STORTELLING TO FACILITATE ELEMENTARY SCHOOL STUDENTS IN IMPROVING SPEAKING SKILLS IN LEARNING ENGLISH AS A FOREIGN LANGUAGE (EFL)

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Abstract

Because the skills of speaking English as a foreign language (EFL) in Indonesia are still concern and less than maximal, even becoming a phenomenon to date. This study choose storytelling as a learning techniques to facilitate students to increase speaking skills in English learning. So, this study aims to see the success of storytelling techniques in learning foreign languages, and increased skills to speak English students at the grades 6 elementary school. There is an average value (mean score) of student learning outcomes of each aspect are as follows: vocabulary aspects of 17.5, the aspect of pronunciation of 17.3, aspects of smoothness of 16.7, aspects of the structure of 16.7, and the meaning aspects of 17.9. Of the overall average value on every aspect, students can be said to almost reach the highest score, namely 20 on the assessment criteria for each aspect. The findings of this study showed storytelling is a technique that is worthy of being used as a technique or approach to foreign language learning. The storytelling can spur students' interest in talking The storytelling managed to facilitate students to increase speaking skills in learning English as a foreign language (EFL).,Students also provide a good response to this storytelling activity. Then, there is the increase in the speaking skills of elementary school students achieve very satisfactory value, which is 40% of students get a score of 97 for the highest value, and only 10% with a score of 62 for the lowest value. This study uses a direct method in storytelling activities. For data collection, this study uses qualitative and quantitative methods for data analysis.

Keywords: storytelling, Englsih speaking skills, EFL, language learning, direct method.

INTRODUCTION

In today's world, English is one of the most extensively utilized languages for transnational communication. As a result, Asia-Pacific countries such as Singapore, South Korea, Japan, Taiwan and include Indonesia emphasize the necessity of learning English as a foreign language (EFL) at a young age. For example, Taiwan's Ministry of Education in 1998 developed and proposed general guidelines for grade 19 curriculum for elementary and junior high school education, emphasizing the development of language knowledge and skills related to expression, communication, and sharing in English from an early age. These essential competences in using a language should be cultivated, according to the criteria, and one should know how to apply these language abilities in daily life. However, implementing such initiative policies may face hurdles because to several ongoing challenges in EFL teaching and learning, which must be handled correctly. In accordance Cheon (2003), Hwang, Shadiev, and Huang

(2011b), and Yang and Chen (2007). teaching EFL in Asia-Pacific countries, notably in Taiwan, focuses mostly on language input (i.e. reading and listening), rather than language output, (i.e. writing and speaking). Furthermore, most Asian-Pacific countries lack an English-speaking environment, and most EFL classrooms in these countries use large-group, teacher-dominated grammar-translation methods and exam-oriented textbook-based lectures to teach English. As a result, pupils learn language in a decontextualized manner. It obstructs EFL learning and causes students to lose confidence in their ability to communicate, as well as nervousness when they wish to ask a question in class (Liu & Littlewood, 1997; Song, 1995).

Similar to learning English in Indonesia also still lags because English learning still tends to focus on mastery of grammar skills, so that other language skills are forgotten. One of the forgotten skills is speaking (Language Output) in using English as a foreign language (EFL). This condition can have a negative impact on students in Indonesia, students have speaking skills in communicating using inadequate English or can be said to be very concerned in formal and non-formal education environments even though students have quite good grammar skills. For example, during learning color recognition in English, the practice of exercises given by teachers to students tends to write not oral. That means, students are more directed at writing skills in spelling to every color in the English spelling such as write 'purple' color. But, when students are given a practice in the oral form to say color of 'purple' in English, students cannot say it in the sound or pronunciation of English correctly. Another example, when the written exam is very often the students smoothly answer the questions to the right spelling of English for example to the question 'what is your name?. Students can answer quickly: 'My name is Mary'. However, when they were faced with the oral exam with the same question, they did not run smoothly answering, they will answer as follows: 'my name….is…Mary', Even there are students when asked, 'what are you doing?', they will answer: 'I…am…reading.' These examples show that they still have obstacles with speaking skills in English. In fact, the use of English is verbally is very important to improve oral communication (Yang & Cang, 2017). Littewood (in Nababan, 1991:67) said that the communicative approach is an approach to integrates language and grammar functions. Language learning with a communicative approach is a learning that aims to make students be able to use language studied as a communication tool without ignoring the achievement of knowledge about language (Willkins in Pranowo, 1996:64).

.The condition of English learning as described above, is actually still becoming a phenomenon in Indonesia to date. Therefore, the English language learning system in the formal and non-formal education environment in Indonesia should be increased so that students have reliable foreign language skills because remembering English today have occupied the position of Lingua Franca. In my opinion, the methods and learning techniques are applied by teachers so far, it is still an obstacle to achieving the success of a foreign language learning system. Sudjana (2008: 17) also argues that the success of the teaching and learning process, among others, is determined by learning methods or techniques, such as the way the teacher is doing in making relationship to students when learning takes place. In methods or learning techniques not only plan a description of the process then followed by learning, but also includes instructions for learning plans and development material. Rampillon (1996: 17) said that "*Lerntechniken sind Verfahren, die vom Lernenden absichtlich und planvoll angewandt werden, um sein fremdsprachliches Lernen vorzubereiten, zu steuern, und zu kontrollieren.*" Learning techniques are a technique can be used by learners intentionally and planned to prepare, regulate and control their foreign language learning.

Previous studies have been carried out by scholars to prove that the success of learning English to speaking skills depends on the application of methods and techniques by teachers to students. Those studies have also been published in national and international journals. First, Putra (2012) entitled ' *Peningkatan Keterampilan Berbicara Melalui Metode Langsung Dalam*

Pengajaran Bahasa Inggris Secara Kuantitatif1. In this study, Putra uses the direct method by carrying out classroom action research consisting of four cycles, namely planning, actions, observations, and reflection of students beginners in a course institution. He found that in the initial test the average value of students was 30.6% categorized as still lacking. After being given treatment in two cycles, the average value of students became 71.3% in the good category. In addition, an increase in the ability to speak students in the context of a simple conversation. The relevance of this study with Putra research (2012) is this study using direct methods. *S*econd, research from Rahimy and Safarpour (2012) titled The Effect of Using Role Play on Iranian EFL Learner's Speaking Ability, conducted a study of a number of English learners in Iran by using an experimental method. Their findings show that through the use of role play techniques in learning skills speaking, mean score from experimental group reached 23.63 or higher than the mean score of the Control Group which was 21.03. From Rahimy and Safarpour (2012) showed that the use of Role Play techniques succeeded in improving the skills of speaking English learners in Iran.

From the description of the studies above, between Putra and Rahmy and Safarpour, the two scholars have shown maximum results to improve speaking skills through the development of the use of language learning methods and techniques. However, it turns out there are still many methods and techniques can be used in language learning aim to increase foreign language skills especially for speaking skills. One of them is the storytelling technique. Huffaker (2004) and Pesola (1991) said that research on EFL teaching and learning suggested that storytelling was very useful for learning languages. Storytelling was widely used in a variety of contexts and provided numerous benefits that were widely recognized in other studies. According to Pesola (1991), storytelling is one of the most effective tools for immersing students in the target language. According to Wright (1995), stories provide a significant and consistent source of language experience for children, as they require and rely on a large amount of word input to learn a language well. This storytelling technique greatly contributes to the concept of the success of language learning. Therefore, Guha, Druin, Montemayor, Chipman, and Farber (2007) defined storytelling as a highly effective approach in which students communicate intentionally through narrative sentences. But, according to Harmer (2007), Huffaker (2004), and Wu (1999), storytelling is an effective method for promoting students' verbal skills, which aids in their literacy development (Guha et al., 2007). However the opinion of storytelling is well referred to as a technique, method or approach in language learning especially to learn a foreign language, in fact that storytelling fosters an environment in which students can interact in the target language, negotiate meanings, learn from one another, and share experiences while receiving valuable practice in using their English skills.

On a literature review of the storytelling, Hull & Nelson (2005), Kem (2006) suggests that telling stories is mostly individual learning. For example, research from Hwanga, Shadievb*,Hsuc, Huangb, Guo-Lianga and Lin (2014), created and implemented narrative (individual and interactive) learning exercises to help EFL students improve their speaking skills. In addition, they created a Web-based multimedia storytelling system to aid in the development of learning activities. Students were urged to practice speaking skills by making up stories on their own and with pairs using this technique. They wanted to see if using the method to improve EFL students' speaking skills could be as effective as using individual and interactive storytelling. Hwanga, Shadievb*,Hsuc, Huangb, Guo-Lianga and Lin (2014), use experimental procedures and experimental tools. This study discovered four major findings. To begin with, this finding implies that storytelling with the help of the system was useful for increasing speaking abilities. Second, speaking ability and the quantity of animation representations were both linked to learning success. Third, only individual storytelling performance was revealed to be a significant predictor. Last but not least, the majority of

students indicated good attitudes and opinions of the system and learning activities. Based on their findings, they believe that using a Web-based multimedia system to assist storytelling learning activities and deploying them in an EFL classroom can help students improve their speaking skills. Students are better at remembering new language and putting it into practice.

Likewise in Alkaaf's research (2017), Alkaf investigated the perspective of teachers and students about the storytelling technique to develop the skills to write narratives for seventh grade students. Alkaaf gave a questionnaire to students for seventh grade to find out the benefits obtained from storytelling strategies. Next, conduct surveys and semi-structured interviews to participating teachers. The findings of this study, Alkaaf found that 93.4% agreed that this strategy was useful, 92% liked the storytelling strategy and 92.4% agreed to write stories. In addition, the teachers also agreed that they had benefited from the storytelling strategy to develop writing skills. This study uses quantitative and qualitative to analyze data.

Some of scholar also mention that storytelling is an important educational technique that can aid in the process of individual development. Previous survey research (Nguyen, Stanley, & Stanley, 2014) discovered that the most popular stories experienced as children by adults were personal, folktales, literary, religious, and blended. The purpose of this research will be to look into the effects of these kinds of stories. In times of conflict, storytelling can help people form new identities, recall old wisdom, and transform endings into life challenges. The deep and personal meaning of storytelling can help accomplished cultural members develop resilience, a way to face life's challenges (Dingfielder, 2008). The lessons learned from stories act as a soothing balm against life's painful storms.

So, with the review of the literature of many previous studies about the importance of language learning methods and techniques and because of the phenomenon occurred to this time in Indonesia, namely in order to speak English as an EFL for students, this study choose storytelling to facilitate students in increasing skills Speak in learning English. The storytelling is a way or technique in learning foreign languages (EFL) for students at the elementary school level. This study uses a storytelling individual. Individual storytelling as a form of learning following warm-up exercises, we introduced students to a learning activity involving individual storytelling. Students were given some pictures and told to make up stories based on them (Hwang[a], Shadiev[b*],Hsu[c], Huang[b], Guo-Liang[a] and Lin**, 2014). Then, this study investigates the topic of the following problems:

1. How did the storytelling facilitate elementary school students increase skills to speak
English as a foreign language (EFL)?
2. How do student learning outcomes on increasing English speaking skills as EFL?

METHOD

This research uses direct methods and storytelling techniques. The direct method can support storytelling techniques in facilitating elementary school students to improve English speaking skills as a foreign language (EFL). The direct method can improve students' speaking skills because they pay attention to the contained aspects of language skills such as vocabulary, pronunciation, fluency, structure, and understanding (Putra, 2012).

Participants in this study were elementary school students in the study park group under the shade of the Jakarta Provincial Government called RPTRA Sunter Kelapa Gading in Indonesia. Students consist of 10 people at the grades 6 of elementary school. This research instrument uses 3 images that are downloaded from Google and printed to support storytelling techniques. The three images are used randomly, students have a freedom to choose one of image for them. This study uses a direct method, during storytelling activities use two languages, namely Indonesia (as a mother tongue) and English (as a target language) because

students come from the base class. Then, the activity process is carried out into three stages, namely: (1) the instructor gives an example of a storytelling by using images in Indonesian (mother tongue) and repeating it back into English (EFL), (2) the instructor gives a number of vocabulary words in In the image, and (3) the instructor asks each student alternately storytelling the same as the first stage that has been demonstrated by the instructor.

Qualitative methods are used for data collection such as observation methods and interviews (Employment). The techniques used in this study are recording techniques and recording techniques. Quantitative method used for data types in this study. The data is obtained based on the value of the initial test results and value or score at each end of the cycle. The criteria used in student speaking skills research are adopted from the Skills Research Skills Rubric by Simon (2005: 15) which are modified according to student needs.

DISCUSSION

This research uses requires a lot of preparation and three stages before getting data from learning outcomes of students and/or before the activities of storytelling the students take place alternately. In storytelling activities, students are assisted by using images as a props or source of student inspiration telling stories. The three stages, namely: (1) first stage, the instructor gives an example of a storytelling by using images in Indonesian (mother tongue) and repeating it back into English (EFL), (2) second stage, the instructor gives a number of vocabulary words in In the image, and (3) third stage, the instructor asks each student alternately storytelling the same as the first stage that has been demonstrated by the instructor.

The images downloaded only as many as 3 images have different themes from each image. The instructor determines the theme and adjusts it to each image available. The following images are downloaded from Google:

- This first image is themed 'I like to read "

- The second image themed 'Listen to stories'

- The third image themed 'I love my family'

Using the three images with different themes, instructors are expected to be creative to find any vocabulary according to the theme. The vocabulary is needed by elementary school students for them to storytelling according to the images they choose. The vocabulary is given to students in the two-language version, Indonesian (mother tongue) and English (EFL), aim to help students understand so that they can easily storytelling using their simple English. The maximum limit of the number of vocabulary is only 20 words because students are asked to tell short stories so as not to burden the students.

In essence, as long as students storytelling, the assessment is taken in accordance with the assessment criteria in the aspects of speaking skills only because the storytelling activities aim to increase speaking skills in English.To provide an assessment of student speaking skills, the teacher uses five aspects found in speaking skills, namely: vocabulary, pronunciation, fluency, structure, and understanding. Because the skills of speaking in essence are the skills of producing the flow of the articulation system to deliver the will, feeling needs, and desire to others (Iskandarwasssid, 2009: 241). In addition, to be able to speak English well and smoothly, students must be able to say the phoneme correctly, use the true strees, intonation, and talk with the contents that have linkages (Harmer, 2008: 343).

Next, this is an information about data analysis of learning outcomes of elementary school students at RPTRA Sunter Kelepa Gading Indonesia in storytelling activities is as follows:

Tabel Nilai Ketrampilan Berbicara

No	Participants	Assesment Criteria					Total Score
		Vocabulary 20	Pronunciation 20	Fluency 20	Structure 20	Understanding 20	
1.	Amanda	10	15	12	10	15	62
2	David	20	19	19	20	19	97
3	Eunike	17	16	15	16	16	80
4	Hatita	18	16	16	17	20	86
5	Gomos	16	16	15	16	17	80
6	Jesika	20	18	20	19	20	97
7	Joshua	20	19	20	18	20	97
8	Kaleb	16	16	15	16	15	78
9	Nia	20	20	19	19	19	97
10	Soni	18	18	16	16	18	86

Information in the table above, shows the number of students' values. This value is the learning outcome of each student in learning English specifically in the competency of speaking skills through storytelling. Taking values is distinguished according to aspects contained in the competence of speaking skills (according to the criteria of assessment). Taking value aims to see the success of storytelling facilitating elementary school students in terms of English speaking skills as a foreign language (EFL), and how to increase English speaking skills as a foreign language (EFL) of elementary school students in RPTRA. This assessment is the result of the third stage of activity, each student airs the storytelling process alternately after the instructor gives an example of a storytelling (stage 1) and provides a number of vocabulary in English every object contained in the image (stage 2). The vocabulary refers to a guideline for storytelling students (stage 3).

The results of the average value of each aspect are as follows: vocabulary aspects of 17.5, the aspect of pronunciation of 17.3, aspects of smoothness of 16.7, aspects of the structure of 16.7, and the meaning aspects of 17.9. Of the overall average value on every aspect, students can be said to almost reach the highest score, namely 20 on the assessment criteria for each aspect.

After getting the average score of students from each aspect of English language skills, the next addition is the sum of students' learning outcomes individually, this addition to see the percentage value. This percentage value aims to find out how the percentage of students get the highest score to the lowest. Thus, there are 40% of students get the highest score to reach 97, 20% of students get the highest score of 86, 20% of students get the third highest score to reach 80, 10% of students get the fourth highest score of 78, and last 10 % is the lowest value, reaching a value of 62. The value of the learning outcomes of these students can be described in the diagram below:

The Diagram Of Increasing Learning Outcomes On Speaking Skills
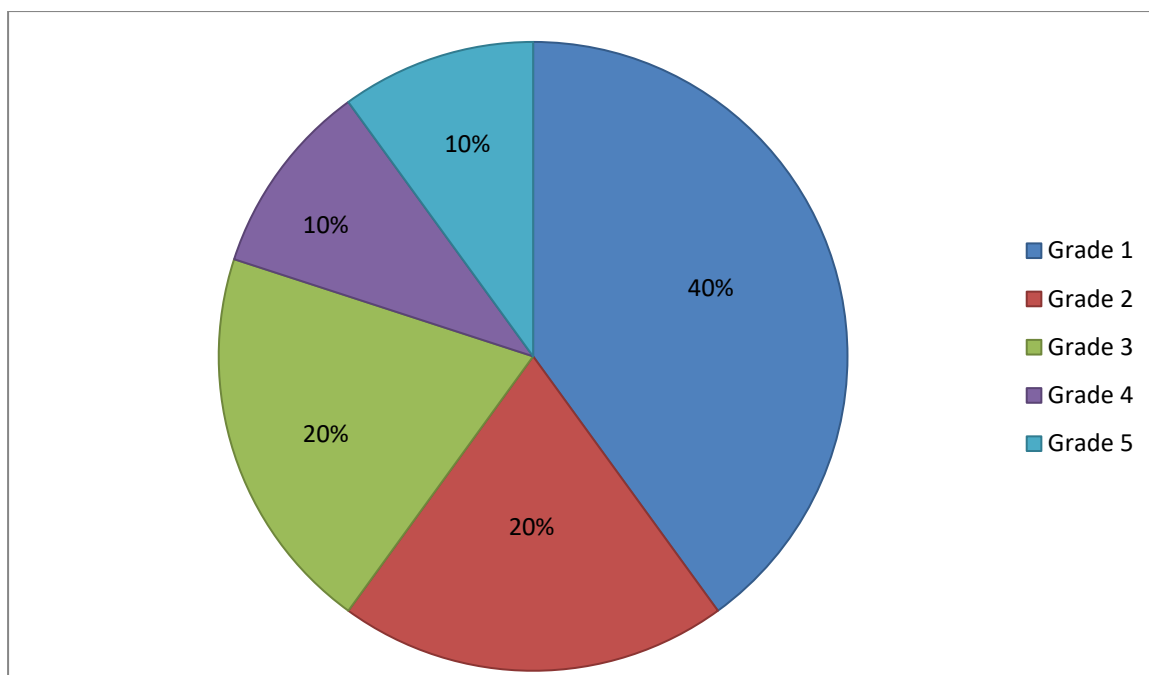
CONCLUSION

Based on the results of data analysis from student learning outcomes in storytelling where the data was collected through recordings as a documentation of research data, I found the findings in my research this was as follows: First, storytelling is a technique that is worthy of being used as a technique or approach to foreign language learning , The storytelling managed to facilitate students to increase speaking skills in learning English as a foreign language (EFL). The storytelling can spur students' interest in talking, such as in training themselves to say every vocabulary according to sound and pronunciation in English repeatedly, and they are very enthusiastic about memorizing the entire vocabulary they need to hold storytelling. Students also provide a good response to this storytelling activity.

Second, the increase in the speaking skills of elementary school students at RPTRA Sunter Kelapa Gading Indonesia managed to achieve very satisfactory value, which is 40% of students get a score of 97 as the highest value. Whereas for the lowest value of only 10% with a score of 62, this value can be said to pass by consideration that the participants background students with EFL, which is pure English as a foreign language for them. That means that students do not use English at all in their daily communication.

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