

**IMPROVING STUDENTS' SPEAKING ABILITY THROUGH
STORYTELLING AT SENIOR HIGH SCHOOL 1 ALU**

An Undergraduate Thesis



NURFADILAH

H0119323

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF SULAWESI BARAT

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ABSTRAK

NURFADILAH, 2023, Meningkatkan Kemampuan Berbicara Siswa Melalui Storytelling di SMAN 1 Alu. Skripsi, Majene: Fakultas Keguruan dan Ilmu Pendidikan, 2023.

Penelitian ini bertujuan 1) untuk mengetahui apakah Storytelling dapat meningkatkan kemampuan berbicara siswa kelas XI MIA 1 di SMAN 1 Alu, dan 2) untuk mengetahui persepsi siswa tentang penggunaan Storytelling dalam meningkatkan kemampuan berbicara siswa. Penelitian ini adalah kuantitatif dengan menggunakan desain pre-experimental, dan subjek penelitian ini adalah 25. Penelitian ini menggunakan Simple Random Sampling untuk menentukan sample. Pengumpulan data dilakukan dengan instrument 1) Tests yaitu pre-test dan post-test dalam bentuk lisan ada 7 pertanyaan untuk pre-test dan 5 pertanyaan untuk post-test 2) Questionnaires yang terdiri dari 10 pernyataan. Teknik analisis data yang digunakan adalah Uji Paired sampel t-test dan skala liker untuk questionnaires dengan aplikasi SPSS. Dari hasil analisis penelitian mengidentifikasi bahwa hasil rata-rata nilai post-test yaitu 71,20 lebih tinggi dari nilai rata-rata pre-test yaitu 45.60. Itu artinya H_0 bisa diterima. Untuk hasil questionnaires menunjukkan bahwa siswa beranggapan positive terhadap penggunaan Storytelling, dilihat dari banyaknya siswa yang memilih setuju dengan pernyataan mengenai penggunaan Storytelling di kelas. Berdasarkan hasil diatas, peneliti menyimpulkan bahwa penggunaan Storytelling dapat meningkatkan kemampuan berbicara siswa kelas XI MIA 1 di SMAN 1 Alu.

Kata kunci: Storytelling, Berbicara, Persepsi siswa

CHAPTER I

INTRODUCTION

A. Background

In this modern era, speaking is the first way to interact and communicate. People are demanded to have more than one language. Language as a tool for communication takes an important role in everyday life. Communication in a foreign language is a source of information and knowledge. Indonesia as a developing country has realized that English as an international language needs to be mastered by the Indonesian people. There are four English skills that must be mastered, namely listening, speaking, reading, and writing. However, speaking is considered a very important skill to achieve because language is used as a communication tool. Therefore, the ability to speak or communicate with others plays an important role. According to Saputra (2018) speaking is one way to communicate ideas through verbal messages. In addition, Tahir (2015) in Zuhriyah (2018) says that a person is considered successful in learning a foreign language if he can speak. However, from a communicative point of view, speaking has many aspects and categories that must be considered, such as accuracy, involving the use of correct vocabulary, grammar, pronunciation practice, and fluency. In addition, speaking is an activity carried out by someone to communicate with others and it has become part of people daily activities. Someone will also interact using language to express ideas, feelings, and thoughts.

The researcher conducted teaching assistance in SMA 1 Alu before. The researcher made observations in class during the lesson by inviting students to speak English but most of the students there still had difficulty learning to speak because their motivation to learn English was still low. They did not have the confidence to speak English in class, they also lacked vocabulary, so it is difficult to express ideas. In addition, poor pronunciation and grammar made them anxious when the teacher asked them to speak.

As a result, storytelling is might be the best way to help students learn the four skills in their first and second language because of the many benefits

contained in stories. Storytelling is also useful in the classroom, such as building student confidence, building student communication skills, building student vocabulary, and building students' ability to manage their ideas. In addition, student can use storytelling as a cultural preservation since storytelling has become people's daily activity. Handayani (2013) in Sitorus (2018) says that storytelling can encourage students to explore their unique expressions and can improve their ability to communicate thoughts and feelings in a clear way.

This research focuses on narrative text as material for storytelling. According to Purba (2018) The narrative text is a text that tells an event in a story. The oral narrative is used, which tells about oneself. Therefore, the narrative often uses written, oral, and other narratives. The advantage of this storytelling technique compared to the technique used by teachers in schools is that students can be personally involved in the story because they can identify the characters in the story and try to interpret the Narrative story.

Related to issues mentioned before, the researcher wants to conduct research on the possible benefits of using storytelling to improve students' speaking skills. In this study, the researcher used an experimental design with one group pre-test and post-test. Based on the considerations described above, the researcher decided to carry out a study entitled **“Improving Students’ Speaking Ability Through Storytelling at Senior High School 1 Alu”**

B. Problem Identification

Based on the background of the problem described above, researcher can identify several issues at Senior High School 1 Alu related to English skills such as:

1. Not being confident to speak
2. Having a lack of vocabulary
3. Not being used to talking in class

C. Problem Limitation and Formulation

After identifying the problems stated above, thus, the researcher feels necessary to focus the problem of the research on “English Speaking ability Problems of the XI MIA 1 at Senior High School 1 Alu”.

The problem of this research is formulated in the following research questions:

1. Can the use of storytelling improve students’ speaking ability at Senior High School 1 Alu?”
2. What are the students’ perception toward the use of storytelling in learning speaking at Senior High School 1 Alu?

D. Research Objective

Based on the identification of the problems above, the objective of this research are:

1. To find out whether storytelling can improve students’ speaking ability or not.
2. To find out the students’ response after using of storytelling.

E. Research Benefits

1. Theoretically Benefit

The result of research can hopefully give larger knowledge and positive contribution about storytelling as a teaching method in teaching speaking that will be able to increase the students’ achievement in speaking.

2. Practically Benefits

a) English Teacher

At this way, this study will help teacher to get more information about the use of storytelling.

b) Students

Students are the subject of teaching and learning process of speaking. This result of the study is expected to develop speaking ability with the method that will improve student’s understanding so that will be

more confident and accustomed to speaking English. By using storytelling, students' vocabulary will increase.

c) Researchers

The finding of this research is expected can be used as a reference to other researchers that have a similar topic to support their research.

CHAPTER II

LITERATURE REVIEW

A. Previous related studies

Several previous studies have been conducted by the former researchers talking about the use of storytelling in teaching English. First, the study entitled “A systematic review of digital storytelling in improving speaking skills” by Nair (2021). The aim of this systematic literature review is to provide readers with a better understanding of the function of digital storytelling in the classroom, particularly in terms of improving students' speaking skills. This study uses descriptive qualitative research methods. In this study, researchers used four stages to carry out the analysis. This includes an identification phase, a screening phase, an eligibility phase and finally, an inclusion phase. Based on the data sources found, 15 out of 45 articles stated that digital storytelling increased students' motivation in the learning process, and 17 out of 45 articles showed that student engagement increased when digital stories were used during learning. Students who participate in digital story development can improve their communication skills by learning to express themselves, ask important questions, share perspectives, and create narratives, as all these helps sharpen students' speaking skills. It can promote better speaking skills and encourage students to acquire higher levels of emotional intelligence, enjoy better levels of collaboration, and engage more constructively in social learning processes.

Next, the study entitled “Improving Second Semester Students’ Speaking Ability Through Storytelling Learning Model at English Study Program of Timor University (A Classroom Action Research Method)” by Erfiani (2017), this research aims to improve students' speaking skills through the storytelling model at the University of Timor, Central Timor District North (TTU), East Nusa Tenggara, Indonesia. The main objective of this study is to determine the improvement of various aspects of speaking ability such as aspects of grammar, vocabulary, and pronunciation. This study used qualitative research methods. The research subject was the second semester

of English education in class A in the 2016/2017 academic year. There are 30 students for research subjects. The instruments used to obtain the data analysed in this study were tests, cameras, and documents. Data collection techniques used in this study are observation, tests, and documentation. The average speaking ability of students in Cycle I was 67%. Then in cycle II the average student score increased to 81%. From all the data analysis on the use of SLM to improve students' speaking ability, the researcher concluded that the use of SLM can improve students' speaking ability.

Additionally, the study entitled “The impact of storytelling techniques through virtual instruction on English students’ speaking ability” by Khodabandeh (2018) This study adopted a quasi-experimental design with one experiment and one control group. The general objective of this study was to determine the effect of storytelling on EFL students' oral abilities through social networks. To examine the effect of story retelling on students' oral abilities in Telegram groups, 30 English language student’s researchers selected from 78 male and female TEFL Iranian freshman students at BA level at Payame Noor University. The age of the participants ranged from 18 to 24 years. After giving a homogeneity test (TOEFL test), the researcher selected 30 (12 males and 18 females) students for the purpose of this study. Participants were divided into two groups, each consisting of 15 subjects. Two parallel tests based on the Test of Speaking English (TSE) were designed. One of them is used as a pre-test and the other is used at the end of treatment as a post-test. The main purpose of this test is to measure the subject's speaking ability before and after treatment. There are twelve questions in each questionnaire and participants are asked to talk about their education and level of proficiency, describe an object, relate a given image, give and support an opinion, compare two things, give directions and instructions, hypothesize, imagine, and define something.

The last, in the study entitled “Digital Storytelling Implementation for Enhancing Students’ Speaking Ability in Various Text Genres” by Syafradin (2019) The research method used in this study is qualitative with the aim of knowing the impact of digital storytelling on high school students'

speaking abilities in various genres of text and analysing the extent to which it works effectively. The sample in this study were 34 students of class X IPA 4. The research instruments were observation, assessment, and a list of questions. Based on the data analysis and above, the researcher concludes that the implementation of making digital storytelling to improve the speaking skills of tenth grade 4 science students at SMAN 2 Rembang in the 2018/2019 academic year has had a significant increase and this increase shows that learning activities using digital storytelling can enrich student achievement in passing the minimum standard criteria, 70% of the total students can achieve these goals.

From some of the results of the research above conducted by previous researchers regarding the use of storytelling in improving students' speaking ability, when compared with the research carried out by researcher, there are several relevances or similarities, including in terms of the main ability to speak and tests that use oral questions, besides that there are also differences between the number of samples, research locations, and research methods, as well as the text narrative used in during treatment.

B. Theoretical Framework

1. Speaking

a. Definition of Speaking

According to Zuhriyah (2018), speaking is the way of people to express something and for communicating to other people orally. Speaking is the first way to interact with others in the social community because in daily activities people cannot be separated from interaction and communication.

In addition, speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation to inform, to persuade, and to entertain. The basic assumption in any oral interaction is that the speaker wants to communicate ideas, feelings, attitudes, and information to the listener. Speaking is a tool in everyday life to deliver intention. Novienda (2017)

Additionally, speaking is an interactive process in building intentions, messages, and opinions orally with other people. Accuracy, fluency, accuracy, and vocabulary building are essential aspects of communicating. Ngilma (2022)

From the above opinion it can be concluded that speaking is a process of interacting with other people verbally to convey ideas, opinions, or feelings. Speaking is also a tool used in daily activities to inform listeners.

b. Speaking Ability

According to Monggo (2018) Speaking ability is the ability to useful activity in which one person need to use and to communicate each other's. Speaking is one of the components of a language. The existence of speaking is important and cannot be separated by the existence of a language. It means that there is no interaction exist without speaking. Speaking is the most important element for students when their learning English language.

According to Torky (2006) in Prastaka (2022) the following sub-competences/skills are necessary to demonstrate speaking ability:

1). Linguistic Competence

Linguistic competence entails the ability to pronounce words clearly, obey grammatical rules correctly, and use a vocabulary that is relevant, adequate, and suitable.

2). Discourse Competence

Discourse competence encompasses not only the ability to structure discourse in a clear and cohesive manner, but also the ability to manage and engage effectively to keep the discussion continuing.

3). Pragmatic Competence

Pragmatic competence entails the ability to communicate a variety of functions depending efficiently and correctly on the context and register.

4). Fluency

Fluency is defined as the ability to speak the right things in a variety of contexts at a reasonable level in foreign language teaching.

c. Functions of Speaking

According to Richards (2008) there are three functions of speaking:

- 1). As interaction, our daily communication remains interactional with other people. This refers to what we said as conversation. It is an interactive communication which done spontaneous by two or more person. This is about how people try to convey his message to other people. Therefore, they must use speaking ability to communicate to another person. The main intention in this function is social relationship.
- 2). As transaction, in talk as transaction is more focus on message that conveyed and making others person understand what we want to convey, by clearly and accurately. In this type of spoken language, students and teacher usually focus on meaning or talking what their way to understanding.
- 3). As performance, in this case, speaking activities is more focus on monolog better than dialog.

d. Components of Speaking

According to Brown (2003) in Bafadal (2019) there are five components of speaking assessment related to grammatical content, vocabulary, comprehension, pronunciation, and fluency.

1). Grammar

Students need to arrange the correct sentences in the conversation. Students' ability to manipulate structure and distinguish appropriate grammatical forms is necessary to speak English accurately. The use of grammar is also to learn the correct way to acquire expertise in a language in spoken and written form.

2). Vocabulary

A person cannot communicate effectively or express his ideas both orally and in writing if he does not have sufficient vocabulary.

Therefore, vocabulary means the right diction used in communicating.

3). Comprehension

This means how far the students' ability to respond to oral communication. Students must be able to understand what the speaker is saying.

4). Pronunciation

Pronunciation is a way for students to produce clearer language when they speak. It deals with the phonological process which refers to the grammatical component consisting of the elements and principles that determine how sounds vary and patterns in language.

5). Fluency

Fluency can be defined as the ability to speak fluently. Fluency in speaking is the goal of many language learners. Signs of fluency include a fast rate of speech and only a few pauses. These signs indicate that the speaker is not spending much time searching for the language items needed to convey the message.

e. Characteristics of a Successful Speaking Activity

According to Muklas (2017) in order that the students can carry out the successful speaking, they must have some characteristics of successful speaking activity such as:

1). Learners talk a lot

As much as possible of the period allotted in learning activity is in fact utilized by learner talk. Clearly, often time is occupied with teacher talk.

2). Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.

3). Language is an acceptable level

Learners express themselves in utterances that are relevant, easy comprehensible to teach other and acceptable level of language accuracy.

f. Types of Speaking

According to Guebba (2021) There are six types of classrooms speaking performance that students can engage in. These categories are imitative, intensive, responsive, transactional, interpersonal, and extensive.

1). Imitative

In imitative classroom activities, the focus is not on meaningful interaction, but rather on studying language elements, separately. Students are usually exposed to authentic listening materials such as native speaker recordings. In doing so, students are supposed to imitate what they hear and pinpoint a certain vowel sound. Drilling also plays an effective role in imitative classroom speaking tasks. It, hereby, provides students with the ability to listen and repeat orally the grammatical and phonological language forms in question. Considering that drillings rely on repetition, they should be short, simple, controlled, limited, and comprehensive for learners.

2). Intensive

Intensive speaking surpasses imitation to include any speaking performance to practice phonological or grammatical language forms. In other words, students practice intensive speaking by focusing on words or sentences instead of one specific sound. This type of performance can be practiced either individually or in pairs.

3). Responsive

Students' participation in the classroom is mainly responsive. Simply put, responsive speaking takes the form of responding to students' and teachers' questions and comments. This type of response does not include any kind of information exchange. Consequently, responsive practice does not extend to dialogue as it only offers replies to the teachers' questions.

4). Transactional

Transactional speaking goes beyond being a responsive practice. The transactional practice has a negotiated nature based on

conveying and exchanging information in a form of dialogue. This type of classroom speaking performance can be carried out either in pairs or in group work.

5). Interpersonal

Instead of transmitting facts and information, interpersonal practice tends to maintain social relationships. Taking this fact into consideration, interpersonal dialogues seem to be more complicated for students to decipher due to the use of slang, colloquial language, or ellipses. However, such type of authentic practices in the classroom enables learners to use language in its real context and, therefore, lead to improving learners' fluency.

6). Extensive

Intermediate and advanced levels' learners are requested to deliver extended monologues namely speeches, reports, or summaries formally.

2. Storytelling

a. Definition of Storytelling

Storytelling is to retell the story having read or heard by using the storytellers 'own words based on their understanding about the story. Soesilo, (2018) Storytelling is a series of a more systematic strategy containing the activity of transferring the story from the narrator to the listener.

According to Hidayati Y (2019) Storytelling is the oldest form of educational activity in speaking skill that can stimulate the learners to enjoy the speaking learning process. It has many benefits, such as entertainment, education, cultural preservation, and instilling moral values.

Additionally, Hidayati (2019) stated that in some cultures that do not have a written language, storytelling is the only way for people to convey culture, values, and history. Storytelling can be interpreted as a way of telling and telling a story or giving an explanation orally.

From some of the definitions above, it can be concluded that storytelling is an activity carried out to retell or transfer the story from the narrator to the listener based on their own understanding.

Alexander, (2017) several theories related to storytelling ideas developed by experts include:

- 1.) Joseph Campbell's Monomyth: Joseph Campbell is a mythologist known for his book "The Hero with a Thousand Faces". According to Campbell, every interesting story has the same elements, such as the hero starting a journey, experiencing obstacles, learning from experience, and returning with new wisdom.
- 2.) Robert McKee's Story: Robert McKee is a screenwriter and author of the book "Story: Substance, Structure, Style, and the Principles of Screenwriting". McKee believes that every good story must have strong characters, an interesting plot, and meaningful themes. According to McKee, the character must have a strong will and must face challenging conflicts to achieve his goal. The plot should have good flow and make the audience want to know what will happen next. The theme must convey a meaningful message and motivate the audience to act.
- 3.) Annette Simmons' The Story Factor: Annette Simmons is a writer and communications consultant. Simmons developed a theory that focused on the importance of stories in communication. According to Simmons, stories can help people understand the complexity of problems and evoke feelings of empathy. He also believes that stories can be used to motivate people to act and reinforce desired values.

b. Elements of Storytelling

Megawati (2018) In storytelling has the element that consist of it, and the students of storytelling are form.

- 1). Visualization (the seeing of images the mind's eyes)

To make a gr eat visualization, the storyteller must describe the character situation, condition, time, and place completely.

2). Vocal

Vocal is one of the elements of storytelling, storyteller must master in vocal should/could describe about the character in as story. What he is young man? What she is cruel mother! Etc.

3). Bodily gesture

Bodily gesture is important for storyteller to make the audiences interesting about the story, bodily gesture can draw the situation and condition a story.

c. The Characteristics of Storytelling

According to Sharma (2018) In storytelling there are some characteristics that must be known by the students, they are:

- 1) It provokes curiosity.
- 2) It evokes student's imagination and interest in language skill.
- 3) It builds vocabulary, comprehension, story sequencing.
- 4) It improves listening and oral communication skills.
- 5) It is an interactive and co-operative process.
- 6) As an art it is an enjoyable tool for practicing language learning skills and verbal expressions.
- 7) It binds listeners together.
- 8) It helps the listener to remember.
- 9) It uses all kinds of language conventions to make the story vivid.
- 10) It makes listeners forget their misery.

From the explanation above, it can inference that storytelling has the characteristics that must be control by the students before showing up their story in front of the audiences.

d. The Benefits of Storytelling

According to Tanjung (2018) There are some benefits about storytelling activity, they are:

- 1) Students can be active in English learning activities without feeling bored, learning will also run well and be structured.

- 2) To increase students' confidence in public speaking. By appearing confident when speaking, of course, it will add a great impression to the audience.
- 3) Increase students' knowledge vocabulary, structure, context, and grammar so that it makes it easier to express ideas or opinions.
- 4) Developing problem solving skills as a first step for students in developing ideas in building new knowledge and developing English skills.
- 5) To shed inhibition or anxiety that is felt by everyone in communicating using English.
- 6) To teach narrative text structures so that students can compare social functions, text structures, and linguistic elements of several narrative texts.
- 7) To create interest and develop listening comprehension, the students are required to understand what the speaker has said so that the message of the story is conveyed.
- 8) Improve pronunciation and intonation. pronouncing the word correctly and clearly, of course the message that will be conveyed to the listener will also be conveyed properly.
- 9) To improve the skills of connecting to content related to storytelling teaching materials.
- 10) Creating fluency in speaking English, of course, cannot be separated from practicing speaking practice. In this storytelling method students are not only given theory but also practice in front of the class.
- 11) Encouraging interaction and sharing of culture, this can help students add insight and get a lot of information.

C. Conceptual Framework

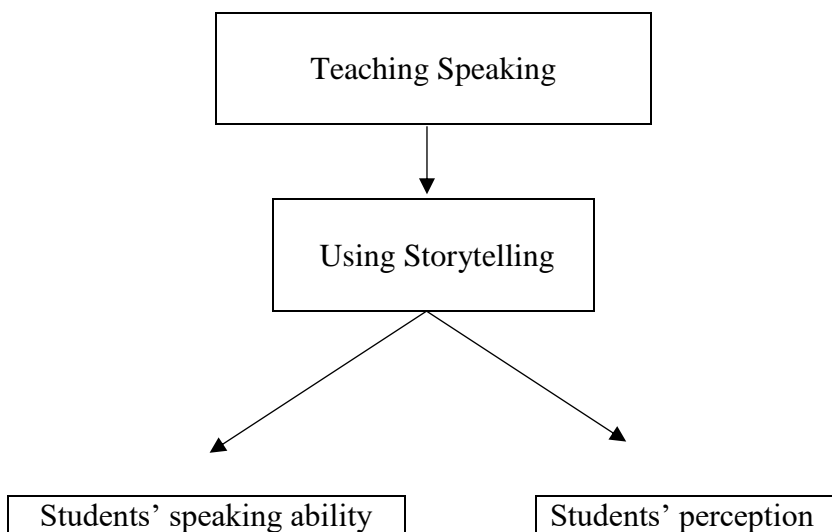


Figure 2.1 conceptual framework

Based on the conceptual framework above, it explains about improving students' speaking ability through storytelling. In this study, a pre-experimental design was used with one class XI MIA 1 in a simple random sampling technique. Therefore, to collect data, researcher conducted a pre-test, treatment, post-test, and questionnaire .

In the pre-test the researcher gave a pre-test to the class selected as the sample to determine the level of students' speaking ability before being give treatment. In the treatment the researcher was provide a narrative text as a treatment, and a post test was given after the treatment is complete. The results of the pre-test and post-test was analysed to find out whether the treatment given to students is successful or not in improving students' speaking ability.

D. Hypothesis

Researcher propose a hypothesis for this study as follows:

1. Null Hypothesis (H₀): The implementation of Storytelling can't improve students' speaking ability of XI MIA1 grade at Senior High School 1 Alu.

2. Alternative Hypothesis (Ha): The implementation of Storytelling can improve students' speaking ability of XI MIA 1 grade at Senior High School 1 Alu.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of the research that had been done in Improving Students' speaking ability through Storytelling on XI MIA 1 at Senior High School 1 Alu there was significant improvement. It can be proven from the finding which showed the difference between the mean score of pre-test and post-test.

1. The use of storytelling can improve students' speaking ability. This is evidenced in the results of the pre-test average score of 46.70 (low) and there was a significant increase after receiving treatment thorough storytelling with an average post-test score of 71.20 (good). According to hypothesis testing rule, if the significant value is less than 0.05, the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) accepted. And if the significant value is more than 0.05, the alternative hypothesis (H_a) is rejected and null hypothesis (H_0) is accepted. The significant value (sig-2 tailed) was 0.000 and it was smaller than 0.05 ($0.00 \leq 0.05$) it means that H_0 was rejected, and H_a was accepted.
2. Students' perceptions about the use of storytelling in improving speaking ability showed an average student response of 82.08%, which means it was very positive. This can be seen from the results of the questionnaire, that most students chose to agree with the statement about using storytelling makes easy learning to speak, more interesting, able to speak well through storytelling, prefer to learn when using storytelling, can enrich vocabulary, more confident, and can improve grammar.

B. SUGGESTION

Based on the conclusions that have been found above, the researcher would like to provide the following suggestions:

1. For English Teacher

Researcher suggest that English teachers be more creative in learning techniques, so that the learning process is fun, and students don't get bored. Particularly in selecting material for students, the teacher must be able to provide material that attracts students' attention, the teacher must also be able to manage time so that students are happy and love English so that learning results are maximized and effective. In addition, the teacher hopped to create a relax atmosphere, in order the learning process will be enjoy.

2. For Students

The students should learn harder and more seriously in learning English to develop their speaking ability. In the learning process students must be more active and not afraid if they are wrong. Students also must be more diligent and confident so that the knowledge obtained is more effective. In addition, it is hoped that students will be more disciplined in learning so that both students and teachers when the learning process becomes focused, and attention is not distracted.

3. Future Researcher

This study discusses the use of storytelling to improve students' speaking ability on XI MIA 1 at Senior High School 1 Alu. It is hoped that the results of this study can be used as an additional reference for other studies conducting similar research, especially those related to speaking learning activities.

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