

Improving Students' Listening Skill By Using Storytelling To The Eighth Grade Students of SMP Negeri 5 Nabire

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Abstract

The aim of this research is: To improve students' listening skills through *story telling*, especially for eighth grade students at SMP Negeri 5 Nabire, learning English using *storytelling*, to identify factors that hinder students in listening, and to analyze the results of English learning activities using *story telling* at SMP Negeri 5 Nabire. This type of research is qualitative research, which uses interview, observation and documentation data collection techniques. The data sources in this research are English teachers, administrative staff and students. The analysis used is by reducing, presenting, concluding and verifying data. The results of this research are: Planning for English language learning using *story telling* for students is carried out with an assessment first, from the results of this assessment learning using *story telling* is adjusted to making lesson plans prepared and selecting learning media, organizing learning carried out by the teacher, namely organizing learning from the opening stage until the closing of the material in the learning process, the implementation of learning is carried out by preparing everything, from searching for *story telling* that is in sync with the material as well as creating questions, assessing learning outcomes is carried out by providing the material first after that the teacher will give questions to measure students' understanding of the material. that has been given. The overall results based on the data that have been obtained in the process of learning English using *storytelling* show that the process implemented in the school is effective. These results can be seen from the students' learning scores which are getting better in accordance with the KKM scores

Keywords: Skills, Short Stories, Storytelling Method

INTRODUCTION

Listening is very important material in every student's life, because by listening we can understand what other people are saying. Listening is an active process in which we understand, evaluate, and respond to what we hear. According to Zaim (2016), skills include four activities which include listening skills, speaking skills, writing skills and reading skills. One of the most important but often overlooked activities in listening skills. Listening activities are interconnected with each other.

As stated by Smaldino and Russel (2012), listening is a psychological process that begins with a person's awareness and attention to sounds or speech patterns (receiving), is produced through identification and recognition of certain auditory signals (decoding) and ends with comprehension (understanding). Likewise, Tarigan (2008:31), listening is a process of listening to verbal symbols with full attention, understanding and interpretation to obtain information, capture the content or message and understand the meaning of the communication that has been conveyed by the speaker through speech. .

Listen is a process of listening to verbal symbols with full attention, understanding, appreciation and interpretation to obtain information, capture the content or message and understand the meaning of communication that has been conveyed by the speaker through speech or spoken language. Reading is the ability to obtain information from written text, and writing is the activity of expressing ideas or thoughts using written language as a medium of delivery (Tarigan, 2013).

Storytelling is a way of conveying stories to listeners, whether in the form of words, images or sounds. For students, especially junior high school students, reading is the main key for students to gain knowledge, especially in telling stories, this really helps students improve their English skills. Simanjuntak (2008:79) says that everyone likes good stories, rich or poor, high ranking or commoner, adults or children, everyone likes stories. Stories are a powerful tool for conveying teachings, messages or warnings. However, stories cannot be separated from intellect because stories also function to provide information. Through stories, someone will learn about things, situations and places that they have never encountered before.

Apart from that, according to Asfandiyar (2007:2), storytelling is a child's creative process in its development, always activating not only its intellectual aspects but also aspects of sensitivity, subtlety, emotion, art, the power to fantasize and imagine a child which not only prioritizes brain abilities. left but also right brain. Talking about storytelling, in general all children enjoy listening to stories, whether

they are toddlers, elementary school age children, or those who are teenagers or even adults. Therefore, in conclusion, storytelling is the process of someone telling a story through various media, such as words, images or sound. Those who tell stories are called “storytellers” or people who tell, shape or shape the content of the story.

Based on the explanation above Listening skills in English are very necessary for students, for this reason listening skills require fun media so that students do not get bored when the learning process in English listening skills requires the help of short stories, in this case requires media assistance in the form of story books full of pictures and colors. to improve students' learning abilities in a fun learning process. The aim of this research is to determine listening skills using the storytelling method for eighth grade students at SMP N 5 Nabire and also to analyze the results of learning activities using short stories in listening skills . With the results obtained from this data collection, it is hoped that there will be changes for students of SMP Negeri 5 class VIII in implementing fluent English in clear pronunciation, good hearing and being able to write structured sentences in the use of English which will be useful in the future .

RESEARCH METHOD

The type of research used in this research is qualitative research. The research method used to research is a qualitative method, qualitative methods are also referred to as interpretive methods, with research data related to the researcher's interpretation of data found in the field (Sugiyono, 2018). This research was conducted at SMP N 5 Nabire, Jl. RE Martadinata . This research took approximately six months, starting from May – August. The subjects in this research also act as data sources in the research, namely English Teachers, Administrative Staff and class VIII students. In this research, the procedures used are in accordance with the steps in research with a qualitative approach where the researcher is the instrument that produces research results in the form of theory.

This research was conducted using data collection, analysis and data validity techniques commonly used in qualitative research. The data obtained in this research is qualitative data. Data collection techniques used in this research include interviews, observation and documentation. In the interview technique, the data produced is in the form of interview transcripts which are supported by documentation data in the form of physical data from the learning design and observation data. The data analysis technique used is triangulation , technique source triangulation , method triangulation , time triangulation , until the data is saturated, data obtained from observations , interviews and document study results are recorded, reduction is carried out, taking the main points, focusing on what is important and discarding what is not needed.

RESEARCH RESULT AND DISCUSSION

Skills using the storytelling method. At the implementation stage there were several discussions related to conditions in the field which were in accordance with the relevant literature review. In learning English using *storytelling* media, planning starts from an earlier stage, namely preparing human resources or teachers. Teachers who teach English must be undergraduate graduates with a background in teaching and education.

The organizing stages carried out at SMP Negeri 5 Nabire are carried out by organizing learning which focuses more on the way the teacher organizes learning from the opening to closing stages of the material in the learning process. This aims to ensure that the learning process does not take place haphazardly, so that learning can be directed and organized. At the implementation stage there are several discussions regarding conditions in the field. In implementing English language learning using *Storytelling*, English teachers always prepare everything in advance, from searching for stories that are in sync with the material to creating questions, this is done so that learning can run effectively. Referring to Astriyani's theory that to obtain *narrative text learning*, you must utilize multimedia which is adapted to the English lesson hours in class (Astriyani, 2014).

At the supervision stage in schools, English teachers monitor students in learning English using English. The monitoring carried out is monitoring student learning outcomes using storytelling. Apart from that, to see the effectiveness of using storytelling, teachers carry out *pre-tests* and *post-tests* which aim to find out student learning outcomes before and after learning, (Nawal Aufa, 2018). This is in line with researchers' findings that in supervising learning, teachers monitor student learning outcomes with grades. Students obtained after and before using the short film. Based on *the literature* that researchers have previously reviewed, it is necessary to assess learning outcomes as a whole. In this study, a comparison of students' grades before and after using short storytelling was carried out. As for the results of the students' grades, we can see the effectiveness of their use.

Students' obstacles in learning English

The obstacle for students in learning English is that not all students have the same ability to quickly grasp the material. The obstacles also come from the students' perspective and lack of confidence, there are still many students who do not yet realize the importance of using English in the future.

Results of English learning activities

Student learning achievement at SMPN 5 Nabire using *storytelling*, the teacher carried out two tests, in the first test the teacher did not use storytelling, in the second test the teacher only implemented learning using *storytelling*. These results

show that with English language learning Using *storytelling*, all students are able to achieve the KKM score.

CONCLUSION

Based on the results of the research and discussion described above, it can be concluded that the use of storytelling from the planning to organizational stages can improve the listening skills of class VII students at SMP Negeri 5 Nabire. In the first test, before using story telling, students were only given story books that had often been heard with black and white pictures, students looked unenthusiastic and unfocused in learning and the scores of some students did not meet the KKM in the test . secondly, with story telling media using stories that are the latest or have never been heard by students, such as the rainbow village in Semarang, making students enthusiastic about participating in learning by listening to short stories. Apart from that, the colorful book pictures are an attraction for students in learning. The results of observations of student learning activities show that student activities are included in the good category and the teacher has carried out the learning process well

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