INCREASING STUDENTS' ENGAGEMENT IN SPEAKING ENGLISH THROUGH STORYTELLING TECHNIQUE

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Abstract: *The ability to speak English is one of the main prerequisites for every student to be ready to compete in the era of globalization. Due to this quite urgent condition, of course educators have an important role and responsibility to find a solution. So that one day students will have sufficient provisions to compete globally, both in the world of education and the world of work they choose. One form of effort that educators can make to overcome students' problems in learning English is by innovating learning activities. Learning activities using storytelling techniques have been proven to be effective because they can increase student involvement in speaking English. Where during learning activities each student feels happy and has the opportunity to talk about things they have experienced. Plus there is a more comfortable space for students to express themselves through stories in small groups. Students who have more knowledge and skills can share suggestions and input with other students who are below them. Apart from that, good cooperation is created within it.*

Key Words: Storytelling, Students Engagement, Speaking English.

1. INTRODUCTION

The ability to speak English is one of the main prerequisites for every student to be ready to compete in the era of globalization. English is one of the most important languages to master today, in order to keep up with the increasingly advanced times (Oktavia, 2021). Where the development of information technology and digital communication is growing rapidly. So that with the development of technology, English should be mastered in facing various challenges in this modern era (Andika & Mardiana, 2023). This demand is actually inversely proportional to the reality of learning that currently occurs at SMAS PGRI Jonggol. There are still many students still experience difficulties in learning English, especially in the speaking aspect. This is caused by several factors, including; Students often feel afraid, worried about making mistakes, lack of self-confidence, lack of motivation, confusion about pronunciation and grammatical patterns, lack of vocabulary and so on.

Due to this quite urgent condition, of course educators have an important role and responsibility to find a solution. So that one day students will have sufficient provisions to compete globally, both in the world of education and the world of work they choose. One form of effort that educators can make to overcome students' problems in learning English is by innovating learning activities. Implementing innovative learning is one solution that can overcome students' boredom in learning (Novita: 2022).

Educators consider that the lack of learning innovation to be the root of existing problems. Because by implementing innovative learning, students will be stimulated to be more actively involved in the learning process so that they are able to obtain a meaningful learning (Sekretariat GTK: 2023). On this occasion, educators will share a real action in the form of

Best Practice about; "Increasing Students Engagement in Speaking English through Storytelling Technique".

2. DISCUSSION

In order to achieve the goals of Best Practice, there are several challenges that must be faced by educators and students. Such as preparing a mature learning design, student character, heterogeneous basic knowledge/skills of students and integrating technology in learning. Therefore, educators must be able to collaborate with colleagues, homeroom teachers, guidance and counseling teachers, parents/guardians and including the students themselves.

He steps that can be taken to face these challenges are; designing innovative learning designs in advance, sharing with colleagues/class teachers/counseling teachers/parents, carrying out non-cognitive diagnostic assessments as independent curriculum assessments/assessments which are carried out specifically with the aim of identifying or knowing the characteristics, competency conditions, strengths, weaknesses of students' learning models, so that learning can be designed according to the various competencies and conditions of students (kepmendikbud No.719/P/2020). And finally, carry out a cognitive diagnostic assessment to find out the basic knowledge that students have and collaborate with informatics teachers/ICT extracurricular teachers to equip students with skills in video editing.

The following is a concrete Best Practice action regarding "Increasing Students Engagement in Speaking English through Storytelling Technique" that educators have carried out:

Storytelling is a learning technique that includes 3 (three) main steps in applying storytelling techniques, namely; Pre-storytelling, Guidline and PostStorytelling McDrury, J., & Alterio, M. (2003). Starting with the learning strategy that must be carried out, namely ensuring that students understand the Personal Recount Text material in terms of its social function, structure and linguistic features. Give individual assignments writing a personal recount about students' personal experiences. This task is the initial stage in applying a storytelling technique called Pre-Storytelling.

The next step is the Storytelling Guideline, where the educator organizes students into small groups based on a diagnostic assessment, provides and explains how to fill out the LKPD and then explains 4 things that students must do when telling their personal experiences through storytelling; body movements, voice intonation, eye focus and facial expressions.

The final stage is Post-storytelling; Students take turns telling personal experiences while being recorded by their group friends. Other members who are not in the presentation pay attention and are prepared to provide responses/feedback and opinions accompanied by simple reasons. A summary of activities in the form of titles and responses/opinions expressed is documented on the LKPD. At the end of the activity, each group was assigned to upload their full recorded video for educators' summative assessment purposes.

3. CONCLUSION

Learning activities using storytelling techniques have been proven to be effective because they can increase student involvement in speaking English. Where during learning activities each student feels happy and has the opportunity to talk about things they have experienced. Plus there is a more comfortable space for students to express themselves through stories in small groups. Students who have more knowledge and skills can share suggestions and input with other students who are below them. Apart from that, good cooperation is created within it.

Other evidence that states that this storytelling technique is effective is the positive response from students through reflection on the learning activities they complete. Where 95% of students liked the learning activities. Apart from that, the average score obtained by students

through performance (storytelling) is 3.3/5 with the predicate "Enough" and a description of learning outcomes "Developing". This high percentage and achievement, of course, cannot be separated from the motivation factor of educators which arises when educators are able to be at peace with themselves. So that learning innovations are created that are in favor of students and meaningful learning is the key that will color their future.

4. REFERENCES

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