



Storytelling as a Strategy to Improve Speaking Skill

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Abstract

English is now regarded as the most important global language due to globalization and the reality that the major nations use it for global cultural, economic, and political consumption. Consequently, it is crucial to use methods in the classroom that emphasize how the English language is used in real-world situations. This will inspire students and help them improve their language skills. According to teacher researchers, educators are constantly looking for new ways to promote spoken language in English classrooms. Some methods or tactics that encourage effective communication interaction include role-playing, interviews, information gaps, games, pair work, and storytelling. The use of these instructional strategies seeks to increase the effectiveness of oral production skills. The purpose of this study is to better understand how to use storytelling to develop speech abilities.

Keywords: global language, oral communication, social interactions, storytelling, speaking ability, innovative approaches.

Because of globalization and the fact that it is used by the major countries in cultural, economic, and political consumption globally, English is now regarded the most significant global language. As a result, it is critical to apply approaches in the classroom that highlight real-world applications of the English language, allowing learners to be motivated and strengthen their language abilities.

The teaching and learning process in a speaking class should be engaging so that learners are engaged and like learning English. Because success is assessed by one's ability to carry on a conversation in a language, speaking ability is vital. Effective oral communication necessitates the capacity to utilize language effectively in social interactions, which include not just verbal communication but also paralinguistic components of speech such as pitch, stress, and intonation. [5, p. 32] Unfortunately, learners occasionally struggle to communicate effectively in English. As a result, by employing various approaches or methods in teaching English, teachers might assist learners in improving their speaking skills.

Speaking ability reflects whether or not someone has mastered the language. Speaking is one of the most crucial abilities that learners must develop in order to grasp English. Speaking is described as an interactive process of meaning construction that involves creating, receiving, and processing information orally via the use of the organ of speech. [6, p. 35]

Someone's message would desire to be passed on to another. It implies that another person should fully comprehend the message. To properly grasp the messages, one's speech should give natural communication with particular characteristics. Unfortunately, there are several issues that make it difficult for learners to improve their speaking abilities.



As an example, at the start of each class session, the instructor may ask a few learners to speak brief riddles or jokes as an opener. In this manner, the instructor will not only address the learners' speaking abilities, but also gain the class's attention. [3, p.25] It now appears that storytelling may be observed in enabling learners to use the language for a variety of diverse purposes and functions as they tell stories based on various topics and themes. It is critical to educate children how to retell a tale and what is expected of them when they do so.

Another issue to emphasize while using storytelling is the design and inventiveness of materials while keeping learner characteristics in mind. The use of humor was also beneficial in motivating learners to create orally and keeping their attention on the stories given.

Teachers are continually exploring innovative approaches to encourage spoken language in English classes according to teacher researchers. Role-playing, interviews, information gaps, games, pair work, and storytelling are some techniques or approaches that foster meaningful communication interaction. The application of these processes or instructional approaches aims to improve oral production skills success. Storytelling will be investigated in this research in order to learn how to utilize it to improve speaking skills.

A variety of ways have been used to improve the performance of EFL learners' speaking skills. Because many languages lack a written form, speech is seen as the only means of communication. Language, it was said, is "mainly what is uttered and only secondly what is written". [2, p. 47] Teachers, on the other hand, thought that the practical outcomes fell short of expectations; learners were occasionally unable to produce outside of the classroom and found the audio-lingual methods to be monotonous and unappealing.

The first approach to communicate with people in the social society is to speak. Furthermore, success in learning a language at first might be the beginners' ability to speak a foreign language, particularly English. There are several reasons why people have difficulty communicating, including a lack of thoughts to convey, a lack of vocabulary to describe the ideas, a lack of opportunity to talk, and a lack of an exciting teaching style that can drive them to speak.

Richards defines storytelling as narrating a story to one or more listeners using voice and gesture in oral narration, in which items are repeated with increased redundancy, particularly if the learners are having problems understanding. [8, p.29] According to Akbar, providing language in a clear context and employing illustrations aid in conveying meaning and making it easier to recall. [1, p.95] Furthermore, Speaker K., Taylor D., & Kamen R. suggest that storytelling necessitates some amount of contact between the storyteller and the audience, as well as between the individual and the listener. [9, p.7]

Peck also stated that storytelling entails a two-way engagement between a storyteller and one or more listeners, and that this comes through the interaction and cooperative, coordinated efforts of teller and audience. [7, p.140]

The storytelling method has evolved into a powerful tool for English teachers in order to provide a diverse range of techniques and approaches during the learning process; this method incorporates the four communicative skills throughout each session and integrates nearly two communicative skills in each activity. Storytelling, as a learner-centered strategy, considers learner factors such as age and conceptual level, needs and interests, language level and previous language-learning experience, and the degree of complexity of language and activities. [4, p. 51]

During the storytelling process, teachers serve as a model for how a tale should be presented, employing the aforementioned approaches to empower and inspire learners to produce orally while maintaining their attention at all times. The entrance of the narrative is the most significant feature to begin the activity because by giving an acceptable opening, the audience is more open



and disposed to pay attention if they believe it intriguing or not; this portion includes the story's line, the theme, characters, and pertinent topics.

First, while using storytelling, nonverbal communication engages children. Learners exhibit more interest in the topic and leave distracting conduct behind when they use facial expressions or distinct tones of voice in the classroom.

Second, the design of the materials employed is critical, especially if they are tailored or produced for young learners. Colorful flashcards, realia (real items), and films are some examples. Furthermore, the content offered draws their attention and increases involvement in the target language throughout the narrative, which aids in memory since they can visualize the image or link it to something.

Third, a good sense of humor creates a pleasant atmosphere in the classroom, which helps learners build confidence, particularly those who are concerned about making errors when speaking. However, it is vital to note that when employed by learners or without ground rules, this might result in an out-of-control activity.

Fourth, the tales provided throughout the sessions offer the foundation for beginning to talk in the target language since they include oral expressions and vocabulary they are acquainted with in order to reinforce it, as well as new vocabulary in order to broaden their lexis.

Speaking is one of the most essential abilities in ELT because it allows us to communicate with other people across the world by expressing meanings and delivering messages and information vocally. We can learn new things or express our thoughts and feelings with others via speaking.

The storytelling technique allowed students to communicate their thoughts, which increased student participation in the learning process and made class more fascinating and entertaining.

Based on the description above, we were certain that the storytelling technique could be employed in English speaking since it encouraged students to be more involved in their speaking. We hope that this method will be beneficial to the teaching and learning processes.

Based on the criteria above, it is possible to infer that storytelling is a suitable and helpful instructional strategy for improving learners' speaking skills or oral language comprehension from the content that they have read and listened to.

To sum up, we can say that storytelling offers learners a variety of benefits, including genuine and enriched language input, which results in authentic language output owing to the ability to arrange the information gained via the stories in their own unique way utilizing their own experiences.

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