

# STORYTELLING OF SPOOF TEXT FOR THE ELEVENTH GRADERS: ADVANCING THE BEGINNER SPEAKER

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**Abstract:** This study combined the use of storytelling and spoof text in speaking class of high school students. It aims to describe how the storytelling of spoof text can improve students' achievement in speaking skill for eleventh-graders. There were thirty-three students of MAN Krecek Kediri participated in this study. The method used is classroom action research following Kemmis & Taggart's model with the procedures of planning, acting, observing, and reflecting. The study was carried out in two cycles. Each cycle consisted of two meetings, and the result of the study showed significant improvement of students' active participation in classroom and fluency in speech. Most of the students obtained higher scores at the end of the research cycle. It proves that the use of storytelling of spoof text can improve students's speaking skill. The finding of this study implies the need of English teacher's creativity to support the student's speaking skill by using interesting learning materials and strategies.

**Keywords:** Story Telling, Spoof text, Beginner speaker

**Abstrak:** Penelitian ini menggabungkan penggunaan storytelling dan teks spoof di kelas berbicara siswa sekolah menengah. Hal ini bertujuan untuk mendeskripsikan bagaimana bercerita dengan teks spoof dapat meningkatkan prestasi siswa dalam keterampilan berbicara untuk siswa kelas sebelas. Sejumlah tiga puluh tiga siswa MAN Krecek Kediri berpartisipasi dalam penelitian ini. Metode yang digunakan adalah penelitian tindakan kelas mengikuti model Kemmis & Taggart dengan prosedur perencanaan, tindakan, observasi, dan refleksi. Penelitian dilakukan dalam dua siklus. Setiap siklus terdiri dari dua pertemuan, dan hasil penelitian menunjukkan peningkatan yang signifikan dari partisipasi aktif siswa di kelas dan kelancaran berbicara. Sebagian besar siswa memperoleh nilai yang lebih tinggi pada akhir siklus penelitian. Hal ini membuktikan bahwa bercerita dengan teks spoof dapat meningkatkan keterampilan berbicara siswa. Temuan penelitian ini menyiratkan perlunya kreativitas guru bahasa Inggris untuk mendukung keterampilan berbicara siswa dengan menggunakan bahan dan strategi pembelajaran yang menarik.

**Kata kunci:** Bercerita, Teks spoof, Pembicara pemula

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## 1. INTRODUCTION

English speaking belongs to the skill to master and a priority for second or foreign language learners. Its success becomes the measurement of how well they make improvement in their spoken language skills. Oral skills are an important focus in

language learning that require various approaches for a successful learning. For example, a hands-on approach focuses on specific features of spoken interaction, such as turn-taking, topic management, and questioning strategies. Another indirect approach creates conditions for verbal interaction through group work, working

assignments, and other strategies (Richards, 2008). However, the most effective approach is the one that most motivates learners to develop their oral proficiency.

Speaking is the process of constructing and sharing meaning through the use of verbal and nonverbal symbols, in various contexts. It is also an expression of feelings to others by connecting the minds in every aspect of life. Therefore, it needs fluency in communicating thought and feeling. Because through speaking, it makes judgments about the speaker's character and mind (Barrass, 2006). In addition, it affects how well one can interact and express himself in forming social relationships through speaking (Bailey in Angraeni, 2021).

In the context of foreign language, the speaking goal to express oneself becomes a challenging task, particularly for English students at a senior high school of MAN Krecek, Kediri. Based on the preliminary study, the students demand more encouragement to improve their oral language skills and be more enthusiastic in forming communication. The root of the speaking problem is limited vocabulary and a lack of ideas to present in their speech. Accordingly, they also need to understand the material that the teacher in the speaking class has determined.

It is challenging to create conducive learning atmosphere in English class if students think that silence is gold. This is exacerbated by low levels of motivation, high anxiety levels that manifest as avoiding class participation. Many teachers of English as a foreign language find that teaching students with low motivation in speaking class is one of the hardest tasks (Hanh, 2020). Although silent students are often referred to as an indication of an attentive learning process and in the duration of thinking, in speaking classroom silence needs to be studied more deeply (Hu, 2021). It is because silence can show disinterest in the subject matter so that teachers are required to improve more interesting learning plans.

To engage students' active participation in a speaking class, students require opportunities to interact with their classmates. However, educators also face some challenges in offering students the ability to speak. In a study conducted by Bahrani & Soltani (2012), language learners were not interested in speaking alone. These are just some of the challenges broad group teachers face when teaching classes. In this study, it was seen that some students were still reluctant to speak in the class. In this case, it brings more challenge to let them learn from the teaching process. According to Hornby (2008), teaching means giving

instructions to someone or giving knowledge, skills, etc. Meanwhile, speaking means to make or using the words with original voice. So, teaching speaking is giving instructions to someone for communication. The teaching aims to make it easier for people to speak with the knowledge or skills given.

Teaching speaking should be taught in exciting and communicative activities. There are many types of speaking activities in class. Harmer (1991) states that there are six speaking activities in class. They act from scripts, communication, discussions, lecture preparations, questionnaires, simulations, and role-play and storytelling. The teacher who guides the teaching of speaking can choose the type that makes the students active in their speaking. In this study, the technique offered is the use of storytelling, with the goal that the students

Several studies that focus on speaking skills show a positive contribution to the use of media and appropriate learning strategies (Ermasari, 2013; Arifin, 2013; Anfalia, 2013). Teaching speaking requires several appropriate strategies (Ermasari, 2013). Students' interest in learning also needs to be supported by fun media such as comedy films (Anfalia, 2013). In addition, the material in learning to speak also needs to have confidence to minimize the emergence of errors (Arifin, 2013).

Based on the empirical bases mentioned above, this study assumes that the media for teaching speaking skills to engage student's interest have the feature of fun, in line with student's interest and level of proficiency. These characteristics are covered in spoof text. It is the type of text about story in the past which has unpredictable and funny ending. Spoof text is almost similar to anecdote which is also funny, but it has twist ending (Gultom, 2016). This type of text is chosen as its final part creates amusing humor when applied to the activity of storytelling that can bring laughs to hearers (Yulandari & Supriadi, 2022).

The idea to bring together the spoof text and the activity of story telling comes from the strength of these two powerful learning sources. While spoof text can bring joyful to English classroom, story telling is also an effective technique to enhance speaking skills. When applied in cooperative storytelling, students can get the chance to enhance not only their speaking and pronunciation skills, but also betterment in grammar and vocabulary (Sharma, 2018). Using this technique, teachers attract the student's attention then students can retell stories for practice (Yan & Zhao, 2019).

This study has the same variables as previous research reviews, namely the aim of improving speaking skills. It focuses on the use of media in the form of spoof text to

support students' speaking performance. By using this media, it is expected that students at the beginner level gain more confidence to tell stories of spoof text. Therefore, the novelty offered in this study is to combine between storytelling technique and spoof text as the learning media for speaking class. The contribution of this research is to understand more deeply how the technique of teaching speaking, namely story-telling, is not a new technique, is it still relevant to be used for eleventh-graders students who have the characteristics of reluctant to participate actively in speaking class. As an impact, it will have implications for the development of a speaking learning model with story-telling specifically modeling the use of spoof text.

## **2. RESEARCH METHODOLOGY**

This research was conducted in the eleventh grade of IPA 1 MAN Krecek Kediri, involving thirty-three students. This Classroom Action Research (CAR) was conducted based on Kemmis & Taggart (in Kasbola & Sukakaryana, 2001). It consisted of four stages; planning, action, observation, and reflection. If the first cycle had been completed but there were still obstacles, it proceeded to the next cycle with the same concept.

### **2.1 Planning**

This stage involved the development of curriculum analysis to determine competency standards and basic competencies then make lesson plan. The lesson plan was based on the syllabus to provide teachers with teaching and learning activities guidelines. The next planning was preparing the spoof text as a strategy in teaching activity. The standard assessment score was 75 as an indicator of successful learning.

### **2.2 Action**

#### **1) First meeting**

As an opening, the teacher asked the students about a funny story they had heard before. After that he told the students about the spoof text and its sample entitled "sailor". The teacher asked the students to read the text and he ensures that they understand its content by asking some questions. As closing the teacher assessed their comprehension. As an assignment, students were given the spoof text entitled "seafarers".

#### **2) Second meeting**

The teacher reviewed the spoof text lesson taught earlier and gave comprehension questions as an opening. Each student was asked to retell the spoof text. The lesson closed with the teacher

providing evaluation and motivation to students.

### 2.3 Observation

The collaborator observed all the situations and conditions in the classroom and took notes on the activities during the lesson.

### 2.4 Reflection

The cycle was ended when more than 75% of students passed the assessment standard and improved their speaking skills. Otherwise, it continued to the next cycle.

## 3. RESULT

The application of story-telling of spoof text in the cycle results in the achievement as summarized in table 1.

Table 1 Student's score in cycle 1

Score interval	Frequency	Achieved	Not Achieved
25-34	1	–	√
35-44	0	–	√
45-54	0	–	√
55-64	5	–	√
65-74	6	–	√
75-84	21	√	–
Average: 73	N: 33	21 (66%)	12 (33%)

In cycle one, the highest score is 80 and the lowest is 25. Table 1 shows that from the ideal score of 75, the average student score is only 73. There were 21 students who achieved the target score and 12 did not reach it. It means that the

achievement is only 66%, so it is still low, therefore the action proceeds to the second cycle because it cannot reach the standard score. The score of the second cycle is presented in table 2.

Table 2 Student's score in cycle 2

Score interval	Frequency	Achieved	Not Achieved
70-74	0	–	–
75-79	7	√	–
80-84	24	√	–
85-89	2	√	–
Average: 80	N: 33	33 (100%)	0 (0%)

From the ideal score of 75, the average score of the second cycle increased to 80. It was very significant from the first cycle. The lowest score is 76 and the highest is 88. The percentage of class achievement reached 100%. So, in the second cycle, the results of the evaluation of students' speaking skills in spoof texts were high.

The findings of this study indicate that the implementation of spoof text story telling can improve students' performance, especially with the sailor theme in the first and second cycles using different themes, which is certainly more challenging. Before implementing the strategy, students had difficulty in speaking due to lack of vocabulary. They also have low understanding of the text and to develop ideas. In addition, they only have the experience of learning English from textbooks. However, after the research

cycles done, the students' ability to tell stories could be increased effectively.

The increase in students' vocabulary and understanding of the material can be seen in terms of how well and fluent they tell stories. In addition, they showed betterment in participating in the class discussion on the story's content. This progress is as indicated by Harmer (1991) covering the skills to perform connected speech, use expressive devices properly such as gesture and intonation, using various lexis and more engaged in communication.

In this study during the class activities using spoof text, interactions occur when students in each group take turns telling stories to students in the other group. This activity is not only beneficial for students to learn from peers about expressive skills but also can pay attention to the pronunciation of other students. This is also in line with the research finding that implemented story telling in online English classes (Mirza, 2020). Thus, it is clear that story telling in both offline and online classes is a recommended technique in speaking classes.

The reflection stage in this research shows the suitable technique namely story-telling to make students more engaged to the speaking class activity. It is in line with the characteristics of story-telling according to Normann (2011) that is a combination of

oral stories, several images, soundtracks and new technologies for sharing stories. Story telling is considered a suitable medium for 21st century students who have different characteristics and needs from 20th century students (Gürsoy, 2021). Robin (2008) states that stories are considered a strong teaching and learning medium involving students and teachers for the past few years. It is also strengthened by Garcia & Rossiter (2010) that story telling exists to fulfill the dream of storytellers who utilize technical tools to bring personal stories to life using images, music or soundtracks, and graphics.

The use of spoof text in this study showed its effectiveness as suggested by Razmi et al. (2014) that storytelling is a fun artistic expression. Students tell the story scripts and understand each other. Therefore, during the classroom discussion, they participated more actively in responding to the teacher's questions. This is because in this study the researchers selected the spoof text adjusted to the characteristics of the eleventh-grader students. The selection is needed because of the diversity of storytelling as mentioned by Robin (2008) that distinguishes three different categories of storytelling. First is personal story that contain part of someone's life. Second, historical documentaries and third, interesting funny stories. The stories of the spoof texts can bring laughter to add joyful

in the classroom (Yulandari & Supriadi, 2022).

The selection of story-telling in this study that is appropriate according to the characteristics and needs of the learner as demonstrated in the finding shows the determinants of the success of the action. It is in line with the findings of Barokah et al. (2020) which state that the error in choosing a teaching style has a significant effect on how students become reluctant to be active in class. In addition, the effective teaching strategy can help students encounter their linguistic and personality problems in English speaking (Abadi & Tika, 2021). Accordingly, the class will not be silent anymore (Hanh, 2020). In this case, the selection of technique alone is not enough without being accompanied by the selection of the right material. Therefore, the eleventh graders in the study showed a positive response to the spoof text.

The finding of this research confirms that story-telling, which is not a new technique, still has advantages over time. It is in line with Sharma (2018) on the strengths of storytelling technique. Even in the era of online learning, story-telling is still proven to be effective in overcoming the problems of speaking class students (Fu et al. 2021). Digital story telling is also considered as one of the contemporary learning innovations that is very flexible to be used at various levels from primary

education to university students (Nair & Yunus, 2021). This technique is still relevant to equip students' language skills in the 21st century (Gürsoy, 2021). Even in the perception of students, this digital story telling technique has also received a positive response because it facilitates the needs and interests of the learners (Moon, 2020).

The strategy used in this research is CAR to determine how spoof texts can be practiced for eleventh graders. With the CAR method, researchers can analyze and discuss the use of spoof text. However, there are other aspects that still need exploration, such as analysis of weaknesses in the spoof text used, and how to increase students' vocabulary and increase students' linguistic structure competence. It is because the analysis in this CAR is limited to the achievement of speaking skills only.

#### **4. CONCLUSION**

The eleventh grade students of MAN Krecek Kediri after implementing spoof text storytelling skills perform improvement in their oral proficiency. Therefore this technique is recommended to overcome the issues related to speaking anxiety due to lack of vocabulary, motivation, and confidence to speak English. The practical teaching model to apply spoof text storytelling covers the following steps; (1) explaining the spoof text

and giving examples, (2) discussing the spoof text, (4) providing spoof text for students in group, (5) each group retells the story to another group, (6) the teacher provides feedback.

The students' speaking test results showed an increase in the achievement of optimal speaking skills, meaning that all students could pass the minimum standard score. Thus the target of story telling learning has been achieved through the application of spoof text. As an implication, the findings of this study clarify the need for teacher's creativity to apply teaching strategies in speaking class that are in accordance with the characteristics and needs of students. In this case, teaching speaking with a storytelling strategy with spoof text is a recommendation for eleventh grade English students.

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