The Ninth Grade Students' Perception on The Use of Storytelling Skill at Mts Darul Amin Palangka Raya

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Abstract

The background of this study is the influence of storytelling method to the development of students' speaking and vocabulary and students' perspectives related to the process of how they understand the storytelling material conveyed by the teacher. The objectives of the study are (1) To find out students' perceptions of the storytelling method in English class. (2) What benefits do the obtain after storytelling method applied? This study used qualitative research. Qualitative research is used in the literature as a data analysis and can also obtain results that can be adjusted based on the environment. Qualitative research can also use people as a source of research, therefore qualitative is chosen as material to assist the research being carried out by researchers. This study also used field surveys as a basic research instrument of a research that is being processed to obtain satisfactory results. The findings of this study (1) most students agree that storytelling learning is able to make students improve the quality of students' pronunciation, to be better. students view that storytelling is effective because it uses acceptable and well-implemented methods that make students feel entertained. (2) There are several ways for students to improve their pronunciation, by practicing before the lesson starts and coming to the front of the class to tell their friends. (3) Students also feel that learning storytelling is effective in adding more vocabulary, and also understand more about English.

Keywords*: Students' Perception, and Storytelling Method.*

Abstrak

Latar belakang penelitian ini adalah pengaruh metode storytelling terhadap pengembangan keterampilan berbicara dan kosa kata siswa serta perspektif siswa terkait dengan proses bagaimana mereka memahami materi storytelling yang disampaikan oleh guru. Tujuan penelitian ini adalah : (1) Untuk mengetahui persepsi siswa tentang metode bercerita di kelas bahasa Inggris. (2) Manfaat apa yang diperoleh setelah metode storytelling diterapkan? Penelitian ini menggunakan penelitian kualitatif, Penelitian kualitatif digunakan dalam literatur sebagai analisis data dan juga dapat memperoleh hasil yang dapat diatur berdasarkan lingkungan. Penelitian kualitatif juga dapat menggunakan orang sebagai sumber penelitian, oleh karena itu kualitatif dipilih sebagai bahan untuk membantu penelitian yang sedang dilakukan peneliti. Penelitian ini juga menggunakan survey lapangan sebagai instrumen penelitian dasar dari suatu penelitian yang sedang diolah untuk mendapatkan hasil yang memuaskan. Temuan penelitian menunjukkan bahwa (1) sebagian besar siswa setuju bahwa pembelajaran mendongeng mampu membuat siswa meningkatkan kualitas

pengucapan siswa, menjadi lebih baik. Siswa berpandangan bahwa mendongeng efektif karena menggunakan metode yang dapat diterima dan diterapkan dengan baik yang membuat siswa merasa terhibur. (2) Ada beberapa cara bagi siswa untuk meningkatkan pengucapannya, yaitu dengan berlatih sebelum pelajaran dimulai dan maju ke depan kelas untuk memberitahu temannya. (3) Siswa juga merasa bahwa pembelajaran mendongeng efektif untuk menambah kosakata, dan juga lebih memahami bahasa Inggris.

Kata kunci: Persepsi Siswa, Metode Mendongeng, dan Kemampuan Melafalkan.

INTRODUCTION

English education become one of the subjects are very interested by melenial age children, because everyone is using English in various things. The ability to speaks foreign English language, is an ability basic knowledge that one must have in the era of globalization, so is indispensable in any field of modern society, introduction and mastery of science and technology. As a basic skill, teaching English gets special attention fromvarious students' educational circles, practitioners, entrepreneurs, and governments.

Novita Arnesi and Abdul Hamid (2015, p.85-86) English must be actively mastered in both oral and written forms as a medium of intercultural communication. It's not impossible that the technology's rapid progress will force us to take a more proactive approach to responding to international information flows as a tool for satisfying market demands. Because English is the official language of the globe, it serves as a medium for international communication as well as an academic requirement because linguistic mastery is only confined to certain characteristics of the language. This is worth noting considering the role and function of English as an international language or the language of communication in the global era where English is also an international language that is in great demand. M. Yamin (2017,p.82) Today's developments have placed English as the only language international language. In that position, English is the language science and technology; hence without one's English skills will experience difficulties in the association of an increasingly open, fast, and unpredictable world under control.

English learning is very important to be introduced to children as early as possible. Chusnu Syarifa Diah Kusuma (2018, p. 43-44). English is important not just because so many people speak it; it's also important since it's the primary language of news and information around the globe. Even in certain nations where English is an underrepresented language, it serves as the official language of business and government. Even in nations where English is not the native tongue, English is used for internal air traffic control and for international maritime communication. American popular culture, particularly in the areas of film, music, fashion, and literature. English is the first foreign language taught in Indonesia as a required subject in secondary and higher education. Its main goal is to equip students with the skills necessary to read English textbooks in relevant subjects. English is the first foreign language taught in Indonesia as a required subject in secondary and higher education. Its main goal is to equip students with the skills necessary to read English textbooks in relevant disciplines. In this study, researcher are interested in conducting an evaluation of factors that affect students' pronounciation skill, Researcher have four the reason why choose the topic, first reason is reseacher try to study how important the student's perspective in the use story telling method to improve their pronounciation in English class, Second reason is how the story telling method was interesting way to learn pronounciation. Third reason is reseacher interested for know, how the story telling method make motivation to improve students' pronouciation. Fourth the reason researcher are interested in this topic is to looking best method to improve pronounciation skill and in this case what the story telling method suitable

to be the right method for students'. The methods in teaching English is also very determining how it can go fast and give you a feel of proud of the results, this is very interesting to studies.

REVIEW OF RELATED LITERATURE

Cecilia Ana in her study under the title *"Storytelling to Improve the Speaking Skills"*. As the resul this study focuses on the need to enhance teens' speaking abilities based on the usage of storytelling style in the classroom. Reviewing the many storytelling forms was one of the goals that was anticipated to be achieved. The two types of storytelling that have received the greatest attention in this study Traditional storytelling and Digital storytelling are also the ones that are used the most in classroom settings. Similarly, this study has suggested a few methods and tactics for using storytelling in the classroom to improve speaking, listening, and reading comprehension abilities. While storytelling was not employed in class on a regular basis, the survey's mixed methodology allowed researchers to gather some crucial details about the students and their impressions of its role in the learning process. good lessons from stories and students' propensity to use them in the classroom. Therefore, based on the findings, it is strongly advised that this strategy be used with adolescents, as it will increase speaking skills development through the learning of new vocabulary, grammatical structures, and the improvement of pronunciation. The similiarity with my study both ask the english students' class who applied storytelling method, and both discuss speaking skills. The differences the study, this study is an investigative study. This study was used mixed methods between the quantitative and qualitative analysis, (McKim 2017, As cited in Cecilia ana, 2022). The study mentions several advantages of using Mixed Methods, such as the increase of legitimacy, informing a second data source, and a profound comprehension of the phenomenon. The procedure is the following, the quantitative analysis was applied to evaluate teenagers' knowledge and interest in stories, and the qualitative analysis was used to know their perceptions about the implementation of storytelling in class (2022.P,124-125).

Amru in his study under the title *"Storytelling to Improve Speaking Skills"*. As the result two conclusions can be formed based on the theory and discussion presented above. First, the performance of the experimental group (EG) students who were instructed using the storytelling method has improved significantly. the control group (CG) that received traditional instruction. In other words, using storytelling tactics helps EG students' speaking skills dramatically improve. Students in EG are encouraged to strengthen their speaking abilities, and they find the storytelling technique to be particularly beneficial in doing so. Second, the use of storytelling in the teaching and learning of EFL speaking received favorable feedback from EG students. This was shown by the results from the questionaire where most students (80% of the EG students) were excited to practice this technique while learning speaking. They said that they enjoyed learning speaking through storytelling since they could improve their vocabulary as well as their pronunciation. By using storytelling, the students got the opportunity to speak at length. Also 75% of the EG students said that storytelling helped them to develop their oral language proficiency as well as their reading comprehension. In fact, storytelling allowed the EG students to gain knowledge about important aspects of stories: beginnings and endings, settings, characters, and plot lines. The similiarity with my study both ask the english students' class who applied storytelling method, and both discuss speaking skills. The differences in this study is an experimental study. This study was a used quantitative research. Data instrument techniques were questionnaire with Experimental Group. (2016, p.202-203).

Dr. Nadia Ghounane in her study under the title *"Teaching English Pronunciation through Storytelling Approach: The Case of the First Year EFL Students at Saida University"*. As the results demonstrated that first year EFL students took pleasure in the lesson and exhibited favorable attitudes regarding the methodology. The findings also showed that the students had higher levels

of motivation for reading the stories, learning new words, practicing grammar, listening, speaking, and recording their speech. Students were able to correct their pronunciation issues, particularly with the vowels, by recording their speech. The analysis also showed that the pupils had the chance to participate, learned prepositions and tenses, and expressed themselves. Their application in terms of grammar. The results also showed that the method transforms the phonetics class from a cold environment to one that is warm and full of students' understanding, motivation, and participation. The results showed that using storytelling activities demonstrated their efficacy more than using activities taken from textbooks. Because pronunciation must be improved in order to develop speaking and listening abilities, they can be utilized to promote these activities. Additionally, the experiment helped students understand how native speakers make different sounds so they can improve their pronunciation. The similiarity with my study both ask the english students' class who applied storytelling method, and both discuss speaking skills. The differences the study, this study used a semi-structured questionnaire which is composed of three sections. The first one provided to test the students' familiarity with the use of storytelling approach. The second section was devoted to checking whether the students have improved their grammar accuracy and acquired a new vocabulary after being introduced to digital stories during phonetic sessions or not. The third and last section was devoted to pronunciation and what the students have acquired from the experiment. Other differences her used quantitative method, while my study used qualitative method and data collection used observation, interview, and documentation,another differences is her study discuss about linguistic (2021. P,59-60).

The benefits of this research are divided into two, namely theoretically and practically as follows :

1. Theoretically
   Theoretically research is expected to be able to encourage and make teachers have an understanding of the importance of a teaching method to students, properly and appropriately, especially the ninth class of MTs Darul Amin Palangka Raya.
2. Practically
   Practically providing input and awareness to students about the importance of understanding the basic lessons of the storytelling method for fluency in learning English, especially the nine class of MTs Darul Amin Palangka Raya.

RESEARCH METHODOLOGY

A. Research Design

This study will use qualitative research, because the study will describe and explain students' perception in the class or face to face. Qualitative research use to literature as data analysis and can also obtain results that can be arranged based on the environment. Qualitative research can also use people for research sources, which is why qualitative is the choose as material to assist in the study that researcher are doing. This study also use a field survey as a basic research instrument from a study that is being processed to obtain satisfactory results. This study is very relevant to the current state of our education, which requires alternative ways of learning that are easy to understand and can be delivered anywhere and anytime. The study use survey method in the prosess because it is to find out what is happening directly in the teaching or lecturer and learning process.

B. Subject of Study

Subjects in a study are individuals or group who participate in study. To aid in determining the answer to the research question, information or data are gathered from or about persons. Purposive sampling will be used to select the participants for this study. Purposive recruitment, according to Hennink, Hutter, and Bailey (2010, p. 85), is both purposeful and adaptable. Deliberate refers to selecting participants with extensive knowledge of the research's subject, whereas flexible refers to the researcher's ability to fine-tune the participants' characteristics while collecting data. The subject of this study will be eight class in A class students' of Mts Darul Amin Palangka Raya. The students' English subject class, because in two semester in junior high school the teacher can used storytelling method for learning in the class.

The study will be conducted at Mts Darul Amin Palangka Raya. The Researcher will choose A class. There are 1 classes which will be involved in this study. Each class has about 20 students', in this study it requires all students' in the class to be participant, saving the time in the study, from the researcher sources choose students' who are ready to be accurate in this study.

C. Research intrument

Research tools are methods for gaining information regarding an interest concept, such as data collection and field surveys. The instrument is used during the data gathering procedure to assess the specific components of the concept. Using the accessible electronic databases makes it simpler to locate a study's instrument. The use of a suitable, well-developed instrument can assist in determining the answer to the research question and in comparing the results to a larger body of knowledge. Patricia W. Stone and William D. Roberts (2003, p.71). This study use three instrument, the following are the usage techniques that the writer will used :

1. Observation

Observation is the collection of data through the use of human senses. In some natural conditions, observation is the act of watching social phenomenon in the real world and recording events as they happen. According to Matthews and Ross, as cited in Dr. Umar Sidiq (2019, p. 66-67) above stated that observation is a method of collecting data through the human senses. Based on this statement, the human senses become the main tool in making observation. Of course the senses involved are not only the sense of sight, but other senses can also be involved such as the sense of hearing, the sense of smell, the sense of taste, etc. According to Joanne Mackellar (2013, p.57) Observation takes place as a qualitative research cycle that begins with the researcher's selection of a project in a social setting, from which the researcher result by asking Object, collecting data, making a record, analysing data, and writing a study.

2. Interview (The Structured Interview)

Structured interviews can be used if the researcher(data collector) has known for sure about what information will be researched and obtained. Interview can directly carried out by researchers or several people (another interviewer) who acts as a data collector. The researcher/data collector initially prepares the instrument research in the form of written questions with alternative answers before heading out into the field to conduct interviews Aisya Sitti (2019, p.72). such interview question type by:

1) Open question:

Open questions are types of questions that do not limit respondents in answering questions. In other words, open-ended questions are free-form questions that give the interviewee the freedom to express their knowledge, experiences and thoughts. This type of question is usually used more in qualitative research.

2). Closed question:

Closed questions are types of questions that limit respondents from answering various possible responses as choices. This type of interview is often used in quantitative research to collect statistical data from the interviewees.

3. Documentation

According to John a Joseph (2013, p.2) Regardless of the medium on which it is written, a document is a collection of data that typically has permanency and can be read by humans or robots. Paper and digital documents are both considered to be documents. Hilmiah (2016, p. 63) asserts that documentation from the study will validate the facts discovered in the field. Searching for information on items or variables in newspapers, magazines, etc. is known as documentation. In surveys, documentation serves two key goals, according to Wendy Thomas (2010, p. 299: It first informs researchers and data users about the planning and execution of a study. Second, documentation is a crucial instrument for quality control and monitoring during the whole survey life cycle.

D. Data collection procedure

Data collection procedures is a step to collecting the data in this study. This will be the way how to collect the data at Mts Darul Amin Palangka Raya, here will be the step by step collection of data procedure:

1. The researcher will choose the students' in nine class, two semester of Mts Darul Amin Palangka Raya, especially just one A class who will be involved in this study.
2. The researcher will prepare for questionnare the students' and documentation for gaining the data.
3. The researcher will collect the data from the students'.
4. Last procedure is the researcher will analysis the data, making conclusion and report the data.

E. Data analysis procedure

After carrying out data collection procedure. This study will explain data analysis procedure which is divide into 4 analysis procedures. There are data collection, data redaction, data display, and data conclusion.

a. Data collection

The researcher will study all of the data gathered in the field and comply the information that is understandable. In this study, the data will be obtained from the students'.

b. Data reduction

Data reduction is a selection process that concentrates on the abstraction, simplification, and transformation of unprocessed data gleaned from field study notes. As can be observed from the conceptual framework for the study, study issues, and data collection strategies chosen by the researcher, this process persisted throughout the investigation, even before the data was actually collected (Ahmad Rijali, 2018).

c. Data display

Data presentation, according to Ahmad Rijali (2018), is a process where a collection of information is organized to give the potential of drawing conclusions and taking action. Qualitative research can convey its findings in the form of narrative texts, field notes, matrices, graphs, networks, and charts. These shapes integrate data that is organized in a straightforward and compact manner.

d. *Data conclusion*

The third step in this qualitative data analysis is extracting conclusion. "The initial conclusion put forward are still temporary, and will change if evidence is found support. However, if the conclusion is supported by evidence, consistent, it means that the conclusion is credible.

F. Data endorsment

According Sugiyono (2013) asserts that the data endorsement is necessary to validate the data discovered throughout the data collection procedure. The data validation test in qualitative research has specific qualities like believability when determining the data validation.

1. Credibility

Triangulation is one of several ways in testing credibility. Credibility is a common definition of validity in qualitative research. When assessing the caliber of qualitative research findings, credibility becomes crucial. The veracity of the investigation's findings will be a criterion of credibility in qualitative research. Credibility or truth value will depend on the research design, participants, and context, as well as how well the researcher has demonstrated confidence in the conclusion. according to Sugiyono (2013, p. 270). Credibility can be tested in a number of methods, including triangulation.

a. Triangulation

To create a thorough understanding of a phenomenon, triangulation in qualitative research refers to the utilization of different methods or data sources. Triangulation has also been considered a testable qualitative research method. Lisa A. Guion, David C. Diehl, and Debra McDonald claim that (2011, p. 2) Using a variety of qualitative and quantitative methodologies to analyze the program is known as methodological triangulation. For instance, it might be possible to compare survey, focus group, and interview results to see if they are consistent. Validity is established if the results of all the methods are the same. As stated by Carter (2014, p. 545). As a qualitative research technique, triangulation aims to assess the validity of findings by converging data from several sources. Three categories exist. Triangulation view as a qualitative research strategy to test validity through the convergence of information from different sources There are three types of triangulation:

(a). Method triangulation

By gathering data using a different approach or technique, triangulation is carried out. Qualitative research frequently employs interview, survey, and observation techniques for data collection. This is done to obtain a true image of the data obtained as well as to determine the veracity of the proper data.

(b). Theory triangulation

Theory triangulation is the result or conclusion of qualitative research in the form of information formulation (thesis statement). Another benefit of triangulation of this theory is that it makes the researcher's knowledge deeper. However, the condition is that researchers must be able to have the ability to explore theoretical knowledge independently.

(c). Data source triangulation

This triangulation is carried out to test the validity of the data by testing the data that has been obtained from various sources. For example, is to test the validity of data regarding

students' attitudes, then data collection and checking the data that has been obtained will be carried out to student friends, parents and teachers.

In this study researcher will use method triangulation, because this method is very suitable for the study and is relevant to the research instruments use by researcher. The researcher will compare the result of data observation and interview.

FINDINGS AND DISCUSSION

1. Research Location Overview

Madrasah Tsanawawiyah Darul Amin Palangka Raya (MTs) is a junior high school religious-based schools and Islamic boarding schools, located in Palangka Raya City, Indonesia. The main campus is located in Jalan Yakut I 14-16 Menteng, Jekan Raya District, Palangka Raya City, Central Borneo.

The vision of Mts Darul Amin Palangka Raya is "Creating reable and quality of human resources". The missions of MTs Darul Amin Palangka Raya are : (1) Organizing quality education in terms of academic and non-academic achievements. (2) Realizing learning and habituation in carrying out religious teachings as a whole. (3) Increase the knowledge and professionalism of education staff according to developments in the world of education. (4) Making Madrasas as Madrasas that are always stored in the development and learning of the world of education. (5)Implementing efficient, transparent and accountable Madrasa governance. (MTs Darul Amin Palangkaraya, 2023).

2. Research Findings

The questionnaire was taken to know students' perception in learning activities of storytelling method in English subject in offline class. Twenty students' were chosen by using purposive sampling based on the results of the observation results. Those were the subject of this study. The questionnaire were conducted with twenty open-close questions that would have been answered by the students', and taken as the best sample are ten questionnaires, and forteen students' answers as the basis of this study.

1. Description of the Data Interview (Instructured Interview)

No.	The Questions	The Answer and The Reason
1	What is your perspective about storytelling?	Storytelling is an interesting lesson and can also be told to friends. (Interview with Laura Shafa anaditha, September 4, 2022)
2	How does the storytelling improve your prounciation ?	Because I always learning English and make Better my pronounciation.
3	How does the storytelling	Because learning the storytelling makes me read and speak English to much.

	improve your vocabulary?	
4	Are you nervous if go to in front of the class to tell story?	Of course not, because storytelling is have fun.
5	Do the storytelling make you confident?	Yes, because I often come to the front of the class and become more confident.

No.	The questions	The Answer and The Reason
1	What is your perspective about storytelling?	I think storytelling lessons are very helpful in improving my English performance. (Interview with M.Zaki, September 14, 2022)
2	How does the storytelling improve your prounciation ?	Every learning storytelling always used English to speaking in the class.
3	How does the storytelling improve your vocabulary?	Make a story,so storytelling improving my vocabulary but just little bit.
4	Are you nervous if go to in front of the class to tell story?	No, insya'allah, This is very fun.
5	Do the storytelling make you confident?	Yes, very confident to go to the front of the class.

No.	The Questions	The Answer and The Reason
1	What is your perspective about storytelling?	It very fun for those who like it, and boring for those who don't like it. (Interview with Ridho Ramadhan, September 14, 2022)
2	How does storytelling Improve your prounciation ?	Yes, very helpful my pronounciation because the teacher gave example every lesson storytelling.

3	How does storytelling improve your vocabulary?	Yes, very improving my vocabulary, because writing stories requires a new vocabulary.
4	Are you nervous if go to in front of the class to tell story?	Yes, Very nervous, because I had never come to the front of the class.
5	Do the storytelling make you confident?	Not, very boring when it in front the and I'm Very shy.

2. Conclusion of Students Interview Answers

1). According to students answers, the researcher concluded that most of the students' perception that this storytelling had many benefits for them, especially in improving pronunciation, also adding vocabulary.

2). The researcher found that for this question the students had varied answers, it was because they had different points of view about storytelling. The most common answer is that learning storytelling is indeed able to improve students English pronunciation better, because they practice more often, come to the front of the class reading the stories they make, or listen to the teacher practice directly how to pronounce the correct pronunciation.The last thing is that not all students are able to pronounce their English better, because their interests and abilities are not in the field of English.

3). The researcher found that students tend to get a lot of new vocabulary when learning storytelling, that's because every time they learn storytelling there are many stories that use new vocabulary, therefore students can remember the new vocabulary. The last thing that the researcher found from the informants of the second question was that students' could not really know what they were learning before they really understood storytelling, therefore not all students were able to add new vocabulary they had.

DISCUSSION

1. What are the students' perception of storytelling method to improving pronounciation?

Based on research instrument, the researcher find out the point about students perception of storytelling method, there were 13 students agreed if the storytelling method could improving students pronounciation. in this study shows that a method can be a good learning for students when used properly.

The results are consistent with earlier research by Greta N. (2022 p. 289) The results demonstrate that the participants had a favorable perception of the advantages of using storytelling to enhance speaking performance. The majority of them believe that using storytelling to learn to speak increases their knowledge of culture, history, etc.; that using storytelling to learn to speak improves other people's understanding of them when they speak; that using storytelling to develop speaking performance aids in speaking performance; and that using storytelling makes them more productive in speaking. These advantages are made feasible by the fact that storytelling offers contextual linguistic, cultural, social, and historical knowledge, allowing learners to develop their creativity and speaking confidence.

Students' are give the opportunity to express their perceptions of the usefulness and relevance of storytelling activities were compared for textbook activities in pronunciation

improvement, the information provided may be unreliable because students may not express their true point of view. In accordance qualitative analysis may offer more reliable data about individual learners learning differences. According to Thomson and Derwing (2015 p. 14) Teaching pronunciation is no longer a neglected area of second language research and teaching. The quantity of studies found suggests that the field is expanding quickly. Unfortunately, there is a lot of variation in reporting criteria, which prevents replication. We observe very minimal scaffolding based on prior research. We can state with confidence that explicit phonological form training can have a considerable influence. This is probably because it directs students' attention to phonetic information, which fosters learning in a manner that naturalistic input does not.

2. What benefits do the students' the obtain after storytelling method applied?

Based an interview the students answers the benefits after learning storytelling method is effective in adding more Speaking skill, Vocabulary, and also understands more about English pronounciation. Students' are give the opportunity to express their perceptions of the usefulness and relevance of storytelling activities were compared for textbook activities in pronunciation improvement, the information provided may be unreliable because students may not express their true point of view. In accordance qualitative analysis may offer more reliable data about individual learners learning differences. According to Thomson and Derwing (2015 p. 14) Learning the pronunciation is no longer a neglected area of second language study and teaching. The quantity of studies found suggests that the discipline is expanding quickly. However, there is a lot of variation in reporting criteria, which prevents replication. We observe very minimal scaffolding based on prior studies. We can state with confidence that explicit phonological form instruction can have a significant effect. This is probably because it directs students' attention to phonetic information, which fosters learning in a way that naturalistic input does not. Based on the results from Marsevani (2022 p.7) Storytelling can help students surmount speaking competency issues and enhance their speaking abilities. The findings of the most recent evaluation of the post-test that was conducted show the results of the increase. The researchers ultimately attempt to incorporate the storytelling technique into students' speaking learning after conducting numerous studies. after learning that using storytelling techniques to teach students to communicate more clearly. Because storytelling encourages students to listen, think, and recall in addition to speaking. Considering that most students enjoy sharing stories, the researchers chose to implement storytelling techniques in the classroom in order to ensure that students continue to enjoy learning while also honing their public speaking abilities.

CONCLUSION AND SUGGESTION

1. Conclusion

1). As a simple conclusion, the researcher find students perception that most students agreed that storytelling method make students improving the quality of students especially in English learning to be better. students view that storytelling is effective because it uses acceptable and well-implemented methods that make students feel entertained.

2). The researcher find that The storytelling method really helps improving students' ability in pronunciation, as result in the interviews, many students feel helped by this method.

2. Suggestion

a. Students

Students should practice speaking English whenever they have the chance, should not be afraid of making mistakes, should be active and creative in enriching their speaking, and should practice speaking both inside and outside of the classroom. Finally, students should ask the teacher if there is anything they are unsure of.

b. Teacher

It is advised that junior high school English teachers use creativity while deciding on instructional methods and teaching aids that their pupils will find engaging. Since this can inspire students to think in new and creative ways and can make lessons more engaging and exciting, teachers should use a variety of spoken teaching methods. Also, the teacher should always advance his or her abilities and understanding by looking into strategies to enhance the outcomes of teaching English. So that the students will constantly be engaged and motivated in learning English, the instructor should be creative in creating or looking for stories that the students will love and use them to teach speaking.

c. Future study

This study has several limitations, such as only taking ten samples of answers from students, because of the ten answers they are the most recommended. Furthermore, the next researcher can make observations and give questionnaires more accurately with more participants from sampling and place other English skills such as listening, reading and writing in their research or study. In connection with the results in this study, the next researcher can investigate the student's point of view about student involvement about the storytelling method in the classroom. In addition, researchers hope that the results of this study can also be a source for related research and can be an inspiration for further researchers.

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