

THE USE OF STORYTELLING TECHNIQUE TO IMPROVE STUDENTS' LISTENING SKILL

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Abstract

Listening is a considered as an important ability that has to be mastered. How well someone listens has a major impact on the quality of their relationship with others. Listening ability is also important to be mastered for its benefit in building a good communications. This problem was also faced by VIII A students of MTs Muhammadiyah 3 Sumberrejo as the subject of this study. The students' listening achievement was categorized as poor. It could be seen from their score on pre-assessment test in a class that don't can reach the minimum passing score. Therefore, it need some technique to improve students' listening ability. The technique is called as storytelling technique. The aim of the study is to describe about teaching listening skill through storytelling improve listening skill at the second year students of one of school in the academic year 2017/2018. In collecting the required data, the writer did observation, test, and documentation. There were two cycles in this classroom action research. In which, each cycle are divided to four procedures namely; planning, acting, observing and reflecting and consists of two meetings. The results of pre-test and post-test were used to know the improvement of the students' listening skill. Based on the research findings, it can be concluded that the process of teaching listening using storytelling is to improve the students' listening skill. The mean score of pre-test was 48, 40 to 65 in post-test in first cycle and pre-test in 65, 86 to 80, 4 in post-test in second cycle. The students' score was getting better in each cycle. It indicates that the students' listening skill was improved. Therefore, it is better for the students to study English carefully through practice and experience, and to be active and creative in learning English.

Keywords: Listening skill, storytelling, improving, narrative text

Abstrak

Mendengarkan adalah kemampuan yang dianggap penting yang harus dikuasai. Seberapa baik seseorang mendengarkan memiliki dampak besar pada kualitas hubungan mereka dengan orang lain. Kemampuan mendengarkan juga penting untuk dikuasai karena manfaatnya dalam

membangun komunikasi yang baik. Masalah ini juga dihadapi oleh siswa VIII A MTs Muhammadiyah 3 Sumberrejo sebagai subjek penelitian ini. Prestasi mendengarkan siswa dikategorikan sebagai lemah. Itu bisa dilihat dari skor mereka pada tes pra-penilaian di kelas yang tidak dapat mencapai skor kelulusan minimal. Oleh karena itu, diperlukan beberapa teknik untuk meningkatkan kemampuan mendengarkan siswa. Teknik ini disebut teknik bercerita. Tujuan dari penelitian ini adalah untuk mendeskripsikan tentang mengajar keterampilan mendengarkan melalui pengisahan cerita meningkatkan keterampilan mendengarkan pada siswa tahun kedua dari salah satu sekolah pada tahun akademik 2017/2018. Dalam mengumpulkan data yang dibutuhkan, penulis melakukan observasi, tes, dan dokumentasi. Ada dua siklus dalam penelitian tindakan kelas ini. Di mana, setiap siklus dibagi menjadi empat prosedur yaitu; perencanaan, bertindak, mengamati dan merefleksikan dan terdiri dari dua pertemuan. Hasil pre-test dan post-test digunakan untuk mengetahui peningkatan keterampilan mendengarkan siswa. Berdasarkan hasil penelitian, dapat disimpulkan bahwa proses mengajar mendengarkan menggunakan storytelling adalah untuk meningkatkan keterampilan mendengarkan siswa. Nilai rata-rata pre-test adalah 48, 40 hingga 65 dalam post-test pada siklus pertama dan pre-test pada 65, 86 hingga 80, 4 dalam post-test pada siklus kedua. Skor siswa menjadi lebih baik di setiap siklus. Ini menunjukkan bahwa keterampilan mendengarkan siswa meningkat. Oleh karena itu, lebih baik bagi siswa untuk belajar bahasa Inggris dengan hati-hati melalui latihan dan pengalaman, dan menjadi aktif dan kreatif dalam belajar bahasa Inggris.

Kata Kunci: Keterampilan mendengarkan, mendongeng, meningkatkan, teks narasi

INTRODUCTION

Listening is a considered as an important ability that has to be mastered. How well someone listens has a major impact on the quality of their relationship with others. Listening ability is also important to be mastered for its benefit in building a good communications. In building a good communication with others,

individual have to understand the meaning of the messages conveyed by their partners when they have they a conversation. In comprehending the messages conveyed by others, listening ability is needed. It is impossible not to communicate Kirwan (2009). Without listening ability, communication is impossible.

This statement is in line with Burnar's (2009), he states that listening and attending are cited as the two most important elements of communication.

Listening activities also required in academic context, where the student have to deal with listening comprehension in the class. In ELF class, the students face difficulties in communication. These problems are not only because of their ability, but also from the teacher. To overcome this problem, developing such an interactive way to teach listening is recommended. Considering learning styles also necessary when creating lessons, presenting material, and eliciting effective listening Beall et al (2008). Particular listening strategy is needed not only to overcome the student difficulties, but also to improve listening ability.

However, listening is not simple process. One is able to listen means she/he can difference between sounds, comprehend and understand vocabulary and grammar, interpret intonation and meaning, consider everything in the same times, and also adjust to the social cultural context from utterances that are listened Vandergrift (2012). Consequently, it is necessary to use effective technique and method in teaching listening skill

in order students are capable to listen and comprehend very well.

In other to comprehend the sounds falling on our ears, we take the raw material of words, arrangement of word, and the rise and fall of the voice, and from this material we create significant. Listening is a creative skill Rivers as cited Khasanah (2011). But many teachers have assumption that it is not important to plan the lessons. In fact, shows the damages. Listening theory is not mastered by students in turn it is difficult for them to formulate about what and how they must master listening. Teaching English in junior high school especially in secondary school is intended to develop student communicative competence. The student can improve their language as they listen or read authentic linguistic, material or even the output of the other students in discussions and skill join problems solving task.

There are four mains skill in English : reading, listening, writing, and speaking. Listening is considered as receptive skills, in which people need the ability to receive spoken language. According to the researcher's observation, the listening skill of the eighth grade at MTs Muhammadiyah 3 Sumberrejo was still low. They had enough difficulties

in understanding the audio. It could be seen from their result of the listening test. Based on the observation in the classroom and the interview with the teacher and the student, the researcher found that the teacher rarely gave the students listening exercise. This was because of the lack of the media (audio, speaker, etc). When the researcher had observation, surprisingly the researcher found that student had their first listening exercise when the researcher gave them listening exercise. Most of the students admitted that they had difficulties in the listening section, they rarely heard audio English form in the class. This was because the teacher almost never them the listening exercise.

Based on the pre-research conducted in the eighth grade students of MTs Muhammadiyah 3 Sumberrejo, the researcher found that the students in learning English have low listening comprehension. The eighth grade students of MTs Muhammadiyah 3 Sumberrejo should have at least 70.00 as their minimum score for listening, speaking, writing, and reading skill. It is very different from the fact taken from the result of pre-test. Based on the data, the eighth grade students of MTs

Muhammadiyah 3 Sumberrejo get very low score for listening. It can be concluded that they face a big problem in listening.

In the Education Unit Level Curriculum (KTSP) the learning process that is conducted for the English subject includes four Competency Standards (SK) that is listening, speaking, reading and writing. English language learning at junior high school (SMP) or Madrasah Tsanawiyah (MTs) level is targeted so that students can reach the functional level, ie communicate orally and write to solve daily problems. While one of the goals of the English lesson is that students have the ability to develop the competence of communicating in the form of oral and written to reach the level of literacy (BSNP, 2006). In learning that directs students to have good interpersonal awareness and sensitivity, the mastery of the four competencies can not be done separately, therefore it must be done in an integrated manner. Good speaking skills, expressing ideas in a structured and logical way, must be supported by their power in reading and listening to others.

Based on some problems mentioned above teachers should have a method to solve it, Many Expert

using storytelling technique to use teaching listening skill. In this research storytelling to use teaching listening in a learning process, an also many researchers have conducted some studies related to this technique. Although a lot of research has been conducted and show effectiveness of storytelling technique, research on the implementation of storytelling in listening class is are especially in the research site. This study aims to find the effectiveness of storytelling technique in teaching listening skill.

According to Coconi (2013) Storytelling is communicating of events through the use of the word and sounds. This is an art of expression and improvisation, which revolves around a plot and/or narrative point of view. Story telling can helps them to play their imagination based on the word and picture. It is also make students be active in the classroom, they supposition what is the part of story. Teaching English by applying storytelling has the good result, because it can improve student listening skills. It can be valuable for children in their daily life to improve their language comprehension.

Finally, because of the background above, the researcher decided to do a research entitled “The

Use Of Storytelling Technique To Improve Students’ Listening Skill”. Based on the background of the study above, the research question is, “Can teaching listening skill through storytelling improve listening skill?”. The research is conducted to find out teaching listening skill through storytelling can improve listening skill.

The results of the study are expected can give benefits to the English teachers. To the teacher this technique hopefully give the English teachers a better way in teaching listening for their students by using storytelling technique.

METHOD

The source of the data in this research is form what the researcher get during the research. Those sources of the data were test, observation sheet, and documentation.

The research conducted is action research, which is take place in the classroom. An action research in two cycles, cycle I and cycle II. This action research study focused on improving the real condition of English teaching and learning process to reach the improvement of the student listening skills.

According to Nunan in McKay (2008) action research has three major characteristics. Those characteristics are carried out by practitioners, collaborative, and aimed at changing things. Burns in McKay (2008) also supports that there are four characteristics of action research. First action research is contextual, small scale, and localized. Second, it is evaluation and reflection. Third, it is participatory. Fourth, action research has changes in practice which are based on the collection of information.

This research was conducted at MTs Muhammadiyah 3 Sumberrejo. It was held at the Eighth Grade Students of MTs Muhammadiyah 3 Sumberrejo, exactly at class VIII A which consist of 22 students.

FINDINGS AND DISCUSSIONS

The data was obtained from the teaching learning process and evaluation. The analyze is to measure students listening skill improvement in teaching learning process in applying storytelling. In this research implementation has arranged two cycles, cycle I and cycle II. It is to find out teaching listening skill through storytelling can improve listening skill. So, the researcher made some

actions to improve students' listening skill through storytelling technique.

The teaching learning process was done in two meetings. At the first meeting in cycle I on Wednesday, 2nd of May 2018. The teacher (the writer) and the observer (Mrs.Y) entered to the class. The students sat on their chairs but some of them still walked around in the class. The situation was noisy; some of students still spoke with their friends. There were 22 students who followed this test divided into 15 male and 7 female. The teacher introduced the mode of presentation in applying storytelling. Before starting the lesson, the teacher did pre-test the topic which is used in the pre-test is the story of "Snow white", the students read the story and answers 10 essays. After a half hour, teacher asked students to collect their answer sheets on teacher's table. After the students came back on their desk, the situation was quite again. Those students enjoyed that condition.

Activity 2 the new material for post-test. The topic which is the story of "Cinderella". Teacher read the story, played her face expression and changed her voice based on the story. When the teacher played her face expression based on the story, some students were laughing, giving

comment and enjoying the story. Teacher saw that the students were enjoyed and gave attention. The teacher asked one of the students to stand in front of class and read a text about story and the other students listened to and gathered the story. After doing the lesson, the teacher asked the students to do the post-test. The teacher gave them post-test for about 30 minutes. Then the teacher monitored the students' activity and after the time was up, the teacher submitted the students' worksheet. The objective of post-test is to measure students listening skill improvement by applying storytelling in classroom.

From the observation result on the cycle I, The teacher can conclude that it is very important for the teacher to condition of the class, give the motivation so the students seriously and they have more enthusiasm in teaching learning process. Besides that, the vocabulary is still poor. They asked to the teacher about the meaning of difficult words for them. Therefore in the next cycle, the researcher will more motivate the students in order to get better score. Researcher had also to make a variation in teaching listening so that the students were not easy to get bored.

Based on the result of the cycle I, it is important for the researcher to continue the next cycle. At the second meeting in cycle II on Saturday, 5th of May 2018. The teacher entered her English class and greeted students. Before starting the lesson, the teacher did pre-test the topic which is used in the pre-test is the story of "Sura and Baya", the students read the story and answers 10 essays. After a half hour, teacher asked students to collect their answer sheets on teacher's table. After the students came back on their desk, the situation was quite again. Those students enjoyed that condition.

Activity 2 the new material for post-test. The topic which is the story of "Sangkuriang". The objective of post-test is to measure students listening skill improvement by applying storytelling in classroom. Teacher read the story, played her face expression and changed her voice based on the story. When the teacher played her face expression based on the story, some students were laughing, giving comment and enjoying the story. The teaching learning process in this meeting was increasing. The students who were passive and shy in the first cycle, they looked confident to answer and speak up in front of class. Class situation

was more active and the students were not nervous and shy like in the first cycle. Then, the teacher monitored the students' activity and after the time was up, the teacher collected the students' worksheet. The objective of post-test is to measure students listening skill improvement by applying storytelling in classroom.

After analyzing the result of cycle I and cycle II it can be concluded that, the researcher got the result the activities of teaching listening using storytelling run well and it can make the student easier in understanding the meaning of words, enjoy the stories and also find the moral value based on the stories. They also become more motivated in learning English in which they did not tend to play and disturb their friends anymore. Based on the observation teaching listening using storytelling can improve students listening skill. It could be seen from the mean score of the tests, the students could do the post test well and the result of pre-test and post-test in cycle I and cycle II.

From the result of analyzing in cycle I and cycle II, the researcher will analyze the student's improvement from cycle I to cycle II. The improvements as follow:

- a. The mean of pre-test in cycle I is 48, 40 and increase 13% to be 65 in post-test.
- b. The mean of pre-test in cycle II is 65, 86 and increase 15% to be 80, 4 In post-test

From the explanation above shows that by applying storytelling students can improve their listening skill. Moreover the result of t-test shows that there is significant influence between pre-test and post-test mean. And the result of post-test from cycle I and cycle II are greater than pre-test in cycle I and cycle II. It show that students achievement in English has improved. It can be concluded that most of students in the second year of MTs Muhammadiyah 3 Sumberrejo in the academic year 2017/2018 like a story because it can play their imagination, motivate them in learning listening as the interesting method to apply in classroom.

CONCLUSION

Conclusion

Based on the result in the previous chapter, the researcher that concluded that through storytelling, it is able to help student's improvement in their listening skill. It is supported by the result mean of the pre-test 48, 40 to 65 in post-test in cycle I and pre-test in 65, 86 to 80, 4 in post-test

in cycle II. In addition from *t- test* calculation shows that there is significance differences between pre-test and post-test not only in first cycle but also in second cycle.

The procedures of teaching listening through storytelling are teacher doesn't need to memorize the story but the teacher should know the story is about. Besides that, they must use expression in her voice and keep story exciting to make students interesting and happy to follow the lesson.

Suggestion

Based on the research finding and conclusion above, the writer would like to suggest as follows;

1. For the institution

The student's achievement of a lesson is very important. To realize it needs some kinds of teaching media, then, the institution should be aware and could provide it.

2. For the English teachers

The teachers have great influence for students to be successful in learning English. The teacher should improve their ability in teaching. They can use many kinds of methods and medium to

support their teaching learning process and they must motivate students to learn English seriously. The use of instructional media or aids should be encouraged. It would facilitate the students to understand the leaning subject.

3. For the students

Motivation is an important factor in the process of English learning so the students should develop their motivation. Students should always to be active in teaching learning process and not afraid or lazy in the English lesson. They must study hard if they want to be successful in mastering English.

The students should give the more attention and keep their attitude when teacher explained the lesson and teach them. However, if the teacher gives some questions, they can answer the question although there are some mistakes in the spelling.

4. For other researcher

It has been known from the finding of the research by applying storytelling it can improve students listening skill. Hereby, it is hoped

that the result of the study makes the English teacher use an appropriate teaching mode of presentation on improving students listening skill. Based on the explanation above the writer would like to suggest other researchers, that the result of the study can be used as additional reference for further research with different sample and occasions.

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