



**Submitted** : August, 05<sup>th</sup> 2025  
**Revised** : October, 24<sup>th</sup> 2025  
**Accepted** : December, 18<sup>th</sup> 2025  
**Published** : December, 18<sup>th</sup> 2025

## THE IMPLEMENTATION OF TEACHING SPEAKING BY USING STORY TELLING TECHNIQUE AT FAJAR COURSE PARE KEDIRI

Achmad Isnani<sup>1</sup>

[AchmadIsnani92@gmail.com](mailto:AchmadIsnani92@gmail.com)

### **Abstract**

*Speaking is one of the most essential skills in learning English because it allows learners to express ideas and build meaningful communication. However, many students struggle with speaking due to low confidence, lack of motivation, or limited opportunities to practice. To overcome this, creative teaching methods such as storytelling can be an effective solution. This research aimed to explore how storytelling is implemented in teaching speaking at FAJAR English Course in Pare, Kediri. The study used a descriptive qualitative method to describe the real teaching process without manipulating any variables. Data were collected through observation, interviews, and documentation, focusing on the teacher's preparation, materials, media, methods, evaluation, and student responses. The results showed that the teacher prepared lessons with a clear syllabus and lesson plan; used meaningful stories with moral values taken from books, family traditions, and online sources; and applied engaging media like dolls, drawing cards, and even monopoly games. Storytelling was used as the main method, encouraging students to summarize or create their own stories to share in class. Evaluation was conducted through weekly performance assessments, followed by discussion and support in additional sessions. Students responded enthusiastically and participated actively, showing that storytelling not only builds their speaking fluency, boosts their confidence and motivation in a fun, non-formal learning environment, but also develop their English speaking skills.*

**Keywords:** *Teaching speaking, Storytelling, Teaching Speaking by using storytelling technique.*

---

<sup>1</sup> Lecturer, Hasanuddin Islamic Institute of Pare, Kediri Indonesia



## **A. INTRODUCTION**

Over the years, English language teaching has focused on developing four main skills: listening, speaking, reading, and writing. Among these, speaking is one of the most important because it helps learners express their thoughts and connect with others. According to Harmer (1991), speaking and writing are considered productive skills, while listening and reading are receptive skills. Speaking, in particular, is a complex process that requires not only the ability to say words but also to use correct pronunciation, grammar, vocabulary, fluency, and understanding.

Being able to speak English clearly and confidently is a sign of good communication. As Salahuddin (2008) points out, successful speaking happens when the message is understood easily by others. However, many students find speaking difficult. Permadi (2008) explains that these challenges can come from within the students, like low confidence or fear of making mistakes, or from outside factors like the classroom environment and teaching methods. That's why it's important for teachers to create a supportive atmosphere and give students plenty of time and opportunities to practice.

To help students become confident English speakers, they need more than just lessons at school. They also benefit from non-formal education like courses or language programs outside of the classroom. As Jalal and Supriadi (2001) state, non-formal education can improve and expand students' knowledge in ways that formal education might not. In fact, many learners take additional courses to improve their English for future careers or studies.

FAJAR English Course, located in the famous English village of Pare, Kediri, is one example of a non-formal institution that plays an active role in education. What makes FAJAR Course unique is its use of storytelling to teach speaking, a method not commonly found in other courses. This creative approach helps students express themselves in a fun and meaningful way. Based on this, the researcher was inspired to explore how storytelling is used in teaching speaking at FAJAR English Course, which led to this study titled: "The Implementation of Teaching Speaking by Using Storytelling Technique at FAJAR English Course Pare Kediri."

## **B. RESEARCH METHOD**

This study used a descriptive qualitative method, which means the researcher aimed to describe and understand what was really happening during the teaching of speaking at FAJAR English Course without giving any special treatment or experiment. The researcher observed the teaching process directly and focused on how the teacher



prepared lessons, what materials and media were used, the methods applied, how students were evaluated, and how they responded during class. The research took place at FAJAR English Course, located at Jl. Lamtana No.36, Tulungrejo-Pare Kediri, which was established on January 25, 2012. The subjects of the study were 15 students from the storytelling class. To collect the data, the researcher used interviews, observations, and documentation such as pictures. These tools helped gather detailed information about the teaching process from both the teacher's and students' perspectives, providing a clear and real picture of how storytelling was implemented in speaking lessons.

## C. DISCUSSION

The findings of this study revealed that teaching speaking through storytelling at FAJAR English Course was well-structured and thoughtfully implemented. The teacher prepared lessons using a clear syllabus and lesson plan to manage class time effectively. This was confirmed through an interview with Miss Hanum, the Director and storytelling class teacher at FAJAR English Course, who emphasized that having a well-prepared syllabus and lesson plan is key to maintaining classroom control and using time effectively—allowing each session to run smoothly and purposefully. It is in line with Parkes, J (2002) states that syllabus is a contract, permanent record, and learning tool. Thus, syllabus helps teachers control their class and manage their efficient time. Materials were drawn from meaningful stories, such as dreams and moral tales from books, family stories, books, family traditions, and online sources designed to make speaking activities more engaging and communicative. It is suitable with the goal of teaching speaking that teaching speaking should be taught in attractive and communicative activities. The Creative media used was like dolls, drawing cards, and even monopoly games to bring stories to life, helping students express themselves more freely. The storytelling method itself encouraged students to summarize or create stories, fostering both confidence and fluency. It is in line with Sadiman (2008: 7) who explains that learning media is everything that can be used to deliver the message from the sender to the receiver. It means that every process which can stimulate the thoughts, feeling, care, and interest of the students in order for the learning process to run. The method used was storytelling which served as an effective communicative method, engaging learners emotionally and cognitively. It is in line with arikunto (2006), in storytelling students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Weekly speaking tests were used to evaluate students' performance, and difficulties were discussed in follow-up meetings, allowing personalized feedback. It is appropriate with Arikunto (2009) in his book entitled “Dasar-Dasar Penilaian Pendidikan”, evaluation techniques that can be used as the assessment of the educational unit are written tests, observation, performance tests, portfolio



assessment, self-assessment, and peer assessment. Students responded enthusiastically and participated actively. It is in line with Breen and Caddell in Nunan, (1999:87). They state that the teacher has three main roles in the communicative classroom...to act as facilitator of communicative process...as a participant...as an observer and learner.

## D. CONCLUSION

It can be concluded that teaching speaking through storytelling is an effective and enjoyable method. The teacher prepared well with lesson plans and used meaningful stories from various sources, supported by creative media like dolls and drawing cards to make learning more engaging. Students were regularly assessed through their performances every week, and any learning difficulties were addressed in follow-up sessions. Most importantly, students responded enthusiastically and participated actively, showing that storytelling not only builds their speaking fluency but also boosts their confidence and motivation in a fun, non-formal learning environment.

## REFERENCES

- Alvey, R.G. 1974. *The Historical Development of Organized Storytelling to Children in the United States*. PhD Dissertation: University of Pennsylvania.
- Arikunto, S. 2006. *Fundamentals of Educational Evaluation (Rev. ed.)*. Jakarta: Bumi Aksara.
- Arikunto, S. 2009. *Dasar – dasar Evaluasi Pendidikan (Edisi Revisi)*. Jakarta: Bumi Aksara.
- Asher, J. 2000. *Learning Another Language Through Actions. (6 ed)*. California: Sky Oaks Productions, Inc. Los Gatos.
- Brown. 2001. *Language Assessment: Principles and Classroom Practices*. San Francisco State University: Longman.
- Celce-Murcia, M. 2001. *Testing English as a Second Language*. New Delhi: Tata McGraw-Hill Publishing.
- Permadi, A. 2008. *Teaching Speaking in Classroom: Problems and Solutions*. Kediri: STAIN Kediri Press
- Gilbert et al. 2011. *Health Education: Creating Strategies for School and Community Health*. United States of America: Jones and Bartlett Publisher.



Harmer. 1991. *Introduction to Research in Education*. New York: Holt, Rinehart and Wiston.

Hopkin, David. 1993. *A Teacher's Guide to Classroom Research*. Buckingham: Open University Press.

Ikawati, S. 2012. *The Use of Newspapers in Teaching Speaking for SMU Students in SMU 97 Jakarta*. Jakarta: The University of Jakarta. (Unpublished Script).

Kayi. 2006. *Teaching Speaking: Activities to Promote Speaking in a Second Language*. Nevada: University of Nevada.

Klippel, Friederika, 1984. *Keep talking Communicative Fluency Activities for Language Teaching*. New York: Cambridge University Press.

Nunan, David. 2003. *Practical English Language Teaching*. New York: McGrawHill

Parkes, J., & Harris, M. B. (2002). *The purposes of a syllabus*. *College Teaching*, 50(2), 55–61

Richards, C. 1977. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Sadiman, A. S., Rahardjo, R., Haryono, A., & Rahardjito. (2008). *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya (6th ed.)*. Jakarta: RajaGrafindo Persada.

Salahuddin. (2008). *Speaking I*. Kediri: STAIN Kediri Press

Setijowati. 2013. *Management Research Methodology: Integration of Principles, Methods and Techniques*. Yogyakarta: GrahaIlmu.

Supriadi, D. (2001). *Non-Formal Education and Community Empowerment*. Jakarta: Ministry of National Education  
Tarigan, Guntur Henry. 1987. *Berbicara sebagai Suatu Keterampilan Berbahasa*. Bdgung: Penerbit Aksara.

Wagen& Ridley. 1997. *Your Guide to Training and Assessment in the National Qualifications Framework*. Pretoria: Kagiso Publisher