



## THE USE OF BALINESE FABLE STORYTELLING TO IMPROVE STUDENTS' SPEAKING SKILL

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### Abstract

Speaking is an important skill because it is used by the speakers to deliver thoughts and feeling. The case as observed by the researcher in SMPN 3 Sukawati showed that they still had problem in speaking, so it really needed to be improved following the procedure of class room action research. The pre-test administered to the students showed most of the students faced problem in speaking. The objective of this study was to know whether or not speaking skill of the eighth grade students of SMPN 3 Sukawati in academic year 2019/2020 can be improved through fable storytelling. To achieve the objective of the study, the researcher conducted a class room action research which was done in two cycles and each cycle consisted of two sessions. The tests as research instruments were given to collect the data needed. The data were analyzed by comparing the results of the pre-test and post-test which showed that there were significant improvements of the subjects' mean score from the pre-test to post-test. And also the result of questioner given showed positive responses on the implementations of fable storytelling to improve speaking skill. So, it could be concluded that speaking skill of the students can be improved through fable storytelling.

**Key words:** *improving, fable, storytelling, speaking skill.*

### Abstrak

Berbicara merupakan keterampilan yang penting karena digunakan oleh penutur untuk menyampaikan pikiran dan perasaan. Kasus yang diamati oleh peneliti di SMPN 3 Sukawati menunjukkan bahwa para siswa masih memiliki masalah dalam berbicara, sehingga sangat perlu untuk ditingkatkan kemampuannya dengan pendekatan penelitian tindakan kelas. *Pre-test* yang diberikan kepada siswa menunjukkan sebagian besar siswa menghadapi masalah dalam berbicara. Tujuan dari penelitian ini adalah untuk mengetahui apakah keterampilan berbicara siswa kelas VIII SMPN 3 Sukawati tahun pelajaran 2019/2020 dapat ditingkatkan melalui cerita fable atau dongeng tentang binatang. Untuk mencapai tujuan penelitian, peneliti melakukan penelitian tindakan kelas yang dilakukan dalam dua siklus dan setiap siklus terdiri dari dua sesi. Tes sebagai instrumen penelitian diberikan untuk mengumpulkan data yang dibutuhkan. Data dianalisis dengan membandingkan hasil *pre-test* dan *post-test* menunjukkan bahwa terdapat peningkatan yang signifikan dari nilai rata-rata subjek dari *pre-test* ke *post-test*. Dan juga hasil angket yang diberikan menunjukkan respon positif terhadap penerapan fabel storytelling untuk meningkatkan keterampilan berbicara. Jadi, dapat disimpulkan bahwa keterampilan berbicara siswa dapat ditingkatkan melalui penceritaan fabel.

**Kata kunci:** *peningkatan, fabel, mendongeng, keterampilan berbicara*

## **Introduction**

Developing speaking skill is an important part in curriculum 2013. It is one of four major skills that should be mastered by English learners. The key success of speaking mastery is definitely related to how the process runs.

The fact in reality is that some students still get failure in their achievement. Consequently, teachers try to find out appropriate method, techniques and or strategies to solve the problem. As the case has been found in SMPN 3 Sukawati based on the interview with the English teacher who teach English there.

In this research, the researchers try to give solution to the problem faced by th teachers in SMPN 3 Sukawati specifically and in all teachers of SMPN's in general. The researchers really beleive that the proposed techniques to great extent are able to inhance the students' achievement in speaking ability. This is related to some references as well as previous researches that have been reviewed by the researcher such as Richard (2008), Stoycipy (2004), Thombury (2005), Mukmimitus Zuhriah (2017), Sulistianingsih (2014), Daherman (2021), Faris at all (2018) Purwaningsih (2015). All researchers or writers' references state that the technique of fable story telling is effective in teaching speaking : It is effectively able to improve the students' ability in speaking.

Here the researchers then really believe that this new technique that is using Balinese fable story telling is able to improve the students' speaking ability. It is believed that this new technique is appropriate technique to be proposed to solve the teacher's problem in overcoming the students' low speaking ability.

As it is known that local Balinese fable stories contain a lot of moral teaching and values. That was why the researcher was deeply curious to do this research, in this case teaching speaking through Balinese fable story telling. It is highly hoped this research might give some beneficial contribution to educational field, futhermore it is aslo expected to be able to deepen and inculcate the students' more understanding concerning cultural moral values hoping that the students' good characters can be highly enhanced.

In conclusion, as the explanation above, it is really important for the teacher to try to use the other teaching technique to improve student's speaking skill especially in retelling story using Balinese fable stories. The researcher is highly motivated to do this research corncerning the use of Balinese Fable stories through storytelling to improve students' speaking skill of eighth grade students of SMPN 3 Sukawati in academic year 2019/2020".

### **Balinese Fable Retelling**

Kalmbach in Stoicovy (2004) states that retelling is a process of re- memorizing what we listened to and read. Further, Stoicovy states that in relation to language teaching, retelling technique can be used as a way to promote students' comprehension and understanding of discourse. That means if retelling technique is a way for student to make interaction with other students by retelling a story they memorize before. It is also related with the statement of Emily Kissner (2006) who states that retelling is quite simple. After hearing or reading a story, a child "retells" the events to a listener. Many children will spontaneously retell exciting events, books, or movies to one another (and to any other listener who happens to be within earshot!). In recent years, retelling has become more popular as a tool for both instruction and assessment. Although some books will refer to "written retellings," and here in this study retelling is considered an oral event.

Fable is a literary genre. A fable is a succinct fictional story, in prose or verse, that features animals, mythical creatures, plants, inanimate objects or forces of nature which are anthropomorphized (given human qualities such as verbal communication). As also stated in Abrahams Glossary of Literary Terms in Ansam Yarub Khyoon (2010) that a fable is a short narrative, in prose or verse, that exemplifies an abstract moral thesis or principle of human behavior; usually, at its conclusion, either the narrator or one of the characters state the moral in a form of an epigram. By the statement above, Balinese fable is a short narrative which consist of moral value and principle of human behavior of Balinese

### **Storytelling**

Storytelling is an oral activity to grab audience attention by using multi-sensory stirring emotion of an event in a story, it involves improvisation in, facial gestures, and body movement (Stanley and Dillingham, 2009). In another theory, Champion as cited in Irawati, S. (2003) says that story telling is an oral activity where language and gestures are used in a color full way to create scenes in a sequence however, storytelling consists of more than just story telling. As a part of speaking activities in the class. Story-telling is also an effective teaching tool that enables students to focus on story structure. Story telling is a procedure that enables a child to play a large role in reconstructing stories. It underlines both social and academic development. When they tell a story, they use language for an extended period of time. They construct the story.

This activity increases their language development. When narrating stories, the speaker uses the language for an extended period of time. This active participation with stories results in increased language development, comprehension and an interest in books and in learning to read. Telling after reading provides another opportunity for the reader to reconstruct the text. Telling story is an active process that encourages

children to reconstruct the text, it also allows for interaction between tutor and child. When necessary, teacher can help the child reconstruct the meaning of the text by using open-ended questions and lead-in to facilitate. For example, if a child pauses and seems confused, ask, what happened next? If a child needs help detailing a main character, say, tell me more about this character (Gibson, 2003).

### **Assessment of Speaking**

Speaking as part of language must be taught to student need assessing to know what extent the student can mastery speaking English. Where Brown (2004: 167) states there are two categories of oral production assessment (interactive and extractive speaking) include takes the involve relatively long stretches of interactive discourge (interview, role plays, discussion and games) and tasks equally long duration but that involve less interaction (speeches, telling long stories, and extended explanation and translation). The difference of two set of tasks is the degree of tasks equally category includes more transactional speech events beside it describes personal ability in speaking to giving information to the other, while interactive tasks are what some would describe as interpersonal. Luoma sari (2004) states speaking skills are an important part of the curriculum in language teaching and this makes them an important object of assessment as well. In assessing speaking is challenging because many factors influence or impression how well someone can speak language in addition, because we expect test score to be accurate, just appropriate for our purpose. According to Brown (2004) some component must be considered in assessing the speaking skill such as fluency, pronunciation, comprehension, vocabulary, and grammar. Each may be scored separately with an additional composited attempts to synthesize overall performance.

### **Research Design**

Research design that was used in this present study was classroom action research. As it is known, this research design is used as a problem solving according to a problem solved by the researcher related to teaching and learning process. This research was intended to find out the solutions to learning problems faced by a specific group of students. Consequently, the findings of any classroom action research cannot be generalized to other groups of students even though they were in the same school.

Norton (2009) states that the fundamental purpose of action research is to systematically investigate one's own teaching or learning facilitation practice, with the dual aim of improving that practice and contributing to theoretical knowledge in order to benefit students' learning. Burns (2010) adds that the central idea of the action research is to intervene in a deliberate way the problematic situation in order to bring about changes and even better improvement in practice. Improvement is necessary to

make something better. The knowledge of the students is not in theory but also in needs of practice. Practice is used to measure how far they understand about the material. By giving practice, the students can improve their performance and their language unconsciously. Furthermore, Kember (2005) states that action research has several major characteristics. Action research is concerned with social practice, aimed towards improvement, a cyclical process, pursued by systematic enquiry, a reflective process, participative and determined by the practitioners. According to Singh (2006), action research is a method for improving and modifying the working system of a classroom in the school. The teacher and principal are able to study their problems of teaching scientifically. It is an objective oriented method. The action research project does not contribute in the finding of knowledge but it improves and modifies the current practice. There are some approaches used in action research, they are; collaborative action research, critical action research, classroom action research, and participatory action research. In this present study, the approach used here is classroom action research. Classroom action research is research which involves teachers in their classrooms; it can be a group of teachers examining common issues in order to improve classroom practice or to improve practices in the school (Ary et al. 2010). Supporting the statement above, Elizabeth in Burns (2010:5) states that classroom action research is research carried out in the classroom by the teacher in improving the teaching/learning process. It could be said that classroom action research is directed toward problem solving.

The research design of this study was Classroom Action Research (CAR) where in this research it was done in two cycles and four sessions and every cycle consisted of (1) Planning (2) Action (3) Observation (4) reflection. In planning step, the researcher designe or planned all instremnets, questionnaire and the teaching materials which were used for the research. In action step, the researcher did the teching and learning process implementing story telling in teaching speaking. Then in observation, the researcher were observing the situation of teaching and learning process focusing on the students' reaction toward the technique being implemented, such as to see how the students wer following the class while being taught speaking using retelling technique. Then, the last was reflection by distributing the post tests to the students. From the students' result of post tests then it was known the students' progress after following the materials that was Balinese fable stories in the form of story telling. The cycles were done twice since the the minimal target of mastery in speaking in the school could be already achieved by at lesat by 80 % of the students or subject.

The procedure above shows the steps of classroom action research that was done in cycles of steps starting from initial reflection, planning, action, observing and the last was reflection whose function was as the result after the study was done.

## **Finding**

The objective of the present study was to find out whether or not the speaking skill of the subject of the study can be improved through Balinese fable storytelling. The subject of the study was the eighth-grade students of SMPN 3 Sukawati in academic year 2019/2020. There were 40 students consisting of 16 females and 24 males. They were selected as the subject of the study based on the interview with the English teacher who said that they had difficulties in speaking and needed to be improved in order to achieve at least the school's determined minimum passing grade of SMPN 3 Sukawati.

The present study used two instruments to collect the data. They were tests and questionnaire. The tests were pre-test and post-test. The pre-test was administered before teaching and learning process to the subjects to know their pre-existing speaking before applying the storytelling. On the other hand, the post-test was administered twice in the last session of cycle I and II to know the subjects' improvement after the implementation of the storytelling. In addition, supporting data were also collected by the researcher by administering questionnaire. The purpose was to know the subjects' responses toward the implementation on Balinese fable storytelling in teaching and learning, and the result of questionair is as elaborated in table below.

Table 1  
The Progressing Score From Each Cycle

<b>Initial Reflection/ Pre Test</b>	<b>Post Test In Cycle I</b>	<b>Post Test In Cycle II</b>
32 srudents (28%)	65.14 (42.28 %)	73.10 (85%)

It was started from teaching speaking thorough Balinese fable story telling from cycle I up to cycle II. The test result showed that in pre test or initial reflection, the main score obtained by the students was 32 ( 28%), in cycly I the mean score was 65.14 (42.8 %), and in cycle II the mean score showed 73.1 (85 %).

To collect the supporting data, the researcher also administered the questionnaire at the end of cycle II. The data from questionnaire was used to know the subjects' response toward retelling story in teaching and learning process in improving speaking skill in the classroom which was written in *Bahasa Indonesia* in the form of multiple-choice items. It consisted of ten items. The answers of the questionnaire were in the five choices: SA/strongly agree (*Sangat Setuju/SS*), A/agree (*Setuju/S*), U/undecided (*Ragu-ragu/RR*), D/disagree (*TidakSetuju/TS*) and SD/strongly disagree (*Sangat Tidak Setuju/STS*). Those alternative options are analyzed by using rating scale ranging from 5 to 1. The obtained data showing the subjects responses are deccribed as the following.

The data obtained from the questionnaire can be described below as shown in

the table below.

Table 2  
Students' Response toward the Questionnaire

<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
28.58 %	49.88 %	18.90 %	2.55	0%

The collected questionnaires which had been answered were computed then to know the percentage of the students' responses to visualize the result easily. It was analyzed that from 40 students as the total of subject, the result of questionnaire showed that 28.58% students answered Strongly Agreed, 49.88% students answered Agreed, 18.97% answered Undecided, 2.55% answered Disagree and the rests were 0.00%. The result of the questionnaire showed that the subject of the study really gave positive thoughts and responses toward the implementation of retelling technique in teaching and learning process, especially in helping the subjects to improve their speaking in this present study, as shown in the table above.

### **Finding and Data Analysis**

The findings of the present study were in the form of the scores which was assessed using a rubric which showed the achievement of the students' speaking skill of class VIII H students of SMPN 3 Sukawati in academic year 2019/2020 which was assessed by retelling story. This present study was done by conducting two cycles in which there were two meetings conducted in each cycle. Before doing the cycles, the pre-cycle was done at the very beginning to get the initial information about students' speaking skill.

The pre-test was already done in the pre-cycle to measure the students' prior knowledge. The pre-test was joined by 40 students from class VIII H students of SMPN 3 Sukawati which was determined as the research subject. The result of the mean score of the pre-test was 32 which meant that it was still under the minimum passing grade where the minimum passing grade to be achieved was 67. Furthermore, none of the total subject could achieve the minimum passing grade in the pre-test. In cycle I, everything was planned well to gain an improvement of students' in speaking skill. The first post-test I was conducted to measure the students' improvement after finishing the two meetings of cycle I. The mean score of post-test I which was followed by 40 subjects under study was 65.14. The result of the post-test I indicated that the subjects' speaking improved significantly. However, it could not be concluded that the research already succeeded because there were only 15 students who could pass the minimum passing grade in post-test I. After applying retelling technique, some students have already known how to retell the story. Hence, the researcher revised the

planning for the next cycle by emphasizing on the weaknesses that was faced in the previous cycle. Then the researcher conducted cycle II.

Having done some well-planned revisions, the researcher continued the present study to cycle II with the same material. At the end of the cycle II, the second post-test II was administered in order to measure the progress of the subject. It was expected that there would be an improvement. Finally, the result showed that the subject got 73.1 of mean score with 35 students of 40 students in all achieved the minimum passing grade where the success indicator stated that if at least 85.7% of the total subject or equal to 30 students achieved the minimum passing grade, the research could be stopped; it meant that the research was stopped since the success indicator had already been achieved.

Then, the questionnaire as supporting data was needed to show the effectiveness to help students improve their speaking; it was administered to know the students' responses toward the implementation of the technique, story telling during the teaching and learning process. It was answered by the subject by giving a check mark on the table given with the total of ten questions which was constructed in Indonesian. Questionnaire was given at the last session of cycle II. The answers collected from the subject were then computed to be descriptively formulated in a percentage form. The answers were satisfied, of 28.58% for Strongly Agree (SA), 49.88% for Agree (A), 18.97% for Undecided (U), 2.55% for Disagree (D) and 0% for Strongly Disagree (SD). Thus, it meant that students really enjoyed to be taught using Balinese fable story or retelling technique in order to train their speaking skill.

In conclusion, the use of retelling technique was really effective and successful to improve the students' speaking skill. It was proved by the data which showed that there was improvement from the students during two cycles conducted to them; the score improved until the students achieved the minimum passing grade. The questionnaire showed that they were satisfied to be taught by using retelling technique. In short, speaking skill of the eighth grade students of SMPN 3 Sukawati in academic year 2019/2020 could be improved. So, telling technique can be used to improve the students' speaking skill. It can be proved from the tests given to the students in which in pre test or initial reflection, the main score obtained by the students was 32 ( 28%), in cycle I the mean score was 65.14 (42.8 %), and in cycle II the mean score showed 73.1 ( 85 % ).

The result of the research is highly expected to give some beneficial contribution for the advancement of education especially in teaching speaking in which Balinese fable stories was used as the materials in teaching speaking though retelling technique. The result of the research is highly expected to give some beneficial contribution for the advancement of education especially in teaching speaking in which Balinese fable stories was used as the materials in teaching speaking though retelling technique. It was also vividly supported by the result of

questioner administered to the students. The data obtained by administering the questionnaire showed that the subject had good, positive and satisfying responses toward the retelling technique which was used during the teaching and learning process in practicing speaking. The finding of the research, that is teaching speaking through retelling technique in which Balinese or local fable stories is mainly used as teaching material is really worth trying and implementing for the students to improve their speaking ability since it has been proved successful in this research.

### **Conclusion**

The present study is entitled Improving Speaking skill of the Eighth Grade Students of SMPN 3 Sukawati in Academic Year 2019/2020 through Balinese fable storytelling Technique. The conclusion here is able to answer the research question that is whether or not Balinese fable story telling technique can be used to improve the students' speaking skill. It can be proved from tests given to the students in which in pre test or initial reflection, the main score obtained by the students was 32 ( 28%), in cycle I the mean score was 65.14 (42.8 %), and in cycle II the mean score showed 73.1 ( 85 % ).

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