



## STORYTELLING METHOD TO IMPROVE THE STUDENTS' SPEAKING SKILL FOR THE CLASS X STUDENTS OF MA MIFTAHUL MIDAD LUMAJANG IN ACADEMIC YEAR OF 2023/2024

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**Abstract** : This research was conducted because of the low level of English speaking skills which is caused by the lack of learning methods used to support English lessons with an average that is still below, it is still in 60, while the KKM set for English subjects is 75. This research aims to determine the effect of storytelling methods on speaking skills among groups of students taught using the method of storytelling for class X students of MA Miftahul Midad Lumajang Regency East Java in the academic year 2023/2024. This research is a classroom action research. The population in this study was 30 students. Class X students of MA Miftahul Midad Lumajang Regency, academic year 2023/2024. The sample for this research consisted of 30 students. The data collection method used is a direct observation techniques that assisted with a rubric for assessing English speaking skills. Further, the data that has been collected is analyzed using analytical techniques descriptive statistics and inferential statistical analysis (t-test). The results of this research show that there is a significant influence of storytelling methods on English speaking skills among the group of students studied with the storytelling method.

**Keywords**: Storytelling; Method; Speaking; Skills

**Abstrak** : Penelitian ini dilakukan karena rendahnya tingkat kemampuan berbicara bahasa Inggris yang disebabkan oleh kurangnya metode pembelajaran yang digunakan untuk mendukung pelajaran bahasa Inggris dengan rata-rata yang masih di bawah, yaitu masih 60, sedangkan KKM yang ditetapkan untuk mata pelajaran bahasa Inggris adalah 75. Penelitian ini bertujuan untuk menentukan pengaruh metode bercerita terhadap keterampilan berbicara di antara kelompok siswa yang diajar menggunakan metode bercerita untuk siswa kelas X MA Miftahul Midad Kabupaten Lumajang, Jawa Timur dalam tahun akademik 2023/2024. Penelitian ini adalah penelitian tindakan kelas. Populasi dalam penelitian ini adalah 30 siswa. Siswa kelas X MA Miftahul Midad Kabupaten Lumajang, tahun akademik 2023/2024. Sampel untuk penelitian ini terdiri dari 30 siswa. Metode pengumpulan data yang digunakan adalah teknik observasi langsung yang dibantu dengan rubrik untuk menilai keterampilan berbicara bahasa Inggris. Selanjutnya, data yang telah dikumpulkan dianalisis menggunakan teknik analisis statistik deskriptif dan analisis statistik inferensial (uji t). Hasil penelitian ini menunjukkan bahwa ada pengaruh yang signifikan dari metode bercerita terhadap keterampilan berbicara bahasa Inggris di antara kelompok siswa yang belajar dengan metode bercerita.

**Kata Kunci** : *Bercerita; Metode; Berbicara; Keterampilan*

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## INTRODUCTION

In Indonesia, education continues to experience a cycle of development in producing various learning models, both in the form of strategies, methods, and those related to administration or design of learning implementation. In circumstances like this, it is not an easy task for educators to achieve success in a learning objective. This is the result of the involvement of various parties, including students. Students also play a big role in studying and understanding the material provided to become a qualified and intelligent generation of the nation. This is of course the main task of the government in designing, implementing, financing, facilitating, and renewing education so that it is right on target and in line with current developments. One example can be seen in the renewal of the education curriculum.

The world of education has a big responsibility to be able to respond to the challenges and demands of the times. This is in line with the skills characteristics of 21st century society published by the Partnership of 21st Century Skills identifying that students in the 21st century must be able to develop the competitive skills needed in the 21st century which focuses on developing 21st century skills, such as: thinking critically (thinking critically), critical thinking), problem-solving, ICT literacy, information and communication technology (ICT), information literacy, media literacy, and even communication skills (Priyadi, 2018). All of these skills have their respective roles in an individual's life. However, as humans who are social creatures who cannot live alone, we need the ability to speak well to convey the desired message or intention in a good way.

There have been more than 10 curriculum changes in Indonesia that have influenced learning styles since the beginning of independence. Starting from the 1947 Learning Plan to what has just been hotly discussed, namely "Freedom to Learn". Freedom to Learn launched by the Ministry of Education and Culture under the command of Nadiem Makarim adds to the fact that in less than 10 years, Indonesia has updated the curriculum 3 times (Sugiri and Priatmoko, 2020). Through the role of the Ministry of Education and Culture, the government has launched a prototype curriculum which will be further refined in 2022 to become the Merdeka curriculum. The Merdeka Curriculum which was launched after Distance Learning (PJJ) during the Covid-19 era. Due to the impact of the pandemic for approximately two years, our students were spoiled by learning from home which was not implemented optimally. Because not all students follow it well. For this reason, it is necessary to readjust to the current situation, where students as the younger generation are required to have various skills.

Dibia, et al (2007:1) stated that educational activities and teaching language from Curriculum 1994 to the 2006 curriculum were developed into education and teaching skills language. These skills include listening skills, skills speaking, reading, and writing taught in

an integrated manner with the field other studies. One aspect language skills play a role to produce future generations intelligent, critical, creative, and future being cultured is a skill speak. The four skills it is one inseparable unity. That is, between one component with other components it has close relationships, mutual support, and support each other. Students must master these four aspects in order have good language skills. In addition, the overarching aim of every school is to enhance both its institutional framework and the abilities of its students, with English being acknowledged as a significant aspect in maximizing their best potential (Yuswandari, 2022). Thus, learning language skills in school are not only emphasizes theory, but also students are required to be able use language as a tool communicate well within everyday life. According to Arini, et al (2006:49) "speaking skills or Oral language is a skill owned by each individual participate with the environment." Every individual capable of speaking, but not all students have abilities in speaking. Speaking skills must be owned from elementary school students until the highest educational students because it speaks directly related to the entire learning process in the use of language. According to Nadler in Suprihatiningsih (2016) skills are activities that require practice or can be interpreted as implications of the activity. Because to obtain skills or abilities in something, a person needs habituation that is carried out continuously, so that the desired skills can be more honed and increasingly improved. Because, skills are the result of continuous practice and reflection (Pekerti, 2014). Thus, educational institutions have a big opportunity and role in encouraging students to acquire various skills during school, such as speaking skills.

Speaking skills, which are the basis of communication skills, are one of the skills that students need to master from an early age. In general, speaking can be interpreted as conveying one's intentions (ideas, thoughts, contents of the heart) to other people using spoken language so that this meaning can be understood by other people (Mabruridan Aristya, 2017). For Damuki and Haryadi (2019), speaking is also verbal and direct verbal communication between speakers and speakers who can also use audio or audiovisual communication media so that ideas can be understood. Kurnia (2019, cited in Taringan, 2008) revealed that speaking has three general purposes, namely: 1) To inform and report (to inform); 2) To entertain and entertain (to entertain), and 3) To persuade, invite, urge and convince (to persuade). For this reason, the ability to speak is basic. It must-haves to hone communication skills. In addition, improving speaking proficiency also entails mastering translation skills. It is due to translation involves transferring messages from the source language to the target language (Yusuf, 2022). It is necessary to ensure that our message is effectively understood by the interlocutor. Besides, cultural awareness needs to be considered since it plays an essential role not only for facilitating efficient communication but also nurturing empathy, respect, and harmony within varied communities (Nahidin, 2023). Therefore, various innovations and developments in

designing learning are carried out by educators to improve the existing skills of students. This is the essence of education itself, where students have various skills that educators should be able to facilitate by designing appropriate learning methods and supporting their learning. Various methods have been offered by experts in the field of education, as references for teachers so that they can be applied in learning so that the learning process is not monotonous and boring for both students and educators themselves. One of them is applying a method that suits the skills you want to hone. The research focuses on speaking skills developed through the storytelling method.

"Storytelling is retelling ability an event, film, book, or experiences that have been experienced and packaged in an interesting story" Nusantari (2012:61). Arini, et al (2006:63) states that "storytelling activities can provide entertainment and stimulate children's imagination. Activity Storytelling also increases the ability of the children's language and help them to internalize the characters of the story." Meanwhile, according to Behmer (in Smeda, 2014:3) Storytelling is a process in which students personalize what they are learn and construct meaning and their knowledge of the story what they hear and say. In supporting the process learning with Storytelling method, delivery of material can be helped with narrative text to attract the students' attention and students' interest to learn. It can improve speaking skills. Expected through application of the storytelling method, it will be able to increase the students' attention and students' speaking skills to participate in learning better from the previous one.

Asfandiyar (2017) said that storytelling is an art that is used as a means of instilling values in children which is done without the need to lecture children. Bactiar (2007) also added that the storytelling method is education by reading or telling a story that contains good lessons. With this method, students can listen to the story told by the teacher, and then take lessons from the story. Arief (2002) emphasized that the storytelling method also means a way of conveying subject matter by telling chronologically, about how something happened, whether it happened or was just an invention. The storytelling method is one of the most effective methods because this story can touch the soul if it is based on deep sincerity. For this reason, storytelling is one of the most effective ways to develop children's cognitive (knowledge), affective (feelings), social, and conative (understanding) aspects (Wardiah, 2017). This is expected to provide alternatives or solutions faced by teachers in improving students' speaking skills during the learning process.

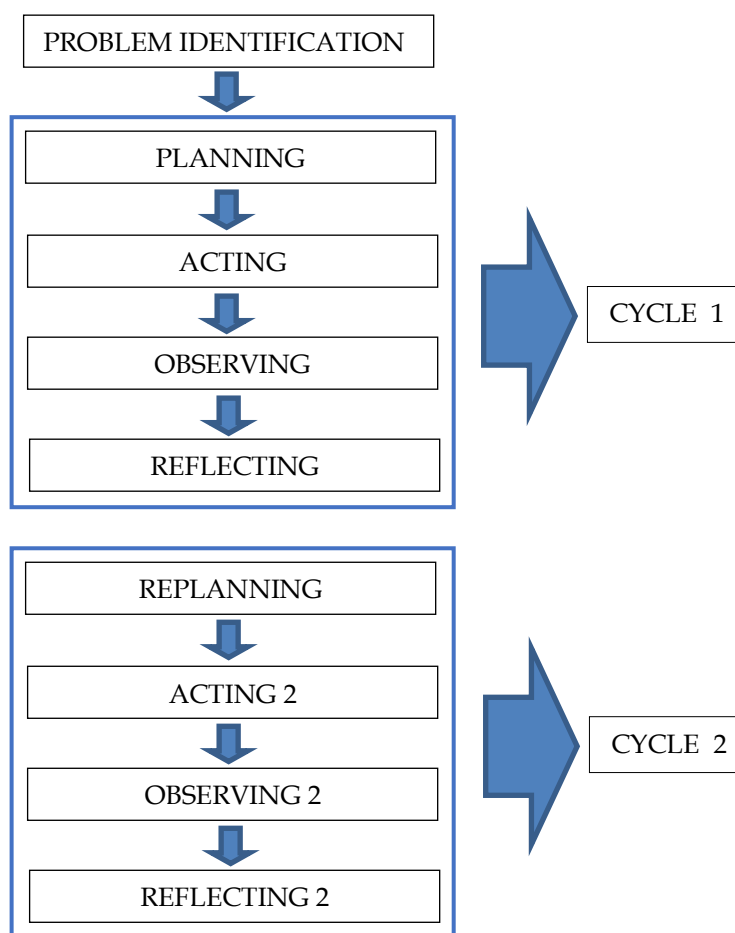
According to McCloud, (2002:9) "comics are pictures as well the symbols are aligned inside specific order to deliver information and/or achieve a response aesthetics of the reader." Rohadi (in Wahyuni, et al, 2016:4) stated that "a story or a comic is a cartoon reveals a character and act out a story in sequence closely connected to the image and designed to deliver entertainment for readers. These are the opinions strengthen the application of the storytelling method in learning and using language, it allows students to be able to train their speaking skills actively participating in learning at the class, and they dare to express

their opinions. Thus, the students become more confident, good in learning process or in interact with its environment demands to be skilled at speaking.

This is similar to the problem faced by the students at MA Miftahul Midad Lumajang, the situation is not effective in the learning process. Low speaking skills impact further education. For this reason, innovation is needed in a learning method that is expected to improve the students' speaking skills. One innovative learning method that is suitable for speaking skills is the storytelling method. Storytelling is a creative process for students' development. It is always activating intellectual aspects, students' sensitivity, and imagination (Didiknto participants, 2020). Therefore, this research aims to examine the application of the storytelling method in improving the speaking skills of the class X students of MA Miftahul Midad Lumajang in the year 2023/2024 on the material of narrative text.

## **METHOD**

This research uses a type of Classroom Action Research to improve teacher performance in the learning process so that there is an increase in students' speaking skills. For this reason, this research was carried out in the class X students of MA Miftahul Midad Lumajang in the academic year 2023/2024. The data collection technique in this research is using tests and observation. Next, the data analysis technique uses descriptive statistical analysis which presents research data through tables to describe students' speaking skills. Data is obtained from the results of formative tests in cycle I (meetings I and II) and cycle II (meetings I and II). Every student in class X of MA Miftahul Midad Lumajang is said to have speaking skills if they have reached the KKM score, namely 75. Thus, the research was carried out through the stages of classroom action research which consisted of planning action (Planning), carrying out Action (Action), seeing and involving in the process of observation (Observation), and giving reflection (Reflection). Those staged is included in the cycle 1. If the teaching and learning process does not achieve the target KKM of 75, so the teaching and learning process is continued the the cylce 2. The teacher conducted the second teaching learning process (Replanning), carrying out the second action (Action 2), seeing and involving in the the second process of observation (Observation 2), and giving the second reflection (Reflection 2). Those staged is included in the cycle 2.



The detailed classroom action research procedures can be described as follows: Before carrying out the learning process, it is using the marketplace activity method. The initial observation is carried out on the learning process for material about narrative text. Students are given multiple-choice questions to make it easier to work on the questions. The number of questions given was 20 questions with a total of 30 students and the minimum completion criteria (KKM) was  $\geq 75$ . The following are the learning results of cycle students in the narrative text material in class X of MA Miftahul Midad Lumajang.

## RESULT AND DISCUSSION

### 1. Result

Before carrying out the learning process for narrative text material activity, an initial observation was carried out on the learning process in class X of MA.Miftahul Midad Lumajang. Students are given multiple-choice questions to make it easier for students to work on the questions. The number of questions given was 20 questions with a total of 30 students and the minimum completion criteria (KKM) was  $\geq 75$ . The following are the learning results of cycle students in the -narrative text material.

**Table 1. Pre Cycle Value List**

<b>Category</b>	<b>The value of learning outcomes</b>	<b>Percentage</b>
<b>Learning outcomes</b>		
Population	30 students	
Average	60	
The highest score	80	
Lowest value	40	
Skilled students	2 students	6.7%
Students are not yet skilled	28 students	93.3%

Based on the minimum completeness that has been determined, namely 75, from this data it can be seen that students who meet the criteria, namely 2 participants, are 6.7%, and students who have not met the criteria are 28 students or 93.3%. Based on this table, it can be seen that the average value is 60. From this data, it can be concluded that 2 students are skilled and 28 students are not yet skilled. In addition, this data also proves that the speaking skills of students on narrative text material are still very low, and complete learning outcomes of students have not been achieved before applying the storytelling method. Therefore, these results are considered by researchers in designing cycle I actions.

At Cycle I Actions, at the planning stage, the researcher carried out several things, namely preparing the teaching material to be delivered, making a Learning Implementation Plan or Lesson Plan with emphasis on the use of storytelling learning methods, making and preparing relevant learning tools and learning resources, preparing student worksheets, preparing data collection tools in the form of student and teacher activity observation sheets, and preparing assessment sheets for students' speaking skills. Next Basically, at the implementation stage of Action Cycle 1, In the implementation process, there are three steps carried out, namely initial or preliminary activities, core activities, and closing. In the research, cycle I carried out two meetings with the same steps. First, in the initial activity, the teacher conditioned the class before starting the lesson, said greetings, and asked the class leader to lead a prayer together, then the teacher made a presence. The teacher carried out an apperception by asking questions to the students about the material they had studied at the previous meeting. The teacher asked the students "What did we learn about yesterday?" Several students were able to answer this question. They mentioned it in English. Then the teacher provided information about the narrative text material to be studied, namely Narrative text about the story of Ashabul Kahfi. After that, the teacher enter the core activities, the learning process begins by observing the Narrative text of the Story of the Ashabul Kahfi as well as an explanation from the teacher about the story of the Ashabul Kahfi. The students get an explanation from the teacher about the steps in the activities that will be carried out using the storytelling learning method.

Students with the teacher's guidance in group discussions lasting around 30 minutes. After the time is up, the group member conveys the results of their discussion, namely retelling the story of the Ashabul Kahfi in turns in front of the class. After each group member has finished presenting the results of their discussion, the students and teacher discuss the results of the discussion. The students and teacher ask questions and answers about the material that has been discussed. Students receive confirmation from the teacher regarding the answers given. The teacher emphasizes important material. Finally, the teacher gives evaluation questions to students at the final activity. Students work on evaluation questions individually. After the students have finished working on the evaluation questions, the students and teacher discuss the results of the student's work and then ask them to collect the results of their work. The students and teacher conclude the material that has been studied at this meeting. The teacher provides follow-up in the form of an assignment to read the next lesson material. Then the teacher asks the class elders to lead a prayer together to end the lesson and close the lesson with a closing greeting.

Next, is the observation stage. Observations were carried out from the beginning of the learning activity to the end of the learning. At this stage, the researcher carried out observations of the learning process using the storytelling learning method which consists of the activities of the teacher and students. The observation results showed that the teacher's activities in the two meetings in cycle I obtained a total score of 60 (meeting I) and 65 (meeting II). The score at meeting I is included in the good criteria, meaning that learning has gone well, but needs to be improved so that learning becomes even better. Based on this improvement, the score at meeting II showed an increase through the improvements made and minimizing deficiencies at meeting I. Therefore, the application of the storytelling method about the Ashabul Kahfi material went well in several ways, such as the teacher's appearance was quite good, the teacher conveyed the perception, prepared discussions well, provided direction, and provided guidance to groups experiencing difficulties, drew learning conclusions at the final activity, re-emphasize the conclusions given by students, and give tests at the second meeting. However, there are still obstacles faced during the learning process, such as teachers still looking a little stiff, not providing motivation, not paying attention to student's readiness to take part in discussion activities, time management in discussions is still less than optimal, quickly collecting the results of their work because time is running out.

It is necessary to improve learning activities at the next meeting, namely meeting II (cycle I). Improvements made at the meeting were able to improve and minimize these obstacles or weaknesses by obtaining a score of 65. However, the results obtained were still not optimal, so further action was needed to obtain maximum results according to the planned goals. In addition, the implementation of this follow-up action is also shown by the test results obtained by students in cycle I, which are presented in the following table.

**Table 2. Cycle I Learning Results Data**

<b>Learning outcome categories</b>	<b>The value of learning outcomes (Meeting I)</b>	<b>The value of learning outcomes (Meeting II)</b>	<b>Percentage</b>		<b>Average</b>
			<b>First</b>	<b>Second</b>	
<b>Population</b>	<b>30 students</b>	<b>30 students</b>			
Average learning outcomes	60	65	60%	65%	62.5 %
Highest value		80	80%	80%	80%
	80				
Lowest value	40	50	40%	50%	45%
Skilled students	2	4	6.7%	13.4%	10.5%
Students are not yet skilled	28	26	93.3%	86.6%	90%

Based on this table, it can be seen that the post-action speaking skills test in cycle I, in the first meeting, was attended by 30 students. The result is that 2 students meet the criteria or 6.7%, and 28 students who do not meet the criteria 93.3%. The average value is 60%. While in the second meeting, was attended by 30 students. The result is that 4 students meet the criteria or 13.4%, and 26 students who do not meet the criteria 86.6%. The average value is 65%. This increase has not been assessed as good because the number of students who have not skilled yet have reached level of 86.6%. This shows that student learning outcomes in the narrative text material of Ashabul Kahfi are still low. The improvement in speaking skills of students in the class X students of MA. Miftahul Midad Lumajang can be seen in the following table.

Based on this table, it can be seen that there has been an increase in students' speaking skills. Initial data before the action took place, results were obtained with the class average, namely with the criteria of students who were skilled at speaking at 10.5% and those who were not skilled at 90 %. From the data above, we can see that the first cycle of class action research, it was not yet said to be successful and it must be continued to cycle II. in the next stage (cycle II). The researcher's improvements in cycle I include paying more attention to students' readiness before starting discussion activities, reminding them more often about the use of discussion time, so that students can make good use of discussion time, giving warnings or warnings that are motivating so that students don't get busy alone or talking alone discussing topics other than the topic being discussed during the discussion, giving direct examples of how to convey a conversation using standard language and placing good emphasis so that the conversation clear and easy for listeners to understand. In addition, encouraging students to be united in group work, participating in groups, actively asking questions, and stimulating students to actively answer questions from the teacher, as

well as improving students' speaking skills in the narrative text material about the Ashabul Kahfi.

At the Cycle II Actions, what the researcher did in cycle II was the same as the previous cycle, namely planning, implementation, observation, and reflection. At the planning stage, the researcher carries out several things, namely preparing the teaching material that will be delivered, making a Learning Implementation Plan (Replanning) with emphasis on the use of storytelling learning methods, making and preparing relevant learning tools and learning resources, preparing student worksheets, preparing data collection tools in the form of student and teacher activity observation sheets, and preparing assessment sheets for students' speaking skills. Next, in the implementation stage of Action Cycle 2, in the implementation process, there are three steps carried out initial or preliminary activities, core activities, and closing. Just like the cycle 1, in cycle II also have two meetings were also held with the same steps. Firstly, in the initial activity, the teacher conditions the class before starting the lesson, saying greetings and asking the class leader to lead a prayer together, then the teacher does a presence. The teacher carries out an apperception by asking questions to students about the material they have studied at the previous meeting. The teacher asked the students "What did we learn about yesterday?" Several students were able to answer this question. They mentioned it in English. Then the teacher provided information about the material to be studied, namely the story of the Ashabul Kahfi. After that, they enter the core activities, the learning process begins by observing the Learning the narrative text about Ashabul Kahfi as well as an explanation from the teacher about the Story of the Ashabul Kahfi. The students receive an explanation from the teacher about the steps in the activities that will be carried out using the storytelling learning method. Students with the guidance of the teacher form the groups with the names group to conduct expert group discussions lasting around 30 minutes. After the time is up, each group member conveys the results of their discussion, namely retelling the story of the Ashabul Kahfi in turns in front of the class. After each group member has finished presenting the results of their discussion, the students and teacher discuss the results of the discussion. The students and teacher ask questions and answers about the material that has been discussed. Students receive confirmation from the teacher regarding the answers given.

The teacher emphasizes important material. Finally, the teacher gives evaluation questions to students at the final activity. Students work on evaluation questions individually. After the students have finished working on the evaluation questions, the students and teacher discuss the results of the student's work and then ask them to collect the results of their work. The students and teacher conclude the material that has been studied at this meeting. The teacher provides follow-up in the form of an assignment to read the next lesson material. Then the teacher asks the class elders to lead a prayer together to end the lesson and close the lesson with a closing greeting. Then, the observation stage.

Observations were carried out from the beginning of the learning activity to the end of the lesson. At this stage, the researcher carried out observations of the learning process using the storytelling learning method which consists of the activities of the teacher and students. Observations were carried out on the teacher using the teacher's activity observation sheet in class and observing the students using the student activity observation sheet during the learning activities when implementing the storytelling learning method. The observation results show that the teacher's activities during the learning process are that the teacher has shown a better performance in implementing the storytelling learning method at the second meeting. The student's readiness and ensuring that participants are prepared to take part in discussion activities. Not only that, teachers are also clearer in explaining the steps of learning activities. During discussion activities, the teacher has shown good performance, namely by giving explanations and providing guidance to groups who are experiencing difficulties. If there are students who are still busy during the discussion, the teacher gives more warnings and motivating warnings so that students can make good use of discussion time. the final activity, then the teacher emphasizes again the conclusions given by the students. The teacher has also given an evaluation test. After the participants have finished working on the questions, the students and teacher discuss the answers from the evaluation. The results of observations of this teacher's activity show good improvement where all learning steps are carried out optimally.

This course has a positive impact on students' speaking skills during the learning process which can be seen in the results of observations. The students' activities showed an increase in the total score from the first meeting, namely from 80% to 90% Based on these results, the average total score of students' activities in cycle II is 85%. This is directly proportional to the results of observations of teacher activities which has been done optimally. Thus, the results of observing the activities of teachers and students have gone well through the application of the storytelling method in the material on the Ashabul Kahfi and good manners in improving students' speaking skills. At the end of cycle II, students were given a post-test to determine whether the actions taken by the researcher were successful or not. The data from the post-test results in cycle II are as follows:

**Table 3. Learning Results Data of Cycle 2**

<b>Learning outcome categories</b>	<b>The value of learning outcomes (Meeting I)</b>	<b>Percentage</b>	<b>The value of learning outcomes (Meeting II)</b>	<b>Percentage</b>
Population	30 students		30 students	
Average learning outcomes	80	80%	90	90%
Highest value	90	90%	90	90%

Lowest value	70	70%	70	70%
Skilled students	25 students	83.3 %	29 students	96.6 %
Students are not yet skilled	5 students	16.6%.	1 students	3,3%.

Based on this table, it can be seen that the post-action speaking skills test in cycle II, in the first meeting, was attended by 30 students. The result is that 25 students meet the criteria or 83.3%, and 5 students who do not meet the criteria, namely 16.6%. The improvement of the teaching and learning process has reached a level of success of 83.3%. While, in the second meeting, was attended by 30 students. The result is that 29 students meet the criteria 96.6%, and 1 students who do not meet the criteria, namely 3.3%. Thus, overall the aim of holding this classroom action research has been achieved. The following is a comparative table of improvement in speaking skills between the pre-test (before the action) and the post-test (after the action) for students in class X of MA. Miftahul Midad Lumajang.

**Table 4. Comparison of Speaking Skills Tests in Pre-Cycle and Cycle 1**

NO	CATEGORY	PRE CYCLE	CYCLE 1			CYCLE 2		
			First	Second	Average	First	Second	Average
1.	Population	30 students	30 students	30 students	30 students	30 students	30 students	30 students
2.	Skilled	6.7%	6.7%	13.4%	10 %	83.3 %	96.6 %	90%
3.	Not Yet Skilled	93.3%	93.3%	86.6%	90%	16.6%.	3,3%.	10%
4.	Average Scores	60%	60%	86.6%	73.3%	80%	90%	85%
5.	Criteria	NOT ENOUGH	NOT ENOUGH			GOOD		

Based on this table, it can be seen that there has been an increase in students' speaking skills. Initial data before the action took place resulted in a class average of 60% with the criteria for students' speaking skills being 6.7% complete and 93.3% incomplete. Meanwhile, in cycle I, the class average was 73.3%, with 10 % complete and 90% incomplete. Based on cycle tests I, so in the first cycle class action research, it was not yet said to be successful, so it needed to be continued to cycle II. In cycle II, the class average was 85%, with 90 % complete and 10% incomplete. The results of improving students' speaking skills on the Ashabul Kahfi material through the application of the storytelling method achieved an average score is Good. This shows that the storytelling method can improve students' speaking skills because it has met or exceeded the KKM value for the Narrative text material of Ashabul Kahfi in class X of MA. Miftahul Midad Lumajang uses the storytelling method. Thus it can be concluded that the application of the storytelling method can improve students' learning outcomes.

## **2. Discussion**

This study outlines the effectiveness of employing storytelling techniques in language learning contexts to facilitate oral communication proficiency among students. It was supported by Moradi & Chen (2019) that through the utilization of storytelling in language learning, it can enhance language acquisition by providing context and promoting students' engagement. Further, Juraid & Ibrahim (2016) discuss the benefits of incorporating storytelling into language learning pedagogy. They emphasize how narratives stimulate interest, promote language comprehension, and encourage active participation, ultimately enhancing speaking skills. Concerning to the role of narrative engagement in fostering students' speaking skills development, teachers can provide authentic contexts for language use and encourage fluency and expression by immersing students in compelling stories.

Furthermore, the importance of creating collaborative learning environments where students actively engage in storytelling and dialogue can be effective strategies for fostering language development. In addition it could be used as assessment and evaluation of speaking skills. As stated by Sewagegn & Diale (2020) that authentic assessment methods, such as performance tasks and peer evaluations can measure students' oral communication proficiency accurately. Similarly, Maylia (2021) asserts that the utilization of storytelling within the educational setting has the potential to serve as a means for assessing and evaluating speaking abilities. Overall, it provides additional support and perspectives for understanding the complexities of implementing speaking activities in language classrooms. By integrating these insights, teachers can further enhance their teaching practices and contribute to more effective language learning experiences for students.

## **CONCLUSION**

Speaking skills as an indicator of achievement of learning objectives as a result of applying the storytelling method have increased. The storytelling method is applied in the narrative text material for class X of MA. Miftahul Midad Lumajang has been proven to improve the students' speaking skills, especially in the material of the Ashabul Kahfi which reaches and exceeds the KKM score of 75. This can be seen in the skills results of the class X of MA. Miftahul Midad Lumajang education phase participants achieved the success criteria with 90% of students getting a score of  $\geq 85\%$  as measured by retelling the story of Ashabul Kahfi at the end of cycle II. In cycle I there was an increase in the class average, namely from 73.3% to 86% or 6.7 students to 13.4% who were sufficient and skilled. The percentage of completeness in cycle II increased by 85% from 80% to 90% or from 83.3% students to 96.6% students who were skilled at speaking. Thus, the storytelling method needs to be applied in the teaching and learning process to improve student learning outcomes. Furthermore, more research needs to be conducted. further about learning using the storytelling method to improve students' speaking skills. Moreover, teachers should pay attention to the learning

conditions of students so they can choose the right models, methods, and strategies for learning.

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