**THE USE OF STORYTELLING IN TEACHING LISTENING COMPREHENSION AT SMA NEGERI 1 PERCUT SEI TUAN**

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**ABSTRACT**

The goals of this research are to analyze students’ comprehension and performance in the listening to storytelling and to find out how the teacher teaching in the classroom. Descriptive qualitative was used as the research methodology. The subjects of the study are a ten year class of SMA Negeri 1 Percut Sei Tuan consisting of 20 students and an English teacher. Observation questionnaires and documentation review as the research instruments to collect the data. Result of the study revealed that (1) Observing the teacher teach in classroom. (a) The teacher teach is well because she is made students enjoy listen the story. (b) The teacher motivated the students to actively express their thought. (c) The teacher not only good as a storyteller but also explained clearly by using a gesture. (2) provides questionnaires to students. (d) The students succeeded in comprehending to stories with total score are 85% (3) From students performances in listening to storytelling in descriptive text, students were able to listen several words they often heard.

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**INTRODUCTION**

Language plays a significant role in in the life of every human being. Nobody in the world can be separated from language. There will be no communication without language. People talk, send messages, and even do business by using language. From many different languages existing in the world, it is English that becomes one of the most important languages to be learnt. Besides being internationally used, English is widely used by people both in academic and occupational purposes.

English is the first foreign language taught in Indonesia from junior high school up to university level, according to Permendiknas (2006, p. 6). In learning English, there are four basic skills that should be mastered by students, namely listening, speaking, reading, and writing. Many students learning English in Indonesia, however, still find it difficult to master the language, especially the listening skills (Shi, 2004). Listening is one of the receptive skills that should be well-mastered by students. Through listening, students are expected to focus on what is being talked about, understand the topic and the message conveyed, and respond well.

Listening to a story can motivate students in learning a foreign language. Stories are motivating, rich in language experience and inexpensive, and they can affect the desire to continue learning. If the students listen carefully and can understand a story well, they will be enthusiastic to listen to the next story. Ellis and Brewster (1991, p. 1) stated that children enjoyed listening to stories in their mother tongue and understood the conventions of narrative. For example, as soon as they hear the expression ‘once upon a time’ they know what to expect next. This shows that stories are motivating and fun, and they can help develop positive attitudes towards the foreign language and language learning, creating a desire to continue learning. Furthermore, Eades (2006, p. 12) also explained that listening to stories could reduce stress in the class, promote literacy and listening skills, help children to develop their thinking strategies as well as their social and emotional development while being engaged in a rewarding and enjoyable activity.

Unfortunately, based on the writer’s experience in the teaching practice program (PPL) in in SMA Negeri 1 Percut Sei Tuan, most students lacked in listening skills. They found it hard to enjoy listening. Most students believed that listening was complex and complicated because of many factors. First, they had to understand what the topic was. When they had understood the topic, they usually did not know how to respond it, and they did not know what grammar to use. For example, when the teacher said an instruction: *''I want all of you to read this text together''* most of the students were just silent. They did not know how to respond to the instruction.

Considering the condition above, the writer is planning to investigate how classroom practice in teaching students listening comprehension with storytelling in SMA Negeri 1 Percut Sei Tuan is conducted. In addition, the writer is analyzing how well the students comprehend and perform in the listening practice through the use of storytelling. In this research, the researcher will only focus on listening comprehension.

**METHOD**

In this study, the researcher used qualitative descriptive research to achieve the objectives of the research the objectives of this research included analyzing classroom practice in teaching listening comprehension with storytelling. Qualitative descriptive research design was necessary, as it describes a phenomenon through collecting and analyzing data, and drawing conclusions based on the data analysis.

In this regard, the qualitative descriptive research design provided a complete understanding of classroom practice in teaching listening comprehension with storytelling at SMA Negeri 1 Percut Sei Tuan. It also thoroughly described students’ comprehension and performance in the listening practice through analyzing and interpreting results from the data analysis. In collecting the data, the researcher used three data instruments, including observation notes, questionnaires and documentation review. These instruments helped the researcher keep track of what he saw and how to report it.

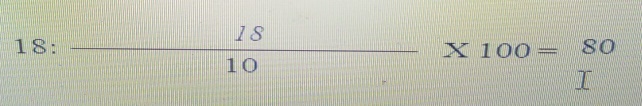
**FINDINGS**

**1. The results of observing the English teacher**

To know the teacher in teaching listening comprehension by using storytelling, the researcher conducted direct observations of the 10th grade English teacher at SMA Negeri 1 Percut Sei Tuan. The results from the observations indicated that the teacher’s classroom practice in teaching listening comprehension by telling stories was relatively effective. The following table are the findings of observing the teacher’s classroom teaching practice:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Aspek Yang Diamati** | **0** | **1** | **2** |
| **A** | **Pendahuluan** |  |  |  |
| 1 | Persiapan sarana pembelajaran |  |  | √ |
| 2 | Mengkomunikasikan tujuan pembelajaran |  |  | √ |
| 3 | Kurikulum |  | √ |  |
| 4 | Rencana Pelaksanaan Pembelajaran | √ |  |  |
| 5 | Memotivasi siswa |  |  | √ |
| **B** | **Kegiatan Inti** |  |  |  |
| 1 | Menguasai materi pelajaran dengan baik |  |  | √ |
| 2 | Penyajian materi |  |  | √ |
| 3 | Berperan sebagai fasilitator |  | √ |  |
| 4 | Mengajukan pertanyaan pada siswa |  | √ |  |
| 5 | Memberi waktu tunggu pada siswa untuk menjawab  pertanyaan |  | √ |  |
| 6 | Memberi kesempatan siswa untuk bertanya |  | √ |  |
| 7 | Menguasai gerak tubuh sebagai storyteller |  |  | √ |
| 8 | Memberikan bimbingan pada kegiatan proses  pembelajaran |  | √ |  |
| 9 | Kejelasan penyajian materi dengan cara bercerita |  | √ |  |
| 10 | Materi pembelajaran dijelaskan dengan cara yang mudah dimengerti |  |  | √ |
| 11 | Memberikan motivasi |  |  | √ |
| **C** | **Penutup** |  |  |  |
| 1 | Membimbing siswa menyimpulkan materi |  | √ |  |
| 2 | Memberi tugas kepada siswa |  |  | √ |
| 3 | Mengucapkan salam |  |  | √ |

The results of the observations indicated that teacher was effective in conducting the learning steps in using storytelling. The teacher motivated the students to actively express their thoughts. The teacher provided a lot of advice and words of motivation to the students. The teacher not only became a good storyteller, but also explained clearly by using gestures to demonstrate the story. based on the teacher's assessment rubric got very good results with a score of 80.



**2. The results of students’ questioners**

After conducting the observation, the researchers collected the other set of data by distributing questionnaires to 20 respondents of MIPA 1 students at SMA Negeri 1 Percut Sei Tuan. The questionnaire contained 10 questions and took the form of a check list. The item in each question contained 4 answer choices. The score for each answer was 4 for strongly agree, 3 for agree, 2 for disagree, and 1 for strongly disagree Sugiyono (2016, p 134.)

Based on the research with the Likert scale above, the data obtained from the questionnaire were in the form of numbers which were then analysed per item and explained based on the following table:

|  |  |  |
| --- | --- | --- |
| Categories | Total score | Percentage |
| Strongly agree | 68 | 70% |
| Agree | 114 | 85% |
| Disagree | 25 | 25% |
| Very disagree | - | - |

Table showed the score and the percentages of students who responded to the ten questionnaire questions. The majority of the students chose to ‘agree’ with the statements contained in the questionnaire. It reached 85 % that was equal to 114 students, while 68 or 70%, of the students selected ‘strongly agree’ with the statements. The overall value of ‘disagree’, on the other hand, attained 25% or 25 students chose this option. Therefore, it can be concluded that students succeeded in understanding listening with the use of storytelling.

**3. Students’ Comprehension and Performance**

This section discussed the students' understanding and performance in the storytelling material exercise sheets. The researcher collected and documented the students' descriptive texts from the storytelling material that had been given by the teacher. The researcher then analysed the text to determine the students' understanding and performance in working on the questions.

|  |  |  |  |
| --- | --- | --- | --- |
| No | Question | Students | Score |
| 1 | 10 correct answers out of 10 questions | 3 Students | 100% |
| 2 | 9 correct answers out of 10 questions | 8 Students | 90% |
| 3 | 8 correct answers out of 10 questions | 3 Students | 80% |
| 4 | 7 correct answers out of 10 questions | 5 Students | 70% |
| 5 | 5 correct answers out of 10 question | 1 Students | 50% |

Based on the, it can be concluded that students' understanding of listening skills using storytelling is in satisfactory. This is evidenced by the majority of the scores obtained from 20 students (85%).

**CONCLUSION**

The following section discusses the results from observing the teacher, analysing the questionnaires given to 20 students, and reviewing the documentation of the students’ descriptive texts to discover their comprehension and performances.

From the observations that have been conducted, the teacher's teaching activities in class were effective and ran smoothly. There were only a few shortcomings, namely teachers still used Indonesian more than English in the teaching process in class, and the student participation in class needed a little more attention, as some students were still not focused when the teacher explained the material. This particularly happened when the teacher started telling stories in class. The teacher asked questions to students and attempted to involve them in the learning process. This aimed to determine students' understanding of the lessons given by the teacher. Despite the whole circumstances, it can be said that the activities of teachers and students in the class were quite successful.

From the results of the questionnaire answers given to 20 students of SMA Negeri 1 Percut Sei Tuan Mipa Class X, there were two main factors that made students difficult in learning listening skills. Firstly, most students rarely asked the teacher when they did not understand the material provided in the class. Another problem came from some students who did not understand what the teacher conveyed in class. Asking questions is an effective stimulus that encourages thinking skills. This means that students in the learning process can improve their thinking skills when they start asking questions. According to Hasibuan & Moedjiono (2012, p. 62), the purpose of asking is not only to obtain information, but also to improve students' thinking skills. By asking questions in the learning process, students should provide responses that show their knowledge or consideration from their thinking process.

As for the students who did not understand the material provided by the teacher, this could be caused by the way the teacher taught in class or from the students themselves. Subini (2013, p. 7) explained that the factors that caused learning difficulties were divided into two factors, namely internal and external factors. Internal factors included physical factors and physiological factors, The physical ones related to health factors such as the ability to remember, sensory abilities while the psychological factors included age, study habits, level of intelligence of students. Several students’ problems were found in their understanding and performance in answering the questions.

Most of the students wrote the wrong sentence from what they heard in their descriptive text. Some students still had difficulty digesting what the teacher had explained in class, as they asked the teacher to repeat a few sentences which they found difficult for them to understand before finally writing down the answers from their descriptive text. This was also explained by Underwood (1989, p. 16-20) who stated that the fundamental problems faced by listening learners were largely related to their inability to control the speed of the speaker's speech, the lack of opportunity to repeat the utterance, their limited vocabulary, the failure to recognize the speaker's signal, difficulty interpreting discourse, the inability to concentrate, and study habits. With these difficulties, teachers should be able to find new learning models in teaching storytelling in class, such as digital storytelling. Robin (2011) stipulated that digital storytelling has emerged over the last few years as a powerful and good teaching and learning tool that significantly involved teachers and students.

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