

## EFFECT OF STORY TELLING METHOD ON SKILL ENGLISH SPEAKING OF GRADE VIII STUDENTS OF SMP BRIJEND KATAMSO IN THE 2024/2025 ACADEMIC YEAR

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### Abstract

*This study explores the effect of storytelling method on English speaking ability of eighth grade students of SMP Brijend Katamso. Using qualitative approach and questionnaire distributed to 30 students, this study collected data on their perceptions and experiences of this method. The results showed that the majority of students gave positive responses, with most agreeing that storytelling improves speaking skills, engagement, and motivation in learning English. Although there were some differences of opinion, overall, this method created an interactive and enjoyable learning environment.*

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### Keywords

Story Telling; Speaking; Qualitative Approcach; Questionnaire

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### Introduction

Speaking ability is a very important communication skill, especially for students at the secondary school level, because it includes the ability to express opinions, convey ideas, and interact with others verbally. Furthermore, speaking is a skill, and skills will not develop if not practiced continuously (Handrayani, 2022) . This skill is not only useful in academic contexts, but also in everyday life and social environments. However, many students face challenges in public speaking, which is often caused by low self-confidence, lack of practice, and discomfort in interacting with peers.

From observations conducted in the eighth grade of Brijend Katamso Middle School in January, including direct observation of student interactions in the student learning process regarding their experiences in speaking English, problems faced by students were found. The

problem found was the low self-confidence of students in speaking English, where many of them were afraid to speak English in public because they were worried about being judged by their friends. This was evident when the teacher asked students to speak English in front of the

class; they began to get nervous, sweaty, and even trembling. As a result, students often spoke hesitantly and unclearly.

To overcome this problem, previous researchers (Rahmansyah & Pricilia, 2018) conducted a study entitled "Efforts to improve English speaking skills of class V students of SDN 106830 Beringin through storytelling" The results of this study found that students in the storytelling class achieved better grades, students stated that with the storytelling method, they felt motivated to learn English, happy with class activities, a conducive classroom atmosphere, and a fun learning process. On the other hand, researchers (Rizky & Suharmoko, 2019) "Improving English Speaking Skills Through Storytelling in Students of SMK Negeri 3 Sorong City". The results of this study indicate that students' speaking skills increased after being taught through storytelling. Students are more imaginative to show their understanding of the story. It makes them motivated to learn and they can improve their speaking skills. The average score of students before the implementation of storytelling was 47.26 and the average score of students after implementing storytelling was 81.78. It can be concluded that there is an increase in the speaking ability of students of SMK Negeri 3 Sorong, especially in class XI Automotive D. The results of student responses show that most students are quite interested in implementing storytelling. This means that the storytelling method is effective in improving students' speaking skills at SMK Negeri 3 Sorong.

However, the implementation of the storytelling method is also not free from challenges. Although storytelling is effective, many students still have difficulty in speaking fluently and confidently. This shows that although this method has an effect on students' motivation and imagination, a more in-depth approach is still needed to overcome these challenges. In response to this challenge, researchers are interested in conducting further research entitled "The Effect of the Story Telling Method on the English Speaking Ability of Class VIII Students of SMP Brijend Katamso". This study aims to determine whether the method used can build students' confidence in speaking English in public with clear and easy-to-understand language.

## Methods

This study uses a qualitative method that aims to understand phenomena holistically in a natural context. According to Prayuda and Ginting (2024), qualitative research is an approach used to explore and understand the meaning that arises from individual or group experiences of a social phenomenon or problem. Sugiyono (2019) added that this study emphasizes subjective interpretation rather than quantitative measurement, so that it can provide broader insight into the phenomena being studied. In this study, a qualitative method was used to explore the application of storytelling to the English speaking skills of grade VIII students of SMP Brijend Katamso.

The qualitative method was chosen because it provides flexibility in data collection and analysis and allows for a deeper understanding of students' and teachers' experiences in learning English. In addition, this method helps researchers to understand classroom dynamics

and the effectiveness of storytelling in improving students' speaking skills. This research was conducted at SMP Brijend Katamso located at Jl. Sunggal No. 370, Medan, for one month in January 2025. The subjects of the study consisted of 30 grade VIII students and an English teacher who taught in the class. The selection of subjects was carried out purposively by considering students who had challenges in speaking English and had participated in learning using the storytelling method.

The data collection instrument used in this study was a questionnaire. The questionnaire was designed to see students' responses to the storytelling method on students' speaking skills, including self-confidence, speaking fluency, and understanding of the material after the implementation of the storytelling method. In this study, the questionnaire will consist of 15 statements specifically designed to explore relevant information about students' experiences in learning English through the storytelling method.

The researcher chose the questionnaire instrument because it allows data collection from a large number of respondents in a relatively short time, making it efficient to use in a classroom context. This is very important to get a clear picture of the impact of students' speaking skills after the implementation of the storytelling method that was tested. In addition, the use of questionnaires also provides an opportunity for students to provide anonymous feedback, so that they can be more honest in expressing their opinions and feelings regarding learning. Thus, researchers can collect information more easily regarding the effectiveness of the storytelling method.

A questionnaire is a data collection tool consisting of a series of questions addressed to respondents to obtain certain information. According to Kasnodihardjo (1994), a questionnaire is a data collection method carried out by providing a set of written questions to respondents to answer. Widyoko (2013) also explains that a questionnaire is an instrument used to collect data by giving written questions or statements to respondents, where respondents are asked to provide responses according to the request. Meanwhile, Sukardi (2010) defines a questionnaire as a data collection technique that does not require the direct presence of the researcher, so that respondents can answer questions more freely and honestly.

In the context of this study, the researcher used a questionnaire to measure the opinions or attitudes of respondents. This questionnaire consists of four answer choices, namely strongly agree, agree, disagree, and strongly disagree. By using a questionnaire, researchers can find out students' self-confidence, speaking fluency, and understanding of the material more precisely. Thus, researchers use questionnaires as an effective data collection instrument to determine the effect of the application of the storytelling method on students' speaking skills. This questionnaire is designed to provide accurate information, so that the results can be

analyzed so that more accurate conclusions can be drawn regarding the effect of the storytelling method on students' speaking skills.

## Results

In this discussion, the researcher will discuss the results of the study on the influence of the storytelling method on the English speaking ability of grade VIII students of SMP Brijend Katamso. After the researcher gave a questionnaire to 30 students, then the researcher counted the number of respondents filled in by the students. The following are the results of the researcher's calculations.

NO	STATEMENT	SA	A	D	SD
1	The storytelling method makes me more interested in learning English.	11	5	10	4
2	I feel more confident when speaking in front of the class after using this method.	12	10	5	3
3	The stories used in learning are relevant to my daily life.	3	4	10	3
4	I find it easier to understand the subject matter when it is taught through storytelling.	10	6	11	3
5	I feel comfortable and excited when speaking in front of my friends.	8	5	3	4
6	This method helps me to express my ideas more clearly.	5	15	5	5
7	I like the way the teacher tells the story.	4	6	10	10
8	I feel the class atmosphere becomes more enjoyable when using the storytelling method.	10	10	7	3
9	I can easily follow the storyline presented in the lesson.	3	8	5	4
10	The storytelling method improves my imagination in learning English.	3	14	10	3
11	I feel like I get a chance to speak when I use this method.	7	2	11	10
12	I am more motivated to practice speaking after studying with this method.	10	18	1	1
13	I found the story told very interesting and enjoyable.	2	15	8	5
14	This method makes me more active in participating in class discussions.	14	11	3	2
15	I feel that the storytelling method is effective in improving my speaking skills.	12	5	10	3
	<b>TOTAL</b>	<b>114</b>	<b>134</b>	<b>109</b>	<b>63</b>

## Discussion

From the results of the study conducted by researchers using a questionnaire, it was found that there were 114 respondents who chose "Strongly Agree" (SA), 134 respondents chose "Agree" (A), 109 respondents chose "Disagree" (D), and 63 respondents chose "Strongly Disagree" (SD). Thus, the total respondents who gave positive responses (SA and A) were 248 students, while the total respondents who gave negative responses (D and SD) were 172 students. These findings indicate that the majority of students have a positive view of the storytelling method applied, indicating that this method is effective in improving their motivation and speaking skills. However, the existence of a number of students who gave negative responses indicates certain challenges that need to be further analyzed, such as individual constraints or external factors that affect the effectiveness of this method.

## Conclusion

In this study, the researcher has explored the influence of the storytelling method on the English speaking ability of eighth grade students of SMP Brijend Katamso. By using a qualitative approach and a questionnaire instrument distributed to 30 students, the researcher succeeded in collecting data that describes students' views and experiences related to this learning method.

The results of the analysis showed that the majority of respondents gave positive responses to the use of the storytelling method in English learning. Of the 30 participating female students, 114 respondents chose "Strongly Agree" (SA) and 134 respondents chose "Agree" (A), indicating that more than half of the students felt significant benefits from this method. Only 109 respondents chose "Disagree" (D) and 63 respondents chose "Strongly Disagree" (SD), indicating that although there were some students who disagreed, they were still in smaller numbers compared to students who supported.

These findings indicate that the storytelling method has an influence on students' English speaking ability and can also increase their interest and motivation in learning English. With storytelling, students can engage in a more interactive and enjoyable learning process, which in turn can help them understand and master English more easily.

However, it is important to note that although the results are significant, further research is needed to explore other factors that may influence the effectiveness of this method. For example, how students' educational background, learning styles, and learning environment may contribute to the results obtained. In addition, this study can also be expanded by involving more respondents from different classes and schools to get a more comprehensive picture.

Overall, this study provides valuable insights into the application of storytelling methods in teaching English at the junior high school level. By understanding and implementing effective methods, educators are expected to create a better learning environment and support the development of students' language skills. The researcher hopes that this study can be a

reference for teachers and schools in designing more innovative and interesting learning strategies in the future.



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