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THE IMPLEMENTATION OF STORYTELLING A SHORT STORY TO IMPROVE MIDDLE SCHOOL SUNDANESE STUDENT'S SPEAKING SKILL

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ABSTRACT

The purpose of this study was to implement storytelling a short story in students' learning process to improve students' speaking skill. While storytelling is usually associated with telling a long story, even so this study used short stories. This study used a qualitative method and to perform the research, researchers used three sessions including two sessions of test and one session of treatment. The first session or called pretest was to find out students' prior speaking skill, the second session were held as treatment, in this stage researchers implement storytelling a short story to improve students' speaking skill and the last stage or posttest was held after the research was conducted to find out the effectiveness of implementing storytelling a short story to improve students' speaking skill. The researchers also used observation and interview to find out students' challenge in speaking English. This study involved second grade middle school students of SMP IT Nurul Ittihad. The result of the research revealed that students' score in the posttest session was higher than in the pretest session. It can be concluded that there are improvements in students' speaking skill.

Keywords: storytelling, short story, speaking skill, components of speaking skill, student's challenge in speaking,

INTRODUCTION

English Language has four major skills namely reading, writing, listening and speaking. Students needs to master all of that skill to be considered fluent. Many students especially in Indonesia mastered reading and writing, but its different when come to listening and speaking. It takes a lot more effort to mastered those two skills, especially speaking. There are many Indonesian students who are having problems in speaking skill. The problem that occurred in speaking skill, the student could not pronounce the word correctly and fluently. The student did not know the

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vocab what to use because their vocabulary was low, the student still confused when the teacher asked them about the content of the materials, so we can conclude that the students speaking skill was low (Afkarina, 2023). Not only it takes a lot of courage to speak, the components of speaking such as grammar, vocabulary, fluency, pronunciation and comprehension also become big resistance for students to speak English. However, speaking still needs to be learn, so students able to communicate verbally with others. Thus, students's speaking skill in Indonesia is an important matter to noticed. This study aims to implement storytelling a short story in student's learning process to find out and improve student's speaking skill.

While storytelling is usually associated with telling a long story, even so this study used short stories, so students won't feel burdened and won't feel bored or lost their interest while in class. Not all of the students familiar with storytelling or the story itself. Not all of them are readers. As a consequence, this study used short stories. Short stories do not take a long time to read, so a non-reader can still read it with enthusiast and curiosity. Short stories also easy to understand and easy to storytell. So, students can focus on their speaking instead of thinking hard about what they need to tell next.

Many previous studies claims that storytelling effective to improve student's speaking skill. (Jannah & Trilestari, 2020) showed that there was a significant difference in speaking achievement between the students who were taught using digital storytelling through cooperative learning method and those who were not. The result of the questionnaire showed that the use of digital storytelling through cooperative learning method was very useful as teaching strategy in speaking. Another study conducted by (Hatimi, 2023) showed that storytelling technique had successfully improved students' speaking skill. The students were more active and highly participated during learning. They were also more motivated towards the learning and more confident in speaking English. In addition, students gave positive response towards the implementation of storytelling technique in learning speaking. (Lutfah et al., 2023) elucidated that the use of the story telling method is more effective in students' speaking mastery. This can be seen from the average value of students. In addition, this can happen because students are happy with various activities such as telling stories, memorizing vocabulary in class. So, students can improve their vocabulary mastery.

There are many study about the implementation of storytelling to improve students' speaking skill, yet few of their participants are the middle school sundanese students in Cianjur and little of them using short story. This study focus on implementing storytelling in student's learning process to find out and improve their speaking skill. Not only that, this study also investigated the challenges students faced while speaking.

THEORETICAL FRAMEWORKS
Speaking Skill
Speaking is one of language skills for communication in which people or someone can express the ideas, feeling and information for each others orally.

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Speaking performance needs a direct interaction, in which someone speaks or communicate to other directly (Syafi'i, 2021). Someone with a good speaking ability will be easier in communicating as well as sending and receiving information to others. Therefore, it can be concluded that speaking is a technique of constructing and sharing information, both verbal and nonverbal based on various context. Speaking is a technique in building meaning, including producing, receiving, and processing records. Speaking and the meaning of it relies on the context of where that happened, which is consist of contribution, experience, environment, and the function (Panjaitan et al., 2022).

Speaking skills are a communication ability that a person possesses in expressing ideas, and thoughts to convey to the interlocutor. The communication process aims to convey an idea to the other person to get a response of the information submits. Speaking Learning is to train students to speak in good and true language, even a complex ability that involves factors, namely in the readiness to learn, readiness of thinking, motivation and guidance. Speaking activity has its own advantages in the classroom. It conveys a message or meaning in the form of an idea to transactional in oral. Moreover, speaking a sentence that students must do in a conversation, especially in a pronunciation of vocabulary and grammar that it is owns by students as well should also be further improves (Baron, 2020).

According to Harmer (2007) cited in (Rahmatun Nisa, 2022) speaking is an ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'. Another definition comes from Cameron which says that speaking is about making people understand the speaker's feelings and ideas by doing an act of communication using language (Hatimi, 2023).

Components of speaking skill

According to Harris (1974) cited in Utami (2021) there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

Grammar

According to Simaibang (2020) cited in (Andika et al., 2023), English grammar is a system of rules and principles of language such as sounds, words, and structures which are considered systematically as a unit in line with their relation to the official language used. In grammar also requires teaching to know how to make a good structure. Sioco and Vera (2018) cited in (Hermawati, 2023) clarified that grammar is basically about the systems and patterns that people use to select and combine words. They also stated that by studying grammar, we have acquired the instruments to discuss language systems because we are aware of the structures and regularities of language.

Grammar is the subconscious internal system of the language user linguist' explicit codification of this system to reflect the structural organization of the language, normally up to the level of the sentence. Grammar is the system of the

language master in grammar to reflect the structural organization of a language. It is important for everyone because a sentence with a correct grammar will bring the reader understand to what the writer or speaker means on that sentence (Prihatnasari, 2020).

Vocabulary

Vocabulary is the most important thing for someone who want to learn any language. Without good vocabulary mastery, it will be impossible to acquire and fluent in that language. Vocabulary is set of words known to a person or other entity, or that are part of a specific language. From another expertise, we can take another definition of vocabulary, such as: a) Vocabulary is a total number of words which (with rules for combining them) make up a language. b) Vocabulary is all the words that a person uses. All the words in a language. c) A vocabulary is defined as "all the words known and used by a particular person". From the definition above, it can be concluded that vocabulary is group of words that is important to be used by people to learn language (Febriani, 2019).

Vocabulary is the words to express a wide range of meaning. Development of a rich vocabulary is an important aspect of learning a foreign language (Weswara, 2021). There are many classifications about the types of vocabulary made by the expert in language area. According to Scrivener (1994:74) cited in Weswara (2021) divided two kinds of vocabulary, namely receptive and productive vocabulary. Receptive Vocabulary It is words that the learners recognize and understand when they occur in context, but which cannot produce correctly. The receptive vocabulary is also called a passive process because the learner only receives thought from others. Productive Vocabulary Productive vocabulary is the sets of words which understandable that are used in spoken communication. Therefore, productive vocabulary can be addressed an active process, because the learners can produce the words to express their thought to others.

Pronunciation

Pronunciation means that the knowledge of studying about how the words produce clearly when people or students talk or speak to make the process of communication easy to understand (Afkarina, 2023). Pronunciation is the way how we produce a word based on the articulation, intonation, stress that would help us to pronounce a word correctly. Pronunciation is essential in building communication with other people so that the meaning can reach the interlocutor (Fierdi, 2023).

According to Aulia (2018) cited in (Wulandari et al., 2022) English pronunciation provides rules in using segmental and suprasegmental features in spoken communication. Segmental features include vowel, diphthongs, and consonant sounds in English. Suprasegmental features include the use of stress and intonation in speaking. Indonesia language and English have same alphabet letters but different sounds. Related to speaking, English has 20 vowel sounds including 12 diphthongs and 24 consonant sounds. A good pronunciation will support a good

communication. When a person has a good ability in pronunciation, she or he will be able to pronounce correctly and gain self confidence in spoken communication.

(Aniuranti & Suwartono, 2020) states that understanding learners who have good pronunciation even though they make mistakes in other aspects is easier than understanding learners who have bad pronunciation even though they have a very good ability in grammar. It means having good pronunciation is very important if we want to be able to communicate in English effectively.

Fluency

Fluency is ability for reader or speaker in speaking spontaneously, smoothly and expressively by people in a language clearly and concisely while relating meaning and context (Afkarina, 2023). According to Thornburry (2005) cited in (Febyanti & Maya Sari, 2022) fluent English is the capacity of a student to produce real English without pauses when speaking and no hesitation when speaking. Fluency is a feature that gives a very natural quality of speech, including when students give a slight pause, rhythm, intonation, stress, speech rate, and such original use exclamations and interruptions.

Fluency in speech can be defined as the natural ability to speak spontaneously quickly, fluent, accurate, clear, efficient and comprehensive with some mistakes that can distract the listener's attention from the speaker (Riski, 2022). Correctly pronouncing individual words is important to maintaining a smooth rate, otherwise the reader must stop to analyze and determine how to say the word which breaks the smoothness of the reading. As in speech, prosody is important to understanding the various interpretational nuances of the text, as it is in a conversation. Imagine speaking with someone who talks in a flat, monotone voice. Much interpretation would be lost and frankly, interest in the conversation would quickly wane. So while fluency can be defined as three distinct indicators, they work interactively with each other to produce smooth reading that is both pleasant to listen to and as with speech, aids understanding (Paige, 2020).

Comprehension

Comprehension was about the students understanding and interpretation the main point or main idea of what the students said or when the students retelling a story (Afkarina, 2023).

Comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Castles et al., 2018; Brevik et al., 2019). The use of extracting and constructing emphasizes both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements: 1) The reader who is doing the comprehending, 2) The text that is to be comprehended, and 3) The activity in which comprehension is a part (Amiruddin et al., 2022).

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Short story

Short story is a narrative that can be completed in one sitting, usually lasting around half to two hours, this is difficult to achieve in a novel. Short stories are stories that focus on the smallest aspect of fiction. Short story can be explained as a story or narrative that is relatively short in its nature and imagination, and the unity of the story can be seen from the elements that make it up (Muhandra et al., 2023).

A short story is a narrative story, shorter than a novel usually dealing with a few characters and aiming at unity of effect and often concentrating on the creation of mood rather than plot. Another idea of short story comes from (Korompot et al., 2022), stating that a short story is shorter than a novel and longer than a fable, but the main focus of the short story could be larger or smaller issues creating strong reactions to the readers.

According to Ghasemi and Hajizadeh (2011) cited in Sari and Nasution (2023) said that the short stories have the unique characteristics thus making the learners especially suitable to be used in reading comprehension. The aim is easy to understand by the students, and also can be developed with any kind of teaching material so that the reading learning will not become monotonous and boring. The reason why choosing short stories as materials of reading learning is literary work is often more interesting than the text found in course books. It supported by Setyani (2009) define that the short story is interesting, can also help to stimulate the students' curiosity toward the target culture and language. Then, the short story is one of the modern prose forms.

Storytelling

Storytelling is an activity to share what is on mind. It has many benefits, such as for entertainment, education, cultural preservation, and instilling moral values (Hatimi, 2023). In a simple way, storytelling is when someone tells a story to others, it can be a story about someone's experience, fable story, legend, myth, etc. Its purpose is to share joy or to entertainment and also education.

According to Brewster and Ellis "storytelling technique can motivate students to develop positive attitudes towards the foreign language and language learning." The importance of storytelling is about visualization, so storytelling mentally stimulates students as they naturally begin to imagine and make sense of the story while they listen. There are some objectives of storytelling in teaching English skills. Those are; to enhance students' confidence in speaking skill, to develop problem solving, to improve pronunciation and intonation, to teach narrative structure and practice description, and it should encourage interaction and share culture (Rahmatun Nisa, 2022).

Some procedures from storytelling technique in the classroom: (Sasked, 2011 cited in (Rahmatun Nisa, 2022) Pre-Storytelling is the introduction to storytelling students might tell jokes, jokes, or personal anecdotes that have some story elements. In each case, practice beforehand is required and close attention must be paid to the conclusion or punch line. To ease students into the practice of

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storytelling, the teacher might suggest that they make up different endings to stories that are old favorites and tell them to one another. After a story is read aloud, an individual or group could create an add-on story and tell it. Another introductory activity is having students recall one incident in a story they have read, and telling about that incident as though they are one of the characters involved. When students are comfortable with the idea of storytelling they can choose to tell tales that appeal to them.

Whilst Storytelling students require a physical setting that allows them comfort during the storytelling, perhaps on a rug and cushions in the reading corner. Students should be encouraged to relax and to concentrate on understanding and enjoying the storytelling experience. Storytellers need to find a comfort position, look directly at the audience, tell the story as they have practiced it, and let the tale do its work. Post Storytelling is talking with students about their reading experience after the story has been told is an important way to develope their "story sense". As well, discussing what they have heard allows students to reflect on the interpretation. Each of them has a story and how their own life, unique experience and prior knowledge affect those interpretations. Students need time to explore thoughts and
feelings about story characters and events.

METHOD

This research used a qualitative method and to perform the research, two sessions of test and one session of treatment were held. The first session was to find out students' prior speaking skill and the second session was held for implementing storytelling a short story to improve students' speaking skill and the third session was held after the research was conducted to find out the effectiveness of implementing storytelling a short story to improve students' speaking skill. This study also used observation and interview to find out students' challenges in speaking English. Not only that, this research also use interviews to know more about the participants. From the interviews, we know if the students is readers or not, we know if they familiar with story or not. The population in this study was second grade students of SMP IT Nurul Ittihad. The sample for this study involved 20 students consist of 10 male and 10 female from the second grade of SMP IT Nurul Ittihad who voluntarily participated. The source of data in this study was from observation, two sessions experiment on using storytelling a short story to improve students' speaking skill and test conducted in each sessions. To collect the data researchers used tests, observation and interview.

FINDINGS AND DISCUSSIONS

Storytelling was utilized to investigate if this method was effective to improve students' speaking skill and help eased students' problems in speaking English. This research involved the students' speaking activities in three stages.

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Stage one. In this stage, researchers introduced themselves and also introduce the research, the researchers told the participants purpose of the research, how this research can help them, and what they need to do during the research. The research also enquiring students' speaking skill. Did they enjoy English lesson or not? What makes them enthusiastic in learning English? and Can they speak English with confidence? The researchers discovered many students didn't have confidence in speaking English. Many students' shared their problems in speaking English such as they can't pronounce the words, they have limited vocabularies so sometimes they don't know what to say, and mostly of them said they didn't have the confidence in speaking because they are not fluent, afraid to make mistakes and then become laughing stock of their friends. The researchers came out with an idea to boost students' confidence in speaking English and perform the initial method of this research.

Researchers randomly selected 20 second grade students of SMP IT Nurul Ittihad who voluntarily served as samples of this research. Then, researchers record the names of students who served as samples and the sample students' read out loud a short story prepared by the researchers entitled 'The Ant and the Grasshopper'. The researchers had not yet provided instruction on how to correctly pronounce each word in the short story. The stage one's aims was to find out students' prior speaking skill and evaluated the five components of speaking, such as comprehension, grammar, vocabulary, pronunciation, fluency.

Stage two. In this stage, the researchers presented several questions to test students' understanding of the story. For instance, did the students get the content of the story? Researchers told the students to take notes when they encounter new words and its meaning. Furthermore, researchers explained how to pronounce all words in the short story. In terms of fluency, researchers explained how well they can be if the students recite the story over and over again.

Stage Three. In this stage, researchers advised the students to talk about the content of the story. After that, researchers provided an opportunity for each student to retell the short story according to their understanding and using their own words in front of the class. This opportunity will help the students to boost their confidence and help improve their speaking skills. After all of the students retell the story, researchers then give a test and interview them about the research. For instance, did they enjoy doing the research? Did they realize what's different after they did the research? and what they feel about the research?

Moreover, from the three stages and the two sessions test, researchers were pleased with the findings. There are visible improvements in the second sessions or in stage three.

Table 1. Students' Mean Score

Sessions	Mean	N
Session 1	45,20	20

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Session 2	72,80	20

The table indicates that the mean score in session two was higher than mean score in session one. Mean score in session one only 45,20, while mean score in session two was 72,80. It can be concluded that implementing storytelling a short story was indeed effective to improve students' speaking skill. Not also that, this research also find out challenges or problems many students faced in speaking, such as they can't pronounce the words, they have limited vocabularies so sometimes they don't know what to say, and mostly of them said they didn't have the confidence in speaking because they are not fluent, afraid to make mistakes and then become laughing stock of their friends. This will help students and teachers to think of solutions to overcome the problems.

According to the research's findings implementing storytelling a short story was indeed effective to improve students' speaking skill. This finding was align with some research, such as (Jannah & Trilestari, 2020) showed that there was a significant difference in speaking achievement between the students who were taught using digital storytelling through cooperative learning method and those who were not. The result of the questionnaire showed that the use of digital storytelling through cooperative learning method was very useful as teaching strategy in speaking. (Hatimi, 2023)showed that storytelling technique had successfully improved students' speaking skill. The students were more active and highly participated during learning. (Lutfah et al., 2023) elucidated that the use of the story telling method is more effective in students' speaking mastery. However, there are still challenges to overcome and teachers become the core to come out with solutions. Teachers also become the cause of success or failure when using this method.

CONCLUSION

Based on the result, researchers presume several conclusions. For instance, second grade students of SMP IT Nurul Ittihad's speaking skill improved and became more confidence in speaking English after the research was conducted. In conclusion, implementing storytelling a short story was indeed effective to improve students' speaking skill. With storytelling, students are aware of their pronunciation and fluency as they drill the correct pronunciation until they fluent. As they retell the story with their own words, they are conscious of their grammar and their vocabulary increase and as they also drilled the story, they read it over and over again, saying it over and over again, their understanding was on its peak, so their comprehension also improved. researchers also found out several challenges in speaking according to students, such as they can't pronounce the words, they have limited vocabularies so sometimes they don't know what to say, and mostly of them said they didn't have the confidence in speaking because they are not fluent, afraid to make mistakes and then become laughing stock of their friends. As they are

aware of the challenges, they will find out the solution to overcome the barriers and keep developing their skill.

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