DESIGNING STORYTELLING INSTRUCTION FOR SENIOR HIGH SCHOOL SPEAKING CLASS

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ABSTRACT

This research aimed at designing and developing the procedure of storytelling technique activities in teaching speaking narrative text. This research was conducted at SMA Negeri 1 Ambawang in the academic year 2020/2021. This research was development research which consists of three phases; analysis, design, and development. The result of the analysis in this research showed that the students lack vocabulary and have little time to get a chance to speak English. The result of this research was an instructional design of storytelling. The result of designing storytelling instruction is formed in a lesson plan of teaching speaking narrative text. The designed storytelling instruction consists of six sections: introduction, observing, guiding, practicing, assessing, and closing. It is recommended that the teacher use storytelling techniques to teach English especially in speaking skill

Keywords: Storytelling, Speaking Skill, Development Research.

BACKGROUND

English has become a crucial language taught at almost every level in the world. Most people use English in communication between countries. Many books, information, and other sources of knowledge are written in English. The students have to master English to support them in getting more knowledge and a job after graduation. Teaching English as a foreign language is quite difficult, especially speaking. Speaking is one of four basic skills in learning a language, particularly productive skills in oral mode. As important as other English skills, speaking is more complicated than it seems and involves more than just pronouncing words. Richards (2008) said that speaking skill mastery in English is a priority for many second or foreign language learners. It means that speaking is the first step in learning a foreign language. Speaking has meaning as expressing or saying something verbally. According to Quianthy (as cited in Pratiwi, 2018), speaking is the process of delivering ideas and information verbally in various situations.

Based on the researcher's survey in SMA Negeri 1 Ambawang, the researcher found some problems in the teaching-learning process. The problems are students do not have an interest in teaching-learning and feel difficult to use a foreign language. They do not like to speak because of the difficulties. The difficulties that usually appear are lack of vocabulary and grammar, often making mistakes in pronouncing the words, and lack of practice in speaking English. The primary student's problem with speaking is the lack of vocabulary. Theoretically, they can talk if they do not know the words.
Therefore, the researcher intended to design storytelling instruction to engage students’ interest and enhance students’ speaking skills. Storytelling is one of the techniques used in teaching-learning. The technique is needed in the teaching-learning process to help the teacher organize the classroom easier. Brown (2001) said that a method is a specific activity manifested in the classroom, consistent with the method and the approach. Storytelling itself has meaning as an activity of sharing experiences and knowledge in the form of stories. According to Soule and Wilson (2002), storytelling is sharing knowledge and experiences through narratives and anecdotes to communicate lessons, complex ideas, concepts, and casual connections. The researcher believed that using the storytelling technique motivated the students to practice their speaking because at first, the students were stimulated to comprehend the story. Storytelling also can make the teaching-learning process more enjoyable. Moreover, storytelling as a teaching technique has been widely used in preschool until the university level where teachers can choose stories from folklore, guidebooks, literary stories, real-life stories, festivals, and mythology. Meanwhile, instruction is a series of “events” set to determine activities designed to facilitate the teaching-learning process (Gagné et al., 2004). So, storytelling instruction in this research has meaning as the intentional arrangement of teaching-learning English activities through writing and telling stories. Herewith, the storytelling instruction is designed because students’ engagement plays a significant role for promoting active speaking class as it is considered to be one of the critical factors of successful teaching is the students’ engagement (Ikhsanudin, 2017).

In research written by As (2016), the result of the research showed that the speaking skills of the students taught with the storytelling technique improved much more and were significantly better than the improvement in the speaking skills of the students taught by using the conventional technique. Unlike previous research, this study focused on designing storytelling instruction for high school speaking class based on conditions and students' needs in the tenth grade of SMA Negeri 1 Ambawang. Furthermore, storytelling strengthened by narrative inquiry such as by using rehearsal, relaxation, visualization, gestures, and using note card in the activity can be useful to overcome students’ speaking anxiety (Pratama et al., 2018).

Method

The design of research used by the researcher was Development Research. The researcher used the ADDIE concept to create storytelling instruction for teaching speaking to conduct the research. According to Branch (2009), ADDIE is an acronym for Analyze, Design, Develop, Implement, and Evaluate where it is used to develop educational products and learning resources. The researcher only used the first three phases of instructional design; analysis, design, and development in this research.

The first phase is analysis. The purpose analysis phase is to acknowledge the possibility that causes a performance gap (Branch, 2009). The researcher conducted the interviews to get information about the students' condition, the situation in the classroom, and the students' ability in speaking skills. The researcher also conducted some analyses of the curriculum, syllabus, and lesson plan to know the students' needs and the design of the instruction that was needed. The second phase is design. The purpose of the designing phase is to verify the desired performances and appropriate testing methods (Branch, 2009). In this process, the researcher created the instruction based on the result of the analysis phase. Here, the instruction was used to teach speaking skills, emphasizing vocabulary mastery. The instruction conceptualized in the lesson plan will be based on the Curriculum 2013.

The third phase is development. The development phase aims to generate and validate selected learning resources (Branch, 2009). In this phase, the researcher developed the generic content using Gagné's theory (as cited in Branch, 2009). There are nine external events of instruction (Gagné et al., 2004). The first event is providing for attention and motivation. This event aims to create a set of learning and direct the learner's attention toward the instruction's
relevance or goal. The second event presents the learning objectives. This event aims to build an expectation of the performance desired. The third event is Recall prerequisites or related knowledge. The purpose of this event is to relate what will they learn to the learner already knows. The fourth event is present the new content. The purpose of this event is to present the new information with distinctive feature to stimulus the learner. The fifth event is providing learning guidance. The purpose of this event is to elaborate the new information. It can be form of examples, stories, discussion, or descriptions that help the students memorize the content. The sixth event is providing for practice. This event aims to elicit responses from learners and to know the learner's understanding of the content. But the purpose is not as much as assessment. The seventh event is providing feedback. This event aims to provide the learner regarding the accuracy of their understanding. The eighth event in assessing performance. This event aims to test the knowledge and skill after the learning. The last even is to provide for the retention and “transfer”. This event aims to strengthen students' understanding by giving assignments so that they can apply what they have learned in different contexts and situations.

After generating the content, the researcher selected the supporting media suitable for the activities. It is crucial to select supporting media that can help the students easy to understand. In this phase, the instruction was finished and applied to the lesson plan by the researcher.

This study used a qualitative analysis. The qualitative data are obtained from the interviews with the teacher. The researcher used the interview to collect the data and interview transcript as the tools. The data from the interviews were in the form of interview transcripts. The researcher used a data analysis technique proposed by Braun & Clarke (2013) to analyse the data. Six analysis steps need to be applied in analyzing the data: familiarizing with the data, creating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report.

Result and Discussion

The researcher used development research consisting of three phases; analysis, design, and development. In the analysis phase, the researcher interviewed the English teacher of SMA Negeri 1 Ambawang. The result of the interview is that the researcher found out that the students have problems speaking; they lack vocabulary, quickly lose their spirit and interest, and have little time to practice speaking. They are intended to be able to speak English. The researcher also analyzed the curriculum, syllabus, and material used in SMA Negeri 1 Ambawang. The result of the analysis is that the researcher found that the curriculum used in SMA Negeri 1 Ambawang is curriculum 2013. The aim of teaching speaking at senior high school listed in curriculum 2013 is the students are expected to be able to communicate the interpersonal, transactional, and functional text by using kind of English text. From the analysis phase, the researcher concluded that the instruction is needed to improve students' vocabulary so that students can speak English. The instruction conceptualized in a lesson plan was designed based on the Curriculum 2013 with narrative text as the material.

In the design phase, the researcher designed all lesson plan components. The lesson plan components are learning objectives, learning material, the method and media used in the teaching-learning process, the activities, and the assessment. The researcher formulated the learning objectives to communicate the social function of narrative text, communicate the generic structure of the narrative text, communicate the grammatical features of narrative text, communicate the moral values contained in the narrative text, and recreate and present the narrative text using their own words. The learning material that was used in the lesson plan is about the definition, function, generic structures, and grammatical features of narrative text. The title of the story is the origin of Sungai Landak. The researcher used Communicative Language Teaching (CLT) as the approach and method used in the teaching-learning process. The researcher also used the Storytelling technique to assist the teacher in organizing the activities in the classroom. The media that the researcher uses are an English book for tenth grade, a handout of learning material, worksheets, a...
whiteboard, and a board marker. The activities are introducing, observing, guiding, practicing, assessing, and closing. The assessment used is an assessment of attitude and behaviour of the students, assessment of the knowledge, and assessment of skill.

In the development phase, the researcher developed the lesson plan with some adjustments. First, the researcher developed the generic content using Gagné’s theory (as cited in Branch, 2009). The designed storytelling instruction is applied in the lesson plan. The designed storytelling instruction comprises six activities: introduction, observing, guiding, practicing, assessing, and closing. Each activity was developed using the method proposed by Gagné et al (2004) called nine events of instruction. The researcher also selected media that were suitable for the activities.

The following section will show the activities modified based on the analysis result and selected supporting media for Hasil dan Pembahasan ditampilkan dalam satu bagian, singkat, dan jelas. Bagian pembahasan tidak mengulangi bagian hasil, data dibahas dengan membandingkan dari penelitian terdahulu, ungkapkan temuan yang berbeda atau unik dibanding penelitian terdahulu. Bagian hasil dan pembahasan dapat ditulis dalam bagian yang sama untuk menghindari banyaknya kutipan.

| Table 1. Activities and supporting media for each of Gagne's Nine Events of Instructions |
|---------------------------------------------|-----------------------------------------------|-----------------------------|
| Event                                      | Activities                                   | Supporting media            |
| 1. Gaining Attention                        | a. Greet the students                         | List of students' attendances |
|                                           | b. Check the attendance                       |                             |
|                                           | c. Ask students readiness                     |                             |
| 2. Inform Learner of Lesson Objectives     | d. Review the learning objectives             | English book of tenth grade  |
| 3. Stimulating Recall of Prior Learning     | e. Draw concept of the learning material      | Handout of learning material |
|                                           | f. Link the material to the students' experience | English book of tenth grade |
|                                           | g. Asking the question about the topic        | Students' note               |
| 4. Presenting Stimulus with Distinctive Features | h. Show some pictures                      | Handout of learning material |
|                                           | i. The student observes the pictures          | English book of tenth grade  |
|                                           | j. Student guess what the topic is            | Students' note               |
| 5. Guided Learning                          | k. The teacher guides students to observe the text that has been handed out | Handout of learning material |
|                                           |                                             | English book of tenth grade  |
|                                           |                                             | Students' note               |
| 6. Eliciting Performance                    | l. Ask the students to remake a narrative text with their own words | Handout of learning material |
| 7. Providing Informative Feedback           | m. Ask some questions about the text         | Handout of learning material |
| 8. Assessing Performance                   | n. Student present their narrative text      | Rubric assessment            |
| 9. Enhancing Retention and Learning Transfer| o. Summarize the learning text               | Students' note               |
|                                           | p. Give homework relevant to the topic       |                             |

The first activity is the introduction. This activity contains three events of instruction by (Gagné et al., 2004); gaining attention, informing learners of lesson objectives and stimulating recall of prior learning. The purpose of gaining attention is to acknowledge the students' readiness to begin the lesson (Gagné et al., 2004). In the introduction the activities are as follow: a. Greet the students, b. Check the attendance, c. Ask students readiness, d. Review the learning objectives, e. Draw concept of the learning material, f. Link the material to the students' experience, g. Asking the question about the topic. The media used in these activities are a list of students' attendances, an English book of tenth grade, a handout of learning material, and students' note.

The second is observing, in this activity the teacher presents the new information by showing some picture. Pictures facilitate the students to understand new information easier (Rao, 2014). In observing the activities are as follow:
a. Show some pictures, b. Student observe the picture, c. Student guess what the topic is. The media are used in these activities are English book of tenth grade, handout of learning material, students' note.

The third is guiding, in this activity the teacher guide the students how to pronounce and make a sentence correctly. Guiding helps the students understand and remember the new lesson better (Gagné et al., 2004). In guiding the activities are as follow: a. Students read out loud with teacher guidance, b. Students are guided by the teacher to mark some words related to the text, c. Students are guided by the teacher to make some sentences related to the text. The media are used in these activities are English book of tenth grade, handout of learning material, students' note.

The fourth is practicing, in this activity the students practicing making a narrative text using their own word. Practicing make the students more active in learning (Gagné et al., 2004). In practicing the activity is Ask the students to remake a narrative text with their own words. The media are used in these activities are handout of learning material, students’ note.

The fifth activity is assessing, in this activity, the students present their own narrative then the teacher will assess how they perform. Assessing is conducted to know how far the students understand about the lesson (Gagné et al., 2004). In assessing the activity is student present their narrative text. The media is used in this activity is rubric assessment.

The last activity is closing, this activity contains provide feedback and provide for retention and transfer. Provide feedback can make the students know if they are wrong or right (Gagné et al., 2004). In closing the activities are as follow: a. Summarize the learning, b. provide feedback about the learning, c. Give homework relevant to the topic. The media is used in this activity is students' note.

Regarding the roles of teacher and student, they have important role in the classroom. The teacher's roles in the classroom are as and facilitator to make the students communicate between all participants in the classroom and between the participants and the lesson and as an independent participant in the teaching-learning process (Richards & Rodgers, 2017). The students are the target of the teaching-learning process. So, the students positively have a role in this teaching-learning. The students’ role is as the negotiator between them self, the object of the learning, and the learning process (Richards & Rodgers, 2017). Shortly, the role of the students is to be active participants in the classroom.

The product of lesson plan was mad based on the students’ need and situation that listed in curriculum 2013 and the result of analysis. This storytelling instruction which conceptualized in lesson plan was made specific to speaking skill narrative text for tenth grade students of SMA Negeri 1 Ambawang.

Conclusion
The goal of this study is to answer the research question formulated in chapter 1. The research question is how the procedure of the storytelling technique activity in teaching speaking is. In this study, the researcher used development research. To answer the question, the researcher used ADDIE's concept when conducting this research. The researcher used the first three phases of the ADDIES's concept; Analysis, Design, and Develop. The product of this research designed based on the curriculum 2013 and focused on speaking narrative text. The storytelling instruction was designed according to CLT approach and method proposed by (Gagné et al., 2004). There were six instructions in the lesson plan: Introduction, Observing, Guiding, Practicing, Assessing, and Closing. The allocation time of learning activity is 90 minutes, 10 minutes for the introduction, 15 minutes for observing and guiding, 20 minutes for practicing and assessing, and 10 minutes for the closing.

For the teacher, they should be able provide interesting activities that can make the students motivated and interested to the learning. The teacher also should be able to organize and make a good atmosphere in the classroom. They can use this product to teach speaking for senior high school. Or they can apply the storytelling technique in the activities in the classroom. For the next researcher, in this research, the researcher only made the product and did not implement it.
Hopefully, the next researcher can implement it and make improvement in designing a good and suitable activities in teaching English.

References


