

**IMPROVING STUDENTS' SPEAKING SKILLS THROUGH
STORYTELLING TECHNIQUE FOR THE FOURTH GRADERS AT SDN
SUMODIKARAN 1**

SKRIPSI



Presented to
IKIP PGRI Bojonegoro
in partial fulfilment of the requirements
for the degree of Sarjana in English Education

By:
Sa'idatul Fitriyah
NIM: 21120081

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
2025**

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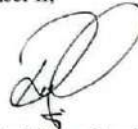
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Bojonegoro, 29 July 2025

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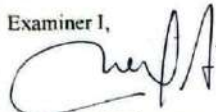
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In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the thesis entitled:

"Improving Students' Speaking Skills Through Storytelling Technique for the Fourth Graders at SDN Sumodikaran 1."

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethic, I am aware that if any violations of scholarly athics regarding to the authenticity of this work are found, I **personally** accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 29 July 2025



Sa'idatul Fitriyah
NIM 21120081

MOTTO

“Wisdom is not a product of schooling but of the lifelong attempt to acquire it”

(Albert Einstein)

DEDICATION

This thesis is dedicated with gratitude and pride to:

1. Myself, for the perseverance and determination to see this work through despite the challenges of balancing full-time work and study.
2. My loving parents, whose unwavering support, encouragement, and sacrifices have been the foundation of my success.
3. My dear friends Ingke, Ifa, Reni, and Ayulia, for their understanding, moral support, and countless moments of motivation that carried me through the most difficult days.

ACKNOWLEDGMENT

All praises be to Allah SWT, the Most Gracious and the Most Merciful. I am deeply grateful for His endless blessings, strength, patience, and guidance which enabled me to accomplish this thesis entitled “**Improving Students' Speaking Skills Through Storytelling Technique for the Fourth Graders at SDN Sumodikaran 1.**”

May peace and blessings always be upon the Prophet Muhammad SAW, who has guided us from the darkness of ignorance to the light of knowledge and faith.

With heartfelt respect and appreciation, I would like to extend my sincere gratitude to the following individuals and institutions for their valuable support and contributions throughout the completion of this research:

1. **Dr. Junarti, M.Pd.**, as the Rector of IKIP PGRI Bojonegoro
2. **Dr. Cahyo Hasanudin, M.Pd.**, as the Dean
3. **Ayu Fitriarningsih, M.Pd.**, as the Vice Dean, for their continuous encouragement and facilitation during my academic journey.
4. My deepest gratitude goes to my supervisors: **Fitri Nurdianingsih, M.Pd.** (first advisor), and **Dr. Refi Ranto Rozak, M.Pd.** (second advisor), for their insightful guidance, valuable feedback, and constant support during the preparation and completion of this thesis.
5. Special thanks to **Mr. Jono**, the principal of SDN Sumodikaran 1, and **Mr. Heri**, the 4th-grade homeroom teacher, for allowing me to conduct research at their school and for their kind cooperation during the study.

Finally, I sincerely thank everyone who has provided support, whether directly or indirectly, during the course of this journey. May Allah bestow His blessings upon you for your kindness and generosity.

Bojonegoro, 05 July 2025

The researcher

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ABSTRACT

Fitriyah, Sa'idatul, 2025 "Improving Students' Speaking Skills Through Storytelling Technique for the Fourth Graders at SDN Sumodikaran 1." Skripsi, English Education Study Program, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor Fitri Nurdianingsih, S.Pd., M.Pd. (II) Dr. Refi Ranto Rozak, M.Pd.

Keywords: Speaking skills, Learning motivation, Storytelling

Speaking skill is a crucial component in learning English, especially at the elementary school level. However, many students still struggle to express their ideas orally. This study aims to improve the speaking skills of fourth-grade students at SDN Sumodikaran 1 by implementing the storytelling technique.

Several challenges were identified during the learning process, such as limited vocabulary, low self-confidence, and a lack of motivation. To address these issues, a Classroom Action Research (CAR) was conducted in two cycles. The data were collected through observation, interviews, oral tests, and student questionnaires.

The results of the study indicate that the use of storytelling technique had a positive impact on students' speaking abilities. Students became more confident, actively engaged in the learning process, and were motivated to speak English. Storytelling activities allowed students to practice sentence structure, expand their vocabulary, and build their courage to speak in front of others.

ABSTRAK

Fitriyah, Sa'idatul, 2025 "Improving Students' Speaking Skills Through Storytelling Technique for the Fourth Graders at SDN Sumodikaran 1.", Skripsi, English Education Study Program, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor Fitri Nurdianingsih, S.Pd., M.Pd. (II) Dr. Refi Ranto Rozak, M.Pd.

Kata Kunci: Keterampilan berbicara, Motivasi belajar, Storytelling

Keterampilan berbicara merupakan salah satu aspek penting dalam penguasaan Bahasa Inggris, terutama di jenjang sekolah dasar. Namun, kenyataan di lapangan menunjukkan bahwa banyak siswa masih mengalami kesulitan dalam mengungkapkan ide secara lisan. Penelitian ini bertujuan untuk meningkatkan keterampilan berbicara siswa kelas IV di SDN Sumodikaran 1 melalui penerapan teknik *storytelling*.

Beberapa kendala utama yang ditemukan dalam proses pembelajaran meliputi kurangnya kosakata, minimnya kepercayaan diri, serta motivasi belajar yang rendah. Untuk mengatasi hal tersebut, digunakan pendekatan *Classroom Action Research* (Penelitian Tindakan Kelas) yang dilaksanakan dalam dua siklus. Data dikumpulkan melalui observasi, wawancara, tes lisan, dan angket siswa.

Hasil penelitian menunjukkan bahwa penerapan teknik *storytelling* mampu memberikan dampak positif terhadap peningkatan kemampuan berbicara siswa. Siswa menjadi lebih percaya diri, aktif dalam pembelajaran, dan termotivasi untuk menggunakan Bahasa Inggris secara lisan. Kegiatan bercerita memberikan ruang bagi siswa untuk mengembangkan struktur kalimat, memperluas kosakata, dan melatih keberanian mereka dalam berbicara di depan umum.

PREFACE

All praises be to Allah SWT, the Most Compassionate and Merciful, who has granted me strength, health, and perseverance in completing this undergraduate thesis entitled **“Improving Students' Speaking Skills Through Storytelling Technique for the Fourth Graders at SDN Sumodikaran 1.”**

This thesis was prepared as one of the requirements to fulfill the completion of the English Education Study Program at IKIP PGRI Bojonegoro. The process of completing this research has been a valuable learning experience, both academically and personally. It has deepened my understanding of teaching techniques, especially those involving confidence and creativity in the classroom.

The idea of utilizing storytelling emerged from my desire to explore interactive learning strategies that enhance young learners' speaking skills. I hope this thesis can provide insight and inspiration for future educators, researchers, and anyone concerned with improving language education at the elementary level.

The completion of this thesis would not have been possible without the support and encouragement of many individuals. Therefore, I would like to express my sincere gratitude to all who have assisted and motivated me throughout this process.

Finally, I realize that this thesis is far from perfect. Any constructive feedback and suggestions for improvement are sincerely welcomed.

Bojonegoro, 05 July 2025
The Researcher,

Sa'idatulFitriyah
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CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is one of the essential components in learning English. In general, a person's English proficiency is often measured by their speaking ability. This is because speaking is not only a means of expressing ideas, but also plays a crucial role in ensuring that messages are delivered and understood effectively. According to Kehing and Yunus (2021), four skills must be mastered in language learning, speaking which is often considered the most difficult skill. However, in this technologically advanced era speaking can be learned easily from various sources such as the internet.

Hosni (2014) states that speaking is a skill for expressing opinions orally, which is easier to understand, learn, and implement. Of course, the obstacle in foreign language lessons is the problem of speaking. Speaking is one of the most important skills for students to learn. After being measured based on students' performance in speaking practice, it is evident that the teaching of speaking practice in the classroom is less successful.

Leong and Ahmadi (2017) states that the factors of students' difficulties that become triggers for developing students' speaking skills include students' self-confidence, low motivation, unsupportive environment, and lack of opportunities to practice speaking. Based on an interview with the English teacher

at SDN Sumodikaran 1, the researcher found several factors that cause students to have low competence in speaking comprehension, which are:

(1) Students experience difficulties with pronunciation; (2) A less supportive environment that makes students not confident in practice; (3) Mother tongue influence; (4) Low motivation. It happens because English teacher at SDN Sumodikaran 1 are less focused on teaching students because English teacher are still relatively new and are still doing lectures so English teacher have only taught in class a few times. For this reason, teacher need to use learning methods to improve students' speaking skills because it affects student's learning process, especially in enhancing speaking skills.

The first issue concerns students' difficulties in pronunciation. Many students tend to pronounce English words based on the spelling of the word, despite the fact that English pronunciation often differs significantly from the written form. Mispronunciations frequently lead to mockery from peers, which lowers students' confidence in speaking. According to Umar (2017), the learning environment has a significant influence on the learning process, particularly in shaping students' development and academic outcomes.

The second is a less supportive environment when students practice being perceived as arrogant or just a style, making students lose confidence and students lose motivation to practice speaking again, therefore, the environment has a great influence on the learning process. According to Leong and Ahmadi (2017) states that an environment that is friendly and cooperative can relieve students

overcoming students' difficulties, teachers should also be able to understand students' feelings in improving students' self-confidence.

The third problem is the influence of the mother tongue, students tend to use the accent of the language from the area where students come from, students are also limited in vocabulary therefore when asked to practice speaking students experience confusion to express words. Students tend to learn better with a more familiar language because they understand the instructions better (Naom and Sarah, 2014).

The fourth problem is low motivation with the stereotype that often arises. The students say "Why learn English? english is not a primary". Because students do not know what the reasons are for learning. so, they are less interested in learning. Motivation is the trigger for a student's success, motivation is an important part of mastering of foreign language (Alizadeh, 2016). Motivation is an encouragement or trigger for students to be more enthusiastic about learning with motivation students know the purpose of what students learn.

To solve the problems in speaking, teachers should find suitable learning strategies that are interesting, engaging, and motivating. One of the strategies to support students' speaking learning is storytelling. Chicho and Abdulla (2023) states using the storytelling method makes the learning process in the classroom more enjoyable. Its implementation requires listening and speaking skills. This way, students will not feel bored in class because the learning process is interactive. According to Anggryadi (2014) states storytelling is a technique used to develop students' understanding and tolerance of cultural differences.

Storytelling has a broader scope in practice, so it can foster critical thinking in students. The use of storytelling methods in this intervention is based on their proven ability to stimulate students' creativity, improve their understanding, and build intrinsic motivation (Fiya and Anisah 2024).

There are still many students who have difficulty combining narratives into storytelling, few students are aware of communicating student's views of the other world and few want to learn about other cultures. It can be a barrier to broader and deeper learning about cultural diversity and global perspectives. In this study the researcher will provide an overview to students about storytelling then the teacher will give instructions to make a narrative in which students are creative with the narrative which they then package into storytelling. The difference between this research and previous research is the way storytelling will be implemented in the classroom.

From these problems, the researcher uses the storytelling technique because using the storytelling technique at SDN Sumodikaran 1 is expected to stimulate students speaking interest. The researcher believes that this method can help make the class more interactive and fun because students participate directly in speaking practices to retell stories that students have read or heard from story texts then students implement their narratives into storytelling. The purpose of this study is that students at SDN Sumodikaran 1 can speak good English using the storytelling technique with recount texts.

B. Formulation of the Problems

Based on the research background, the researcher formulates the research problems as follows:

1. How does the technique of storytelling improve the speaking ability of the fourth-graders of SDN Sumodikaran 1 in the academic year 2024/2025?
2. How does the technique of storytelling foster the fourth-graders of SDN Sumodikaran 1 in the academic year 2024/2025 motivation to speak English?

C. Objectives of the Study

As mentioned in the research problem, the objectives of this research include:

1. To find out the use of storytelling techniques to improve the speaking ability of the fourth graders of SDN Sumodikaran 1 in the academic year 2024/2025.
2. To find out the use of storytelling techniques to foster the fourth-graders of SDN Sumodikaran 1 in the academic year 2024/2025 motivation to speak English.

D. Significance of the Study

From this research, several benefits can be obtained, among others:

1. Theoretical Significance
 - a. Contribution to Language Learning Theories

This research contributes to the understanding of how storytelling can enhance speaking skills, especially in young learners. It supports communicative and interactive language learning approaches.

b. Expansion of Learning Strategies

By highlighting storytelling as an engaging and creative technique, the study enriches existing teaching theories with strategies that foster active participation, imagination, and verbal expression.

c. Insights for Young Learners' Pedagogy

This study provides useful input for pedagogical theories aimed at young learners by showing how storytelling can effectively improve their speaking skills in a fun and meaningful way.

2. Practical Significance

a. For Teachers

- 1) Offers guidance on how to use storytelling effectively in the classroom to improve students' speaking performance.
- 2) Provides input for curriculum developers on how to integrate storytelling into language teaching to make lessons more interactive and motivating.

b. For Educators and Schools

- 1) Shows how storytelling can increase vocabulary retention, fluency, and speaking confidence.
- 2) Encourages the use of creative teaching techniques that promote student engagement and support diverse learning styles.

E. Definition of Terminologies

1. Speaking

Rao (2019) states speaking is quite a difficult skill to learn among the 4 skills in English because speaking produces words spontaneously and this is difficult for English learners because they manage sentences without learning first. Speaking is a human schema in the form of concepts, assumptions, and ideas that are realized. Speaking expresses ideas that become meaning in the form of sound (Guebba, 2021). Speaking is an English proficiency that is used to exchange information more widely Purnama and Nurdianingsih (2019). It can be concluded that speaking has a considerable share in English learning because its application is done directly and students' English language skills can be measured by the way students convey information and ideas that students express.

2. Storytelling

Lucarevschi et al. (2016) states storytelling is a form of communication that has been used since ancient times to develop language skills. Storytelling is not a new concept, but it continues to be used today and remains an integral part of human life. According to Sharma (2016) states storytelling is the most crucial and universal part of sharing experiences that create an emotional bond between the storyteller and the listener. Fitrianingsih (2017) storytelling is an enjoyable technique that encourages students to express themselves based on the stories they have listened to. Storytelling is the activity of retelling a story in an expressive voice with easy understand language to convey information so that it is easier and accepted

by the listener. In this study, the researcher will use a fable-type recount text about “The Ugly Duckling”.