

Enhancing Students' Speaking Proficiency Through Storytelling Method at Education College of Togo Ambarsari Bondowoso

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Abstract - The use of the storytelling method at STITTA Bondowoso is investigated to measure its effectiveness in improving the English speaking skills of students. This research aims to examine the enhancement of students' speaking abilities through the implementation of the Storytelling method. The study falls under the category of qualitative research. The data in this study consist of students' storytelling discourse, with the data source being students enrolled in English courses at STITTA Bondowoso. The method used to collect data is the observe-participate-transcribe method. The researcher observed the context of English language learning in the classroom, particularly related to the Storytelling method. Additionally, interviews were conducted with English language instructors, students, and relevant parties at STITTA regarding the implementation and impact of the Storytelling method on improving students' speaking abilities, supplemented with recording and note-taking techniques. The collected data were then reduced and classified based on their types. Subsequently, data analysis and in-depth interpretation were conducted. The research results indicate that 1) STITTA students experience a significant improvement in speaking abilities in English learning; 2) students feel happy, enthusiastic, and entertained in learning English; 3) students are motivated to compete in English learning; and 4) students are eager to compete for achievements. The findings of this research demonstrate a positive correlation between the use of storytelling techniques and the improvement of students' speaking abilities. The depth and inherent appeal in the storytelling process not only enhance language retention but also

create a more interactive and dynamic learning environment. The implications of this research have broad impacts, involving language educators, curriculum developers, and policymakers. This research emphasizes the urgency of integrating innovative methods and experiences to enhance speaking abilities in the context of language education. The contribution of this research lies in strengthening the discourse on effective language pedagogy, emphasizing the importance of adopting diverse and interactive teaching strategies to meet the evolving needs of students in the language learning process.

Keywords: Education College of Togo Ambarsari Bondowoso, Storytelling method, Students' speaking proficiency

I. INTRODUCTION

Higher education plays a crucial role in shaping individuals into quality characters capable of actively contributing to society. One essential skill that needs enhancement among students is the ability to speak, as effective communication skills are key to success in various life domains. Sekolah Tinggi Ilmu Tarbiyah Togo Ambarsari Bondowoso, as an institution of higher education, has the responsibility to develop its students' speaking abilities effectively. Fundamentally, speaking skills refer to an individual's proficiency in conveying ideas, thoughts, or opinions using language that adheres to prevailing norms. Speaking encompasses the skill of expressing ideas, sharing thoughts, and articulating one's perceptions and emotions effectively. It ensures that the delivered message is understood by others through the art of verbal communication (Azkiyyah, Sutiyono, & Subari, 2019). Verbal communication is a means of interacting with others and is recognized as a crucial skill in effective communication, holding significant importance as a productive skill, especially for individuals such as students (Elyani, Arief, Amelia, & Asrimawati, 2022).

This research aims to explore and enhance students' speaking abilities by implementing the storytelling method in the educational environment of Sekolah Tinggi Ilmu Tarbiyah Togo Ambarsari (STITTA) Bondowoso. The storytelling method is chosen because it provides a creative approach and actively involves students in the English language learning process. Additionally, this method can stimulate the imagination, creativity, and self-expression of students, all of which are crucial elements in developing speaking skills in English language learning. Proficiency in the English language is an essential need for students in this era of globalization (Kurniawan & Fussalam, 2020).

In this context, the research explores the background of students' needs for improving speaking skills at STITTA. The importance of

speaking skills in academic and professional contexts cannot be overlooked. Students who can clearly and persuasively convey their ideas and thoughts have a significant competitive advantage in the professional world. However, several challenges may arise in efforts to enhance students' speaking abilities. Factors such as low self-confidence, lack of experience in public speaking, and the inability to effectively compose and deliver stories can be obstacles. Therefore, there is a need for a strategy that not only covers the technical aspects of speaking but also helps students overcome discomfort and boost their self-confidence.

To address these challenges, the researcher employs a highly alternative strategy: the storytelling method. This method offers a holistic approach to tackle these challenges. By narrating a story, students engage not only their speaking skills but also stimulate imagination and creativity. Stories can serve as a bridge to overcome public speaking anxiety while allowing students to explore various nuances of language and expression. The storytelling method becomes the most effective approach to English language learning because it not only stimulates students' reasoning abilities but also improves their speaking skills. Latif (2012) reveals that storytelling is recognized as a highly effective educational method.

In general, the appeal of storytelling makes it an outstanding means to capture the audience's attention and facilitate the memorization of events in a narrative. By using this method, students can enrich their vocabulary and sharpen their skills in composing and structuring sentences more effectively, ultimately enhancing their speaking abilities in English. It is important to understand that storytelling is not just about narrating a story literally but also about students' ability to create coherent and convincing narratives. This process not only builds verbal skills but also hones the critical and analytical thinking skills of students.

So far, researchers have not found similar studies; however, there are several studies that bear similarities to this investigation. A study conducted by Noge (2018) examined the application of the Bilingual Preview-Review method based on E-Flashcards to enhance the activities and learning achievements of junior high school students in English. Research conducted by Arinoviani, Pujdawan, & Antara (2016); Pratiwi (2016); Jahruddin (2018); Hotmaria (2019); Hidayati (2019); Rizky and Suharmoko (2019); and Ifriani (2021) found improvement in English language skills through the use of storytelling methods. Some of the above studies indicate similarities in terms of the research subject, namely language skills and storytelling. However, the differences lie in the aspects of the research object, theory, and methods used.

While, the researches about the language was conducted by Muta'allim, Sofyan, & Haryono (2020); Salikin, Muta'alim, Nawawi, Alfani, Ghaffar, & Wafi (2021); Muta'allim, Alfani, Hosaini, & Sayfullah (2021); Muta'allim, Alfani, Mahidin, Agustin & Wicaksi (2021); Sofyan, Yudistira, Muta'allim, Alfani & Ghaffar (2022); Yudistira, Muta'allim, Nurcaya, Julhadi, & Pattiasina (2022); Sofyan, Badrudin, Fitriani, & Muta'allim (2022); Yudistira & Muta'allim (2023); Mahardhani, Nawiruddin, Jalaluddin, Julhadi, & Muta'allim (2023); and Julhadi, Muta'allim, Fitri, Efendi, & Yahya (2023).

Based on the several studies mentioned above, it can be concluded that this research shares similarities in terms of language studies but differs in terms of objectives, focus, theory, location, and methods used. Given these distinctions, there is still room for further investigation in this study. Additionally, the storytelling method is frequently applied to students at STITTA and has proven to be highly effective for English language learning. It stimulates students' knowledge, makes English learning enjoyable, improves vocabulary retention, enhances speaking skills, is easy to implement, and creates a conducive learning atmosphere. Moreover, this method has not been previously researched. Building on these points, the researcher is keen to explore it further. Based on the background mentioned above, the researcher formulates the problem: How does the implementation of the storytelling method

contribute to improving the speaking abilities of students at STITTA?

To address the formulated problem, it is necessary to use the storytelling approach. Storytelling, as explained by Echols through Lathifah (2008), is a combination of two words, "story" and "telling", creating a shared meaning of narrating a story. Combining these words refers to the activity of storytelling to convey a narrative or message. This approach has roots in cultural heritage and aesthetics, providing a profound understanding of the power of storytelling (Sara & Lisa, 2008). Teaching speaking requires a specific approach as it is a communication skill directly involved in daily interactions. In this regard, the formation of habits plays a crucial role, as expressed by Efrizal (2012), stating that speaking requires routine practice. The goal of teaching speaking in the context of the English language is to focus students on effectively using the language in communication and as a tool to advance their studies. The language learning process encompasses four main skills: listening, speaking, reading, and writing (Thanyalaak, 2012).

Storytelling has positive impacts on child development, enhancing reasoning abilities and expanding children's communication skills with various parties. Morrow, as cited by Bachruddin (2008), states that storytelling not only provides pleasure and stimulates children's imagination but is also an ancient and effective method to communicate ideas and images to improve students' thinking abilities (Esther & Akintemi, 2011). Additionally, storytelling is an art that requires practice, as mentioned by Makmun (2007). The benefits of storytelling for children involve supporting the growth of experiences, feelings, emotions, language, cognitive development, social aspects, aesthetics, spiritual aspects, exploration, and discovery. Some studies indicate that storytelling can stimulate and enhance children's verbal language skills, a crucial task for parents (Muallifah, 2013).

The storytelling method, as a method of delivering learning material orally, is applied at STITTA to enhance students' speaking abilities and provide an understanding of new concepts. The presented stories must be carefully prepared, forming a cohesive unity between the beginning and the end. Storytelling activities can be integrated into the opening, core activities, or leisure time at school, enriching the

learning process. Storytelling activities at STITTA achieve the highest level of success when well-prepared, with the teacher's role being crucial in creating an entertaining atmosphere for the students. A suitable method for delivering storytelling activities serves as the foundation, and according to Tampubolon (1991), three strategies can be applied: storytelling strategy, story reproduction strategy, and creative simulation strategy. The storytelling strategy involves narrating stories with the planned use of visual aids, aiming to enhance children's language abilities. This method not only engages verbal intelligence but also trains speaking skills, reasoning abilities, and students' imagination. Examples of implementing the storytelling strategy include puppet plays, role-playing methods, conversations, and question-and-answer sessions.

The story reproduction strategy is an activity where students are asked to retell a story they have heard from the teacher. Its goal aligns with the storytelling strategy, which is the development of children's language abilities. The process begins after the teacher tells the story, providing students with the opportunity to express their understanding based on individual comprehension levels. Meanwhile, the creative simulation strategy involves manipulating learning activities while playing, using fragments of story dialogues or role-playing as characters in the story. This approach creates an interactive learning experience and reinforces students' understanding of the story while maintaining creativity in the learning process. By applying these three strategies, storytelling activities not only become engaging lessons but also make a significant contribution to the development of language skills and creativity among students at STITTA.

II. RESEARCH METHOD

This study adopts a qualitative research approach. The research design was chosen to allow the researcher to gain a deep understanding of the challenges and successes of students in improving their speaking skills through the storytelling method. The data in this study consist of students' storytelling narratives, and the data source is students enrolled in English language courses at STITTA Bondowoso. The method used to collect data is the participant observation method. The

researcher observes the context of English language learning in the classroom, particularly in relation to the storytelling method. Additionally, the researcher conducts interviews with English language instructors, students, and relevant parties at STITTA regarding the implementation and impact of the storytelling method on improving students' speaking abilities, using recording and note-taking techniques.

The collected data is then reduced and classified based on its type. Subsequently, data analysis and interpretation are conducted. This research employs an inductive approach, where findings and patterns are drawn from the collected data. The results of the analysis are then explained and interpreted to address the research problem. The research process includes selecting research subjects, data collection, data reduction, data analysis, and data interpretation. In the data analysis process, the researcher utilizes a descriptive approach to depict and explain the data in detail. The research findings are expected to contribute to understanding the effectiveness of the storytelling method in enhancing students' speaking abilities in the environment of STITTA Bondowoso.

III. RESULTS AND DISCUSSION

The research findings indicate that 1) the storytelling method is a highly effective alternative method to stimulate STITTA students in learning English; 2) STITTA students experience a significant improvement in their speaking abilities in English language learning; 3) students feel happy, enthusiastic, and entertained while learning English; 4) students are motivated to compete in English language learning; and 5) students are enthusiastic about competing to achieve academic success. The research findings show a positive correlation between the use of storytelling techniques and the improvement of students' speaking abilities. The depth and inherent appeal in the storytelling process not only enhance language retention but also create a more interactive and dynamic learning environment. The implications of this research have broad impacts, involving language educators, curriculum developers, and policymakers. This study emphasizes the urgency of integrating innovative methods and experiences to enhance speaking abilities in the language education context. The contribution of

this research lies in strengthening the discourse on effective language pedagogy, emphasizing the importance of adopting diverse and interactive teaching strategies to meet the evolving needs of students in the language learning process.

1. Storytelling Method as a Highly Alternative Strategy in English Language Learning

The storytelling method is often utilized to enhance students' English speaking skills. This is because storytelling can stimulate the brain's ability to improve memorization of vocabulary in English, enabling students to have a richer vocabulary that can contribute to enhancing their speaking skills in English. Additionally, the storytelling method simultaneously trains students in the skills of reading, speaking, and listening. This is because storytelling requires students to read the story to be narrated, tell a story or narrative, and listen while understanding the meaning of the conveyed story. The storytelling method is a strategy carried out by narrating, describing, or recounting an event in front of learners with facial expressions, intonation, and body movements that correspond to the story being conveyed. It can also be interpreted as a way of delivering stories or events by the teacher or learners themselves to other learners orally. Through this method, learners can broaden their knowledge and enhance their vocabulary retention. Storytelling is a way of narrating and conveying stories or providing explanations orally. It is also a means of conveying societal values. A lecturer should be a good storyteller, turning storytelling into an engaging play and a unique experience for students.

At STITTA, storytelling is not just about narrating stories; it is an approach that involves active student participation through storytelling. In the context of English language learning, stories serve not only as a medium for understanding vocabulary and grammar but also as a tool for developing speaking skills, contextual understanding, and creativity. There are three main strategies for implementing storytelling at STITTA. First, conventional storytelling, where teachers systematically tell stories with the use of visual aids. Second, story reproduction, where students are asked to retell heard stories. Third, creative simulation, which involves students in various creative activities based on the conveyed story. Thus, the

utilization of storytelling at STITTA is employed as a learning strategy for improving English language proficiency, fostering creativity and imagination, and enriching the learning experience.

The English language learning strategy through storytelling at STITTA is not just a storytelling activity; it is a planned learning strategy. Involving visual elements such as puppet plays, role-playing, and question-and-answer sessions, this method makes learning more lively and engaging. Through storytelling, the learning experience at STITTA becomes more vibrant and meaningful. Students are not just passive listeners but also actors in the learning process. Creative activities like drawing characters, role-playing, and creating story variations bring a new dimension to learning. Moreover, this method significantly enhances students' English language proficiency. Through stories, students are not only encouraged to listen but also to speak in a more natural context. This method creates opportunities for students to apply vocabulary and language structures practically. Furthermore, the method is not only related to linguistic aspects but also includes the development of creativity and imagination. Students are encouraged to engage in various creative activities, such as depicting story characters or creating their own story variations. This provides space for personal expression and nurtures creativity.

2. Implementation of Storytelling Strategy at STITTA

The implementation of the storytelling method at STITTA is carried out through three main strategies: storytelling, story reproduction, and creative simulation. Each strategy is designed to maximize learning by actively involving students. The implementation of the storytelling strategy at STITTA involves several planned stages. First, the selection of stories that are suitable for the students' level of understanding and interests. After that, visual preparations such as puppet shows, display objects, or other creative elements are done. The teacher, as the main narrator, plays a key role in weaving the story and maintaining the students' interest. In this regard, there are three implementations of the storytelling method: Conventional storytelling strategy, story reproduction by students, and creative simulation.

The conventional storytelling strategy at STITTA involves the planned narration of stories by the teacher. The use of visual objects helps students visualize the story and understand its context. This technique not only stimulates vocabulary understanding but also involves students in speaking and listening activities. On the other hand, student story reproduction involves encouraging students to actively participate through story reproduction strategies. After listening to the teacher's story, students are asked to retell the story according to their understanding and interpretation. This step not only improves speaking skills but also taps into the creativity and imagination of students. The last strategy is creative simulation, where the creative simulation strategy at STITTA involves students in creative activities based on the stories they hear. Role-playing, drawing characters, or creating story variations are some activities that allow students to express their understanding and ideas in a unique and personal way.

3. Adjusting Themes to Students' Interests, Talents, and Preferences at STITTA

In this context, instructors choose topics that align with the talents, interests, and preferences of each student. The following are aspects related to students' tastes.

1. Students are interested in life stories, such as tales of happiness that require narratives with elements that evoke joy, are engaging, and entertaining. These stories depict the world of students' lives, including within the scope of their family, school, and social circles.
2. Students' interests generally focus on stories of friendship, romance, motivation in life, history, and various other intriguing topics.
3. Based on the students' age, needs, and comprehension capacity, stories should be presented briefly and within their attention span. The stories are also designed to stimulate students' thinking, including historical narratives and other interesting topics.
4. After the teacher finishes telling the story, students have the opportunity to ask questions and provide feedback, opening up interactive and in-depth discussion spaces.

4. Steps in Implementing the Storytelling Method in the Learning Process

The instructor selects a story theme that aligns with the learning objectives.

1. Determines a captivating title for the story that grabs students' attention and is relevant to the course material.
2. Creates a comfortable and conducive classroom atmosphere for listening to the story.
3. Motivates students to stay focused and fully engage in the storytelling activity.
4. Inquires about the students' readiness to listen to the story.
5. Provides a brief synopsis of the story's content.
6. Gives information about the characters in the story.
7. Initiates the story by describing the setting, time, and emotional expressions through sounds or songs.
8. Encourages students to respond or comment on specific parts of the story.
9. Monitors students' understanding with probing questions.
10. Invites students to make predictions about what will happen next in the story.
11. Gives students the opportunity to interpret the story.
12. Translates words that students find difficult.
13. Conducts a question-and-answer session or discussion about the characters and values that can be derived from the story.
14. Encourages students to try retelling the story or creating their own creative stories.
15. Provides rewards or recognition to students who actively participate in the storytelling activity.

These steps outline the storytelling method at STITTA, not only serving as an effective learning tool but also creating an interactive and profound learning experience for students.

Steps in the Lecturer's Activity

1. Conveying storytelling techniques at the beginning of the lesson.

2. The instructor explains the storytelling techniques that will be used in the lesson.
 3. Providing an introduction to the importance of storytelling methods in the learning process.
 4. Theme and Story Preparation
 5. The instructor prepares a story theme relevant to the learning material. Creates an engaging story to present to the students.
 6. The lecturer's conducts a storytelling session in front of the class using the previously explained techniques.
 7. After storytelling, the instructor opens a discussion session to discuss aspects of the story, values, and elements that captured the students' attention.
 8. The lecturer gives students the opportunity to ask questions or express their opinions regarding the presented story.
 9. The lecturer assigns tasks to students, such as rewriting the story or engaging in activities related to the story.
 10. The lecturer assesses students who participate in the storytelling activity in front of the class.
 11. These steps outline the lecturer's activities in implementing the storytelling method, emphasizing preparation, interactive engagement, and assessment to enhance the effectiveness of the learning experience.
7. Students complete tasks assigned by the instructor related to the presented story.
 8. Students memorize the story they wrote for storytelling preparation in front of the class.
 9. Students tell the story in front of the class after memorizing it, using their own words without changing the story's content.
 10. Students provide feedback on the performance of their classmates who have told stories in front of the class.
 11. These steps outline the various activities students engage in as part of the storytelling method, emphasizing observation, participation, and feedback to enhance their learning experience.

5. The Impact of Storytelling Method on Improving Students' Speaking Skills at STITTA

In this study, several effects of implementing the storytelling method on the improvement of students' speaking skills at STITTA were identified. The following are some impacts observed after the application of the storytelling method in English language learning at STITTA: 1) students experienced a significant improvement in their English speaking skills; 2) students felt happy, enthusiastic, and entertained while learning English; 3) students were motivated to compete in English language learning; and 4) students were enthusiastic about competing to achieve academic success.

Steps in Student Activities

1. Observing the instructor teaching storytelling techniques.
 2. Students observe and take notes on the storytelling techniques taught by the instructor.
 3. Students pay close attention when the instructor tells a story in front of the class.
 4. Students rewrite the story they heard, using their own words.
 5. Students actively participate in the discussion session, providing their views or understanding of the presented story.
 6. Students ask the instructor or fellow students about things they did not understand from the story.
1. Enhancing English Speaking Skills of Students
Through the storytelling method, students are required to orally present a story in English. Additionally, they need to comprehend and understand the conveyed story. Consequently, the storytelling method effectively enhances the English speaking skills of students.
 2. Improving Students' Memory Skills
The use of storytelling method often demands that students remember the stories they are going to narrate or those presented by the instructor. This practice contributes to the improvement of students' memory skills.
 3. Expanding Vocabulary Acquisition
When students deliver a story, they automatically need to memorize the

English narrative. This process significantly contributes to expanding their vocabulary by introducing new words in each story presented by the students.

4. **Enhancing Proper Pronunciation Skills**
In the storytelling method, students are required to articulate stories in correct and proper English. This practice serves as a training ground for students to enhance their pronunciation skills.
5. **Improving Listening Skills of Students**
The storytelling method also demands that students effectively listen to stories presented by the instructor in English. Consequently, this method serves as a means to train and enhance the listening skills of students.
6. **Developing Empathy and Sympathy**
When listening to a story, students are naturally trained to empathize and sympathize with the events affecting the characters in the narrative.

In conclusion, the implementation of the storytelling method at STITTA provides several benefits to students. Apart from improving language proficiency, students also experience enhancements in critical thinking, creativity, and contextual understanding.

IV. CONCLUSION

The storytelling method has proven its success in enhancing students' speaking skills at STITTA through a well-planned and structured implementation from planning to execution and assessment. The evidence of this success is revealed through research results illustrating the positive impact after the implementation of storytelling at STITTA. The tangible positive effects following the application of the storytelling method at STITTA not only affirm that it is not merely an alternative in English language learning but a strategy with a significant influence on the overall development of students. The focus on interactivity, creativity, and language proficiency makes this method a solid foundation in achieving the goals of English education at STITTA. With the findings and analyses conducted, practical recommendations and implications can be formulated to support the development of students' speaking skills at STITTA. Recommendations include curriculum design changes, increased training for instructors, and

the development of extracurricular activities supporting speaking skills. Practical implications also involve providing additional resources such as reading materials, learning modules, or online platforms that can facilitate students in practicing speaking skills beyond the classroom setting. Through these changes, it is expected that the accessibility and flexibility of learning will increase, bringing positive impacts to the development of students at STITTA.

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