

THE TEACHERS' PERCEPTIONS ON THE USE OF STORYTELLING IN TEACHING ENGLISH SPEAKING SKILL: A CASE STUDY AT SMA NEGERI 1 KAYUAGUNG

Ria Marlinda (1)
UIN Raden Fatah Palembang

Herizal (2)
UIN Raden Fatah Palembang

Husnaini (3)
UIN Raden Fatah Palembang

Abstract

The aim of this study was to determine the teachers' perceptions on the use of storytelling in teaching speaking skills at SMA Negeri 1 Kayuagung. This study used a qualitative descriptive method that explains the facts in accordance with the results of the study. Four teachers were selected as research sources according to the existing teachers in the school. The data obtained using interview techniques. Data analysis in this study using thematic analysis. The results of the study show that the use of storytelling can improve students' speaking skills. Textbooks, projectors, internet, also act as learning media in storytelling activities to make the teaching and learning process more efficient. Teachers also found a positive effect in the use of storytelling. In addition, to improving speaking skills, storytelling also can improve their aspect in mastering vocabulary, pronunciation, and also makes students more active. The teacher's role in providing feedback to the students was very important for students in order to help them understand the shortcomings and get a good appreciation for carrying out the assigned tasks.

Keywords: *storytelling, speaking skills*

Introduction

One of the skills a person must master in learning English is speaking which is used to communicate with each other using English. Torky (2006) states that speaking is an interactive process of understanding the meaning of producing, receiving, and processing information. Speaking can also be said as a tool to express something with correct pronunciation, use of grammar, and vocabulary orally.

Students can be said to be successful in speaking skills when the student can achieve points in speaking activities, such as fluency in speaking and the use of correct intonation. According to Ur (1996), the characteristics of a successful speaking activity is that the learner talks a lot. Students not only listen to what the speaker is talking about, but students can also respond by expressing opinions. Students must also have high motivation to motivate themselves in improving their speaking skills.

In order to solve the students' problems and enhance their speaking ability, the teachers should provide some good strategies that can involve the students in practicing speaking and also give some motivation. Here, the researcher thinks that storytelling strategies will make the speaking activity became joyful and attractive. Storytelling is a means for sharing and interpreting experiences. Through storytelling strategies, she believes the students will be more motivated to speak English freely because at the first, they have been stimulated to comprehend the story. It is

also makes the students enjoy the learning process. According to Harmer, storytelling is one of strategies in teaching speaking that students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Therefore, the students can share their ideas in storytelling.

Teaching speaking cannot be separated from other skills (Hughes, 2004). In the present study, the teaching of speaking through storytelling was conducted integrated with other skills – listening, reading, and writing. At the first session, students need to listen to the teacher's story before retelling it to the class individually as the speaking activity. At the next session, students need to read an incomplete story and then complete it by writing the end of the story based on their own imagination. These activities are done in groups. At the end of the lesson, students perform the storytelling as the speaking activity.

Teenage years are when a person is at their sensitive best. These are also the years that shape their future. According to Tale (2017), storytelling can be used as an effective tool to positively influence teenagers. With the right kind of stories, a model path can be laid in front of them, turning them into better, more socially responsible human beings. Tale (2018) adds that there are several benefits that teenagers get from using storytelling, including; enhances imagination power, provides exposure to different cultures, helps learn about society, creates better listeners, encourages active participation, encourages cooperation between friends, and helps become better planners.

Moreover, in pedagogical theory there are strong supports for the storytelling strategies to be used in language teaching. In summary, storytelling is an interactive approach between students, teacher, and materials that is recommended to be applied in the classroom.

Based on preliminary research that conducted by interviewing one of the English teacher at SMA Negeri 1 Kayuagung. The results of interview conducted with the English teacher said that the use of storytelling had become one of the strategies used by English teachers at the school. The teacher also said that the students at the school did not master English very well, especially in speaking skills. This is because on average students only receive English language learning at school, there is no additional learning, such as taking lessons outside of school. On average, students think learning English is difficult, so they are not motivated to learn English properly. Other factors that make students unfamiliar or difficult to learn speaking English are lack of vocabulary, shame to speak, fear of being wrong which will make students think they will be laughed at by their friends, etc. Therefore, it is important for teachers to set learning strategies in order to create an effective learning atmosphere (H, Personal Communication, May 17th, 2022).

As researched in previous research conducted by Mujizat (2016). The result of this study is speaking skill in experimental class that were given by the treatment through storytelling technique were improved more effectively than the control group.

Further researched was conducted by Pratama (2018). The result of this research can be concluded that using storytelling technique is effective than memorization since it provides learning vocabulary and grammatical in context rather than memorizing words in isolation.

In conclusion, this research focuses on the teachers' perceptions on the use of storytelling in teaching English speaking skill. There is the views of the teaching from the teacher. The researcher only chose the teacher's perception because the researcher wanted to know how to teach storytelling if it became one of the teacher's strategies in teaching speaking skills. According to the researcher, using the teachers' perceptions can also be more easily understood and as a researcher or reader can find out whether the use of storytelling is well applied in learning or not. The researcher conduct research at SMA Negeri 1 Kayuagung which the average student has difficulty in learning speaking skill. Therefore, the researcher carried out research entitled "The Teachers' Perceptions on The Use of Storytelling in Teaching English Speaking Skill: A Case Study at SMA Negeri 1 Kayuagung".

Literature Review

The Definition of Storytelling

Storytelling has been used as a means of communication since earliest times. Stories create magic and a sense of wonder at the world. Stories teach us about life, about ourselves, and others. Storytelling is a unique way for students to increase an understanding, respect, and appreciation for other culture.

Wilson (2002) explains that storytelling is an activity that can be defined very simply as that which is done by storytellers. As human being, people usually tell their story to other. They tell other about their feeling, opinion, ideas, or even anything happened in their lives. It is very simple to tell story to other, as simple as expressing what is on mind.

As people like to share their stories or experience, it is explained further on the book of Wilson, storytelling is thought of as something belonging to a preindustrial or mythical past. Stories have been shared in every culture as a means of entertainment, education, cultural preservation, and instilling moral values. Crucial elements of storytelling include plot, characters, and narrative point of view.

As the understanding of storytelling explained above, it can be concluded that actually storytelling is an activity to share what is on mind. It has many benefits, such as for entertainment, education, cultural preservation, and instilling moral values. It is also has elements that have to be noticed, they are plot, characters, and narrative point of view.

Improvement of Students' Speaking Ability by Using Storytelling

One of the learning activities that can be used in English education is storytelling. According to Sundmark (2014) and Remi (2011), storytelling is an activity that can improve students' language skills. Therefore, as educators, teachers must provide facilities to students in the form of good examples in the use of language. Students will easily adjust if the teacher gives examples or conveys well. Dawkins & O'neil (2011) said that teachers do not only tell stories, but teachers also have to have moral values so that students can experience higher experiences and interests to carry out the storytelling activity. The role in storytelling involves two main actors, namely the narrator and the listener. The role of the storyteller focuses on how to prepare and display the use of language, speech intonation, and communicate effectively and efficiently in a story (Barzaq, 2009).

Storytelling is an interesting thing to apply in speaking learning activities. By telling stories, students can be more motivated to learn English speaking skills. This can be done by the teacher to educate students with the value of stories. However, some teachers think that the use of storytelling in learning will make a lot of time. This can not be a justification, because if the teacher tells or chooses an interesting story to be practiced by students, students will remember for a long time. Not only that, storytelling can also increase students' creativity and help students tell a storyline according to the characters and settings in the story being told (Kayi, 2006).

Using Storytelling as Teaching Speaking Strategies

It can be said that storytelling is an experience or an essay made by humans to convey a story using the language of words, as well as the characteristics of ourselves and others. Storytelling can be real or imaginary. The National Storytelling Network (2006) defines storytelling that uses words or actions as interactive art to reveal elements and images of content in the form of storytelling.

Mokhtar et. al. (2010) also added that storytelling is a good strategies to use in practicing organizing, grouping, and summarizing, comparing, predicting, and matching the information obtained by remembering the information simultaneously.

From the explanation above, it can be said that using storytelling activities can help students achieve educational goals. Storytelling can be a good strategy to apply to students,

because it can increase students' mental efficiency and help obstacles in getting knowledge itself if students are successful in retelling a story.

The thing that needs to be considered in designing storytelling teaching strategies is the selection of the type of story. According to Asfandiyar (2007), storytelling can be divided into several types, including fable, legend, fairytales.

Using Storytelling as Teaching Speaking Strategies

Teaching resources can certainly help the teaching and learning process used in learning activities in the classroom. This makes it easier for teachers to convey material or knowledge during the learning process. Learning resources usually depend on the learning media used. However, it is necessary to know whether the learning media used is useful or not. Bertram et. al. (2010) stated that students who are the center of learning media must be known by the teacher whether it is useful for learning media resources. To achieve educational goals, teachers must choose good learning media based on material needs. In addition, learning media offers a positive contribution to the teaching and learning process. Currently, there are many learning media that can be used. According to Foley (2013), the use of multimedia, animation, images, or sound can be brought along with the story.

Furthermore, the techniques and media owned by the teacher can be used in teaching students to speak better and fluently. Indriyani (2015) said that teachers play an important role in the success of students in speaking. However, before choosing to use learning media as one of the teaching techniques, English teachers need to explain to students that students must know what it takes to speak a foreign language. According to Khemeis (2006), not only grammar and vocabulary, but language functions are also needed in learning to speak a foreign language.

The Effect of Using Storytelling in Teaching Speaking

Storytelling is a unique learning strategies that can be used by students in expressing their thoughts and ideas in learning speaking skills. Students can develop a sense of structure by listening to stories. This will help students understand a complex story. Gonzales (2010) shows that understanding spoken language and involving thinking skills are the strength that can be drawn from storytelling. Therefore, Wright (2010) said the strengths of storytelling in the classroom include developing students' listening skills, providing meaningful context, natural repetition in stories, and improving students' listening and speaking skills. Nuraengsih (2012) also states the strengths of using storytelling. These strengths are; storytelling rebuilds authenticity, storytelling enhances verbal skills, storytelling develops students' imagination, storytelling guides students toward constructive personal values, storytelling can encourage students to explore their uniqueness and expressiveness. It can heighten a student's ability to communicate thoughts, ideas, feelings, and articulate, lucid manner, and storytelling is a accessible to all ages and abilities.

Although there are many strengths that are felt after using the storytelling activity, sometimes teachers also have limitations in teaching and learning activities. Setyarini (2011) shows that there are difficulties in implementing storytelling in the classroom. First, it is a challenge for teachers to teach many students in a class. Second, the difficulty of teachers in understanding the characteristics of diverse students. Third, in preparing stories, media, and class activities that require a lot of time. Fourth, there is not enough time to implement storytelling activities based on learning objectives. Finally, the variety of stories is limited so that teachers feel challenged to create their own stories.

Teachers' Role in Providing Feedback to Students

Feedback is something that has a direct impact on the teaching and learning process so that effective learning occurs. In the world of education, feedback is an important part of the system. Feedback can help students understand the lessons learned and provide them with clarity in improving their learning procedures. Feedback can increase self-awareness, confidence, and

enthusiasm in learning what the teacher teaches students. Increased performance in academics or in field work is also obtained by students if there is such feedback.

Three questions that are effective in providing feedback to students are: where are you going? How to go there? and where next? (Heart, 2012). These questions need to be answered by the teacher related to the process, student assignments, and self-regulation.

In different classes, students will thrive when they do work on their own which is beyond their capacity. The teacher's job in this case is to ensure that students do their own work and ensure that they guide students as supporters towards success. A growing mindset will occur if the teacher applies accurate and timely feedback. In this storytelling activity, of course, not all students enjoy the activity. Sometimes there are students who feel embarrassed to appear in front of the class or are afraid of being wrong in speaking English so that it makes them not show their maximum appearance. Therefore, the role of the teacher in providing feedback on storytelling activities is very useful, such as providing input or giving appreciation to students so that students can be more confident and display maximum performances.

Method

Research Design

The researcher used descriptive qualitative method. According to Creswell (2009), qualitative research is research conducted to understand several individuals or groups who are considered to have social or humanitarian problems, so that a meaning is sought in these problems. Thus, the researcher wanted to discuss the research that the teachers' perceptions on the use of storytelling in teaching English speaking skills used descriptive qualitative research methods to describe the problems found in students in class.

Research Site and Participant

In this study, the researcher used total population sampling. The study took a sample of three teachers at SMA Negeri 1 Kayuagung. The researcher chose these three teachers as representatives of the English teachers at the school. These teachers were chosen as the research sources because there are three teachers who teach English at SMA Negeri 1 Kayuagung respectively. These teachers have become research sources to find out the results of the research because these teachers has been interviewed regarding the information and knowledge they know based on what was researched.

Data Collection and Analysis

This research used data collection techniques in the form of interview. The interview used a semi-structured interview method. The questions that became the material for the interview consisted of sixteen questions. The questions asked are related to the teachers' perception on the use of storytelling in teaching speaking skills. The purpose of this type of interview was to find problems more openly, where the parties interviewees were asked for their opinions and ideas.

Researcher was used thematic analysis as data analysis techniques and used the model from Creswell (2007). Creswell (2007) says that there are six stages that could be used to analyze qualitative research, including: (1) Collecting data from interviews, transcribing the results of the interviews, then conducting member checking to the informants and translational approval to the selected lecturer. (2) Coding the data by reading all transcriptions and making reports. (3) Coding all the data from the interviews and grouping related codes. (4) Make a description according to the code that has been grouped. (5) Determine the theme according to the code and description that has been made. (6) Interpreting the meaning of the theme and compiling a

report explaining the results of teachers' perceptions on the use of storytelling in teaching English speaking skills at SMA Negeri 1 Kayuagung.

Findings

The researcher has found results related to teachers' perceptions on the use of storytelling in learning English speaking skills using interview. The source of this research consisted of three English teachers who were interviewed based on representatives of the English teachers at the school. The researcher used the code to describe the teachers using T1 for the first teacher, T2 for the second teacher, and T3 for the third teacher. These teachers have participated in answering in depth-interview that have been posed by researcher. After the researcher conducted interview with the participants, the researcher transcribed the results of the interview, then the interview results from the findings of this study were explained as follows:

The Teachers' Perceptions on the use of Storytelling in Teaching English Speaking Skill

After analyzing the data obtained from the interview, the researcher found results about the teachers' perceptions on the use of storytelling in teaching English speaking skills. This data analysis is divided into themes and codes which are obtained based on the use of qualitative methods in carrying out in depth-interview on research sources obtained as follows:

Table 1 Themes and Codes

Theme	Code
Improvement of Students' Speaking Ability	<p>The use of storytelling as one of the strategies for teaching speaking can improve students' speaking ability.</p> <p>Students can improve their aspect in mastering vocabulary, pronunciation, and also makes students more active.</p>
Teaching Strategies in Teaching Speaking by Using Storytelling	<p>The procedure used by the teacher in teaching storytelling is based on the textbook used or using the curriculum reference used, then the teacher directs what students need to do.</p> <p>The types of storytelling used are folklore, fable, their own story, etc.</p>
Positive Contribution for Teaching Resources	<p>Teachers use various learning media to improve the teaching and learning process better</p>
The Effect of Using Storytelling in Teaching Speaking	<p>The use of storytelling can make students study about grammar.</p> <p>The use of storytelling has a good effect for students in improving self-confidence or improvement in the field of soft skills, such as brave to speak in front of class and makes students more active in class.</p> <p>The teacher maintains the classroom atmosphere in storytelling activities so that students can receive</p>

learning well and the formation of a more efficient teaching and learning atmosphere.

The use of storytelling can make students use English more and can practice speaking skills.

Teachers' Role in Providing Feedback to Students

providing feedback to students was very important for students in order to help students understand the shortcomings and get a good appreciation for carrying out the assigned tasks.

Improvement of Students' Speaking Ability

The use of storytelling in the teaching and learning process of English in improving speaking skills is often used by teachers. The researcher found that the three teachers interviewed also sometimes used storytelling as material for learning English speaking skills.

In conducting interviews, the researcher found that storytelling can be used as a learning speaking skill and storytelling can also improve students' ability in learning speaking skills. As T2, *"of course, storytelling helped my students be active."* (A, Personal Communication, August 12, 2022). T2 said that storytelling can be used if you want to make students active in class. T3 said, *"Storytelling can improve students' speaking skills. They will be able to explore their abilities in front of class."* (U, Personal Communication, August 12nd, 2022). T1 also said, *"Storytelling can improve speaking skills because before performing in front of class, they need to practice first. Before practicing, they must master what they want to tell in front of class and must master the vocab to tell the story. The storytelling activities have made the students become better in English as it helped them to make their pronunciation better."* (H, Personal Communication, August 12nd, 2022). The thing that triggers students' activeness in learning speaking using storytelling activities is that students are required to appear in front of the class. This makes students practice beforehand so that there are no mistakes or unwanted things. Things that students need to practice include vocabulary pronunciation, word pronunciation, and intonation used to make a good appearance in front of the class.

This proves that the use of storytelling in learning can make students more active. If students are active in class, of course it can be said that students understand and feel comfortable with the learning that takes place, as a result, they can improve students' speaking skills by using storytelling strategies in teaching.

Teachers' Strategies in Teaching Speaking by Using Storytelling

Storytelling is one of the strategies used by teachers to teach English speaking skills. Obviously, every activity that will take place has a procedure. In learning activities using storytelling, the strategies used by the teachers are certainly not much different. Every teacher must develop learning strategies so that the teaching and learning process runs well.

In teaching storytelling, T1 prefers to use legend as a story that can be used by students to tell the story, as T1 said, *"They found the legend or I chose what legend to talk about, and then they tell the story. They choose the title, they choose the legend from what area, resulting in every group having a different title about the legend."* (A, Personal Communication, August 12nd, 2022). It can be said that T1 uses storytelling by forming student groups. The strategy that T1 uses to make students more active in learning and students can know many stories from other areas.

While the stages carried out by T2 in teaching using storytelling strategies, among others, as he explained, *"First, I made a group. And then, the leader of the group chose a story the group was interested in. And after that, they did exercises and performed in front of class."* (A, Personal Communication, August 12nd, 2022). T2 prefers to use group work to teach students using storytelling.

Whereas T3 said, *"First, I asked the students to read the book. Second, they wrote using their own words about the story that they have read. After that, they performed the story using their own words."* (U, Personal Communication, August 12nd, 2022). The strategy used by T3 is the use of books as a picture of students to find out how the story will form. Then after students know how the form of storytelling is, students are expected to make their own stories. T3 also added, *"Usually I used fairytale, most of the students already knew the story."* (U, Personal Communication, August 12nd, 2022). T3 uses fairytale as a type of story in the storytelling lesson that he teaches, because T4 assumes that students already know various kinds of fairytales, making it easier for students to create stories that are familiar to their minds.

As described above, the researcher also found that teachers used various stories, such as legends, fairytales, fables, their own stories, the story based on textbooks, etc. The teachers used a variety of these stories extremely the students are not too monotonous and make students more interested in learning. Using various types of stories can also improve vocabulary and pronunciation, because indeed each type of story has a different background, clearly the story has a variety of different vocabularies.

From the results of these interview, it can be said that each teacher has their own way or strategy in teaching using storytelling. Each procedure will of course be different for each teacher, but that is not a problem. Teachers can use any procedure according to their wishes and abilities. The most important thing is that the teacher can explain well to students and students can receive learning well too.

Positive Contribution for Teaching Resources

In learning, of course, requires media or materials so that learning becomes more complete and runs well. Many media can be used in learning. Teachers must use media and also teachers can use various kinds of media so that the teaching and learning atmosphere is not too monotonous.

The learning media used by T1 is the use of *Google*. As T1 said, *"We used Google. The topic is from book, and then we found additional material Google. The student find the legend or the other story in Google."* (H, Personal Communication, August 12nd, 2022). This proves that T1 uses *Google* as a medium to find material or stories that will be displayed by students in front of the class.

T3 said, *"The students usually used puppet, paper, video, and other things to make the story more interesting."* (U, Personal Communication, August 12nd, 2022). Here T3 does not only use one medium. This proves that T3 is not too focused on a medium, but depends on the situation which will determine what natural media is used by T3 or the students themselves.

The use of existing media in schools is also useful for learning. As T2 said, *"Our school has a big screen. At first, every student watched the film about storytelling. After that, they are performed."* (A, Personal Communication, August 12nd, 2022). This proves that the use of a projector is also useful for displaying videos or images that match the learning material that is taking place. From the explanation above, the teacher makes a positive contribution to the learning resources used. The use of learning media is very useful for the teaching and learning process so that a good learning atmosphere occurs.

The media used by the teachers at the school also varied. As T1 said, *"As my explanation before, the material is from textbook. The media that can students use in learning storytelling is free. The students can bring the things that relate on the story. For example, the story is about monkey, so the students can bring the monkey doll to perform in front of class."* (A, Personal Communication, August 12nd, 2022). From the interview, it can be said that T1 uses the material in the textbook. T1 also does not restrict students from using any media. Students are given the freedom to use any media as long as it is related to the story presented in front of the class. While T2 uses a media projector which is used to display story videos. After students watch the videos that are displayed, then the next storytelling activity is carried out.

The Effect of Using Storytelling

The use of storytelling will certainly have an effect if it is implemented in the teaching and learning process, both positive and negative effects. The effect that is produced in learning will certainly determine whether a learning takes place well or not. From these results the teacher can consider the use of learning strategies that will be changed or improved.

From the results of the study, the teacher considered the use of storytelling activity for learning to make the classroom atmosphere better. This is because not all teachers teach storytelling in their English class. It makes students feel that storytelling is not an ordinary thing. With the unusual or new things can make students feel interested in learning. Students can also feel the effects of storytelling such as students can practice speaking skills because they have performed in front of the class by telling a story. Students also enjoy using storytelling in the teaching and learning process, because students can display their abilities and creativity in front of the class. As T2 said, *"They responded it very well and they were also happy. And I think they love English more."* (A, Personal Communication, August 12nd, 2022). T1 also said *"If the students are given opportunities to retell the story, I personally think they will be understand in the activities. Besides, it also helps them to understand English more"* (H, Personal Communication, August 12nd, 2022). This proves that students feel happy and if they apply learning using storytelling. With a positive response from students, it will also make the class atmosphere better.

Researcher also found that in applying learning using storytelling activities, it would be very good if students used good accuracy, such as the use of grammar, intonation, etc. The teachers also explained that accuracy here plays an important role in carrying out learning using storytelling. As T3 explained about accuracy, *"Storytelling made the students study about grammar or English in general."* (U, Personal Communication, August 12nd, 2022). However, when it comes to grammar, the teachers don't really care much about it. The teachers said that accuracy is indeed important in the performance of storytelling in class, but the teacher still does not put too much emphasis on the grammar part that must be correct, because according to teachers that has interviewed grammar is a difficult thing to apply by students. If the teacher requires students to use correct grammar, students can be afraid to speak, because they are afraid if they are talking about turns out to be wrong. Therefore the teacher is not too concerned with grammar, but the teacher will also feel happy if there are students who try to use the correct grammar.

The researcher also found that the use of storytelling can increase the use of English more. The teacher said that by using storytelling, students were required to memorize the story so that students memorized a lot of vocabularies. This is a good thing for students, because they can remember more vocabularies so that it makes students feel more comfortable using English because they know a lot of vocabulary.

From the conclusion above, it can be said that storytelling has a positive effect in learning speaking skills. As T3 said, *"I think storytelling is one of some methods used to make teaching and learning more efficient."* (U, Personal Communication, August 12nd, 2022). With the use of storytelling can make students interested in learning so as to make students easy to accept the learning.

Teachers' Role in Providing Feedback to Student

The researcher also found that there were not only positive sides when applying storytelling strategies, but there were also negative sides. This proves that although the average student gives a positive side to learning using storytelling strategies, there are also those who give a negative side so that the class atmosphere becomes less good.

It's not only about students who feel embarrassed to appear, but there are also students who can't control themselves to be quiet during learning activities, thus making the class atmosphere noisy. This of course will create negative energy in the classroom. In overcoming this, the teacher certainly has a strategy to restore negative energy in the classroom. T2 explains,

"If the students gave negative responses to storytelling activities, I invited students and asked why she responded negatively. After that, I tried to solve her/his problem to make a more positive response." (A, Personal Communication, August 12nd, 2022). While T1 said, *"I never found the negative respond in storytelling activities."* (U, Personal Communication, August 12nd, 2022). This indicates that T2 always gets a positive response when using storytelling as a teaching and learning activity.

It can be concluded that if these teachers get negative treatment in learning speaking using storytelling activities, they can overcome this. As T1 said, *"Teacher need to make it active. I asked my students to listen to your friends. After they performed the storytelling, other students would listen carefully, because the performers would ask their friends about what they told earlier, or I asked them randomly. If they didn't pay attention to the story, they wouldn't have been able to answer, then the score be lowered."* (H, Personal Communication, August 12nd, 2022). Similar to what T3, *"Usually, after they storytelling, I gave a chance to audience to ask the presenter about the story or to make a question about story that they have presented."* (U, Personal Communication, August 12nd, 2022). Teachers have their own ability to provide feedback to students in accordance with the policies of the teacher.

Discussion

First, improvement students' speaking ability. In teaching speaking, absolutely, a good strategy is needed by students who receive learning well. Speaking must be mastered by students, because they can carry out conversations with other people using English easily. Extremely, in every lesson there will be difficulties encountered, as is the case in learning speaking skills. From this, the teacher must find a solution in teaching. Teachers can use good learning strategies in order to improve students' speaking skills. One strategies that can be used in teaching speaking is storytelling. As explained in the discovery section, the teachers at the school used storytelling as one of strategies in teaching speaking skills. The average teachers teach based on the book used, therefore if the book directs storytelling learning, the teacher will teach the storytelling activity.

Storytelling can improve students' ability to think creatively and help students express storylines with characters and settings according to the story being told (Kayi, 2006). By using storytelling, students can develop and be more active in speaking. Therefore, it can help students improve their speaking skills.

Second, teachers' strategies in teaching speaking by using storytelling. Absolutely, in the implementation of storytelling activities, good strategies are needed so that these activities run as they should. In general, the strategies used by teachers are certainly not much different. The teachers usually used RPP or textbook as reference in teaching storytelling. The media used in storytelling learning also varies, such as the use of a projector that displays stories that can be used in storytelling performances, the use of textbooks, the use of media based on the theme or story to be presented, etc.

According to Field (2008), the stages in implementing storytelling in learning including, before storytelling, while storytelling, and post storytelling. The use of story types can also have various types, such as folklore, fable, their own story, etc.

Third, positive contribution for teaching resource. In teaching, certainly, requires media for good learning to occur. Likewise in storytelling learning. In this study, researchers found that teachers used various media used to teach storytelling, such as the use of textbooks, the internet, *YouTube*, and hand puppets or paper puppets as media that students could use to present storytelling in class.

According to Foley (2013), the use of multimedia, animation, sound, or images can be brought along with telling a story. The same is true at the school. Teachers also use projectors as media to display images or videos related to learning.

Fourth, the effect of using storytelling. Certainly, the effects of using storytelling are different in each class, but each has its own advantages and disadvantages. Storytelling can make the learning atmosphere better. However, if there is a negative side that is obtained in the ongoing activity, the teacher can do things that can make the classroom atmosphere even better.

According to Gonzales (2010), students get benefit from storytelling, because storytelling help them develop the ability to understand spoken language and engage their thinking skills. Therefore, Wright (2010) provides the benefits of using storytelling in the classroom, namely, stories provide meaningful context, stories can provide natural repetition, students' listening skills can be developed, the use of storytelling also improves students' listening skills. This proves that the use of storytelling as an activity in learning can improve students' abilities in various aspects, one of which is speaking ability. It has a positive effect in the use of storytelling.

Last, teachers' role in providing feedback to students. If a learning takes place, of course the teacher must provide feedback to students if students have done or done assignments. As in storytelling performances based on the perceptions of teachers who have been interviewed, after students make stories or look for stories, and present the story in front of the class, the teacher needs to provide feedback to students so that students feel comfortable and excited to present the story well.

Sadler (1989) conceptualized that feedback is information that 'closes the gap' between where a student is and where the student is. Both positive and negative feedback can have a positive effect on learning. The decomposition of this effect depends on the degree to which the feedback is addressed and processed, as well as the interaction between the validity of the feedback and the student's level of self-efficacy.

Conclusion and Recommendation

This research using thematic analysis found 5 themes according to the results of the interviews analyzed, including: (1) Improvement students' speaking ability. The researcher found that teachers at the school used storytelling as a learning activity and using storytelling can improve students' speaking ability. (2) Teachers' strategies in teaching speaking by using storytelling. The researcher found that each teacher had their own strategies, of course, based on references such as lesson plans or textbooks used. (3) Positive contribution for teaching resources. The researcher found that teachers use learning media, such as books, projectors, hand puppets, etc. It makes teaching-learning activities more efficient. (4) The effect of using storytelling. The researcher found that each teacher found a positive effect in the use of storytelling. Storytelling can improve speaking, listening, pronunciation, and vocabulary addition. (5) Teachers' role in providing feedback to students. The researcher found that the teacher's role in providing feedback to students was very important for students in order to help students understand the shortcomings and get a good appreciation for carrying out the assigned tasks.

Based on the result of the research finding, the researcher would like to give some suggestion for the following people. For the teachers, hopefully, the teachers should evaluate all the strategies that have been applied on the use of storytelling in teaching English speaking skills. For Students, students are expected to receive storytelling activities from the teacher and can display storytelling well. For the future researchers, the result of research can be used as a reference for future teaching or future researchers who take the same topic.

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