	Linda	49	67,5	76	Passed

13	Jensly	62	79,5	81,5	Passed
14	Immanuel Lahumeten	75	80	83	Passed
15	Rafa	76	82,5	84,5	Passed
Total		869	1.107,5	1.122	
Mean Score		57,93	72	75,67	

Based on the table above, the average pretest score for students' speaking skills was 57.93, which did not meet the specified completion score. Furthermore, the storytelling technique was implemented in Cycle 1, and the average student score increased to 72. Even though it increased by 15.91 compared to the average score before the action, it was still below the completion score, namely 75. In cycle 2, the average score achieved was 78.67 and was declared passed.

Furthermore, there were 13 students who passed the passing grade, while the remaining 2 students did not. This achievement meets the success criteria of the research, as more than 85% of the students passed. Therefore, the application of the storytelling technique to improve speaking skills in the seventh grade at MTs Usdatara in Sorong City was declared successful.

4.1.4 QUESTIONNAIRE

Based on the results of the questionnaire distributed to students, the researcher gave it to 15 students to complete. The following table presents the results from these 15 respondents.

Table 4.

The Result of Questionnaire on Students' Perception on The Use of Storytelling Technique in Learning Public Speaking

N0	Question	Amount of Students	Answer		Percentage (%)	
			Yes	No	Yes	No
1	Do you enjoy learning speaking using storytelling technique?	15	13	2	86,67	13,34
2	Did you enjoy the learning activities we did in class?	15	13	2	86,67	13,34

3	Do you understand the material explained by the teacher using storytelling technique?	15	12	3	80	20
4	Are you motivated to speak English during the lessons?	15	14	1	93,34	6,67
5	Do you feel confident and more courageous when telling stories in front of the class?	15	14	1	93,34	6,67
6	Does the storytelling technique improve your speaking skills?	15	13	2	86,67	13,34
7	After using the storytelling method, do you like learning English more?	15	12	3	80	20
8	Do you agree that the teacher always uses the storytelling method during English lessons?	15	14	1	93,34	6,67
9	Do you feel bored when learning English using the storytelling method?	15	3	12	25	80
10	Does the storytelling method help increase your courage to speak in front of the class?	15	13	2	86,67	13,34

4.2. Discussion

1.Cycle 1

The use of storytelling techniques in teaching speaking was successful in the class. This is shown by the increased student activity, including enthusiasm during learning and full attention to the teacher’s lessons. However, several problems were identified in the pretest: the teacher did not stimulate or encourage students to develop their imagination and express their feelings, and the lecture method used was considered inappropriate for teaching speaking. This led to one-way communication, where students were less active and participated less in the learning process. As a result, students became passive, did not ask questions, and only acted as listeners. When the teacher asked questions, students responded unclearly, hesitated, and were often shy to answer.



During cycle 1, From the observed student activities, it was found that several students were less motivated during the learning process. They appeared less enthusiastic and paid little attention to the teacher's explanations. Some did not dare to ask questions when they did not understand. Additionally, some students ignored their classmates and were not effective in using the time given for group practice. And there are still some students who still feel embarrassed, doubtful and lack confidence in learning.

Students' speaking skills improved, with an average score of 72. An increase of 15.91 from the pretest which was only 57.93. However, the average score obtained in cycle 1 still did not meet the KKM because it was below 75. Apart from that, the number of students who had the KKM in the pretest was only 3 students. The total 15 students got 15.40%. The highest score achieved was 80 and the lowest was 40. Meanwhile in cycle 1 there were 8 students who passed. They got 42.30% of the total students. 7 students (31.53%) still have not graduated. The highest score achieved was 82.5 and the lowest was 65. Students who did not pass the passing grade were caused by several factors below.

- a) They ignore the teacher's explanation. Instead, they play or chat with each other, so they don't understand the material.
- b) Some students feel shy and their speech hesitates.
- c) Some students experience difficulties in learning. They lack enthusiasm and enthusiasm for learning.
- d) Internal family factors also affect students' academic achievement and development. From interviews, some students reported receiving poor parenting and lacking parental attention. This greatly impacts their ability to interact and communicate.

In cycle 1, improvements were made compared to before the action, but the results still fell short of expectations. Only eight students met the passing grade. The total 15 students got the number reached 42.30%. Then revisions were made as follows.

- a) Revise the planning in cycle 2. The revisions carried out are the material design and story themes.
- b) Encourage students to be more active and engaged during lessons.

In this research, learning is declared successful if at least 85% of students pass the KKM. In cycle 1 only 42.30% of students were able to achieve a completion score.

2. Cycle 2

In cycle 2, student activity increased significantly. In Cycle 2, students appeared more enthusiastic and fully attentive during lessons. Their speaking skills also improved significantly. Assessments were based on various aspects outlined in the research instrument. The average value of students' speaking skills reached 78.67. Increased 4.83 from cycle 1 of 73.84. The highest score achieved was 84.5 and the lowest was 66. In addition, there were 13 students (79.34%) who completed cycle 2, while 2 other students (10.67%) did not pass. Much better than the results of cycle 1 where only 8 students (42.30%) completed and 8 other students (31.53%) failed. Learning in Cycle 2 was deemed successful, as over 85% of students achieved the completeness score. Overall, using the storytelling method effectively enhanced students' speaking skills at MTs Usadatara in Sorong City.

5. CONCLUSION

This research aims to evaluate the effectiveness of storytelling techniques in enhancing seventh-grade students' speaking skills and to explore students' perceptions of using these techniques at SMP Usadatara in Sorong City.

First, the application of storytelling techniques has succeeded in improving students' speaking skills. In cycle 1 the average student score was 72. Increased 15.91 from the pretest score of 57.93. In cycle 2 the students' average score was 78.67, higher than the average score in cycle 1. It increase 20.74 of the pretest score 57.93. The number of students passing the passing grade also increased significantly. In cycle 1 there were 8 students (42.30%) who completed it. In cycle 2, there were 13 students (68.80%) who achieved a higher completion score than the achievement in cycle 1. As a result of this improvement, student participation during lessons increased significantly. The teaching and learning process encouraged students to be more active and diligent in their studies. They paid greater attention to the teacher's explanations and to classmates presenting in front of the class. Moreover, they became more enthusiastic and motivated to speak English. In summary, students showed clear progress in their speaking skills, classroom activities, and attitudes toward learning.

Secondly, students responded positively to using storytelling techniques in their speaking lessons. They found the approach enjoyable and engaging. Because storytelling creates a fun, relaxed, and low-stress environment, students were able to better understand the material presented. Furthermore, using storytelling encourages students to become more active and creative learners. It promotes the development of their social skills through group collaboration. Moreover, students become more motivated, courageous, and confident to speak when engaged in storytelling activities.

Lastly, students reported significant improvements in their speaking skills through the use of storytelling techniques. This confirms that storytelling is an effective method for enhancing both speaking ability and student attitude during the teaching–learning process.

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