

# The Use of Storytelling Strategy to Increase Listening Ability of State Secondary School Students in Kupang, Indonesia

**MARSELUS YUMELKING**

<http://orcid.org/0000-0001-9625-5072>

[marselusyumelking@gmail.com](mailto:marselusyumelking@gmail.com)

Kupang, Indonesia



## ABSTRACT

Storytelling Strategy is a newly designed strategy to increase the listening ability of State Secondary School Kupang, Indonesia. The problem of this research is to what extent storytelling strategy is useful to increase students' listening ability. The aim of this research is to describe how storytelling strategy is useful to increase students' listening ability. The method of this research is classroom action research. This research study conducted in two cycles in tenth grade of SMA N 9 Kupang in the academic year 2011/2012. The result of the research of the first cycle showed that 12.4 % students whose learning achievements were good and 87.6% students were not good. In the second cycle, the researcher revised the plans and the impact were there were 94.6 % students whose learning achievements were good. Based on the results of this research, the use of storytelling strategy can increase students' listening ability. It is suggested that using storytelling strategy in teaching listening motivate students to increase their listening ability.

## KEYWORDS

Storytelling strategy, increase, Listening ability, Kupang, Indonesia

## INTRODUCTION

Learning English involves four language skills, namely listening, speaking, reading, and writing. Those skills are the basic skills of learning English as a foreign language. Among these four skills, listening has regarded as a preliminary skill. Anderson and Lynch, (1988:25 in Polly 2002: 6) say that we are listeners long before we are speakers. These are accepted because understanding spoken language through listening is the first activity done by human beings since they were born. Thus, listening becomes a preliminary skill not only in daily life but also becomes in school especially for learning English as a foreign language. Krashen and Terrell (1983 in Nalley 2009:109) say that students listen to a teacher using the target language communicatively from the beginning of instructions, and communicative activities prevail throughout the course. They listen to him throughout the instruction to comprehend his explanation or command.

As stated above, listening as a preliminary skill has a basic knowledge of the listeners to what they hear. Peck (1989 in Cook 2010:7) says that when students listen to a story, they use their critical listening skills and learn the structure of the story. Students understand the spoken language through finding the fact and opinion of the story that they may accept it is true. They think critically as they listen. They compare the idea of the speaker or the storyteller to determine whether that idea is good or bad for them to pursue. Anderson & Foley, 1998; Cooper, 2007; Dupree, 1993 say that in our fast-paced society, storytelling helps children become better listeners and learners. In this term, a listener can be a better listener who critically thinks to what he hears.

SMAN 9 Kupang is located in Jl km 12, Lasiana, Kelapa Lima subdistrict, Kupang Mayor.

## FRAMEWORK

### *Storytelling and Listening*

There are some theoretical concepts related to storytelling and listening. About that concept, Peck, 1989 (in Cook 2010:7) said that when students listen to a story, they use critical listening skills and learn the structure of the story. Critical listener understands the spoken language through finding the fact and opinion of the story that he may accept it is true. They think

critically as they listen. They compare the idea of the speaker or storyteller to determine whether that idea is good or bad for him to pursue. "In our fast-paced society, storytelling helps children become better listeners and learners" (Anderson & Foley, 1998; Cooper, 2007; Dupree, 1993). In this term, a listener can be a better listener who can critically think to what he hears. Also, Craig et al., 2001 (in Cook 2010:10) said that results of the studies regarding storytelling and the results of the studies looking at read-aloud similarly show that these strategies improve students' listening skills.

Carlson (2008) said that storytelling is used to motivate children to improve listening skills and to introduce young people to good literature. Storytelling provides a good or vivid class situation in which students are motivated to listen because Ellis 1991:1-2 (in Murjani 2010:5) points that story is motivating and fun. Storytelling provides strategies to motivate students to learn. Getrude (1970:81) says that perhaps the most important pedagogical factors are the lack of experience and practice, but teacher establishes an environment, readiness for listening, and children are intrinsic motivators. The difficulty of listening has caused by lack of practice and experience, but the class situation or environment is also important to motivate students to increase their listening ability.

## OBJECTIVES OF THE STUDY

This study aimed to examine whether the use of storytelling strategy to increase the listening ability of tenth-grade students of SMA N 9 Kupang was effective to make them successful in their learning. Besides that, it also aimed to provide information whether the class has motivated by using storytelling strategy in in schools especially for increasing the listening ability of the students. The researcher suggested using storytelling strategy to create a comfortable learning so that the students are motivated to learn a listening subject.

## METHODOLOGY

The design used in this research is classroom action research. This classroom action research was carried out in SMAN 9 Kupang, which located at Jl. Km 12, Lasiana, Kelapa Lima sub-district, Kupang mayor. This school is a quiet village and near the researcher's place, so it is easy to reach. The researcher has conducted this classroom action research for 2 weeks on 23rd and 27th July 2011. One cycle conducted in one meeting and every meeting had two hours of 90 minutes of classroom activities.

The subjects of this research study are 10th-grade students of SMAN 9 Kupang in the academic year 2011/2012. The researcher chose class C as the subject of the research because students' listening score was low. The mean score of the listening test of 24 students was 2, 12 in which the highest score was 4 and the lowest score was 0. There were 20, 8% students got score 0, 12, 5 % students got score 1 and 2, 41, 6 % students got score 3, and 12, 5% students got score 4. The procedure of this research was as follow:

### *Planning*

The planning of the research consists of some steps: First, making the lesson plan based on the syllabus. All activities while practicing this strategy arranged in the form of a lesson plan. Second, preparing the story. The researcher used a story entitled "Brehmen Town Musician." Next, preparing teaching media such as the picture of the story. Then, preparing a sheet for the classroom observation. Some indicator of the assessments of the observation sheet were pre-learning, learning, a strategy of learning, teaching media, student's motivation, learning assessment and closing. The last, preparing a test. This test consisted of understanding the text and literary concept.

### *Implementation*

The researcher told the story to the students. The researcher gave a short explanation and guided the students to understand the instruction and do the test. The researcher gave a test related to the story that being practiced. The researcher asked the students to answer questions of the test.

### *Observation*

The observation did during the teaching and learning the process. In this step, English teacher of the tenth grade of SMA N 9 Kupang worked as the observer and the researcher as the acting teacher who did the teaching and learning the process. The observer observed all activities happening in the classroom. Some aspects observed namely; pre-learning, learning, strategy of learning, teaching media, student's motivation, learning assessment and closing. The result of the test and the observation analyzed in this section.

### *Reflection*

The researcher act as teacher collaborated with English teacher as the observer to evaluate the teaching strategy that carried out. Both researcher and observer found out the strengths and weaknesses of the strategy that carried out. In this stage, the result of the observation and the result of the test used as a basic consideration to conduct the next action. The researcher revised the plan in the event of the action in the first cycle did not have any improvement in the process of teaching and learning such as students' motivation and participation and their listening test. It can be concluded that the researcher had to do the next cycle.

There were three steps of analyzing the data that have used in this research study. It was described as follow: Identifying actions that support the attainment of listening ability through observation and counting the mean score of each cycle and establishing effective action through reflections based on observation and test results.

## RESULTS AND DISCUSSION

This research study has been conducted in SMA N 9 Kupang at the 10th-grade students of Class C..

### Cycle 1

#### *Planning*

The planning of the research consisted of some steps: Making the lesson plan based on the syllabus. All activities during practicing this strategy were arranged in the form of a lesson plan.

#### *Preparing the story*

The researcher chose a fable under the title "Brehmen Town Musician." This fable consisted of funny events. In preparing classroom observation sheet, there were some indicators of the assessment of the observation sheet. Those indicators were pre-learning, learning, a strategy of learning, teaching media, student's motivation, learning assessment and closure. When preparing a test, this test related to the story "Brehmen Town Musician." This test consisted of understanding the text and understanding the literary concept.

#### *Implementation*

The researcher told the story "Brehmen Town Musician" to the students. The researcher used different sounds or voices for different characters such as cat's sound, dog's sound, cock's sound and donkey's sound. The researcher gave the sound of cat mewed, the dog barked, cock croaked and donkey brayed to make the students were interested in listening to the story. After telling the story, the researcher explained some unknown words. The researcher gave a short explanation, guided the students to understand the instruction, and did the test. The researcher gave a test related to the story that was being practiced. The test consisted of understanding the text and understanding the literary concept. The researcher asked the students to answer questions of the test.

#### *Observation*

Based on the result of the observation, there were some problems faced by the students. Those problems were the students not ready to listen to the story and those students were not interested in listening to the story. Some students were busy to do the task of another subject. The students were not enthusiastic to learn. They were bored to listen the story.

The result of the mean score of the students that there were 4.1% students got score 0, 4.1% students got score 2, 37.5% students got score 3, 33.3% students got score 4, 4.1% students got score 5, 12.5% students got score 6 and 4.1% students got score 7. There were 80.1% of the students whose learning achievements were not good. Based on the result of the test and the observation above, we can conclude that the strategy that was practiced in the first cycle was not successful.

#### *Reflection*

Based on the result of the observation and the test above, both the researcher and observer did a reflection and found that there were some weaknesses in the implementation of the action in this cycle: The students were not ready to listen the story. In pre-learning, apperception did not help the students become ready to learn. The students were not interested in listening to the story. They were busy to do the task of another subject. The students were not enthusiastic to learn. They were bored to listen the story. The mean score of the students was very low. The mean score of the students was 3.79.

The researcher revised the action that can be used to support the attainment of listening ability in the second cycle. Based on the student's mean score and observation result in the first cycle above, the researcher realized this research had to be conducted in the second cycle to get a good attainment of listening ability. Some actions had to be revised in the second cycle such as Apperception in pre-learning. The researcher provided a good apperception to stimulate students to learn. The researcher related to the material of learning to some real events to stimulate students to learn. Teaching Media. The researcher provided teaching media such as the picture of the story so that students were interested in listening to the story. Cheerful and enthusiastic about learning. Building a cheerful and enthusiastic of learning so that students were motivated to listen the story. The researcher used some expressions of the story such as sad expression, happy expression thus the story became more vivid and the class situation were comfortable.

### Cycle II

#### *Planning*

The planning of the research consisted of some steps: making the lesson plan based on the syllabus. All activities during teaching and learning process were arranged in the form of lesson plan. Preparing the story and teaching media. The researcher still used the same story "Brehmen Town Musician" but preparing a picture of the story as a teaching media. Preparing a sheet for the classroom observation. Preparing a test for the second cycle.

#### *Implementation*

In pre-learning, the researcher provided a good apperception to stimulate students to learn. The researcher related to the teaching material to some real events to stimulate students to learn. The researcher told the story to the students. The researcher gave the sound of cat mewed, dog barked, cock croaked and donkey brayed to make the students were interested to listen the story. The researcher used different sounds or voices for different characters. The researcher built a cheerful and enthusiastic about learning through using some expressions of the story such as sad, scared and happy expression. The researcher also used a picture of the story as a teaching media to make students were interested to listen the story. The researcher gave a short explanation, guided the students to understand the instruction, and did the test. In this section, some unfamiliar words were introduced so that students understood the story clearly. The researcher gave a test related to the

story. This test consists of understanding the text and understanding the literature. The researcher asked the students to answer questions of the test.

#### *Observation*

Based on the observation result, there was any progress of the implementation of the action. The class situation became more vivid and students were enthusiasm to listen the story. They were more active to listen the story.

The result showed that there were 4.1% students got score 5, 8.3% students got score 6, 37.5% students got score 7, 37.5% students got score 8, 12.5% students got score 9. Student's mean score increased from 3.79 in the first cycle to 7.45 in the second cycle. It can be classified as student's progress because the lowest score the students got in the first cycle was 0 increased in the second cycle was 5. The highest score in the first cycle was 7 but in the second cycle was 9. The mean score of the first cycle and the second cycle increased was 3.66. Below the table that represented the result of the test of cycle 1 and 2.

Table 1  
The result of the test of cycle 1 and 2.

Cycle	Number of Students	Score			
		Highest	Lowest	Mean	Completeness
I	24	7	0	3.79	12.4%
II	24	9	5	7.45	95.8%
Progress		2	5	3.66	83.4 %

#### *4. Reflection*

The researcher collaborated with English teacher as the observer to evaluate the teaching strategy that was carried out. Both researcher and observer found that all teaching and learning process was good. The class situation became more vivid, and the students were enthusiasm listen to the story. They were more active to listen to the story. Student's mean score increased from 3.79 in the first cycle to 7.45 in the second cycle. It can be classified as student's progress because the lowest score the students got in the first cycle was 0 increased in the second cycle was 5. The highest score in the first cycle was 7 but in the second cycle was 9.

Based on the observation and test result, there was any improvement in the students' listening ability, so it can be concluded that the researcher did not have to do the next cycle. Storytelling strategy that being practiced in the second cycle was successful.

The result of the preliminary observation showed that student's listening ability and student's motivation to learn listening were low. The mean score of the listening test of 24 students was 2.12 in which the highest score was 4 and the lowest score was 0. There were 20.8% students got score 0, 12.5 % students got score 1 and 2, 41.6 % students got score 3, and 12.5% students got score 4. Furthermore, the result of preliminary observation showed that some students did not participate actively in teaching and learning process. They were busy to do the task of another subject. They did not like listening lesson; they were bored with the teaching strategy that was not interesting. This teaching and learning process supported the researcher did an effective learning that made students were comfortable to learn. The researcher decided to use storytelling strategy to increase student's listening ability. At the end of each cycle, the researcher gave a test to know student's listening ability and observed student's motivation.

#### **Cycle I**

The researcher did the actions that might solve the problems of student's listening as stated before in research finding. The researcher used a fable "Brehmen Town Musician" which consisted of funny events. The result of the implementation of the action showed that the strategy that was practiced was not successful. It was represented by the result of observation such as the students were not ready to listen to the story. The students were not interested in listening to the story. Some students were busy to do the task of another subject. The students were not enthusiastic to learn. They did not like the story.

The mean score of a listening test was 3.79. There were 4.1% students got score 0, 4.1 % students got score 2, 37.5 % students got score 3, 33.3% students got score 4, 4.1% students got score 5. It can be calculated that there were 80, 1% students whose learning achievement were bad. Based on the result of the test and observation above, we can conclude that the strategy that was practiced in the first cycle was not successful.

#### **Cycle II**

The result of the reflection of the first cycle as stated above had some weaknesses such as the students were not ready to listen to the story. The students were not interested in listening to the story. Some students were busy to do the task of another subject. The students were not enthusiastic to learn. They did not like the story.

The researcher established effective actions that were different from the actions in the first cycle such as the researcher provided a better apperception than the first cycle to stimulate students to learn. The researcher related to the teaching material to some real events. The researcher provided teaching media such as a picture of the story so that the students were interested in listening to the story. Building a cheerful and enthusiastic about learning so that students were motivated to listen to the story. The researcher used some expressions of the story such as sad expression, happy expression thus the story became more vivid and the class situation were comfortable.

The observation result of the second cycle showed that the class situation became more vivid and the students were enthusiastic listen to the story. They were more active listen to the story. The result of the test showed that there were 4.1% students got score 5, 8.3% students got score 6, 37.5% students got score 7, 37.5% students got score 8, 12.5% students got score 9. It can be calculated that there were 95.8% students whose learning achievements were good. Based on the result of the test and observation above, we can conclude that the use of storytelling strategy to increase the listening ability of tenth-grade students of SMA N 9 Kupang was successful.

## CONCLUSIONS

This classroom action research was conducted to increase the listening ability of tenth-grade students of SMAN 9 Kupang in the academic year 2011/2012 through storytelling strategy. This research study was conducted in two cycles. The implementation of the action in the first cycle was not successful because the students were not ready to listen to the story, the students were not interested in listening to the story. Some students were busy to do the task of another subject. The students were not enthusiastic listen to the story. They did not like the story. Furthermore, there were 16.6% students whose learning achievement were good and 80.1% students were bad. The mean score of the students was 3.79. In the second cycle, the researcher revised the implementation of the action and the impact was the class situation became more vivid and the students were enthusiastic listen to the story. They were more active to listen to the story. Also, there were 95.8 % students whose learning achievement were good. The mean score of the students was 7.45. Considering both observation and test result in the second cycle above, we can conclude that, the use of storytelling strategy to increase the listening ability of tenth-grade students of SMA N 9 Kupang was successful. Based on the result of this research study, the researcher suggested using storytelling strategy in many schools to increase the listening ability of the students. The researcher suggested using storytelling strategy to create a comfortable learning so that the students are motivated to learn the listening subject. An English teacher can use this strategy to make the class situation become more vivid and increase students' grades.

## LITERATURE CITED

- Anderson, H., Foley, E. 1998, Cooper, P. 2007 and Dupree, A. 1993. *Literacy through Storytelling*. WordPress. (Online), ([http://dirt.kent.edu/?page\\_id=142](http://dirt.kent.edu/?page_id=142)) (Accesed on, 13<sup>rd</sup> May 2011)
- Arikunto, Suharsimi, Suhardjono and Supardi. 2008. *PenelitianTindakankelas*. Jakarta, PT BumiAksara
- Burns, D. 1999. *Systemic Action Research: Research methodology*. Bristol: Policy Press
- Carlson, A.D.2008. *Literacy through Storytelling*. WordPress. (online), ([http://dirt.kent.edu/?page\\_id=142](http://dirt.kent.edu/?page_id=142)) (Accesed on, 13<sup>rd</sup> May 2011)
- Cook, C.L. 2010. *Oral Storytelling: A Cultural Bridge to Literacy for English Language Learners*. (Pdf), (online) ([http://www.google.com/search?Oral Storytelling: A Cultural Bridge to Literacy for English Carolyn+L. +Cook%2C+Ph.D](http://www.google.com/search?Oral+Storytelling:+A+Cultural+Bridge+to+Literacy+for+English+Carolyn+L.+Cook%2C+Ph.D)) (Accessed on, 31<sup>st</sup> November 2010)
- Getrude, A. Boyd 1970. *Teaching communication skills in the Elementary School*. New York.
- Green, M. 2004. *Storytelling in teaching*. Journal of American Psychology Society Observer. Newyork, D. Van Nonstrand Company
- Gwynn, M. 2001. *The What, Why and How of Classroom Action Research, The Journal of Scholarship of Teaching and Learning*. Cambridge University Pres.
- Haan, J.W. 2009. *Research Methodology II*. An Unpublished Teaching Material Kupang, FKIP Undana.
- Jay, 2007. *Active strategies for effective storytelling*. (online) (<http://hubpages.com/hub/the-active-strategies-for-effective-storytelling>), (Accessed on, 2<sup>nd</sup> April 2011)
- Madya, Suwarsih. 2007. *TeoridanPraktikPenelitianTindakan(Action Research)*.Bandung: Alfabeta, Cv.
- Murjani, Wahyu Tri. 2010. *Increasing student listening comprehension using Storytelling: an action research at the second year Of SMK HarapanKartasura* ((Unpublished Research Proposal)
- Nasir, M. 1998. *Metodepenelitian*. Jakarta. Ghalia Indonesia.
- Nalley, H. 2009. *Teaching English as Foreign Language*. An unpublished teaching material. Kupang, FKIP UNDANA
- Rivers, W, M. 1997. *A practical guide to the teaching of English as a second foreign language*. Oxford university press.
- Tooze, R. 1995. *Storytelling*, New Jersey, Englewood Cliffs.
- Trianto. 2011. *PanduanLengkapPenelitianTindakanKelas*. Jakarta. PrestasiPustakaKarya.
- Robert, M. 2007. *Strategy pure & Simple*. Bristol: Policy Press
- Taylor, A. 2007. "Strategy as storytelling". *Arts journal*. (online) (<http://www.artsjournal.com/artfulmanager/main/strategy-as-storytelling.php>), (Accessed on, 2<sup>nd</sup> April 2011)
- Pingak, Y. Deferson. 2000. A descriptive study on listening comprehension ability of first semester students of English study program of Nusa Cendana University in the academic year 1999/2000. Unpublished thesis, Kupang, FKIP UNDANA
- Polly, Y. M.E. 2002. A study on Listening Ability of the Second Semester Students of English department of FKIP UNDANA Kupang and those of FKIP UNWIRA Kupang in the academic Year 2001/2002 , Unpublished thesis, Kupang, FKIP UNDANA.
- Woods, A., Fletcher, P and H. Arthur. 1996. *Statistics in Language Studies*. Cambridge: Cambridge university press
- Yuling, L. 2004. *Storytelling for Enriching EFL H.S. Classes*. (Online) ([http://www.google.com/search?Storytelling for Enriching EFL H.S. Classes Ling+Yu-ling](http://www.google.com/search?Storytelling+for+Enriching+EFL+H.S.+Classes+Ling+Yu-ling)), (Accessed on, 28<sup>th</sup> November 2010)