

Improving Students' English Writing Skill Through Storytelling Technique

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Abstract:

This research is designed to improve the students' writing skill in English through storytelling technique. This research involved 42 second semester students of PAI Program of Tarbiyah Faculty of IAI Hamzanwadi NW Pancor. The objective of the research is to apply the procedure of storytelling technique to improve the students' writing skill. The method applied in this research was a classroom action research. The data of the research were gathered through observation checklist, questionnaire, and writing test. The finding showed that storytelling technique was successful in improving students' writing skill. The improvement could be seen from the improvement of students' scores in writing test. Besides, the finding also showed that storytelling technique can improve the students' involvement and enhance their interest in learning English, especially in writing.

Key words: *storytelling technique, writing skill*

Introduction

English is the most widely used language among 5000 languages which exist in this world¹. In this global era it functions not only as a means of communication but also as a main characteristic of a better-quality and competitive country. Because of its importance, the government of Indonesia in this case the Ministry of National Education has decided that English becomes one of the compulsory subjects from junior high school up to university levels.

Writing as one of the four basic language skills plays a pivotal role in the context of English teaching as a foreign language in Indonesia. There are a number of reasons for teaching writing to students of English as foreign language. First, through writing, students can communicate with each other although they do not sit face to face. Second, writing can also help students who have a problem in speaking. The last, it is an activity of reinforcement, an enhancement of students' language development, and development of learning style.

Besides, writing has a lot of advantages. According to Ghaitzh, writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing

¹ Huda, N. 2004. *Peningkatan Penguasaan Bahasa Inggris untuk Menghadapi Globalisasi [Improving English Mastery to Face Globalization]*. Kumpulan Artikel: Lustrum ke-10 Universitas Negeri Malang. Malang: Universitas Negeri Malang. Pg. 44-51

encourages thinking and learning for it motivates communication and reflection. When thoughts are written down, ideas can be examined, reconsidered, added to, rearranged, and changed².

Nevertheless, among the four language skills, writing is regarded as the most difficult skill for foreign language (FL) learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating the ideas into readable text. The skills involved in writing are highly complex. FL writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, and word choice. The difficulty even becomes bigger if their language proficiency is weak.

In relation with students' difficulties in writing, Mukminatien states that the difficulties are not merely caused by the students themselves but they can also be caused by inappropriate techniques or inappropriate ways of approaching language.³ These will result in the students' boredom and lack of motivation in learning it. Unfortunately, writing is not a favorite subject, not only for the students but also for the teachers. Very few of the English teachers are interested in teaching writing because the activity needs much time to prepare and to evaluate.

In proportion to the problems above, the students of Islamic in Education Program (PAI) had also a number of difficulties in writing. First, they made a number of errors in terms of content, organization, language use, and mechanic so that they could not produce good paragraphs. Second, they did not have enough vocabulary, as a result, they could not respond teacher's instruction; they just waited until their teacher translated the instruction into Indonesian. Third, they seldom practiced writing. The English instruction was focused more on reading and language focus exercises. In writing, they just arranged jumbled sentences into good paragraphs based on the textbook without expressing their ideas derived from their real situation. Fourth, they did not have strong motivation and not interested in learning English. They just kept silent and looked confused when the teacher asked them to do the tasks from the textbook. In addition, most of them said that they did not like writing even in Indonesian because it was very difficult for them. Finally, in the writing process activity, the students never expressed their ideas using systematic stages such as prewriting, drafting, revising, editing, and publishing.

The problems faced by the students above are caused by the following aspects: (1) the teacher does not give a model of writing to write a paragraph that make the students know what to do for writing; (2) the teacher does not provide more portion of time in writing activities compared to the portion of the other skills; (3) the teacher does not use varied and interesting strategies; (4) the teacher does not pay attention to the process of how the students' writings come into being, but he or she just focuses on product oriented; (5) the teacher never holds a conference with the students to discuss the stages they do in producing a piece of writing, which are also able to help them identify the errors and mistakes they make for improvement; and (6) the teacher does not try to find out the appropriate teaching techniques of writing.

² Ghaitzh, G. February 2002. *Writing. The Nature of Writing Process, Approaches, and Models and Process Writing Activities*, (on line), downloaded on March 22nd, 2007.

³ Mukminatien, N. 1991. *Making A Writing Class Interesting*. Teflin Journal: An EFL Journal in Indonesia, Volume 4 Number 2, October 1991.

Lack of motivation among students may cause teachers to be less successful in teaching a foreign language. Motivation is defined as "some kind of internal drive which pushes someone to do things in order to achieve something"⁴. As stated by Brown, motivation is a term that is used to define the success or the failure of any complex task. To help the students to be motivated in writing, the teacher should find an appropriate technique to apply in teaching writing⁵. One of the techniques that can be used in teaching writing is storytelling.

There are a lot of reasons for using storytelling in the classroom. Stories provide students with opportunities to write to language in context rather than in bits and pieces. Stories also introduce new vocabulary and language forms within rich networks of associations. Equally important, stories can have a deep impact on a person's construction of knowledge and self⁶. Storytelling can be an enjoyable tool for practicing both writing skills and verbal expression⁷. By using storytelling students can practice reading and writing skill in a fun and interactive way. When the teacher tells stories to students, he/she communicates with them, entertains them, and passes on information.

Telling stories is a good way to combine instruction and entertainment. Stories are an effective tool for language teaching⁸. The students usually love stories. While writing the stories, students develop a sense of structure that will later help them to understand the more complex stories of literature⁹. By using storytelling the teacher can create an atmosphere in which the students can learn English and get entertainment.

Storytelling can be used to stimulate students' imagination. Students have great imaginations. According to Tompkins and Hoskisson, "Storytelling is entertaining and stimulates student's imaginations"¹⁰. Storytelling can be used to help students develop the writing skills and encourages them to visualize the story in their imaginations. In story, they can use their imaginations as well as learn the language.

Story plays an important role in motivating the students. Children have a constant need for stories and they will always be willing to write or to read, if the right moment is chosen¹¹. Writing activities based on simulated real-life situations are likely to be more motivating and interesting to do than contrived textbook comprehension exercises¹². By using storytelling, students have an

⁴ Harmer, J. 2001. *The Practice of English Language Teaching*. Malaysia: Longman. Pg: 51

⁵ Brown, D. 2001. *Teaching by Principle: An Interactive Approach to Language Pedagogy*. New York: Addison Wesley Longman. Pg: 72

⁶ Deacon, B. & Murphey. 2006. Deep Impact of Storytelling. , (Online), ([http://EnglishTeachingForumOnline – Bureau of Educational and Cultural Affairs. htm](http://EnglishTeachingForumOnline-BureauofEducationalandCulturalAffairs.htm), accessed on March 7th, 2008). Pg: 1

⁷ Forest, H. 2000. *Storytelling in the Classroom*, (Online), ([http://storytelling/Story Arts Storytelling in the Classroom.htm](http://storytelling/StoryArtsStorytellingintheClassroom.htm), accessed on March 7th, 2008). Pg: 2

⁸ Malkina, N. 1995. Storytelling in Early Language Teaching. *English Teaching Forum*, 33 (1): 38-40.

⁹ Pederson, M. (1995). Storytelling and the Art of Teaching. *ELT Forum*, 33 (1). Retrieved 26 February 2009 from <http://exchanges.state.gov/englishteaching/forum/archieves/1995/95-33-1.html>. Pg: 2

¹⁰ Tompkins, G.E., & Hoskisson, K. 1995. *Language Arts: Content and Teaching Strategies*. Ohio, USA: Prentice-Hall. Pg: 129

¹¹ Wright, A. 1995. *Storytelling with Children*. Oxford: Oxford University press. Pg: 6

¹² Ur, P. 1996. *A Course in Language Teaching Practice and Theory*. Cambridge: Cambridge university press. Pg:59

experience with real life communication and they will be motivated to make the effort to understand the story.

Based on the advantages of using storytelling in motivating students and getting them more interested in writing, the researcher would like to use the storytelling technique to improve the students' writing skill at PAI Program by conducting Classroom Action Research.

Review Related Literature

Stories in *EFL* Learning

It is important for the teacher to provide the material which is not only suitable for the students' need but also motivating them in leaning language. A syllabus based on authentic children's stories, provides a motivating medium for language learning and promotes the development of the thinking skills that are needed for *L2* academic literacy¹³. Relating to the issue, Wright put stories as a central part of the work off all primary teachers no matter they are teaching mother tongue or a foreign language. By stories, teachers can offer a motivating medium for foreign language acquisition which is important in learning a language¹⁴. Morgan and Rinvoluceri find stories a basic part of the whole language approach to learning. Therefore, teacher should consider using stories in teaching and learning process. The next section will discuss about the importance of stories, the characteristic of good stories, and types of stories that can be used in classroom.¹⁵

The Importance of Stories

Stories have personal value as well as social regard. Stories can encourage students' understanding and empathy. Stories help students to gain an appreciation of the universality of human needs which is a foundation for multicultural understanding and to develop empathy with others¹⁶. According to Jalongo, sharing stories with children is an essential part of their growth in literacy because stories can increase children knowledge and understanding of other races and beliefs¹⁷.

Stories also can be used to develop students' imagination and inspiration. Through story, children delight in imagination and fantasy.¹⁸ Through the experience of entering a different world from their own, children develop their imagination¹⁹. Children have great imagination. They can use their imagination about the story they listened.

¹³ Ghosn, Irma K. (2002). *Four Good Reasons to Use Literature in Primary School ELT*. ELT Journal, Volume 56, Issue 2, Pages 172-179.

¹⁴ Wright, A. 1995. *Storytelling.....*, pg: 6-18

¹⁵ Morgan, M. and M. Rinvoluceri. (1992). *Once Upon a Time: Using Stories in the Language Classroom*. New York: Cambridge University Press.

¹⁶ Tomlinson, C.M. & Lynch-Brown, C. (2002). *Essentials of Children's Literature*. Boston: Allyn and Bacon. pg: 4

¹⁷ Jalongo, Mary Renck. 1992. *Early Childhood Language Arts*. Singapore: Allyn and Bacon. Pg.143

¹⁸ Ibid, pg: 143

¹⁹ Tomlinson, C.M. & Lynch-Brown, C. (2002). *Essentials of ...* pg: 4

Stories are motivating for students. Wright and Ghosn have the same opinion that stories offer an alternative as a motivating medium for foreign language acquisition. Since the students have an interest to the characters, plot or another element of story, they will be willing to listen to the story.²⁰

Stories are not only interesting to students, but also facilitate the integration of the language skills. Morgan and Rinvolutri, Wright, and Ghosn are of the opinion that stories introduce students to sound, language items and sentence construction²¹. Stories can be used to expand vocabulary and provide children with good models of language usage and pronunciation. Stories may also help students to internalize the new language by providing an access to a rich variety of linguistic items and a context for their communication efforts.

Story has its own structure which is different from other types of text. By using stories, children are taught more about narrative structures- beginnings, sequencing, endings, etc. This can be a model for them in making their own stories both oral and written. When they are writing the stories, students are trained to concentrate and follow event-structured material²². Stories make the students more aware of the structure of narrative.

Considering the importance of stories, teachers can use story in the classroom as one of the techniques of teaching language. Students who enjoy the story can forget their worries and anxieties about learning the new language. Using stories can be an effective and enjoyable way to teach language. It is our sense of enjoyment, excitement, and emotional involvement that is a necessary condition for learning. By using story in the classroom, teacher can provide the content base for learning language in enjoyable atmosphere.

The Characteristics of Good Stories

In order to tell story to students, teacher should select good stories. Therefore, it is important to know the characteristics of good stories. According to Pederson, the good story has a simple structure and language, because it will be easier for students to understand²³. Then, the good story should have positive values in order that the students can learn from the story. The stories that implicitly express joy, comparison, humor, resourcefulness, and other positive aspects of human life are good for children since they foster understand and acceptance of the language and culture.

According to Jalongo, when selecting the stories to tell, teacher should consider some characteristics of good stories. Jalongo lists the considerations as follows:

- 1) The stories represent the best quality that literature has to offer
- 2) the stories match the interest and conceptual level of the audience
- 3) the stories have a compact, action- filled plot
- 4) the stories capture the children's interest immediately
- 5) the stories build to a satisfying conclusion²⁴

²⁰ Wright, A. 1995. *Storytelling....*, pg: 6

²¹ Ghosn, Irma K. (2002). *Four Good....*, pg: 172

²² Morgan, M. and M. Rinvolutri. (1992). *Once Upon...*

²³ Ghosn, Irma K. (2002). *Four Good....*,

²⁴ Jalongo, Mary Renck. 1992. *Early Childhoold...* Pg.143

Tomlinson and Brown stated that good stories have few characters (from two to five), high conflict, action that builds to climax, and a quick conclusion that ties together all the threads of the story²⁵. It is also worthy to find humorous elements of the story. Therefore, it is suggested that telling stories take no longer than ten minutes.

No matter which stories we choose to tell, it is essential to determine whether the stories are enjoyable, worthy and are appropriate level of difficulty for students. By using appropriate stories, the teacher can achieve the objective of telling stories.

Story Telling in English Language Teaching

In language teaching, storytelling can be one of the main tools for children to become culturally literate. While writing the stories, children develop a sense of structure that will later help them to understand the more complex stories of literature²⁶. Like learning a foreign language, stories create a new image of the world. If the teacher wants to expose students to a new language and new culture, storytelling can be a powerful force in language teaching.

Storytelling gives a child rich and versatile experience with language and culture. Teachers can use stories to teach language and to introduce other subjects such as culture and society. Stories from around the world are excellent to use in the classroom, but teacher also need to use stories from the students' own culture and heritage. Using local or national stories insures that the students know the background culture and may already know the stories²⁷. Storytelling offers not only personal experience but also a universal experience encompassing world cultures. Through storytelling, children acquire cultural literacy to make their language learning meaningful.

There are many ways to use stories in the English classroom. The teacher can read the story or tell it to students. Another way is encourage the students to find more interesting stories and create different ways to use them. The teacher can ask students to select the story they like and tell to their friends in class or write a review to display in wall magazine. Students' creativity and imaginations can be improved and the students become confident to express themselves spontaneously and creatively.

Method

The design of the research is Classroom Action Research. Referring to the procedure of Action Research, the researcher carried out the research in cycle. The cycle consists of four steps: planning, acting, observing and reflecting. The research applied Action Research model proposed by Kemmis & Mc Taggart²⁸.

The research started with a preliminary study which is intended to know the real condition of the students and the problems in classroom. It is done by doing an observation to the class

²⁵ Pederson, M. (1995). Storytelling... pg: 3

²⁶ Pederson, M. (1995). Storytelling... pg: 3

²⁷ Mixon and Temu, 2006. *First Road to Learning: Language through Stories*. English Teaching Forum, 44 (2).

activities and by giving questionnaires to students. To support the data about students' writing skill, the researcher conducted a writing test.

After doing the preliminary study, the researcher planned an action to solve the problems encountered based on the early findings. The activities in planning stage involved a) preparing the teaching strategy, b) designing the lesson plan, c) setting the criteria of success, and d) designing research instruments. In preparing the teaching strategy, the researcher used stories in teaching writing. The story was told by the teacher. The stories were selected from fables and folktales. The story was presented with pictures related to the story. In presenting the material, the teacher told the story without reading the text and by acting the story out.

The lesson plan is designed as guideline for teacher in implementing the action. The lesson plan is developed by considering the following item: 1) the objectives of the lesson, (3) instructional material and teaching media, (4) the procedure and (5) evaluation to determine whether the objectives have been achieved or not. In designing the lesson plan, the researcher refers to currently curriculum.

To determine whether the cycle is successful or not, the following criteria are set up: a) Students can comprehend the story and identify the detailed information. It will be indicated from the data found in students' answer sheets. If more than 80 % students can arrange the jumbled sentences in correct order based on the story, it is considered successful, b) The improvement of students' score on the writing test. If more than 80 % students can reach 75 or more on the writing test, it is considered successful, c) Students have good response to the implementation of storytelling in the writing activities. It can be seen from the result of observation and students' questionnaires. If more than 80 % students have good response toward the writing activities, it is considered successful.

The instruments used in this study were writing tests, questionnaires and observation checklist. The writing tests used in this study was expressing their story in some paragraphs. Observation checklist was used for collecting data of the activities during the teaching of writing through storytelling. The observer observed the students' activities as well as the teacher's performance during the teaching and learning process. The observation checklist for the students' activities included the activities during the implementation of storytelling. To know the students' responses to the implementation of storytelling in the writing activities, every student was given a questionnaire. The questionnaire concerned the application of storytelling in teaching writing. It is in the form of writing paragraphs

In implementation stage, the researcher prepared the strategy of teaching writing through storytelling. The process of teaching and learning followed three-phase activities: pre-writing, whilst-writing, and post-writing for each meeting. The researcher was assisted by one of the English lecture at *PAI* program as the observer in the implementation of the research. The researcher acted as a teacher who taught writing using storytelling, while the observer observed the activities in the implementation of the action.

Observation was intended to obtain data related to the teaching and learning activity during the implementation of the action to solve the problem. The data referred to the criteria of success.

This activity was done by the observer. The researcher provided observation guideline so that the observer knew exactly the aspects that she/he must observe.

Reflection was the activity to analyze, interpret and explain the data obtained in the implementation activity. The purpose was to know whether the action has succeeded to solve the problem and to provide the basis for the revised plan. The data were compared with the criteria of success to see whether the data meet the criteria or not. The data were obtained from the researcher's note, the observer's, and from the students' test score. The result of this reflection was used to revise the action to be applied in the next cycle. The revision was made to get the better result.

Results

Based on the students' learning process and the result of the test, it was found out that the students' achievement in writing was improved. In preliminary study, only 15 (33%) students got more than 80. The students achievement was improved in first cycle when 25 (63%) got more than 80. However, the result of students' achievement in the first cycle has not achieved the criteria of success yet, that the researcher should continue to the next cycle. In the second cycle, there was an improvement. Based on students' writing score on the post test, it was found that 33 students (85%) got more than 80. It means that the criteria of success have been achieved. Therefore, this research was conducted in two cycles.

The finding also showed that most of the students have good responses on the implementation of storytelling technique. From the result of observation and students' questionnaires it can be seen that 90% students like learning strategy by storytelling, 85% students like write to stories, 85% students consider that storytelling helps them to comprehend the story, 86% students consider that storytelling helps them to identify the detailed information in the story, 87% students think that storytelling motivates them in writing, 86 % students think that writing to story entertains them, 90% students think storytelling can make the class interesting and fun, 86% students think that their vocabulary improve, 80% students think that the writing task is easy to accomplish by storytelling, 86% students think that by storytelling, their writing skill improve. In conclusion, 84% of the students have good response toward the writing activities. 16% of the students have fairly good response, and 7 % have bad response toward storytelling activities.

Discussion

As Ur stated that when planning writing exercises, it is essential to pay attention on the difficulties the students are likely to encounter and need practice to overcome²⁹. The examples of difficulties the students have when writing to a foreign language are difficulties to express their idea in foreign language and the difficulties to keep up the information from the text they read. Further, Ur suggested that the writing exercise should provide practice in some specific aspects that are

²⁹ Ur, P. 1996. *A Course in Language Teaching Practice and Theory*. Cambridge: Cambridge university press. Pg: 22

problematic for learners and interesting to do in classroom. The storytelling technique has been proven to overcome the students' difficulties in writing. It can be seen from the use of storytelling to help students to comprehend the story and identify the detail information in the story. It is due to stories, which rely so much on words, offer a major and constant source of language experience for students³⁰. Stories also introduce students to language items and sentence constructions without their necessarily having to use them productively. Another important point is that storytelling is an interesting activity because students are entertained by the story itself. When the students did not understand part of the story, they can guess from the gestures given by the teacher.

The storytelling technique was designed to achieve the objective of teaching narrative. The objectives are to demonstrate knowledge of the characteristics of narratives (e.g., sequence of the story) and identify detailed information in the story. The first objective can be achieved by arranging sentences to represent the sequence of the story. The second objective can be achieved by choosing the option based on the information in the story.

The teaching procedure consisted of pre-writing, whilst-writing, and post-writing. Pre-writing activity is intended to lead the students to the story. Before utilizing the storytelling technique, teacher made a preparation to gear the students to the story. The preparation included a picture related to the story. This activity provided the background knowledge for students to comprehend the story. The pictures as media supported the activation of the students' background knowledge. The students could construct their imagination about the story before they write it. A picture can be used as a specific reference point or stimulus and can attract students' interest and motivation³¹. Therefore, the pictures must obviously be big enough and clear enough to be seen and recognized by the students.

In order to give stimulus before telling the story, the teacher asked questions about the story and gave the words that would be used in the story. The questions can be in the beginning or in the middle of the story. In the beginning of the story, the questions are used to help students predict the story. The teacher stopped in the middle of the story or whenever it seems appropriate and asked what the students think is going to happen next. It helped the students to construct the sequence of the story. The teacher also picked out the words which are essential to the story and which the children may not know. The teacher decided to teach the new words before the story to help the students comprehend the story.

In whilst-writing, the activities were showing the picture of story for the teacher and doing writing exercise for the students. The teacher told story with showing the series of pictures, standing and acting out the parts. In the first time, the students only see the picture of the story without writing anything. After they got the idea about the story, they did the writing exercise. In the second time, the students check their writing through the process of revising and editing.

In post writing, the teacher gave an opportunity for students to express their feeling and opinion about the story. This activity was intended to check their attention and their interest in the

³⁰ Wright, A. 1995. *Storytelling with Children*. Oxford: Oxford University press. pg: 15

³¹ Ibid, pg: 2

story. This activity did not have score. It means that there was no right or wrong answer. Students can say anything about the story or the character they like or dislike.

To know whether the teaching and learning process has achieved the objectives or not, it is necessary to conduct evaluation. There are two kinds of evaluation used in this research. The first evaluation is dealing with the process of implementation of the action. It was done by observing the teaching and learning process. The second evaluation is dealing with the result of the implementation of the action. It was done by assessing the writing test. The difficulty of writing test was graded from less difficult to more difficult. In preliminary test, the students had to arrange five sequences of a story. In writing test after cycle 1 and 2, the students had to arrange ten sequences of a story. The result was used to identify the students' achievement in writing using storytelling.

The Storytelling Technique has also been proven to be in line with the study conducted by Ningtyas about the use of storytelling to improve the students' interest in learning English. The subject of her study was the fifth grade students of *SDN Banjararum III Singosari Malang*. The result of the study showed that using visual media in storytelling technique can increase the interest of the fifth grade students of *SDN Banjararum III* in learning English³². It is reflected from their positive attitude toward learning English, their fun and ease in learning English, their involvement in the activities, and their positive behavior during the lesson.

The storytelling technique can improve the students' listening skill in the terms of comprehending the story and finding detailed information in the story. It is in line with Ur statement that stories can be used as a basis for comprehension questions, for teaching vocabulary or grammar and a for literary analysis³³. The writing exercise which consisted of arranging sentences and paragraphs was conducted to check the students' comprehension about the sequence and information in the story. Based on the result of students' writing exercise, it can be seen that their writing score was improved.

In relation with the use of story, this study is in contrast with the study conducted by Rachmajanti. Her study was promoting the mastery of English language components through the mode of Reading Adapted stories (*the RAS mode*) to elementary-school-aged learners. The study is intended to examine the effect of the RAS mode or the Shared Book Technique (*SBT*) on the students' achievement in learning English, particularly vocabulary and grammar, compared to that in the traditional practice. A quasi experimental study was employed with two groups-*SDN Kauman II* as the control and *SDN Kauman I* as the experimental. The control group applied the traditional practice, while the experimental one employed the *SBT* technique. From the study, it was concluded that compared to the traditional practice, the students' achievement in the *SBT* in learning English language components in general or vocabulary and grammar in particular was not

³² Ningtyas, F. 2006. *Using Visual Media in Storytelling Technique to Increase the Interest of the Fifth Grade Students of SDN Banjararum III in Learning English*. Unpublished Sarjana Thesis. Malang: Faculty of Letters, State University of Malang.

³³ Ur, P. 1996. *A Course in Language Teaching Practice and Theory*. Cambridge: Cambridge university press. Pg: 22

higher. However, there was a positive attitude from the students towards the teaching of English at the elementary school and the use of the story in big books³⁴.

The study conducted by Rachmajanti revealed that there was no difference between the students who were taught by the use of story and the students who were not taught by story in the term of the improvement of vocabulary and grammar. In other words, the vocabulary and grammar of the students who were taught by stories did not improve significantly, while the study conducted by the researcher showed that there was an improvement of students' achievement after they listened to stories. However, both studies showed that the use of story had a positive effect on the students' attitude in learning English.

Conclusions

After two cycles consisting of two meetings each were conducted, the appropriate model of storytelling technique in teaching writing included the following steps: first, showing a picture (20x25 cm) to the students. Second, asking about the picture. Third, giving the students guided vocabulary related to the story. Forth, practicing the pronunciation of the vocabulary. Fifth, asking the students preliminary questions to check their understanding about the story. Sixth, showing the picture of the story to make it truly comprehensible to the students. Seventh, asking the students to write about their opinion and feeling toward the story.

By following the adapted procedure in storytelling, the students of second semester of PAI Program of Tarbiyah Faculty of IAI Hamzanwadi at Pancor can improve their writing skill. Based on the students' scores on the writing tests, there was an improvement made by the students after the implementation of storytelling technique. The improvement was in the form of comprehending the story and finding detailed information in the story.

Storytelling technique also can improve the students' involvement and enhance their interest in learning English, especially in writing. In this case, a picture is used as a media to gear the students before telling a story. The picture helped students to make description and prediction about the story. The implementation of storytelling technique can make the students more actively involved in the teaching and learning process. From the result of the questionnaire, it can be seen that most of students have good responses to the teaching of writing using storytelling technique.

³⁴ Rachmajanti, S. 1999. *Promoting the Mastery of Language Components through the Mode of Reading Adapted Stories to Elementary School Aged Learners*. Unpublished Sarjana Thesis. Malang: Faculty of Letters, State University of Malang.

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