

THE POWER OF STORY TELLING IN TEACHING SPEAKING

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Abstract

In Indonesia, learning English language is needed. Indonesia as a develop country realize the important of speaking English. Therefore in Indonesia, English lesson also put in curriculum. The purpose of speaking English is challenging, but this is not easy thing. The students should face some problem in learn speaking. The activity inside the classroom is bored. So, the teacher try to find the alternative way. Storytelling is one of the method in teaching. Story telling is one of the teaching speaking media in English language education. This media will help teacher to deliver material. According Sundmark (2014) and Remi (2011), storytelling has potential means to increase children language skills.

Keywords: Teaching speaking, Storytelling, Method.

Introduction

Speaking is one of the language skills which is important for language students to be developed. According to Richards (2008) English as foreign language, we have to master speaking skill in English as our priority. Now days, most of the country around the world use English language in many moment and situations. All of the journal about education has been written in English.

Indonesia as a develop country realize the important of speaking English. Therefore in Indonesia, English lesson also put in curriculum. The purpose of speaking English is challenging, but this is not easy thing. The students should face some problem in learn speaking. The activity inside the classroom is bored. The technique used by the teacher is too monotonous. Most of the activity is handled by the teacher. It means that the situation is teacher centered.

Teacher should choose the best way to solve those problem. Based on the theory of teaching T. Hedge (2008), speaking skill can developed through many activities such us an information gap, jigsaw puzzle, free discussion and role playing. Language activities also important factor in teaching language for communication. Communicative activities could influence the student and build good relationship between the teacher and students. The aim of activities is giving support environment for language learning.

Speaking Obstacles

Indonesia use English language as a foreign language. There are four basic skills which are listening skill, reading skill, speaking skill, and writing skill. Unfortunately, for those skills couldn't develop in the same level. Some people still get difficulties when they speak English. This problem also happens to students after graduate from university (JIN, 2011).Based on Gan (2012), however, some learners usually refuse to study a new language because they feel like supressed so they will face it difficult to master the language. These problems indicate that speaking is difficult activity and almost all the aspect of speaking are considered problematic for students. Severel factor influence the students is less motivation. A motivation to learn english language is need for the students.

In the Dornyei`s book (2008) said that there are two indicators in the motivation those are extrinsic and intrinsic value. Intrinsic value is the students direct their learning with the cler goals, they are pro active in the class, and deliver some question. According Hadriana et al. (2013) said about the extrinsic value of motivation in speaking. The indicator how the external enviroentment help students to understand and acquire the English language, speaking activity, technology aids, teaching facility, and special attention given by the teachers and

friends, campaign organized by the school, competition of language language, media, participation in the language contest, and teachers rules and the needs to meet career demands.

The Power of Story Telling

Story telling is one of the teaching media in English language education. This media will help teacher to deliver material. According Sundmark (2014) and Remi (2011), storytelling has potential means to increase children language skills. Therefore, the teacher as a facilitator should give the good example in the language usage. The students could easily adapt what the teacher did. Dawkins and O`neil (2011) said that as a teacher, we are not only telling story. The story should has moral value, make them feel interest and experiences.

Storytelling activity involve direct contact between two main actors. They are listener and teller. The listener`s role is focus on the expression of the teller and how the facial and body has shown. The teller`s role is to prepare and present the language usage, vocalization, effectively and efficiently communicate of a story (Barzaq, 2009, p. 7).

Story telling is a key to change student`s motivation. Even students with low motivation and weak academic skills are more like listen storytelling. So, the teacher can educate them by the value of story. Sadly, many teachers think that storytelling takes time. But, it is not true. Storytelling is also part of the education. If in the beginning the teacher tell the precious story. The students will remember for long time. It is also the benefit of storytelling, students will easy to summarize a tale story, they doing creative thinking, and helps the students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have (Kayi, 2012).

Lesson Plan of Teaching Story Telling

Coconi (2013) said that storytelling is the communicating of events through the use of words and sounds. It is an art of expression and improvisation which has a plot or narrative point of view. There are a number of different types of storytelling that are shared within many different cultures of the world, aiming to spread moral values, entertainment, inspiration and advice.

This is an example lesson plan of Teaching story telling based on standard British council.

Topic : Haji in MasjidilHaram
Aims : - To develop extended listening and prediction skills in young learners using a short story
- To reinforce the use of the simple past tense
Level : Primary

A. Learning Process

Pre- Teaching

Teacher's activity	Students' activity	Note
Opening: the teacher is writing Haji in Masjidil Haram on the board and tell the students that you are going to tell them a story called 'Haji in Masjidil Haram'.	The student try to guess what the teacher question	2-3 minutes
Apperception: Talking about some global issue and trigger the students to give opinion by question 'what's your opinion?' or to suggest by 'what they should do?'	Observing and Communicating: Students are allowed to freely engage the discussion of how to put appropriate attitude to the issue discussed	Issue: Social experiment video, Google wiping Palestine off the map, etc. Approximately 15 minutes

Whilst- Teaching

Teacher's activity	Students' activity	Note
Teacher grab the student to look for map of Masjidil Haram	Observing: Identifying and discussing about the activity that we can do in masjidil haram	5 minutes
Guide the students by delivering question : 1. When do we have Haji? 2. What do people do during Haji?	Questioning: Preparing the paper and doing the test and then correct themselves within class discussion	Instruction, Test, Answer key are guided and led by the slideshow, 10 minutes
Teacher tells the story about history of haji.	Student story telling task : Students to retell the story in front of the class	30-40 minutes
Teacher ask the student to retell the story in pairs by using pictures of the story	Peer-Assessing: Switching the paper and group tries to assess other group	Form is attached

Post- Teaching

Teacher's activity	Students' activity	Note
The teacher motivates the student to always use this expression in the daily life to make them always remember the expression.	The students are listening to and watching the video play	10 minutes
The teacher closes the class by praying and salaam.	The students answer salam	

B. Assessment and Scoring

Score will be taken from the 10 questions given and the social media (written). Student Assessment form is attached

ASPECT	4	3	2	1
WORD CHOICE	Sentences are	Sentences are	Inappropriate	Major sentences

	complete and various words used in context	correct but somehow inappropriate	in context but still can be used	are halting, incomplete, or vocabulary is limited or inappropriate.
GRAMMAR	No Grammar error, used the grammatical rule for the expression correctly	Minor error of grammar and understandable	Minor error but misleading the meaning	Major error
SPELLING	No misspelling	Minor misspelling up to 3 times	Misspelling up to 6 times	Major misspelling over 6

The Procedure in Teaching Speaking Using Story Telling

Based on the principle for designing speaking technique:

1. Giving a story to the student as example.
2. Finding the new issue for storytelling.
3. Asking the students to make a story from the topic they have chosen.
4. You can ask to the students about new vocabulary that can give them inspiration.
5. The teacher performing the story in front of student.
6. Give students opportunities to discuss the story that has been told.
7. The teacher find another student to perform.

Conclusion

As a teacher, we have to consider the student`s difficulties in speaking. The teacher should be able to teach them effectively. The effective way for teaching speaking is by using storytelling. Storytelling is one of the techniques commonly used in learning language. Storytelling has many kind of activities. This is why the students will not get bored during the lesson. Before that, the teacher should have

lesson plan. The lesson plan will help the teacher set up the learning process. The learning process also define the learning activity.

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