

Storytelling as a media in speaking English for Indonesian EFL learners: A speech competition study

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ABSTRACT

EFL is still interesting to be researched even in this digital age. There are new things that are found in any event or class. This study aimed to investigate the participant's English speaking skills in storytelling competitions at MA Al-Ittihad. This qualitative study used observation, interviews, and documentation to collect primary data from six Indonesian EFL learners who were participants in storytelling and secondary data from two judges. The study revealed that there is a relationship between good speaking skills with fluency, correct pronunciation, vocabulary, and grammar. Meanwhile, a good speaker has a big chance to win the competition.

Keywords: storytelling; media; speaking skills; EFL; speech competition

INTRODUCTION

English is a worldwide language that is used by all people in this world. In the educational aspect, a lot of literature, conference, and competitions used English as the main language and the lingua franca. Meanwhile, learners or educators do not always feel comfortable speaking up in front of the class, conference, or competition, even when they have something to say (Octaberlina et al., 2022). In addition, EFL also gives challenges the learners for example in speaking skills, EFL needs communication and interaction abilities for successful language learning within the learning process (Ismiatun & Suhartoyo, 2022). Marzulina, Erlina, et al. (2022) stated that one of the challenges in EFL is communication and interaction between teachers and students. Both of them can't speak English fluently in class. Related to this, Makmur and Marzulina (2018) also stated that the student's challenges in speaking English are demotivated for them to learn English itself.

Moreover, in this case, EFL focuses on speaking skills, even though we know that English has four skills: reading, listening, writing, and speaking (Hadi & Indriani, 2021). Based on the EFL learners, speaking skill is a scary skill in English because they need to memorize the vocabulary to be a good speaker (Mudra et al., 2022), also lack of vocabulary barriers the EFL learner's speaking skills (Octaberlina & Muslimin, 2020) and enrich vocabulary may contribute to improving the speaking skills (Octaberlina & Rofiki, 2021). Further, about this, Seashore (1948) asserted that vocabulary is also crucial in language skills, specifically speaking skills. For instance, Albiansyah et al. (2021) stated that require educational institutions to be more innovative in their teaching practices to promote speaking skills.

According to many research findings, there is an effort such various media, strategies, and methods to overcome this to improve the speaking skills or English speaking mastery of EFL learners Akbari (2015), Hibatullah (2019), Irma (2020), Asrifan & Octaberlina (2021) which stated as follows: intensive writing for EFL students (Octaberlina & Muslimin, 2022), (Marzulina, Amrina, et al., 2022). The role of the teacher in the teaching-learning process (Liu et al., 2021). Instagram vlog (Wulandari,

2019), interactive multimedia (Nadirah et al., 2020), direct learning (Habibi et al., 2018), ICT integration (Prasojo, 2022), social media (Allam & Elyas, 2016) and YouTube (Ilyas & Putri, 2020), (Kaboooha & Elyas, 2018), (Nasution, Abdul Khaliq, 2019).

In addition, in this digital age, there are a lot of ways to promote English skills specifically for Indonesian EFL learners. Namaziandost & Nasri (2019) explained that in this digital age, EFL learners may use social media as learning resources. Maulidya et al. (2021) also explained that communicative media in the digital era may contribute to a successful speaking class. Instead, Vonti & Rahmah (2019) shared that hybrid learning may be implemented to provide a good English class. Based on the arguments above, the researcher stated that especially to promote English-speaking skills, a lot of media may be utilized. Media can be audio, visual, or combining both of them. For example the narrative text in storytelling.

Furthermore, conversing about speaking skills, the researcher asserted that competition is one of the ways they promote Indonesian EFL learners' speaking skills. For example, speech contests, storytelling, public speakers, narrators, and so on. The researcher also states that the more the students practice, the easier they speak English. This one is related to Dewi et al. (2016) that one of the ways to help students to overcome their difficulties in speaking English, one of every day practicing English every day.

Meanwhile, MA Al-Ittihad is one of the Islamic high schools in Malang that held an English competition that focused on storytelling. In this case, this paper has a gap with the previous study because there is a lack of literature that discussed how to promote speaking skills by joining the competition, increasing the student's motivation, and utilizing storytelling as media to enhance speaking skills.

METHODS

It is a qualitative study with field research. Octaberlina & Anggarini (2020) stated that qualitative research describes the real thing that occurred in live research. This case study method is an empirical investigation that investigates contemporary phenomena with real-life contexts when the boundaries between phenomena and contexts are not clear, and sources of evidence are widely used (K Yin, 2011). In this case, the researcher will investigate the participant's English speaking skills in storytelling competitions at MA Al-Ittihad.

Table 1. Research participant

Participant of Storytelling	Judges
Immalia Muawanah	Muhammad Adib
Emas Nawang Ayu	Ananda Esa Dewangga
Mey Hwa Al Kais	
Ahmad Faiq Azizi	
Abdurrahman Al Faruq	
Muhammad Akbar Azizy	

Meanwhile, the data collection through observation, interviews, and documentation. Data analysis started from compiling to concluding (Bogdan, 1982). In the first phase, the researchers collected the data from observation, interviews, and documentation. Second, the researchers put the data becomes one and started disassembling to reassembling. Then, the researchers began to interpret the data related to the research question of this study. In the last phase, the researcher made a personal communication and conclusion as the final summary of the data analysis.

RESULTS AND DISCUSSION

MA Al-Ittihad held this storytelling contest followed by a lot of participants. Based on the observation, there are several themes in this contest such as Malin Kundang, the legend of Toba Lake, Tangkuban Perahu, Golden Cucumber, Ande-ande Lumut the legend of Surabaya, the Legend of Tengger, Ir. Soekarno, Turtle & Rabbit, and the Dove & Ant.



Figure 1. Storytelling Participant

Meanwhile, based on the observation and interviews. The Indonesian EFL learners who prepared well for this competition had good pronunciation to deliver the storytelling. Alghizzi & Elyas (2022), and Hibatullah (2019) agreed that practicing more perfectly, is one of the ways to overcome the challenges in EFL classes practicing the English language frequently. On the other hand, Irma (2020) stated that all problems in English specifically faced by EFL learners can arise from the learners themselves. Various media or strategies may be implemented to enrich the EFL learner's speaking skills (Anggarini & Amanda Cyntia Afifatuz, 2022).

Furthermore, the researcher found there are differences in pronouncing English words by Indonesian EFL learners such as the giant **chased** Timun Emas, the **dove** quickly flying, running to the **swamp**, his **childhood** had to move from one place to another place, and it is **supposed** to be me, to be the most perfect girl. Based on the interviews, the most wrong pronunciation was because their teacher give the wrong example. Allam & Elyas (2016) asserted in their paper that the teacher has a role in EFL students' speaking skills. Also, the teacher is a figure that imitates the EFL learners to pronounce each English word (Irma, 2020) and (Makmur, & Marzulina, 2018).

Meanwhile, based on the interviews. There is a link between good speaking skills and storytelling achievement. Good speaking skills started from material mastery, fluency, and good delivery. According to Marzulina et al. (2019), there is a relationship between students' habits and academic achievement. A student who exaggerates their efforts and endeavors will be easier to achieve academic performance. Related to this, Kainta, and Erwin (2020) also stated that students' motivation is an important point in learning English.



Figure 2. The Winner of Storytelling

Furthermore, speaking English can be improved by utilizing several media. Maulidya et al. (2021) stated that communicative media can be an option to teach English to EFL learners specifically to improve speaking skills. Namaziandost & Nasri (2019) said that choosing media is needed to be related to the student's necessity. Meanwhile, Ilyas & Putri (2020) asserted that the character of meaningful media to be utilized in speaking class must interest the students. Therefore, based on the data above, the researcher assumed that promoting Indonesian EFL learners speaking skills may utilize several media, methods, or strategies. One of them is through storytelling. Speaking skills here not only the students can speak, but they have high motivation to learn EFL and deliver the language similar to native speakers.

CONCLUSION

EFL may give challenges to EFL educators and learners. This can be overcome by utilizing some strategy, media, or method to provide the best learning process or English class. EFL learners must be brave to practice English in front of everyone starting from storytelling to doing some conversation. The highlight point to be English mastery for EFL learners are stated as follows: having high motivation, brave, confidence, effort & endeavored, and never giving up.

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