



Exploring Students' Experiences of Story Telling Technique in English Speaking Learning in Junior High School

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Abstract

Story telling is one of the learning technique to encourage student learning in developing skills and knowledge of English speaking. Many researchers said that story telling is important in the field of education along with the times as a main characteristic in the quality of teaching and learning more active and creative, especially in English speaking learning. This descriptive case study focused on story telling as learning technique on Junior High School students to find out their experiences in English speaking and also to find out the benefits and challenges that students faced when using story telling technique in learning English speaking. The research was conducted at one of junior high school in West Cikarang and took five students from eighth-grade as the participants. The data were collected from interview, observation, and documentation. This research used thematic analysis by Braun and Clark (2006), which included several steps. This research present the results of students' experiences in story telling technique as learning to speak English can provided new vocabulary, how to pronounced it correctly, and trained students' English speaking skills. Thus, story telling technique is a learning technique on students exercise has a positive impact on helping develop the quality of students speaking in a second language.

Keywords: English speaking, story telling technique, students' experiences

Abstrak

Story telling merupakan salah satu teknik pembelajaran untuk mendorong pembelajaran siswa dalam mengembangkan keterampilan dan pengetahuan berbicara bahasa Inggris. Banyak peneliti mengatakan bahwa story telling itu penting dalam bidang pendidikan seiring dengan perkembangan zaman sebagai ciri utama dalam kualitas belajar mengajar yang lebih aktif dan kreatif, khususnya dalam pembelajaran berbicara bahasa Inggris. Studi kasus deskriptif ini berfokus pada story telling sebagai teknik pembelajaran pada siswa SMP untuk mengetahui pengalaman mereka dalam berbicara bahasa Inggris serta untuk mengetahui manfaat dan tantangan yang dihadapi siswa ketika menggunakan teknik story telling dalam pembelajaran berbicara bahasa Inggris. Penelitian dilakukan di salah satu SMP di Cikarang Barat dan mengambil lima siswa dari kelas delapan sebagai partisipan. Data dikumpulkan dari wawancara, observasi, dan dokumentasi. Penelitian ini menggunakan analisis tematik oleh Braun dan Clark (2006) yang meliputi beberapa langkah. Penelitian ini menyajikan hasil pengalaman siswa terhadap penerapan teknik story telling dalam pembelajaran berbicara bahasa Inggris dapat memberikan kosakata baru, cara pelafalan dengan benar, serta melatih keterampilan berbicara bahasa Inggris siswa. Dengan demikian, teknik story telling yang merupakan teknik pembelajaran pada latihan siswa berdampak positif dalam membantu mengembangkan kualitas berbicara siswa dalam bahasa kedua.

Kata Kunci: Berbicara bahasa Inggris, pengalaman siswa, teknik story telling

INTRODUCTION

Currently, English has evolved into a global language and the primary form of communication for the global community. The process of verbally conveying or sharing ideas and feelings is known as speaking. Therefore, if the students do not learn to speak the language or are not given the chance to do so, they may become discouraged and lose

interest in learning. Furthermore, the students who have not achieved significant speaking abilities will struggle to communicate with their English peers. To communicate in English, the students must be able to use some speaking skills based on the junior high school syllabus and express meaning in a very simple functional oral text and short monologue in descriptive and procedural ways.

Moreover, story telling can be an effective way to practice social communication. It is very beneficial for shy and less active students because story telling encourages them to feel comfortable and relaxed while studying. According to Syahria (2016), the students can gain benefit not only in their academics but also in their cultural appreciation because various stories use story telling technique to consider different communities with their unique culture. The students will also produce a memorable learning experience and become more responsible for their learning as a result of this activity, as described by Kearney & Schuck (2009). It shows that the story telling technique is useful in English speaking learning, hence it is used in this study.

However, the students also have difficulty pronouncing words and utilizing appropriate intonation and stress patterns, have a limited vocabulary, and frequently make grammatical errors that cause their lack of confidence when speaking (Silva, 2013). So, the students get to be bored and lose motivation to learn English. Therefore, if the teacher wants to use story telling as a technique for learning to speak English, the choices must be limited to the order that students will accept and enjoy.

The previous study on Zahro (2018) concluded that story telling technique could be an alternative for teaching learning process, primarily in English speaking, because it made the students to be more active while learning. They were also given more chance to develop all of their ideas and creativity. This technique made teaching and learning more engaging, enjoyable, and interesting since it involved students' visual abilities and creativity so that allowing them to participate more actively in the learning process.

Additionally, Andrian & Faudi (2020) said that most of students like to study English speaking skill through using story telling technique. So, the students are interested by using story telling technique in learning English speaking skill. It is clear that students were encouraged to participate actively and enthusiastically in the learning process. They can collaborate and exchange ideas to encourage new learning in the subject of their course. It's a good idea to use story telling to help students increase their speaking skills. When compare to conventional approach used by their teacher, the students tend to pay more attention to the lessons while using this approach. The

conclusion that can be reached is that by using story telling technique encourages the students to participate actively in the learning process.

Based on the conditions and problems above, the researchers wants to use the other technique and media in learning English speaking. The technique that the researchers used is story telling and it is followed by other media that support online learning such as *Zoom*. The researchers also found that the English teacher still have difficulty using technology and media in the learning process. The English teacher only use *WhatsApp* and are fixated on textbooks only in online learning. It makes the students even more bored in the learning process due to the lack of using other media and techniques. In addition, practice in speaking English is less stressed on students, thus making the students feel that English is difficult. Therefore, this research aims to seek how students' experiences in story telling technique as an English speaking learning and also to find out the benefits and challenges that students faced when using story telling technique in learning English speaking. By using that media, the researchers give a story theme to the students and then they are asked to tell one of story which related to the theme that has been given. At the end of the research, the participants are asked to share their experiences in using story telling technique in English speaking learning through interview.

The study in this paper was designed to investigate the following research questions:

1. What are students' experiences in learning of English speaking by using story telling technique?
2. What are the benefits and challenges that students faced when using story telling technique in learning English speaking?

Based on the formulation of the problem, the purpose at this study are to investigate what students' experiences in story telling while learning to speak English and to find out the benefits and challenges that students faced when using story telling technique in learning English speaking.

1. Learning Experiences

Experience is defined as something that someone has experienced (Alwi Hasan, 2002: 26). Experience can be gained or felt when an event has just happened or has been going on for a long time. Irawan & Farid (2000: 45) said that experience is a learning process that affects changes in someone's behavior. Experience can be given to anyone to be

use as a guide and also for individual learning. Experience with an object can vary because it has a subjective nature which is influenced by the memory content of each person. Experience can be said to be learning in the future. Learning experience is a process of collecting and interpreting information or data carry out in an advance and systematic manner to determine the level of achievement of student learning outcomes.

According to Tyler (1973:63), the material of a course and the activities conducted by the teacher are not the same as the learning experience. The relationship between the learner and the external conditions in the environment to which they can react is referred to as a learning experience. Learning occurs as a result of the student's active participation; it learns as a result of what he does, not as a result of what the teacher does. Other learning activities are expected to provide mental and physical learning experiences through interactions among students, students and teachers, the environment, and learning materials in the perspective of primary competition. Learning activities can be prepared by various of learning strategies that differ and are based on the students.

Experience and learning here show the learning activities that need to be carried out by students in achieving competency standards, basic abilities, and learning materials. Learning experiences are physical and mental activities that need to be carried out by students in basic competencies and learning materials. Learning experiences need to be formulated, as a reference for teachers in developing strategies or learning methods. Learning experiences can be obtained through a variety of physical and mental activities and activities both in the classroom and outside the classroom. The learning experience in the classroom can be carried out by the students through interactions between students and learning objects or resources, according to the description of the learning material described. The form is in the form of listening to the material, reading, concluding the material, group discussions, laboratory practice, and many more.

While the learning experience outside the classroom, can be obtained through student activities in interacting with objects or learning resources such as the observation process, observing religious social activities, observing the natural surroundings. In the subject of learning

experiences can be packaged in the form of observing various kinds of plants, living things, according to their characteristics. In ordinary social sciences, it is also obtained through observations on trade in traditional and modern markets, social interactions between religions or different religions, cultural practices of the community, the practice of implementing a rule of law and so on.

Moreover, students' experiences is also connected with issues of personal growth and social progress, both of which can have a positive influence on students' academic training or experience (Barnett, 1992). According to Gagne (1991), students' experiences make students will naturally place different weight on each element depending on what students want from their learning journey. Students' experiences also as academic and intellectual development that is the teaching and learning they will experience in social or emotional activities and networking. So, students' experiences in this research is important and the main goal to know what is their experience by using story telling technique in English speaking class.

2. Speaking

Speaking is important to gather information about what people are saying and to talk to others about what they see and feel in real life. According to Mauliyana (2016), speaking can be called oral communication between at least two people. Speaking is an interactive process in which a person takes turns taking the roles of speaker and listener, and that includes both a verbal and nonverbal component. Speaking is a complex skill that requires the simultaneous use of a number of different abilities that often develop at different levels (Harris, 1994). He added that there are five components of speaking ability as follows comprehension, fluency, grammar, pronunciation, and vocabulary. Basically, what we want to improve can be express as equipping the students with the ability to speak straightforwardly and correctly using accurate vocabulary and structures and using language in a variety of appropriate functions and situations. The teachers must use appropriate teaching techniques to develop students' speaking skills effectively.

Additionally, speaking is one of the four skills in learning foreign language besides listening, reading and writing. It is not easy for the students to communicate in English. They have to think more

often when speaking English. Certainly, the students need interaction with others (teachers, friends, parents, etc.) to communicate. Bygate (1987) said that interaction skill involves the ability to use language in order to satisfy particular demand. It is related to the internal conditions of speech and it involves the dimension of interpersonal interaction in conversation.

Furthermore, teaching is a teacher activity in the classroom that aims to provide knowledge or skills to the students. Teaching as the use of pre-planned behavior, founded on the principles of learning and child development theory and directed at the delivery of instructional and classroom management, increases the likelihood of influencing positive changes in student behavior (Levin and Nolan, 1996: 4). However, its utilization must be guarded in situations where the teacher believes that it is the most appropriate form of teaching.

In teaching English speaking, there are various very useful ways, especially to attract students' interest in solving problems faced by students, such as being bored with limited vocabulary and not being aware of grammar mistakes (Mustikawati, 2013). The teacher must know the needs of students in learning to speak English. This is very useful so that the class becomes active and provides many opportunities for students to speak and express their ideas verbally. In sum, it takes the right technique in developing students' speaking skills.

3. Story Telling Technique

The teacher can create a new environment in which the students can learn English while also being entertained through story telling. Story telling are suitable for individual evaluation of students at the beginner and intermediate levels and do not need any preparation on the students' part. It is necessary to use story telling as a learning method in order to gain the best results. In this study, story telling is used as a learning method for the students to observe and practice speaking English. Story telling is a method that is systematically designed by referring to the applicable curriculum and can help the students interpret the subject matter in English speaking class more effectively and interestingly.

The use of a story telling technique could help students develop their English language skills in categories including comprehension and teacher-student interactions. When students become interested in the stories, mental images occur and

the associated thought process is triggered. Before beginning the writing process, the students communicate to their friends who are listening and their responses to each other helps the writer revise and retell the story which then develops their writing through using stories.

4. Story Telling Technique in English Speaking Learning

Story telling is a technique that enables students to actively participate in the redevelopment of stories, both socially and academically. Story telling is a useful teaching method that enables the students to focus on story structure as part of their speaking class activities. Also, telling the stories is a practical learning activity that encourages the students to recreate the text. It also provides communication between the teachers and the students. Students' ideas can be stimulated by telling a story. The students might become engaged in a story by identifying with the characters and trying to understand the story and illustration. They can also bring fantasy and imagination into their real lives. This imaginative experience assists in the development of their own creativity in order to make sense of their daily lives. It will explain to the researchers that one form of technique which could be used in the process of English speaking learning is story telling.

To optimize speaking activities and improve chances for the students to experience them, Thornbury (2005) argues that many speaking task conditions must be fulfilled. Some of the characteristics including the need for interesting, safe, and effective speaking assignments, such as story telling, because story activities provide the students with a helpful approach in English speaking learning.

Besides that, the story's content becomes factual material. Moreover, student-created stories can help students to develop their abilities to find out more information, enhance their English speaking skills outside of the classroom in real life, and encourage student creativity. Nevertheless, story telling in English speaking can encourage creative and active learning process (Loveless, 2002). Aside from that, Skiba (2007) shows that the benefits of using student-created story telling and creates pedagogy around 21st century students' digital skills, particularly in English speaking learning.

Based on the explanation above, story telling can be defined as improvisation of events that can

motivate the students to explore their expressions. By speaking, the students can improve their skill and make them enjoy with the story in the class. In the other words, it is basic skill that the English students need to gain. Thus, story telling in English speaking class can motivate the students to be more creative and also give the students opportunity to practice their English speaking.

METHODS

1. Research Design

The researchers used qualitative research in this study. According to Creswell (2012), the qualitative research is a scientific research that aims to understand a phenomenon in natural social contact by promoting a deep communication interaction process between the researchers and the phenomena in a research. Qualitative research tends to use analysis and it is descriptive in nature. The scope of qualitative research is smaller and carry out in depth than quantitative research. In qualitative research, participants are very concern such as in terms of comfort and others without coercion.

Furthermore, the researchers elected descriptive case study research design because it is consider suitable in this research to determine the participants' experiences when telling stories in English speaking. This research design is use when a phenomenon generality is not very important and the goal is to describe a phenomenon accurately (Yin, 2011). Thus, descriptive case study aimed to describe students' experiences by using story telling technique in English speaking class.

2. Site and Participants

This research takes place at one of junior high school in West Cikarang, Indonesia. There are few reasons why the researcher chooses this place. The research takes in this place because it is convenient and nearby by the researchers. Thus, the data information can be collected easily and more effectively to utilize in this time limitation of the research. Another reason is the school has been accredited A rate.

The researchers choose five eighth-grade on an English subject. The researchers is free to choose participants but it cannot be directly determine who the participants are. The researchers determine the participants based on advice from the English teacher. But, the participants are chosen by the

researchers also with an agreement. The selected participants are also based on their English scores. So, later there will be a consent form that given before conducting the research to participants, whether they agree or not to take part in the research.

3. Data Collection Techniques

The data collected through observation, interview, and documentation. The researchers collect the first data through observation that related to the learning process, student speaking ability, student involvement during learning, student understanding of the material provided, techniques and media used by the teacher to support learning. After that, the researchers observe to get more data and more comprehensive through students speaking exercise. Observation is the process of seeing and paying attention to a particular object for needed data and information. The participants tell the stories based on instructions from the researchers as an exercise and use as a support in data collection techniques to determine students' experiences in English speaking learning by story telling technique. Then, the researchers checked whether it is appropriate or not. At the end of the study, an interview given to the participants for the final data collection. In addition, documentation also used in the research by images and videos. Documentation is used to collect data and then reviewed. After all the data was collected, the researchers analyzes the data.

4. Data Analysis

According to Braun and Clarke (2006), good techniques for analysing data. Firstly, the researchers read deeply the data from the data that has been collected. Secondly, the data is transcribe so that the researcher is more familiar with the data and can help identify further techniques. Thirdly, code the data to make it easier for the researchers to classify each data. After that, categorize the data in order to data is more structured and easier to sort. Then, give the theme that related to the relevan literature of the research. Lastly, interpret the data to tell and convince research result. The researchers conduct an observation through students stories that is related to the research. Most of the data collected from participants interview after obtaining data from the observation. The researchers provides exercise, that is tell a story in accordance with the instructions that have been given during the

observation. Further, the researchers observe the data that had been obtained from an interview to participants at the end of the meeting to strengthen the data and find out the experiences of learning speaking through story telling technique.

RESULTS AND DISCUSSION

Results

The researchers used interview, observation, and documentation techniques to investigate what are students' experiences in using story telling techniques in learning English and to find out the advantages and challenges that students faced when using story telling technique in learning English speaking. The techniques were conducted by the researchers on five eight-grade participants at one of junior high school in West Cikarang, Indonesia. As it is known that there are two research purposes stated in Chapter I. As for achieving the research purposes, the researchers describe into several results as follows.

1. *Students' experiences in story telling while learning to speak English*

a. *Responses*

Based on the results of interviews from all participants, they stated that they felt the story telling technique could help, make it easier for students to speak English, and suitable in English speaking learning. It is as the stated of first student:

"The story telling technique can make it easier for us to speak English because we tell stories using English, then the teacher corrects us if there is a wrong pronunciation so that it is easy to understand. In my opinion, the story telling technique is fun and suitable to be used in learning speaking because it is a fictional story so it is easy to understand and fun, so we don't get bored easily." (R.S1)

In line with the opinion of the interview result with second student:

"In my opinion, story telling technique can increase knowledge and can learn about English, especially in speaking. In my opinion, this technique is also suitable because it can train students to speak and read using English." (R.S2)

Here is the stated that supported by third student:

"Before participating in this research, I had tried to learn by story telling quite often, because my hope was to be able to speak English well and correctly. I think it will help me in my future education or maybe in some schools or universities need skills in speaking English too. Therefore, if I have free time, I always take the time to learn English even for a while and this technique is suitable for use in learning speaking. Because if you want to speak English fluently, you need to practice reading English sentences regularly and one example is story telling." (R.S3)

Further, here is the detailed from the fifth student was stated same thing:

"The use of story telling technique in learning speaking is fun and can help my ability to tell stories in English. This technique is also suitable for use in learning because students' ability to speak English can be tested when doing story telling. Then, the wrong or inaccurate word pronunciation can be corrected by the teacher." (R.S5)

Contrary to the opinion of the fourth student that:

"With the use of this story telling technique, it was difficult for me at first but after a while I got used to it because over time. However, I think this technique is suitable for learning speaking because it can practice my pronunciation using English." (R.S4)

b. *Feelings*

In addition, the students also felt positive things from the use of this story telling technique which was expressed by the first student:

"I became easier to understand in learning English and the use of this technique is quite fun because story telling can be in the form of fairy tales, or other fictional stories." (F.S1)

Here is the claimed that was supported by the second student:

"I find it fun and exciting to learn English using story telling technique. So I can learn English, especially in learning speaking." (F.S2)

For the detail supported on the third student was claimed that:

"I feel more fluent when pronouncing every vocabulary in English sentences using story telling technique, because if we practice it ourselves it will be more difficult to impact. Especially, if there are a lot of paragraphs and I think this technique is very effective for anyone who intends to learn to speak English fluently." (F.S3)

Also, the fifth student thinks that:

"I feel happy using this story telling technique because my ability to speak English can be tested and can be a fun English learning activity." (F.S5)

Contrary to the opinion of the fourth student that:

"By using the story telling technique in teaching speaking, I was quite nervous, but the positive thing was that I was able to learn more about how to pronounce English correctly and also increase my English vocabulary." (F.S4)

It is in accordance with the observation result that documented through the Zoom application that conducted by the researchers on the students who when it was seen that the use of story telling technique was a new experience for the students in learning to speak English, because the English teacher at their school had never applied this technique as a task to practice English speaking skills. It is known that in general, the English teacher only explains the material and then gives assignments that are found in the textbook. However, the third student and the fifth student have used story telling technique before when they were in Elementary School. So, it is not too common for them. Also, the students felt helpful, makes it easier for them to learn to speak English, and practice their English speaking skills.

In addition, there are still students who are still not confident and afraid of making mistakes when speaking in English because they are not used to it, which can be seen from the way they speak. There are also the students who are quite good in terms of pronunciation, vocabulary, grammar, and fluency when telling stories and their understanding of the stories that given by the researchers or the stories belonging to their friends.

2. The benefits and challenges that students faced when using story telling technique in learning English speaking

a. Advantages

As for the benefits and challenges that students faced in learning to speak English by using story telling technique at one of junior high school in West Cikarang, it is done in several ways. Among the benefits are knowing new vocabulary, how to pronounce it correctly, and practicing students' English speaking skills. It is as the result of an interview with the first student, that is:

"The story telling technique can learn a lot of new words so you know how to pronounce them. In addition, this technique also trains my English pronunciation, becomes an alternative to learning new vocabulary in English, and of course makes me more daring and confident in speaking English." (A;P,V.S1)

Likewise, the opinion of second student regarding learning to speak English using story telling technique, that is:

"In my opinion, story telling technique can help to be more confident, train students' English speaking skills, can add insight into English, and add new vocabulary for me to learn English." (A;P,V.S2)

It is the same with third student, that is:

"I got a lot of new vocabulary when using story telling technique with different titles and I am more fluent in speaking English. I have also been greatly helped by the use of story telling because it can facilitate the pronunciation of each vocabulary, it is better trained and it really helps me to be braver to speak English." (A;P,V.S3)

In line with the opinion of the interview result with fourth student:

"This technique can help me to be more courageous and confident in speaking English, train students' speaking skills, practice correct pronunciation of English words, and increase my new vocabulary in learning English." (A;P,V.S4)

Here is the claimed that was supported by the fifth student:

"Can find out the extent of my ability to speak English, get more marks, and help me a little to be more confident in speaking

English. The story telling activity made me get to know some new vocabulary. Story telling also helps to practice my ability to pronounce English correctly.” (A;P,V.S5)

b. Challenges

On the other hand, the challenges they faced when speaking English is the difficulty of pronouncing it because it is different from the text, new vocabulary for them, and vocabulary with different meanings but the same pronunciation. This was expressed by the first student:

“I just learned a lot of words so I don’t know how to pronounce them and I still feel a little nervous when I talk in English, because I find a lot of new vocabulary that I don’t use on a daily basis.” (C.S1)

It is as the stated of second student:

“The challenge is to read it carefully, the pronunciation must be clear, and the speech is convoluted because you are not used to it. In addition, I feel anxious when speaking English, because it is my first time using story telling technique.” (C.S2)

In line with the opinion of the interview result with the third student:

“I was confused when I read a word like “queue”, I initially read it using the Indonesian spelling and when I googled it only read “kyoo”. Indeed, if we read story telling we get a lot of new vocabulary. When I practiced, I was very confident and read it fluently, but somehow when it was time to start reading I was nervous maybe because I haven’t presented in public for a long time, so I felt nervous.” (C.S3)

Then, the fourth student also thinks that:

“It’s hard to choose the vocabulary and sometimes I also feel nervous because I’m afraid to say the wrong thing.” (C.S4)

Likewise, the fifth student opinion regarding learning to speak English by using story telling technique, that is:

“Prepare a story to be read and practice it before reading it in front of everyone. I still feel quite nervous and I am afraid that I will make pronunciation mistakes when using story telling techniques in learning English.” (C.S5)

It is in accordance with the observation result that documented through the Zoom application that conducted by the researchers

on the students who when it was seen that the use of story telling technique was seem interested in the use of story telling techniques in learning to speak English, because it can train the students’ correct pronunciation, and can help them to find out new vocabulary. Besides, the students also felt helped and more confident when speaking English. Thus, the students become motivated to continue practicing their English skills.

Moreover, there are still some students who have difficulty when they tell stories in English, such as the pronunciation is different from the text and there are new vocabulary for the students. Then, the obstacles that faced by the students when speaking English are still not knowing how to pronounce it correctly and if there is the same pronunciation with different words. There are some students who are still nervous when speaking English because they are not used to it and also there are students who are quite fluent in English.

Discussion

Based on the research results that has been found above, using story telling technique was a new experience for the students, because the English teacher at their school had never applied this technique as a task to practice speaking English skills. It is known that in general, the English teacher only explains the material and then gives assignments that are found in the textbook. However, the third participant and the fifth participant have used story telling technique before when they were in Elementary School. So, it is not too common for them. It is the same as Tyler (1973) that the learning experience is the result obtained by the students and also refers more to something that the students do while studying, not something that the teacher does.

Besides, it also has a positive responses and feelings on their learning experiences. They felt the story telling technique could help, make it easier for students to speak English, and suitable in English speaking learning which showed on all participants. Nevertheless, one participant which can be seen on (F;R.S4) stated that with the use of story telling technique was difficult for him at first and sometimes felt nervous, but after a while he got used to it because over time. However, he also think this technique is suitable for learning speaking, because it can practice his pronunciation and also increase vocabulary in English. Therefore, the

students feel helpful, makes it easier for them to learn to speak English, and practice their English speaking skills. It same as Tyler (1973) that the material of a course and the activities conducted by the teacher are not the same as the learning experience.

On the other hand, story telling technique has several benefits for the students. All participants stated that the benefits are knowing new vocabulary, how to pronounce it correctly, and practicing students' English speaking skills. It turns out that students are interested in this research because they think it is very fun because it helps train students' ability to pronounce English correctly, becomes an alternative for learning new vocabulary, and can motivate students to learn while being able to understand the power of their imagination and creativity. Additionally, they also felt the story telling technique could help and make it easier for students to speak English. It same as Coconi (2013) that story telling can provide the students with opportunities to experience a certain situation, create attention, and motivate the students to participate in learning activities.

In addition, the students also has challenges that faced when speaking English, that is the difficulty of pronouncing some word because it is different from the text, new vocabulary for them, and vocabulary with different meanings but the same pronunciation. It same as Silva (2013) that the students also have difficulty pronouncing words and utilizing appropriate intonation and stress patterns, have a limited vocabulary, and frequently make grammatical errors that cause their lack of confidence when speaking.

CONCLUSION

Based on the research conducted by the researchers, it can be concluded that the story telling technique in learning to speak English is a new experience for students which had positive responses and feelings because the English teacher at their school has never applied this activity in learning. When the researchers applied this technique to the students, they felt that learning activities became more fun.

On the other hand, story telling techniques can provide several benefits and challenges for the students. The benefits are that the students become aware of new vocabulary, how to

pronounce correctly, and practice their English speaking skills. Meanwhile, the challenges that faced by students are the pronunciation of words that are different from writing and vocabulary that they just know because they are not used to it. It makes them feel nervous and afraid to say the wrong thing when trying to tell the stories in front of the researchers and their friends. Therefore, the story telling technique in English speaking class can help students to be more motivated in practicing their English speaking abilities as a new experience in the learning process.

Based on the results of the study, the researchers suggests or recommends several things regarding the use of story telling technique in learning to speak English, that is for the English teacher, the English students, and the future research.

Firstly, the researchers recommended the English teacher to try using story telling technique so that learning is more fun and students become more trained in speaking English. Story telling technique can be facilitated the learning process to be more interesting in online or offline English lesson. The English teacher can apply story telling technique as learning technique for vocabulary, pronunciation, group practice, and the other course material.

Secondly, the researchers recommended the English students to keep learning, be confident, and do not be afraid to make mistakes in order to get better results. Story telling technique is easy to use for the students and also can learn English more enjoy and fun. In English speaking class can help the students to be more motivated in practicing their English speaking abilities as a new experience in the learning process by using story telling technique.

Lastly, this research is expected to be references and inspire for the other researchers with similar topic about story telling technique in English speaking. Story telling technique is a learning technique on students exercise has a positive impact on helping develop the quality of students speaking in a second language.

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