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## Student Perception Of Using Storytelling and The Advantages In Speaking Class at the Seventh Grade of Al-Ma'soem Junior High School

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### ABSTRACT

Background of this research is due to the application of storytelling methods in language teaching, teachers can make learning more interesting and effective, allowing students to understand spoken language better. The aim of this research is to find students' perceptions regarding the use of storytelling in learning speaking in class and to find the advantages of using storytelling in learning speaking in class. This research uses a qualitative descriptive method with questionnaire and interview instruments. Questionnaires to answer the results of student perceptions regarding the use of storytelling methods in student learning in class and interviews to answer the advantages of using storytelling in learning speaking in class. This research was conducted at one of the private schools in Bandung, namely Al Ma'soem Middle School, specifically in class VII E. The subjects were the English teacher and students in the class. This research shows that using storytelling is very fun and students really like this method, whether they like English or those who don't like English. From these results, there are several benefits from using the storytelling method, namely enriching vocabulary, making learning speaking fun, improving pronunciation, training students to speak up.

**Keywords :** *Advantages in Speaking; Junior High School; Storytelling; Student Perception.*

### ABSTRAK

Latar Belakang penelitian ini disebabkan oleh penerapan metode mendongeng dalam pengajaran bahasa, guru dapat membuat pembelajaran lebih menarik dan efektif, memungkinkan siswa untuk memahami bahasa lisan dengan lebih baik. Tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa mengenai penggunaan storytelling dalam pembelajaran speaking di kelas dan untuk menemukan keuntungan menggunakan storytelling dalam pembelajaran speaking di kelas. Penelitian ini menggunakan metode deskriptif kualitatif dengan instrumen kuesioner dan wawancara. Kuesioner untuk menjawab hasil persepsi siswa mengenai penggunaan metode *storytelling* dalam pembelajaran siswa di kelas dan wawancara untuk menjawab keuntungan menggunakan storytelling dalam belajar berbicara di kelas. Penelitian ini dilakukan di salah satu sekolah swasta di Bandung, yaitu SMP Al Ma'soem, khususnya di kelas VII E. Subjek adalah guru bahasa Inggris dan siswa di kelas. Penelitian ini menunjukkan bahwa menggunakan *storytelling* sangat menyenangkan dan siswa sangat menyukai metode ini, apakah mereka menyukai bahasa Inggris atau mereka yang tidak menyukai bahasa Inggris. Dari hasil tersebut, ada beberapa manfaat dari menggunakan metode *storytelling*, yaitu memperkaya kosakata, membuat pembelajaran berbicara dengan menyenangkan, meningkatkan pengucapan, melatih siswa untuk berbicara.

**Kata Kunci :** *Bercerita; Keuntungan dalam Berbicara; Persepsi Siswa; SMP.*

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## INTRODUCTION

Interacting and communicating with others is essential for social humans, with speaking being the primary way of expression. Success in language learning is often measured by one's speaking ability; however, beginners may find it challenging, especially in learning foreign languages like English. Speaking is crucial for personal satisfaction, achieving career goals, and overall success in learning a new language. Beginners often struggle with speaking, leading to frustration and the need for effective speaking strategies. Encouraging students to read texts and using storytelling techniques can help improve speaking skills and overcome hesitation. Storytelling is a captivating method that enhances fluency, attracts students' attention, and aids in understanding new vocabulary.

Research on the effectiveness of storytelling in teaching speaking skills has been conducted, focusing on qualitative descriptive methods. Previous studies have shown positive outcomes in improving students' speaking skills through storytelling techniques. The use of storytelling in English classes in seventh grade has been examined to understand students' perceptions and the benefits of using this method in speaking classes. By incorporating storytelling in language teaching, teachers can make learning more engaging and effective, enabling students to better grasp spoken language.

Furthermore, the use of storytelling not only improves speaking skills but also helps students develop their pronunciation and vocabulary. Research findings have demonstrated significant improvements in students' speaking abilities after implementing storytelling techniques. By utilizing this method, teachers can create a more interactive and dynamic learning environment that motivates students to engage in speaking activities. Ultimately, the goal is to enhance communication skills, facilitate meaningful interactions, and foster a deeper understanding of the English language among junior high school students.

## METHOD

In this method, researchers used questionnaires for students to find out students' perceptions and interviews with some students, namely three students who strongly agreed with the storytelling method, three students who agreed with the storytelling method and three students who did not like the storytelling method.

Qualitative research aims to gain a deep understanding of human and social problems, not to describe the surface part of a reality as quantitative research does with its positivism. In this way, the qualitative method is suitable for use in this study because this study discusses students' perceptions of using storytelling in English speaking class and the advantages of using storytelling in English speaking class.

This research was conducted in the seventh grade of Al Masoem Middle School in the 2023/2024 academic year. Located on Jalan Raya No. 22, Cipacing, Kec. Jatinangor, Sumedang Regency, West Java 45363 Indonesia. This school is one of the favorite private schools in Jatinangor and has been accredited and was also

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selected based on the research topic and its relevance to the problem to be researched, namely the use of storytelling in English speaking class of seventh grade of Al Masoem Junior High School. Apart from considering the possibility of access in conducting research, this is also because this school has many alumni who are fluent in English and English teachers who are creative in teaching English in class.

Moreover, the school used as the location for this research is in a very strategic location, and its location is well known to the local community. Apart from that, it is supported by very adequate school facilities, and this school has won many awards in various fields, one of which is in the field of English. Therefore, the quality of students' English cannot be questioned anymore.

The research was carried out for approximately three months starting from April 22 2024 to June 1 2024. During the research, researchers were involved and went directly into the field. By using data collection techniques through questionnaires and interviews. In addition, this school was chosen because in this case it is one of the schools that in its teaching process use the storytelling method like the title that the researcher studied.

The participant of this research is an English teacher in the academic year 2022/2023. The researcher involved an English teacher because he would be able to provide information related to all research questions. Apart from that, teachers use storytelling learning methods in class. This is in line with the title of this research, namely the use of storytelling in English speaking class of seventh grade of Al Masoem junior high school. Based on this statement, the researcher chose this teacher with the consideration of providing a lot of information about teaching speaking in class, especially using the storytelling method. Apart from the teachers, the participants in this research were seventh grade students who of course gained experience in being taught using storytelling. By involving students, researchers can find out students' perceptions regarding learning using storytelling media.

## **FINDINGS**

### **Students' Perception Regarding The Use of Storytelling in Speaking Class**

A questionnaire adapted from Pathan M, M (2012) was used to assess students' perceptions about the use of storytelling for speaking in class. The researcher gave this questionnaire to class 7 E as many as 25 students and carried it out by giving the questionnaire directly to the class. This questionnaire was given with the aim of finding out students' perceptions of the use of storytelling methods in teaching speaking in class. The questionnaire used was adapted from Likert analysis which uses a 1-5 scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree). The following are the questionnaire results obtained:

**Table 1. The Questionnaire Results**

NO	STATEMENT	SD (1)	D (2)	N (3)	A (4)	SA (5)
1.	I enjoy practicing English speaking skills with Storytelling	0%	0%	49,5%	44,6%	5,9%
2.	I am interested in learning speaking if the teacher uses storytelling as teaching media	0%	4,6%	41,9%	41,9%	11,6%
3.	Using storytelling facilitate me to learn Speaking	0%	4,3%	26,1%	47,9%	21,7%
4.	Using storytelling motivate me to learn Speaking	0%	2,3%	41%	45,4%	11,3%
5.	Learning speaking through storytelling is Unproductive	7%	31%	62%	0%	0%
6.	I like learning speaking through storytelling	0%	2,3%	57%	28,7%	12%
7.	storytelling helped me to improve my English-speaking skills	0%	0%	29,3%	65,2%	5,5%
8.	Storytelling is an efficient method to learn English	0%	0%	32%	46,8%	21,2%
9.	Learning speaking through storytelling is useful	0%	0%	15,5%	74,2%	10,3%
10.	I would like to use storytelling to learn English for the future	0%	6,2%	63%	24,6%	6,2%
11.	Storytelling motivated me to improve my knowledge of pronunciation	0%	0%	33%	61,5%	5,5%
12.	Storytelling motivated me to enrich my knowledge of vocabularies	0%	0%	36,3%	52,7%	11%
13.	Storytelling is useful to improve my English listening skill when my friend tells a story	0%	2,2%	33,3%	53,3%	11,2%
14.	Do you feel nervous when you tell the story in front of many people	0%	0%	29,4%	11,8%	58,8%
15.	I can learn speaking everywhere through storytelling	0%	12,8%	57,7%	10,3%	19,2%

The statement above shows the percentages of 19.2% of students strongly agree, 10.3% of students agree, 57.7% of students are neutral, 12.8% of students disagree and 0% of students strongly disagree. These results show That only a few students who agree that they can learn speaking English everywhere through storytelling.

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### The Advantages of The Use of Storytelling in English Speaking Class

To answer the second research question regarding the advantages of the use of storytelling in English speaking classes, researchers used interviews conducted with teachers and students. Data obtained from interviews shows that there are several advantages felt in using this storytelling method namely; enrich vocabularies, storytelling makes learning activities more enjoyable, improve pronunciation and train students to speak up.

### CONCLUSION

This research shows that students' perceptions of the use of the storytelling method show that they like the storytelling method. This can be seen from the results of the questionnaire answers which show that more than half of the students like and enjoy learning using the storytelling method. Even students who don't like English like this storytelling method. Not only students, it turns out teachers also really like this method because by using the storytelling method it is easier for teachers to convey the material. Apart from that, researchers also conducted interviews to answer the advantages of the storytelling method. This method has several benefits, namely enriching vocabulary, learning more fun, improving pronunciation and training students to speak up. From this research, students' perceptions and advantages of using storytelling have been found.

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