

IMPROVING STUDENTS' CONFIDENCE IN SPEAKING BY STORYTELLING TECHNIQUE THROUGH WEBTOON

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Abstract

This research was conducted based on the problems found from observation in the teaching and learning process. This research aimed to investigate how the use of storytelling technique through webtoon improved students' confidence in speaking to class X IPS 3 students of SMA Negeri 5 Pontianak Utara in academic year 2018/2019. The method implemented in this research was Classroom Action Research with two cycles. The subjects of the research were 32 students of class X IPS 3. In collecting the data, the writer used observation checklist table, field notes, and questionnaires. The result showed that students' confidence in speaking improved by using storytelling technique through webtoon. Most of them are active in speaking English in the classroom. In conclusion, storytelling technique through webtoon was useful to help students to improve their confidence in speaking English. Thus, the writer recommends the teacher to use storytelling technique in teaching learning speaking to the student.

Keywords: speaking, students' confidence, storytelling, webtoon.

INTRODUCTION

Basic teaching of English should include the four skills (speaking, listening, reading, and writing) at both primary and secondary levels. However, the fact is that not all the students have achieved the purpose of English language teaching. Most of students in senior high schools still have difficulties in learning speaking. One of the reasons why students lack in speaking English as explained by Levefer (2009) is the fact that the most popular teaching method used in current days do not include spoken interaction.

In class 10 IPS 3 of SMAN 5 Pontianak Utara, most of the students still lack of speaking ability. When the researcher observed the condition of the classroom, the researcher found that none of them want to answer the questions directly by using English, they tend to answer it in Indonesian, and when the teacher asked them to demonstrate their procedure text in front of the class, many of them refused to do that until the teacher forced them. The researcher realized that most of the students are shy and feel afraid of doing mistake, nervous, and not confident with their own speaking ability. The researcher found that the teacher mostly uses Indonesian language in teaching learning process.

The reason why the teacher mostly uses Indonesian language rather than English is because the teacher is afraid that the students may not understand the material if she fully teaches in English. The other problem found in the classroom is the fact that most of the students have low motivation in learning English, they did not have interest in the material, they tend to speak with their friends rather than pay attention to the teacher. When the teacher gave examination or task to the students, most of

them did not answer the questions seriously, they seem like did not care about their score, and some of the students cheated while the examination. These problems have become accustomed that caused students lack of speaking ability. Osboe, Fujimura & Hirschel (2007) explained that foreign language anxiety has clearly been shown to have a negative impact on performance in the foreign language classroom. Based on research by Gurler (2015) participants who are aware of their own abilities, love themselves or aware of their own emotions have higher marks from their speaking courses than those who are unwilling to communicate and lack enough self confidence. Self confidence involves judgments and evaluations about one's own value and worth. It can negatively influence student's performance. Storytelling is one of teaching techniques that can be applied to improve students speaking skill. It is believed to be one of the entertaining techniques that can be used with students in order to develop their English language skill. Saed, Zare & Sajjadi (2016) in their research explained that teacher should highlight learner's confidence to lower their anxiety and stress and to decline the fear of making errors. Establishing as much confidence and competence as possible in the learners can improve their speaking abilities to great extent. Storytelling provides an opportunity for students to practice their speaking skill in front of the listeners. According to Hebaish (2012), the literature on the sources of building general self-confidence points to self-confidence being derived from several factors. The most important factor is personal experiences; successful experiences increase the development of high self-confidence, while the experiences of failure have the opposite effect. So it can be an effective technique to help them to reduce their anxiety and less confident. For the storytelling the researcher used webtoon as a media to teach the students.

Webtoon or web-based cartoon is a type of digital comic that originated in South Korea. This graphic narrative has been popular these days within the students. In the research done by Tuan & Mai (2015), from 203 students, topical knowledge was thought to be an affecting factor by 81 % of the students. Topical knowledge is speaker's knowledge of relevant topical information, it appears to facilitate their confidence. Webtoon provides story in form of graphic picture, this graphic picture helps the students to remember and understand the story. So by using webtoon they will have better topical knowledge. The better topical knowledge they have the better their confidence would be. Harmer (2003) stated students sometimes have vague understanding of reading. Reading passage seems to be too difficult for them because of some conditions. It is important to make students understand about the story that they will tell to avoid the difficulty and failure in understanding the story.

Teaching speaking is not like teaching listening, reading or writing. In teaching speaking the teacher and the students need habit formation, because it is a real communication and speaking is a productive skill, so it needs practicing as often as possible (Zyoud, 2016). Because in speaking, a speaker express their thought and feeling in words, phrases, and sentences. The frequency of using the language will determine the success in speaking skill. In other word without practicing, it will be difficult to speak English fluently. Speaking is an important goal in itself. Speaking well equips students with a set of skills they can use for the rest of their lives. Ur (1991:120) argues that, "Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak". Speaking English is not a passive activity. Students must connect to other people, and must constantly ask and answer questions, also communicate ideas, emotions, and description. Hoge (2014:26) stated that "One of

important element in speak English is psychology: belief.” Furthermore, Hoge in his book explained that belief is most powerful “brain program”, and this brain program will guide human decision, feelings, and thoughts. It tells the human about what is possible and what is not. It also open to success or limit.

According to Gurler (2015), speaking has so many barriers such as psychological, physical, systematic and attitudinal. Lack of self confidence can be thought under the both titles of psychological and attitudinal barriers that makes learner hard to speak in foreign language and even in mother tongue. Druckman & Jork (1994:173) in their book entitled “*Learning, Remembering, Believing*” stated that “self confidence is not a motivational perspective by itself, it is a judgement about capabilities for accomplishment of some goal, and therefore must be considered within a broader conceptualization of motivation that provides the goal context”. Performance accomplishments are supposed to provide the most dependable confidence information because they are based on one’s own mastery experiences. Experiences affect self-confidence belief trough cognitive processing of such information. If one has repeatedly viewed these experiences successes, self-confidence will increase, if these experiences were viewed as failures, self-confidence will decrease.

Gurler (2015) divides Self confidence into two sub-categories that is intrinsic self-confidence and extrinsic self-confidence. Intrinsic self-confidence is the thoughts and emotion about individual’s being reconciled or pleased with themselves. Self-esteem, self-love, self-knowledge, stating concrete aims and positive thinking are the elements of intrinsic self-confidence. Extrinsic self confidence is also the behavior and attitude towards others. The constructing elements of extrinsic self-confidence are communication and controlling the emotion. Hebaish (2012:60) in his research entitled “*The Correlation Between General Self-Confidence and Academic Achievement in the Oral Presentation Course*” stated that “self-confidence is a personal factor that pays a supportive role in the achievement of foreign language learning”. Self confidence significantly contributes to the learner’s willingness to communicate in foreign language. But also can be negatively influenced when the language learner thinks of oneself as deficient and limited in the target language. Moreover Gurler (2015:16) stated that “self confidence as a facilitator to speak fluently and accurately both in mother tongue and target language is gaining importance in communication especially in speaking”.

Among the four language skills, the achievement of oral performance is thought to be highly correlated with self confidence. In another study conducted by Park & Lee (2010) the findings showed that High self-confidence can be positively correlated with oral performance. Further, highly anxious learners might deal with their target language task differently from one another, depending on their self-confidence. Gurler (2015) stated in his study that speaking requires a high level of self-confidence that means the state of being sure of doing something, and not being shy and aggressive in social situation. In order to be a native speaker in a foreign language, self-confidence is one of the keys that unlock some important communication barriers.

According to Lipman (1999:167) “There are two basic causes of what we call performance anxiety: excitement (or readiness) and fear”. In other words, we can say that if they have self-confidence, then there will be good communication. And the lack of self-confidence is thought to be the most dangerous barrier for effective communication (Hebaish, 2012). Self confidence learner usually take risks at speaking another language even if they do mistakes, because self-confidence develop learners’ desire to communicate and help improve language proficiency. According to study by MacIntyre (1998) it showed that the learners’ willingness to communicate

was determined partly by their self-confidence. A number of studies have shown that there is a close relationship between storytelling and four language skills of listening, speaking, reading, and writing. For instance, Wright (1995:3) claimed, "Stories, which rely so much on words, offer a major and constant source of language experience for children. As storytellers students have the opportunity to do it all (read, write, listen, and speak). The relaxed atmosphere and lively environment created by stories encourages the students to talk and discuss with each other. They will experimenting with voice, facial expressions, emotion, and gestures. Furthermore, Gurgeon & Gardner (2013:6) also stated that "storytelling will provide the vehicle for using language and actions to convey situations, characters and emotion". This is makes the story as one of effective tools to teach English language. Samantaray (2014:40) also stated that "storytelling can provide a motivating and low anxiety context for language learning". As students tell and listen to a story, they become caught up in the story and forget about their nervousness. They become more confident in expressing themselves creatively.

According to Indramawan (2013:18) "when storytelling were implemented in teaching speaking it could improve student's fluency, grammar, pronunciation, vocabulary, and content". As a result, teaching speaking skill becomes one of the main components of any language teaching class. Haven (2000:75) identified storytelling to be powerful, motivating and effective, stating that "factual and conceptual information is learnt faster and better, and will be remembered longer, recalled more readily, applied more accurately when that information is delivered as a well-told story". Storytelling also needs no special equipment, as a learning tool, storytelling can encourage students to explore their expressiveness and can heighten students' ability to communicate thoughts and feelings in an articulate, lucid maner (Halim & Kamarulzaman, 2011). Therefore, by doing storytelling, it will giving them the art experience and also supporting daily life skills.

Storytelling technique provides students an opportunity to practice their speaking skill in front of the listeners. By doing the practice continuously, they will have more experience and it can make students become more accustomed in front of the people. When the students do the storytelling successfully, their self confidence toward speaking English will improve gradually (Samantaray 2014).

According to Flinders & Moroye (2016:106) "Webtoon is a hybrid word created by joining web and cartoon-is a popular form of online graphic novel published in Korea". With remarkable progress of cutting-edge information communication technology, the concept of Webtoon became much more popularized such as Digital cartoon, online cartoon, Internet cartoon, and Mobile cartoon. The webtoon is a complex system created by the distinctive combination of two media (comics and the digital)—one that has brought about a discrete set of interlinked, mutually implicated changes in comics form and aesthetics, production process, and reading practice, and in the concepts and boundaries of authorship and readership, distribution, and consumption of cultural capital. Storytelling using Webtoon will be helpful, because Webtoon is an attractive graphic narrative. It will be easier to remember, so the students will have less difficulty in remembering their story. And by using webtoon as the media for learning speaking through storytelling technique, the students can be attracted with the topic and began to be more motivated in speaking English.

METHOD

The design of this study is Classroom Action Research because the aim of this research is to solve the problems. Classroom action research is used to solve the

problem of the particular classroom. This design focuses on a particular classroom problem or a group of students and aims for helping the teacher to solve the problems and finding an appropriate technique in teaching. According to Koshy (2005) & Bassey (1998) classroom action research is an enquiry which is carried out in order to understand, evaluate and then modify educational program in order to improve educational practice.

There are four procedure in this research : **Planning**, Planning is the beginning process of collecting the data such as field note, questionnaires, and observation checklist table. **Action**, Acting is implementation of planning. In action step, the teacher is going to implement the action and present the material based on the lesson plan. **Observing**, In this stage the researcher observed the situation in teaching learning process during the act, from the beginning to the end. **Reflecting**, Reflection in this stage means to analyzed the results based on the data that have been collected to make the next action in the next cycle.

The participants of this study were 32 X-IPS 3 students of SMAN 05 Pontianak Utara in academic year of 2018/2019 . The writer chose this class because they have problem in speaking English. Most of the students did not have confidence in speaking English. In this research the researcher used observation technique. Observation is a direct and careful study of phenomena through naked eye to collect real information's about a problematic situation. It involves overt or covert observation of individual or group behavior in a specific situation. The researcher used class observation to see how the teachers carried out speaking lessons, how the students performed and what problems the students really encountered in speaking lesson. Classroom observation sheet that the researcher designed are adopted as the tools in observing the students. Questionnaires are adopted as research tools before and during treatment to identify students' confidence, attitudes toward speaking English, and their speaking weaknesses.

In order to collect the data in this research, the researcher needs the subject teacher as the collaborator. The subject teacher was the teacher and teaching the students based on lesson plan. While the researcher collected the data in teaching learning process. In analyzing students confidence in speaking English the qualitative data from field note converted into observation checklist and analyzed with likert scale. A Likert Scale is an ordered scale from which respondents choose one option that best aligns with their view. It is often used to measure respondents' attitudes by asking the extent to which they agree or disagree with a particular question or statement.

The observation checklist contained the data of students' observation. From the observation checklist the researcher divided the likert scale into five scales from 0-5 scale. The scales represents the amount of students who met the categories provided in the observation checklist. The total score of observation checklist was divided into the total of the question to find the mean of the amount student who met the categories of the observation checklist. The mean refers to how many students still lack of self confidence and whether they improve their self-confidence or not. The observation checklist indicates students' lack of confidence in speaking English. So the mean result refers to how many students that are still lack of confidence in speaking English. The researcher also used standard deviation (SD) to quantify the amount of variation or dispersion of a set of data values. A low standard deviation indicates that the data points tend to be close to the mean (also called expected value)

of the set, while a high standard deviation indicates that the data points are spread out over wider range of value.

What happened in every class observed was described in detail based on the field note provided. The researcher observed students attitude in the classroom such as they tremble when speaking English, asking questions in English, answer teacher's questions in English, reply the conversation in English, etc. Questionnaires represented students' feelings or thoughts about their confidence in speaking English. By using Likert Scale, the researcher calculated the results of the questionnaires before the treatment until the last cycle to see whether the students improved their confidence in speaking or not. The researcher was compared the results (questionnaires total score) of students questionnaires before the treatment to cycle 1 and to the next cycle. The researcher also used standard deviation (SD) to quantify the amount of variation or dispersion of a set of data values.

FINDINGS AND DISCUSSION

Implementing storytelling technique through webtoon in teaching learning process improved students' confidence in speaking English.

Students' confidence in speaking English improved by applying storytelling technique through webtoon. By implementing storytelling technique in the teaching learning process, it provided an opportunity to all the students to speaking English. This activity helped the students to became more accustomed in speaking English, because when they do the storytelling they have to talk in English. From doing the practice, they learned to how to speaking and communicate with other people trough the story. This experience helped them to learned that there is nothing they were afraid of in speaking English and it also improved their confidence in speaking English. And also As students tell and listen to a story, they become caught up in the story and forget about their nervousness. They become more confident in expressing themselves creatively.

By using webtoon as the media in teaching learning process, it helped students to be more understand about the story, because in webtoon they can saw the picture while reading the story. Webtoon also attracted students attention to the story that they were read. It is different from the previous lesson when the teacher used text as an example, the students seemed bored and not paying much attention to the text, but when the teacher showed the webtoon story to the students, they began to seriously read the story and paid their attention to the story. When the students became more interested in the story, it helps them to be more understand and remember the story as well. This helped the students in delivering the story.

1. The first cycle

In this cycle, students did not get good results. It can be seen from the questionnaires, field note and observation checklist. In this cycle some of students still confused of how to do the storytelling, and some of the others were shy, nervous and afraid to do the storytelling. They were afraid of doing mistake, especially in front of the teacher.

From the field note, it can be seen that they were good students, they followed what the teacher asked them to do. Although some students were noisy in the class, but when their classmate told them to be quiet, they obeyed that. The students did not feel shy when they speak English to their classmate, but when it comes to speak English to their teacher, they became shy, nervous and afraid of doing mistake. The

students also hesitated to answer teacher's question in English or speaking English to the teacher.

From the observation checklist, the mean of the total score is **2,3**. According to the likert scale, it concluded that some of the students (around 17 to 24 students) did not have confidence in speaking English. The standard deviation is **1,3** indicates that the data points tend to be close to the mean (also called expected value) of the set.

From the questionnaires, it can be seen that the students have an improvement before and after the treatment. From table 4.3 the total score of the questionnaire is 953. From table 4.4 the total score improved from 953 into 1130 or about 18,57%. Although the questionnaires results have an improvement, but from the observation done by the researcher, the students still lack of confidence in speaking English especially in front of the teacher.

2. The second cycle

From the observation has done in the classroom, the researcher found that most of the students improved their confidence in speaking English not just to their friends but also in front of the class and the teacher. First, the students seemed shy when they were speaking, but after doing the practice more than once in the group, the students looked more confidence in delivering the story. They also were not afraid when they did a mistake in speaking. And when the teacher corrected the mistake they retell the story and speaking confidently. When the teacher asked them a question they did not hesitate answering the question even if they did a mistake. They also more active in conversation with the teacher than before.

From the observation checklist it showed some improvements from the students. The mean of observation checklists' total score is **4,06**. According to the likert scale it concluded that very few of the students (around 1 to 8 students) still lack of confidence in speaking English. The standard deviation is **1,04** indicates that the data points tend to be close to the mean (also called expected value) of the set. Compared to the first cycle, the result of the second cycle is far above the first cycle.

There are 76,52 % students who improve their confidence in speaking English from cycle 1 to cycle 2. From the field note all of the students behaving like good students. They listen to their teacher and willing to learn more about storytelling. The students still have difficulties in delivering the story such as forget the story or have a mistake in pronunciation and etc, but all of students were able to finished the storytelling.

From the questionnaires it can be seen that the students have an improvement before and after the treatment. From the first questionnaire (before treatment) the total score of the questionnaire is 953. From table the total score improved from 953 into 1243 or about 30, 43%. The questionnaires results showed a significant improvement of how students feel about their confidence in speaking English.

Discussion

From the research finding, it could be seen that students' confidence in speaking English improved from cycle to cycle. Based on the data that were collected in the first cycle, students still have no confidence in speaking English. In the first cycle, students sometimes get frightened and panicked when the teacher ask question to them that they do not understand. Some of the students also shy when they were speaking in front of the class, because they were not accustomed to speaking in front of the class. Also they were worried if their classmates laughed when they make mistake while speaking in front of the class and get lower grade in English class.

When students do the storytelling, some of the students did not look at the audience and tend to avoid the eyecontact with the listener, furthermore several students were not able to finished their story because they forgot what they want to tell. But, positive thing is that most of the students were trying to speaking English even if they make mistakes. The teacher sometimes also helped them if they find difficulties while speaking English.

In the second cycle, the students had progression in the teaching learning process. Most of the students were able to speaking English to their classmate, moreover they were also able to speaking in front the class and the teacher as well. Especially when the teacher gave them prizes and extra point, the students became more motivated and active in speaking English in the classroom, not only with their friends but to their teacher too. Although they were still a little bit shy and nervous while doing the storytelling, they end up finished the storytelling. They also were not afraid of doing mistake while speaking English even the teacher corrected them in front of the class. The students willing to repeat or retell the story when they were making mistake. When the students did not understand what the teacher said, they asked the teacher to explain more. This echoes what Nurbaya, Salam, and Arifin (2016) conducted. They pursued classroom action research to improved speaking ability using role play technique.

By doing the storytelling in front of the class, most of the students become accustomed in speaking English in front of the people. The research finding from the questionnaires showed that the percentage of students confidence in speaking English improvement in the first cycle was 18,57 %, and improved to 30,43 % in the second cycle. Meanwhile, from the observation checklist, students' confidence in speaking English improved 76,52 % from first cycle to the second cycle. From the findings above, it can be concluded that storytelling through webtoon improved students' confidence in speaking English.

CONCLUSION AND SUGGESTION

Conclusion

Referring to the research findings and discussion on the previous chapter, there was a significant difference in students' speaking confidence after the treatment. It could be concluded that storytelling technique through webtoon in teaching learning process improved students' confidence in speaking English. The students were really interested and enjoyed the teaching learning process. The implementation of storytelling technique in teaching learning process, provided the opportunity to all students to speak English in front of the listeners. By doing the practice, the students became accustomed to speaking English and it improved their confidence in speaking.

Furthermore, the use of webtoon as the media help the students remember the story easily, because webtoon provide the story in graphic form. It also makes the students more interested in reading the story.

Suggestion

After concluding the research finding, the researcher wishes to give some suggestions to improve teaching learning activities. To make sure the teaching learning process runs well; (1) the teacher should explain about the material clearly especially about narrative text; (2) The teacher should guide the students before do the storytelling by giving some example of how to do the storytelling; (3) The teacher can give some videos about storytelling or ask the students to watch the video themselves

on YouTube in their home. In using the webtoon as a media to read the story the teacher should explain clearly about; (1) how to use the webtoon and read the story in webtoon; (2) The teacher should prepare and give an example of how to build the storytelling from webtoon that the students choose.

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