

**TEACHERS' EXPERIENCE IN TEACHING SPEAKING TO
JUNIOR HIGH SCHOOL EFL STUDENTS THROUGH
STORYTELLING WITH BIG BOOKS**

UNDERGRADUATE THESIS

**Submitted to Partial Fulfillment of the Requirements for the Degree
of *Sarjana Pendidikan* in English Education**



by :

Meila Mukrotul Rizkiyah

(2519110)

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
UIN K.H. ABDURRAHMAN WAHID PEKALONGAN
2023**

LEMBAR PERNYATAAN KEASLIAN SKRIPSI

Yang bertanda tangan di bawah ini:

Nama : Meila Mukrotul Rizkiyah

NIM : 2519110

Fakultas : Tarbiyah dan Ilmu Keguruan

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Pekalongan, 07 November 2023


Meila Mukrotul Rizkiyah
NIM. 2519110

Nama Pembimbing : Fachri Ali, M. Pd
Alamat Pembimbing : Bligo No. 35 RT 03/RW 01, Buaran, Kab. Pekalongan

NOTA PEMBIMBING

Lamp : 3 (Tiga) Eksemplar
Hal : Naskah Skripsi
Sdr. Meila Mukrotul Rizkiyah

Kepada

Yth. Dekan FTIK UIN K.H Abdurrahman Wahid Pekalongan

c.q. Ketua Jurusan TBIG

di

PEKALONGAN

Assalamu 'alaikum Wr.Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi:

Nama : Meila Mukrotul Rizkiyah

NIM : 2519110

Jurusan : FTIK/TadrisBahasa Inggris

Judul : Teachers' Experiences in Teaching Speaking at Junior High School
EFL Students' Through Storytelling with Big Book

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

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Wassalamu'alaikum Wr.Wb.

Pekalongan, 31 Oktober 2023
Pembimbing



Fachri Ali, M. Pd
NIP 1989010120280121013



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KH. ABDURRAHMAN WAHID PEKALONGAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Pahlawan Km. 5 Rowolaku, Kajen, Kabupaten Pekalongan 51161
Website: ftik.uingusdur.ac.id email: ftik@uingusdur.ac.id

APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:

Nama : **MEILA MUKROTUL RIZKIYAH**

NIM : **2519110**

Judul : **TEACHERS' EXPERIENCE IN EXPERIENCE SPEAKING TO
JUNIOR HIGH SCHOOL EFL STUDENTS THROUGH
STORYTELLING WITH BIG BOOKS**

Has been examined and approved by the panel of examiners on Tuesday, 28th November 2023 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners,

Examiner I

Ahmad Burhanuddin, M.A.
NIP. 1985121503 1 004

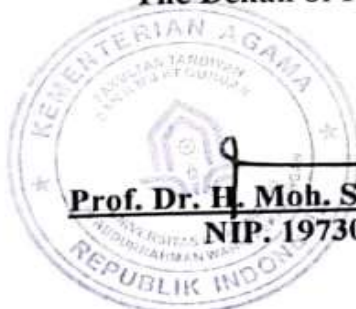
Examiner II

Eros Meilina Sofa, M.Pd.
NIP. 198650509 202321 2 043

Pekalongan, 28th November 2023

Assigned by

The Dekan of FTIK UIN Pekalongan



Prof. Dr. H. Moh. Sugeng Sholehuddin, M.Ag.
NIP. 19730112 200003 1 001

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MOTTO

“Don't stop when you're tired, stop when you're done”

“success is not a final and failure is not an initial”

ABSTRAK

Berbicara merupakan suatu keterampilan kompleks yang perlu dilatih secara terus menerus dan pasti dalam situasi yang kondusif. Bukan hal yang mudah untuk mengajarkan berbicara kepada siswa EFL SMP. Tujuan dari penelitian ini adalah untuk mengetahui pengalaman guru dalam menggunakan storytelling dengan buku besar dalam mengajar berbicara pada siswa EFL sekolah menengah pertama. Penelitian ini menggunakan pendekatan inkuiri naratif. Dua guru dipilih untuk penelitian. Peneliti menggunakan wawancara semi terstruktur untuk mengumpulkan data. Data dianalisis menggunakan analisis tematik Braun dan Clarke. Temuan penelitian menunjukkan pengalaman positif dan negatif dalam menggunakan storytelling dengan buku besar dalam pengajaran berbicara di kelas bahasa Inggris mereka. Selama proses belajar mengajar, guru memperoleh beberapa pengalaman positif dalam menggunakan metode bercerita dengan buku besar. Penggunaan storytelling dengan big book dapat membantu guru dalam proses pembelajaran berbicara, seperti mengembangkan kosakata siswa, melatih pengucapan siswa, mengembangkan imajinasi anak, dan meningkatkan konsentrasi siswa. Sebaliknya, guru mempunyai pengalaman negatif dalam menggunakan big book storytelling untuk mengajarkan keterampilan berbicara, seperti waktu mengajar yang terbatas, siswa merasa minder, dan membutuhkan waktu yang lama dalam mempersiapkan materi.

Keywords: *Pengalaman Guru, Berbicara, Bercerita, Buku Besar*

ABSTRACT

Speaking is a complex skill that needs to be trained continuously and definitely in conducive situations. It is not an easy thing to teach speaking to junior high school EFL students. The aim of this research is to explore teachers' experiences in using storytelling with big book in teaching speaking in junior high school EFL students. This research used a narrative inquiry approach. Two teachers were selected for research. The researcher used semi-structured interviews to collect data. Data were analyzed using Braun and Clarke's thematic analysis. The research findings show positive and negative experiences in using storytelling with big books in teaching speaking in their English classes. During the teaching and learning process, the teachers gained several positive experiences in using storytelling with big book. Using storytelling with big book could help teachers in the speaking learning process, such as developing students' vocabulary, practicing students' pronunciation, developing children's imagination, and increasing students' concentration. Conversely, the teachers had negative experiences in using big book storytelling to teach speaking skills, including limited teaching time, students feeling of insecurity, and longer time allocation for prepare the material.

Keywords: Teachers' Experiences, Speaking, Storytelling, Big Book

PREFACE

Praises and gratefulness are sent to Allah SWT, who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my Final Project research entitled **“Teachers’ Experience in Teaching Speaking to Junior High School EFL Students through Storytelling with Big Books”** can be completed. It is submitted to English Study Program, UIN K.H Abdurrahman Wahid Pekalongan, to fulfill one of the Final Project Course requirements. In arranging this paper, the writer truly gets lots of challenges and obstructions. Because of that, the writer says thanks to all the individuals who helped me in the process of writing this final project. The researcher also realizes that this paper is not perfect yet. Therefore, criticism and constructive suggestions for improving this paper is expected. Hopefully this paper can be useful to everyone in need.

Pekalongan, 7 November 2023

The Researcher

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CHAPTER I

INTRODUCTION

1.1 Background of study

Speaking is one of the complex skills that need to be trained continuously and in a conducive situation. Speaking skills, as an act of language learning, allow speakers to share information through communication and express one's ideas and feelings to others (Efransyah, 2020). The interaction between the teacher and students in the class shows that speaking skills are important in conveying information and knowledge in learning activities (Sari, 2018). English speaking skills are needed to prepare students for a changing world. English is a priority for many second and foreign-language learners (Nunan, 2013).

It is important for teachers to find ways of teaching that are good and effective in learning, especially ways that focus on speaking skills. It is difficult to teach speaking to junior high school EFL students. This is because the learning styles of younger students are different from those of older students. In addition, students also have different learning characteristics (Sinaga & Oktaviani, 2020). Harmer (2007) said that the way junior high school students learn is intervened by their characteristics. The earlier you learn a language, the better your language skills will be (Prayatni, 2019). Here, the teacher needs to be creative in teaching speaking. In addition, teachers must find ways to foster EFL students'

interest in learning English and need to have good teaching preparation. Teachers need to be aware of the challenges of teaching speaking. Sari and Zainil (2020) state that in the teaching and learning process, teachers and students must be good to achieve effective and efficient learning.

A teacher needs more than theoretical insight to practice teaching. They should share experiences they have had with teaching practice. To become professional teachers, they must be able to combine theory and experience well (Hoban, 2002; Loughran, 2006). Psychological theory defines experience as a developmental unit that involves the inside (emotions, awareness) and the outside (material, social environment) as an inseparable part (Vygotskij, 2001). Many positive teaching experiences were obtained from educators from using storytelling with big books for teaching speaking. This strategy allows educators to make learning more interesting to students. Rizky (2019) argues that storytelling can improve students' speaking skills. Students use more creative and imaginative thinking to show their understanding of the story. They can hone their speaking skills, which keeps them motivated to learn. When the teacher gives the right strategy to students and they respond well, it can produce the expected learning. Because it is more focused on speaking skills, storytelling is used as a learning strategy.

Storytelling is an activity that is not only meant to be heard but also plays a part in it (Setyarini, 2015). Storytelling can make children understand more about the material being presented, can help develop imagination and increase children's knowledge of the value of goodness

(Yunita, 2018). Storytelling can also be used to improve listening, speaking, and writing. Increasing students' vocabulary and acquiring new language structures are some of the things that storytelling does to improve language learning (Dujmovic, 2006). Storytelling can help in teaching foreign languages.

Storytelling can help children acquire new words to improve speaking development, makes it easier for children to communicate verbally, and is a method that can train children in expression (Samantaray, 2014). Story telling has many benefits in the learning process because storytelling can create communication between teachers and students. Story telling can provide a motivating and low-anxiety context for language learning (Shavkatovna & Alibek Kizi, 2020). The application of storytelling is suitable for middle school EFL students, because it has been proven that storytelling activities are quite effective in improving students' English language skills, especially speaking English (Abasi, 2014).

According to Oxford (1990), the process of getting grades from stories that have been completed can improve students' speaking skills. Teachers can implement strategies in a class by using big book because they can stimulate children to develop speaking skills. One of the things that must be considered by the teacher is the teacher must be able to demonstrate how to tell stories (Madyawati, 2016).

Santi et al. (2016) argue that big book is books contain big pictures, words, or sentences and are colorful. Because the size of the big

book is different from normal books, all students in the class can see it. Dayu (2017) states that a big book is a picture book the size of which contains a short story, so it can be applied in storytelling strategies. The advantages of using big book media, according to Arina et al. (2019), can be taken anywhere, can attract students' attention with its attractive, large, colorful appearance and this medium can be used in groups or not in groups, making children not feel bored in learning, and make it easier for students to understand the material. USAID (2014) states that the specialty of big book media is that it involves students to actively participate in reading activities together, gives students the opportunity to be able to see the same writing, allows meaning in each writing in the big book together, and helps students who are slow to read to get to know the writing.

Based on this explanation it is known that appropriate learning must be adapted to the needs of students in learning. Therefore, a teacher should know more clearly the needs of strategy that are in accordance with the goals to be achieved by students. This study focuses on teachers' experience in teaching speaking to junior high school EFL students' through storytelling with big books.

1.2 Formulation of Problems

The formulation of the problem in this research is "Teachers' Experience in Teaching Speaking to Junior High School EFL Students through Storytelling with Big Books?"

1.3 Operational Definition

The researcher provides some definitions related to the study to avoid misunderstanding, the definitions are as follows:

1. Speaking is the ability to pronounce sounds in the form of articulation or words that aim to express, state and convey thoughts, ideas and feelings (Rahmayanti, 2017).
2. Storytelling is communicating events through the use of words and sounds. It is an art of expression and improvisation, which revolves around a plot and or narrative point of view (Coconi, 2013).
3. Big book is a large book containing enlarged writing and pictures (Nurmansyah, 2016).
4. Experience is the process of getting knowledge or skill from doing, seeing, or feeling things.

1.4 Aim of Study

The aim of this study is to describe teachers' experiences in teaching speaking English through storytelling with big books for EFL students in junior high schools.

1.5 Significance of Study

This study focuses on explaining teachers' experiences while teaching speaking using storytelling with a big book. Moreover, the results of this research can provide benefits and contribute to the English language teaching and learning process.

1. Theoretical Use : This study will participate in Lynch's (2018) theory on early speaking ability enhancement with big book and support theories related to teaching speaking through storytelling.
2. Empirical Use : This research will provide empirical insights about the teachers' experiences in fostering junior high school EFL students' speaking through storytelling with big book.
3. Practical Use : This research provides information to readers about the teachers' experiences in fostering junior high school EFL students' speaking through storytelling with big book.

CHAPTER II

THEORETICAL BACKGROUND

2.1 Literature Review

2.1.1 Teaching Speaking at Junior High School

Teaching speaking is sometimes considered a simple process. Speaking is completely natural, but speaking in English is not easy (Nunan, 2003). Five activities are needed in planning speaking activities, such as content, error correction, quality vs. quantity, conversation strategies and teacher intervention (Kayi, 2006). Teaching speaking is a process in which a teacher helps students to provide and facilitate the learning objectives they need to improve their performance in speaking skills (Susan, 2010). Producing spoken language is often a difficulty and obstacle for English learners, according to the arguments put forward by Hughes (2002). The question may arise why. The answer is obvious. In natural spoken language, students are required to be aware of the characteristics of fluent speech, such as reduced form, use of slang or idioms, fixed phrases, collocations and most importantly speed of speech (Brown, 2003). All these factors must be considered when teaching speaking. Without this, our spoken language would sound bookish and unnatural.

Teaching speaking to junior high school students is an interesting and challenging thing for teachers with several

considerations. In a way, junior high school students are individuals at a very early age who are interested in this novelty as much as in a foreign language, English. Middle school students will be enthusiastic in learning, if we often praise them. Because of praise, they will like the material we teach and they will be happy to be motivated to learn English (Scott & Ytreberg, 2000). According to Kayi (2006), teaching speaking to junior high school students requires them to be proficient in choosing the right words and sentences in any context. When teaching junior high school students, keep in mind that they are a mixed class with different abilities, levels of motivation, expectations, knowledge, and learning styles. Rowley and Hart (1998) stated that speaking to students at the junior high school level, teachers need to remember that treating students fairly, impartially, and with respect is a must because students need an adult in charge of the classroom.

In junior high schools, the process of teaching and learning English is targeted so that students acquire the ability to communicate in the context of everyday life. As language as a communication tool, students must be accustomed to speaking English orally (Nugroho, 2012). Assignments and activities during the teaching and learning process are done to develop their communicative skills. Given the age of junior high school students are still relatively young students, teachers must arrange lessons based on needs, interests, and characteristics too. They

need fun activities that involve the body motion, images, real objects, during the teaching and learning process. Activities that can be used in speech skills are talking based on pictures, interviews, storytelling, discussions and speeches (Burhan Nurgiyantoro, 2001).

Based on this explanation, it is known that teaching speaking to junior high school students is not easy, junior high school students are a mixed class with different abilities, levels of motivation, expectations, knowledge, and learning styles. So teachers must organize learning based on needs, interests and characteristics as well.

2.1.2 Storytelling

Students can structure stories on their own terms and describe stories they have heard in the past through storytelling. According to Zuhriyah (2017), storytelling is retelling a story to other people in their own language. Using storytelling strategies to make students think creatively in pronouncing words can help students remember English words. Storytelling can be used as a way to convey events, knowledge, feelings, ideas, or events through words, images, or sounds which are carried out with improvisation to beautify the storyline and can entertain children (Payuyu et al., 2021). Story telling can make children understand more about the material being presented, can help develop imagination and increase children's knowledge of the value of goodness (Yunita,

2018). Through storytelling, students are given the opportunity to ask a question and responses with simple but effective sentences (Nurzaman, 2019).

Storytelling in speaking classes aims to motivate students to develop positive attitudes toward learning foreign languages and languages, train students' imagination, and increase students' ability to share social experiences (Ellis and Brewster, 1991). According to Brewster (2002), there are five things that students must do to acquire good speaking skills in every story.

- a. If there are unfamiliar with storytelling, begin with short sessions which do not demand too much from them and over-extend their concentration span.
- b. If possible, have younger children sit on the floor around you making sure everyone can see you and the illustration and can hear you clearly.
- c. Read slowly and clearly.
- d. Make comments about the illustrations and point to them to focus the pupils' attention.
- e. Encourage your pupils to take part in the storytelling by repeating key vocabulary items and phrases.

The storytelling process according to Asfandiyar (2007), states that the most important thing in storytelling activities is the process. In the process Storytelling is where interaction occurs between the storyteller and the audience. Through this storytelling

process, communication can be established between the storyteller and the audience. Because storytelling activities are important for children, the activities must be packaged in such a way that it is attractive. Order activities the story told is interesting, so stages are needed in storytelling, techniques used in storytelling as well as anyone parties involved in storytelling activities also determine the smoothness or whether or not the storytelling process is working. So the following things will be explained.

According to Kusmiadi (2008), the benefits of this storytelling activity are growing interest in reading, building closeness and harmony, learning media, developing children's thinking and imagination, developing children's speaking skills. The advantages of learning storytelling are student-centered learning, helping to develop imagination and creativity, training understanding, thinking and concentration, increasing children's interest in reading, training children's courage in communicating in public (Mualifah, 2013).

The act of storytelling generally brings The act of storytelling generally brings benefits to students. When teachers realize that students are reluctant to learn, teachers can also use storytelling methods to attract students' attention when their focus is scattered. In short, storytelling strategies are useful for students in their

learning activities. Pedagogically, storytelling strategies bring useful results in improving students' speaking abilities.

The teacher can also use storytelling to gain the learners' attention when their focus spread out. In short, the storytelling strategy is beneficial for learners in their learning activities. Pedagogically, storytelling strategy brings advantageous result to improve the learners speaking ability.

2.1.3 Big Book in Speaking

Lynch (2008) states that the big book can be used to explore the association of letter sounds, compound words, ending verbs, punctuation, abbreviations, and also rhymes. Characteristics of big book media accompanied by illustrated images can make it easier for students to understand reading and leave an impression in the minds of students. Synta's research (2015) states that the use of big book media makes students participate in learning and develops linguistic aspects.

Madyawati, (2016) stated that big books can help children to further develop their speaking skills, because big book media has text and images that are larger in size and full of colorful colors that suit children's thinking at the pre-operational stage (2-4 years). However, big books can not only be used for children who are at the pre-operational stage, but big books can also be made according to needs to develop children's speaking skills.

The advantage of the big book, according to Nambiar (2003), is that with its large shape students can see clearly every page contained in the book, by using the big book learning activities will be more focused, attracting their attention to listen to the teacher's explanation, and with the uniqueness owned by this big book students will find it easier to understand the contents of the story. According to Argani (2018), the weakness of the big book is that it takes a long time to make and is difficult to carry anywhere.

Rulfiarini (2018) states that big book media has shortcomings. Some of the disadvantages of big book media are: Big book media must be cared for well so that it is not easily torn/damaged, the reading texts in big books generally only cover the core/main part of an event, so the material cannot be presented in a comprehensive manner, so the teacher has to convey or explain the pictures again in detail, and because the big book is large, the process of making the big book requires quite a long time and a lot of energy.

2.1.4 Teachers' Experiences in Teaching Speaking using Storytelling

According to Notoatmojo (2012), there are two types of experiences, namely positive experiences and negative experiences. Each person's experience of an object can be different because experience has a subjective nature which is influenced by the contents of the memory. The positive

experience of learning to speak by telling stories is that the teacher feels happy learning to speak by telling stories because by telling stories students participate more actively in class, and students more focused when studying. In its application in the classroom, teachers try to attract students' attention by using various senses to evoke students' emotions from an event in a story (Kim & Lee, 2018).

Storytelling practice in class helps students develop vocabulary. When this occurs, the teacher provides constructive criticism to help pupils develop their communication skills methods and use appropriate English vocabulary with good pronunciation. This was also found by Azis and Husnawadi (2020) that giving students the opportunity to speak more will help them develop their pronunciation. Chubko et al. (2020) found that learning speaking skills by telling stories and speaking in every discussion helped students acquire new vocabulary and grammar and train their tongues to interpret English words correctly.

In addition, there are negative experiences in teaching speaking using storytelling with big books. In implementing storytelling, researchers found that teachers found it quite difficult, teaching speaking should be practiced more but time is limited. (Azis & Husnawadi, 2020). Teachers feel that there are still many students who have low self-confidence when asked to

speak in front of the class, this can affect the learning process (Lim et al., 2022).

The problem is that students often feel insecure because they still don't know the correct pronunciation of each word and also lack vocabulary. This information emphasizes that teachers really understand the strategies that have been used so they know very well that students still have deficiencies in several aspects such as lack of vocabulary or pronunciation errors in speaking English (Baiq Sumarni et al., 2022). McLellan (2007) argues that in storytelling practice, when the teacher encouraged students to try to retell or tell a story, one of the students complained that he did not want to tell the story because he was embarrassed to be heard by his other friends. Most students do not listen to their friends' stories in front of the class. They just chat and are busy with their respective activities.

2.2 Previous Study

There are previous studies that can be reference for this research. First, a study conducted by Sholicah (2022) researcher to find out the results of using storytelling with big books to improve students' speaking skills. Classroom Action Research (PTK) chosen as the technique in this research. The subject of the research is first grade students at Mts Munir Ismail. To collect data, researchers used interviews, and observation list, and speaking test. The results of his research had a positive influence using picture stories to improve students' speaking skills. This was proven by

them interested in learning and practicing his speaking skills through big book stories. Besides that, the use of stories with big books can improve students' speaking skills as proven by the results of the tests they have carried out after using stories with the big book. Therefore, telling stories using a big book is an effective teaching material to use in teaching speaking, especially for juniors and high school.

Another research was carried out by Maylia (2020) tries to explore that storytelling provides many benefits for teachers such as; train students' imagination, develop students' speaking skills, and train students' ability to concentrate in English. Researchers suggest teachers to apply storytelling in learning because it can help students who have problems speaking skills. The purpose of this study was to find out how the storytelling technique for MTs students and its advantages. This research is qualitative in nature. Data was obtained by interviewing English teachers as informants via WhatsApp chat because Covid-19 caused school holidays.

Moreover, Purwatiningsih (2015) tried to investigate storytelling techniques using big book which succeeded in increasing student participation in learning as well as students' speaking skills. process but also students' speaking skills. The goal of this study is to address the speaking issues that students have. The research design used classroom action research which was carried out in two cycles consisting of six meetings. The data collection instruments were in the form of observation checklists, field notes, speaking assignments which were measured using an assessment rubric, and a list of questions.

Furthermore, the thesis conducted by Hancis (2018) is entitled "Teaching Speaking Using Story Telling at Middle School Brawijaya Smart School, Malang." This study used Classroom Action Research (CAR). This is done at SMP Smart School Brawijaya. The participants in this study were English teachers of Class 8C at SMP Brawijaya Smart School. This study tries to describe students' speaking skills before and after being given the storytelling method in class 8C of SMP Brawijaya Smart School. Students' speaking skills before the fairy tales are given are still low. They tend to make mistakes in making tenses so they tend to only use one verb because they don't know whether the second verb is a regular or irregular verb. The students also spoke in a state of hesitation or even stopped, it was very difficult for some of them to speak directly in one sentence because of limited vocabulary so they said it separately. The found that the students' speaking skills improved after the story was given to them. Even though there were still some mistakes in speaking, they already knew what concepts they would say. They are helped by thinking of key points or events in their stories and organizing them. This helps them minimize the duration of silence caused by hesitation.

Some previous studies have discussed the use of storytelling with big books speaking learning based on student experience. However, little is empirical research has investigated teachers' experiences of using storytelling with big books. Hence, this study highlights teachers' experiences when doing storytelling with big books.

2.3 Conceptual Framework

A common problem in speaking for EFL students is a lack of English speaking practice. To overcome this problem, a certain strategy is needed that helps students' learning process in improving their fluency in speaking English. The use of storytelling is a learning approach that can be used to increase student activity and learning outcomes. Researcher use Hargreaves' (2001) theory because it can be used to analyze teacher experiences. According to Notoatmojo in saparwati (2012), teaching experience consists of two experiences, namely positive experiences and negative experiences. However, in reality, teachers' experiences var in using storytelling with big books, some gave positive responses and some gave negative responses. Therefore, this research focuses on investigating teachers' experiences in developing junior high school students' EFL speaking skills through storytelling with big books.

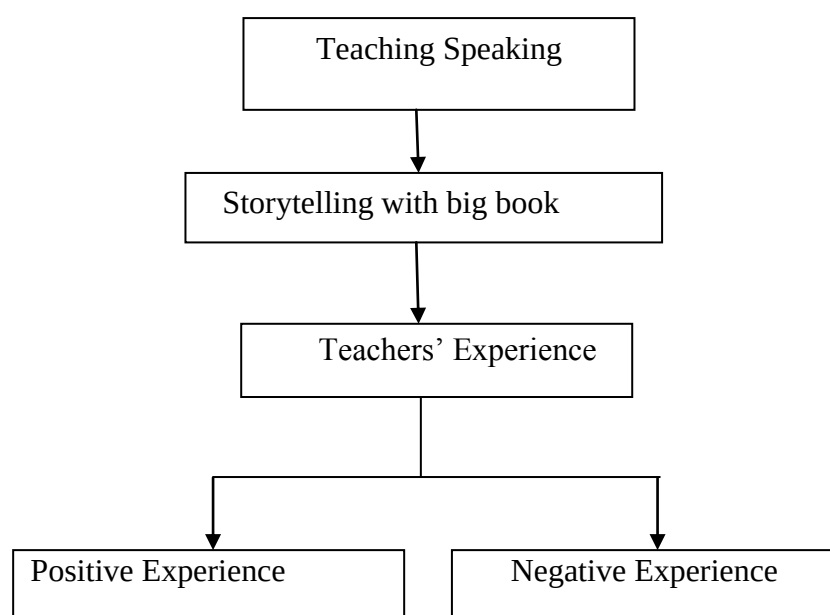


Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The present of this research used narrative inquiry as a method of research design. In this study, the researcher used narrative inquiry to explore the human lived experiences. According to Connelly and Clandinin (1990) narrative inquiry is a study describing the lives of individuals, collecting and telling stories about people's lives, and writing narratives of individual experiences. It consists of obtaining and reflecting on human lived experiences (Josselson, 2007). Narrative inquiry is a collaboration between researchers and participants in investigating and understanding something that occurs during social interaction with the environment so that it becomes an experience (Clandinin & Connelly, 2000).

This study used narrative inquiry to explore the experiences encountered by two junior high school teachers while teaching speaking English through storytelling with big book. Interviews are an appropriate method applied to the design of this study.

3.2 Research Context

The current study focuses on the experience of teachers in junior high school while teaching an English speaking class. Experience greatly influences a teacher's ability to teach. This helps them understand the class and solve problems during teaching (OECD 2009). Therefore, this research is needed to provide an overview about the use of storytelling with big books when learning to speak English and providing a better

understanding to the public teachers in the future who will use this media.

3.3 Research Setting and Participants

This research conducted at a junior high school in Batang, Central Java, Indonesia. This school was chosen because of its adequate facilities. In the library, there were many kinds of big books in English that be used in learning to speak.

This research involved two teachers from this school, named Mrs. DA and Mrs. NA. Mrs. DA is 37 years old. She has taught English at this school for 7 years. The researcher chose Mrs. DA because she has been teaching speaking through storytelling with big book for more than two years. Mrs. NA is 35 years old. She taught English at this school for 6 years, she also taught speaking through storytelling with big book for more than two years. These teachers were chosen because they teach English using storytelling with big books longer than other teachers.

3.4 Data Collection

The researcher conducted a semi-structured interview to collect the data. The semi-structured interview gives the interviewee's flexibility to answer the questions from the interviewer to explain the information in more detail (Barkhuizen et al., 2014). Interviews were conducted using Indonesian to prevent misunderstandings and misinterpretation of questions, as well as giving participants the freedom to answer questions, and then the researcher transcribed the results of the interview (Creswell, 2012).

3.5 Data Analysis

The researcher used thematic analysis from Braun and Clarke (2006) to analyze the data. The researcher transcribed the data that have

been collected from interview to help them analyze it. The participants' stories were coded and categorized based on theme. According to Widodo (2014), there are five steps in thematic analysis, listening to recordings of the interview several times, transcribing the data, interpreting the data, communicating the correctness of the data, whether it is in accordance with what the participants meant and creating data credibility by asking participants regarding feedback on data interpretation.

3.6 Research Steps

The research steps included the implementation of the steps from the start to the end of the research. There were four steps of them in this research:

1. Finding related theories

In this stage, researchers find related reviews through the literature review.

2. Collecting data

The next step is to collect data. Data obtained from interview.

3. Analyzing data

The next step is to analyze the data. Data were analyzed using thematic analysis proposed by Braun & Clarke (2006) as a guide for determining the theme.

4. Reporting research results

The final step is to report the research results. This step has been done by writing down the results of data analysis to make a thesis.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

In this chapter, the researcher presents the results of the research. This data explains the results of the interview process. After collecting data, the researcher analyzed it to get results and discussion in this section regarding teachers' experiences in teaching speaking using storytelling with big books.

4.1.1 Storytelling with Big Books Helps Teachers Encourage Students to be More Active

From interviews with two teachers, the research found that telling stories using big books helped encourage students to be more active. This is demonstrated through the following interview:

"When they listen to a story and see the story in a big book, they will respond to what they hear and what they see, so they will be more active in learning." (Mrs DA, Semi-Structured Interview, Author's Translation, 12 August 2023)

This will attract students' attention so they will want to talk." (Mrs. NA, Semi-Structured Interview, Author's Translation, 12 August 2023)

Based on interviews, students not only listen to the teacher during learning, but most students are more active and participate in the learning process. They can talk freely about anything without any restrictions. As students become more active, students

will get used to speaking English, they will no longer be unfamiliar with speaking English. NA's mother expressed the following:

"Students can try to interpret each picture with their own understanding which is of course not limited to neatly arranged words, phrases or sentences like those in the story text" (Mrs. NA, Semi-structured interview, Author's translation, 27 September 2023).

In addition, according to Mrs. NA, when students were asked to make sentences according to what they saw in the picture, most of the students could make sentences that were not the same as those in the book. Students tell more stories in their own language without any restrictions. This is because they can explore various possible events that occur in the story through a series of images according to their imagination. Things like this can improve students' speaking skills, students have more freedom in expressing or speaking according to what they think and what they hear.

4.1.2 Storytelling with a Big Book Helps Teachers Increase Students Concentration

From the results of interviews with two teachers, the research knows that storytelling with big books can help increase students' concentration so they can focus more on learning. This is enhanced by the following interview:

"Storytelling with a big book makes many people focus on the story because it is interesting and not boring" (Mrs. DA, Semi-structured interview, Author Translation, 12 August 2023)

"By using storytelling with big books, students concentrate longer, because they don't feel bored, students actually

enjoy learning.(Mrs. NA, semi-structured interview, Author Translation , August 12, 2023)

Based on the results of interviews, storytelling with big books helps increase students' concentration for longer and can lead students into the story. When learning to speak, students must concentrate so that students are able to speak well and fluently. Before saying something, students will think first. Students' thinking power is influenced by concentration.

In addition, Mrs. DA also said the following:

“....Concentration can make students absorb information more effectively and remember information longer, so that when telling stories they will be fluent, and their speaking ability will improve.” (Mrs. DA, semi-structured interview, Author Translation, September 27, 2023).

In addition, according to Mrs. DA, concentration can make students absorb information more effectively and remember information longer. Concentration is influenced by the supportive way of delivering learning, like using storytelling. By telling stories, students will remember the information they get longer, because in storytelling, the story is coherent.

4.1.3 Storytelling with Big Books Helps Teachers Develop Students' Vocabulary

From the results of interviews with two teachers, the research found that telling stories using big books helped teachers develop vocabulary. This is proven by the following interviews:

"Storytelling helps me in teaching speaking especially developing the vocabulary, here many simple and easy-to-understand words are used, so that children will receive more and more new vocabulary." (Mrs. DA, semi-structure Interview, Author Translation, August 12, 2023).

"Storytelling has a lot of vocabulary that students don't know, the more words used, the more vocabulary students have." (Mrs. NA, semi-structured Interview, Author Translation, August 12, 2023).

Based on the interview with Mrs. DA and Mrs. NA above, it is known that this teacher said that telling stories using a big book really helps teachers in developing vocabulary which is used as the basis for speaking skills. Vocabulary is the main asset in speaking, speaking must be supported by sufficient vocabulary. Storytelling with big book students will receive new vocabulary that they do not know yet. In the big book there is also a lot of vocabulary that is simple and easy to understand. Mrs. DA stated as follows:

"Examples of simple words that are easy to understand are (big, little, beautiful, today, now, yesterday). With simple words like this they understand and understand more quickly if they are going to speak" (Mrs. DA, semi-structure Interview, Author Translation, September 27, 2023)

From the interview data, the teacher understands that by using storytelling, students find several simple words such as (big, little, beautiful, today, now, yesterday) which they understand from storytelling by using the big book.

In addition, Mrs. NA also said the following:

"...Moreover, stories in big books usually use repeated words." (Mrs. DA, semi-structure Interview, Author Translation, September 27, 2023).

Based on an interview with Mrs. DA storytelling with a big book contains a lot of repetitive vocabulary. With repetitive vocabulary, it is easier for students to understand the story. Students also do not easily forget words they have seen. These words can be used if students want to talk or communicate with other people. Mrs. NA stated as follows:

"Through this storytelling, students will also learn various words that can be used in everyday life in a way that is fun and not boring." (Mrs. NA, semi-structured Interview, Author Translation, August 12, 2023).

Through these stories, students will hear various words that they may not encounter in everyday life and these words can also be used when talking and communicating with other people during English learning. This exposure process allows students to expand their vocabulary in a fun and non-boring way.

4.1.4 Storytelling with a Big Book Helps Teachers develop Students' Pronunciation

From the results of interviews with two teachers, the research found that storytelling using a big book helps teachers develop pronunciation. This can be seen from the following interview:

"During lessons, I ask students to imitate what I say and sometimes ask them to tell stories based on stories in the big book. Activities like this will train students' pronunciation." (Mrs. DA, semi-structured interview,

Author Translation, August 12, 2023)

"I ask other students to write sentences in their respective languages, then I ask several students to come forward to read the results, if this is done as often as possible their expression will develop and their speaking skills will develop." (Mrs. NA, semi-structure Interview, Author Translation, August 12, 2023).

Based on interview data, storytelling with big books is very important for students to practice pronunciation. When learning, students are always asked to tell stories in front of the class using the big book provided by the teacher. Students are also sometimes asked to write several sentences according to the story they are reading and then the results are read in front of the class. If this is done continuously, students' pronunciation abilities will improve, because they will start to get used to speaking English. Mrs. DA also stated the following:

"Sometimes I divide students into several groups and distribute one big book to one group, after that I ask them to discuss and read the results in front of the class." (Mrs. NA, Semi-structured interview, Author's translation, September 27, 2023).

In addition, according to Mrs. NA speaking learning can be carried out in various ways, such as group assignments. During learning, several big books are usually provided to be distributed to each group. Students discuss the contents in the big book, then each group presents the results of their discussion. Practices like this can train students' pronunciation.

4.1.5 Teachers Feel that the Time Spent on Practice is Limited

From the results of interviews with two teachers, it was found that there were several negative experiences from using storytelling with big books in teaching speaking, one of which was limited time when teaching. This is shown by the following interview:

"In storytelling, all students have to practice so that students are trained to speak English, but activities like this take a long time, even though English lesson hours are limited so sometimes they are not optimal." (Mrs. DA, semi-structured Interview, Author Translation, August 12, 2023)

Based on interview data, the researcher found that the difficulty teachers face in teaching is time allocation. The time used in learning English is quite short, especially in learning speaking. Here, sufficient time is needed to practice students' speaking so that the results are maximum. Moreover, using Storytelling will definitely take a long time for all students to read the story and practice speaking in front of the class. Mrs. NA said the following:

"The obstacle I face is limited time when teaching, learning English is only provided for 90 minutes a week so sometimes it is not enough to train students one by one in speaking English." (Mrs. NA, semi-structured Interview, Author Translation, August 12, 2023)

This lack of learning time results in teachers paying less attention to students when learning to speak. Sometimes there are

also students who do not get the opportunity to tell stories, so their abilities don't improve. Their only opportunity to speak English is during English lessons. After that, they are faced with an environment that does not support English language interaction. If this situation occurs continuously then students will fail to achieve the goals that have been set and their speaking abilities will not improve.

4.1.6 Students Still have Low Self-Confidence

Based on the results of the interview, the informant revealed that storytelling with big books sometimes makes students feel afraid. Mrs. DA said the following:

"I saw the expressions of my students in speaking class, they showed feelings of worry, fear, shame, laziness, and inadequacy." (Mrs. DA, Semi-Structured Interview, Author's Translation, 12 August 2023).

Based on an interview with Mrs. DA said that class speaking is considered bad by students because they are afraid of making mistakes in speaking English. Mrs. NA said the following:

"Students feel afraid and not confident when they are in the future or when asked to read a story, they think English is difficult, so they are afraid of making mistakes." (Bu NA, semi-structured Author's Translation, 12 August 2023).

From interviews, the research discovered that the fear experienced by students was still high. Students are afraid of making mistakes. Especially if you stand alone in front of the class to tell a story, students' fear will increase. This is the challenge of a

teacher. The fear of speaking in front of the class will prevent them from speaking fluently or expressing opinions. Mrs. DA stated follows:

“They worry that their friends won't understand what they're saying. They are afraid that their friends will laugh at them and their teachers will scold them if they make mistakes in speaking.” (Bu DA, semi-structured Author's Translation, 12 August 2023).

In addition, according to Mrs. DA, most of the They feel afraid and embarrassed because sometimes their friends laugh at them. This shows that many students are not confident in speaking English because they think their English skills are poor and they cannot speak English well.

4.1.7 More Time is Spent Preparing for Teaching Material

From the results of interviews with two teachers, the research found that learning speaking using a big book requires a lot of time to store the teaching materials. This is proven by the following interview.

"The difficulty in teaching speaking using storytelling with a big book is in preparing the teaching materials that will be used because I have to provide the media and sometimes I have difficulty finding stories that are suitable for junior high school level so that they are easily understood by students." (Mrs. DA, Semi-structured interview, Author's translation August 12, 2023)

Based on the research results, Mrs. DA revealed that storytelling with big books requires time to prepare teaching materials so that learning runs smoothly and effectively. The big

book story used must be appropriate to students' needs so that it can be implemented well and have a positive impact on students. Therefore, teachers must search for material that is appropriate to the student's circumstances so that they can learn lessons from the story.

"When learning speaking with a big book, quite a lot of tools and teaching materials are used so it takes a little time before starting the lesson, things like this hinder the learning process" (Mrs. NA, semi-structure Interview, Author Translation, August 12, 2023).

According to the data, Mrs. NA stated that there are quite a lot of tools and teaching materials used in big book storytelling so it takes a little time before starting learning. Having things like that will hinder the progress of learning, especially in speaking, especially since the time available is very limited.

From these results, it can be seen that positive experiences are shown in teacher satisfaction while using storytelling with big books. They experienced storytelling with the big book which has helped in developing various things that can support speaking so that it runs well. They also feel happy because storytelling with big books is a learning medium that makes students not feel bored while learning. Meanwhile, negative experiences were shown by teachers who felt a little difficult when using big book storytelling. Middle school students feel less confident when asked to speak. Moreover, the time available is very limited and it takes quite a long time to prepare the material.

4.2 Discussion

4.2.1 Positive Experiences of Teaching Speaking through Storytelling with Big Book

4.2.1.1 Encouraging Students to Be More Active

Participants revealed that the use of storytelling with big books encouraged students to be more active when learning speaking skills. Their continuous activity in class will train them to speak. By telling stories using big books, it makes them think more broadly about things without limitations. With things like this, students are able to express and speak widely according to what they think. Sulistiyani (2018) similarly stated that the use of big book stories in the teaching and learning process in class can encourage students to be more active, students can also imagine characters based on pictures to encourage students when speaking.

In addition, they can retell stories in their own words without any restrictions and express their observations according to the pictures they see. As stated by (Oktavia, 2018), in telling stories using big books, students often use sentences they know in expressing and students can describe what they imagine based on the pictures they see. This allows them to improve their speaking skills accordingly.

4.2.1.2 Training Students' Concentration for Longer

The participants said that storytelling with a big book could function to increase a person's concentration. Concentration is needed so that students can follow the speaking learning process well so that the expected competencies can be mastered well. Apart from that, the importance of concentration is a condition for students to be able to learn and successfully achieve learning goals. According to Istiqomah (2015), when speaking students must concentrate so that students are able to improve their speaking skills fluently and correctly according to what has been practiced. If concentration decreases then attending speaking lessons in class will be disrupted. Therefore, teachers must increase student concentration so that learning runs smoothly. Improving concentration can be done by telling stories. As stated by Zola (2021), learning using picture stories can increase students' concentration, and stories can bring them into the story.

Concentration in the teaching and learning process is the main concern of students and necessitates that they be completely aware of the subject matter being studied throughout the learning process (Yiu & Chou, 2021). According to Mastur (2014), with stories that are interesting and not boring, students can speak fluently because they can

absorb information more effectively and remember the information longer. Concentration can focus attention and thoughts only on what is being studied. By telling stories, students will remember the information they get longer because the story is coherent.

4.2.1.3 Developing Students' Vocabulary

Based on research results, storytelling with big books can develop students' vocabulary, vocabulary has an important role in speaking ability. By mastering adequate vocabulary, a person will be able to speak well and fluently. In telling stories using big books, there is a lot of new vocabulary that students don't know yet. This opinion is supported by Putra (2012) who stated that when learning to use a big book they can learn new vocabulary used in the big book to improve speaking development and make it easier for children to communicate orally. Apart from that, big books usually use words written many times or use repetition of words. As Harimurti (2010) said, big books have repeated words or words written many times so that children can easily remember them, and these words can be used when they want to talk or communicate with other people.

Storytelling with a big book is easy to learn for junior high school level children, because the vocabulary used is still simple. This is supported by Synta (2015) who stated the words

used in the big book are simple. Students can follow the words and know how to write them. The use of simple words makes it easier for students to understand the content of the story and understand the meaning of the reading. Apart from that, the vocabulary in the big book can be used when communicating in everyday life. This is supported by the opinion of Siregar (2018) who said that the vocabulary in the big book is familiar vocabulary that can be used in everyday communication, but the existing vocabulary is still simple.

4.2.1.4 Developing Students' Pronunciation

The participants revealed that storytelling using big books helped teachers practice pronunciation. Pronunciation is one of the important things that students must master in order to master communicating or speaking well and fluently. As expressed by Azhar (2009), students will get used to English pronunciation if they do it as often as possible, especially if students tell stories in front of the class, students will know the pronunciation better, because usually after students tell stories the teacher always gives feedback about pronunciation errors, therefore with things like this, students are quicker in knowing pronunciation.

In this regard, Mukmin (2021) stated that storytelling with big book might give students more opportunities to practice speaking because they are permitted to discuss and

share the outcomes of their talks in front of the class. As stated by Syafii (2021) states that the use of storytelling with big book is able to develop students' pronunciation, students' pronunciation can be trained by presenting the results of their work after discussing in groups. Therefore, the use of big book storytelling in the teaching and learning process of speaking is very necessary. This makes learning English more active and enthusiastic.

4.2.2 Negative Experiences of Teaching Speaking through Storytelling with Big Book

4.2.2.1 Limited Practice time

The time available for learning English is very limited, especially when learning to speak. Speaking with storytelling is not an easy thing, students have to practice one by one in front of the class, even though the time available is very limited. This was expressed by Songbatumis (2017), that telling stories takes quite a long time, limited time makes it difficult for teachers to explain the material well and will put more pressure on learning for students so they can practice more in class. As also stated by Khan (2018), their only opportunity to speak English is during English lessons. After that, they are faced with an environment that does not support English language interaction. If this situation occurs continuously, students will fail to achieve the

goals that have been set and their speaking abilities will not improve.

Storytelling takes a long time for all students to be able to practice speaking in front of the class. This lack of learning time results in teachers paying less attention to storytelling learning. As stated by Saron (2002), teachers who do not pay special attention to storytelling learning can be seen from the choice of materials and storytelling learning methods that are less meaningful and do not touch students' hearts. In practice, in learning to tell stories, students appear to tell stories individually, which takes up a lot of study time. This situation shows that teachers have difficulty assigning students to appear to tell stories in front of the class. These obstacles are experienced when facing students who feel afraid when given the task of appearing to tell a story in front of the class.

4.2.2.1 Students Lack-Confidence

The participants revealed that learning to speak by telling stories made many students feel afraid and not confident. In order to master speaking skills in a foreign language, self-confidence is crucial. Gürlü (2015) stated that learning a foreign language can be challenging for learners who lack self-confidence. Apart from that, according to Pradipta (2014), a lack of self-confidence will make them feel afraid and hinder their learning to speak using storytelling. Someone who lacks self-confidence will be

pessimistic in facing challenges, afraid and doubtful when storytelling in front of the class. In other words, a lack of trust can be an obstacle in learning English, mainly in speaking because speaking requires students to actively express their ideas orally.

Having self-confidence can stimulate someone to do something because they are confident in their abilities. As stated by Roysmanto (2018), self-confidence can provide enthusiasm, courage and stimulation to students. Therefore, it is a crucial part of speaking skills. Lack of confidence in speaking English can make students reluctant to speak because they are not confident in their abilities. Juhana (2012) explains that students' lack of self-confidence usually arises when students realize that the person they are talking to does not understand them or when they do not understand other speakers. This shows that many students are not confident in speaking English because they think their English skills are poor and believe their language skills are inadequate and are therefore unable to speak it correctly. This is in accordance with the statement Humaera (2015), said that students' poor English speaking skills are the key reason for their low self-confidence.

4.2.2.2 Spending More Time Preparing Materials

The participants revealed that one of the challenges teachers face when teaching using storytelling with big book is

that it takes a long time to prepare the material. Prastowo (2014) revealed that teaching materials in storytelling require a little time to prepare, having teaching materials will benefit teachers and students by facilitating the teaching and learning process in speaking lessons. This was also expressed by Vernanda (2017), there are many teaching materials that need to be prepared when learning speaking using storytelling with a big book, namely the lesson plan that will be used and the media such as the big book, the big book used must be in accordance with the students' needs so that it can be implemented. well and have a positive impact on students (Rawian, 2022).

Learning to speak using storytelling with big books requires time to prepare the media to be used. As stated by Daryanto (2013), the teaching materials used in teaching speaking require time to prepare, but with the teaching materials it will be easier for teachers to carry out speaking lessons and students will be more helped and easier to learn because there is the media they use.

CHAPTER V

CONCLUSION

5.1 Summary of Findings

Based on the research results, it can be concluded that teachers have positive and negative experiences using storytelling with big books in teaching students' speaking skills. During the teaching and learning process, the teachers gained several positive experiences in using storytelling with big books, such as helping teachers develop students' vocabulary, helping teachers train students' pronunciation, helping develop children's imagination, and helping increase students' concentration. The results of this research show that there are implications of using storytelling with big books in teaching speaking. Storytelling with big books helps teachers increase students' enthusiasm for learning to speak. Storytelling with big books as an alternative learning that is fun and not boring for children so that they can be actively and enthusiastically involved in speaking learning activities.

Conversely, the teachers have negative experiences in practically the big book storytelling method in teaching speaking skills, such as limited teaching time, students feeling insecure, and requiring quite a long time to prepare the material. The results of this research show that using storytelling with big books to teach speaking skills in the classroom is not an easy thing. There are some challenges that must be faced by teachers so

that speaking learning runs effectively, and because of that teachers must have good abilities and skills in communicating.

5.1 Recommendations

a. EFL Teachers

In this research, it is recommended that EFL teachers to be able to manage the available learning time well and efficiently so that learning can be carried out optimally according to the plan that has been set at the beginning of learning. The teacher gives all students the opportunity to perform storytelling in front of the class to practice speaking.

b. Further Research

In further research, it is hoped that there will be more references and participants in similar research regarding teachers' experiences of using big book storytelling to improve English speaking fluency. As well as exploring teachers' experiences in teaching speaking using storytelling with different media.

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APPENDICES

Appendix 1

Interview Questions

1. Menurut ibu seberapa penting speaking dalam pembelajaran bahasa inggris?
2. Bagaimana ibu mengajar speaking di tingkat smp agar siswanya tertarik dan pembelajaran berjalan dengan lancar?
3. Storytelling seperti apa yang ibu gunakan dalam pembelajaran speaking tingkat smp?
4. Mengapa ibu memilih storytelling dengan big book untuk pembelajaran speaking?
5. Bagaimana pengalaman ibu mengajar speaking menggunakan storytelling dengan big book?
6. Apa kesulitan mengajar speaking agar tetap aktif dikelas?
7. Apakah kesulitan melakukan storytelling dengan big book dalam pembelajaran speaking?

During the interview, there were additional questions as follows:

1. Kosa kata sederhana dan mudah dipahami seperti apa yang terdapat dalam big book untuk melatih speaking mereka?
2. Kenapa dengan storytelling saat pembelajaran speaking siswa lebih tertarik dan focus dalam pembelajaran?
3. Apa yang membuat mereka merasa takut jika diminta untuk storytelling didepan kelas?
4. Bagaimana cara melatih pronunciation siswa dengan storytelling?

Appendix 2

Transcription of the interview (Indonesia Version)

Mrs. DA Interview

Interviewer	Assalamualaikum Mrs, Good morning
Mrs. DA	Walaikumsalam, Good morning
Interviewer	Mohon maaf jika sedikit mengganggu aktivitas bu guru pagi ini. Perkenalkan saya Meila Mukrotul Rizkiyah atau bisa dipanggil Meila mahasiswa semester 9 dari UIN Gusdur Pekalongan yang sedang melakukan penelitian tugas akhir saya dan meminta izin untuk mengambil data dari sekolah ini dan meminta bu guru untuk menjadi salah satu responden saya untuk di interview
Mrs. DA	Nggih silahkan mba meila
Interviewer	Baik bu terima kasih kesempatannya. Kalau boleh tau, bu DA sudah berapa lama mengajar di sekolah ini?
Mrs. DA	Hmm.. sekitar tahun 2013 saya sudah disekolah ini berarti jika dihitung sampai sekarang sudah 10 tahun ya
Interviewer	Oh sudah lama juga ya ternyata bu. Bu...saat ini mengajar di kelas berapa?
Mrs. DA	Saat ini saya mengajar di kelas 7 dan 8 mba, dikelas 8 tidak semua kelas saya ajar, hanya kelas 8a dan 8b.
Interviewer	Menurut ibu seberapa penting speaking dalam pembelajaran bahasa inggris?
Mrs. DA	Menurut saya sangat penting karena speaking merupakan bagian dari komunikasi.
Interviewer	bagaimana bu DA mengajar speaking agar siswanya tertarik dan berjalan dengan lancar, sedangkan pengetahuan mereka dalam bahasa inggris di tingkat smp kan masih minim apalagi dalam berbicara bahasa inggris?
Mrs. DA	Biasanya saya mengajar dengan cara yang tidak

	membosankan dan menarik siswa agar siswa tetap fokus, saya menggunakan storytelling.
Interviewer	Storytelling seperti apa yang bu DA gunakan untuk siswa tingkat SMP?
Mrs. DA	Storytelling yang menggunakan teks cerita yang singkat dan bentuk kalimat yang sederhana yang mudah dipahami seperti cerita dalam big book.
Interviewer	Mengapa ibu memilih storytelling dengan big book untuk mengajar speaking?
Mrs. DA	Dengan storytelling menggunakan big book dapat menarik perhatian siswa dalam proses pembelajaran speaking karena storytelling dengan big book itu merupakan kegiatan yang tidak membosankan untuk siswa pemula seperti di siswa smp, dalam big book juga terdapat bentuk teks yang singkat serta ukurannya yang besar dan bergambar sehingga mampu meningkatkan keterampilan berbicara serta memahami isi ceritanya, Storytelling juga sebagai sarana berkomunikasi dengan anak yang paling efektif.
Interviewer	Lalu bagaimana pengalaman ibu mengajar speaking menggunakan storytelling dengan big book?

Mrs. DA	Saya merasa senang saat mengajar speaking menggunakan bercerita dengan buku besar karena bercerita dengan menggunakan buku besar membuat banyak orang focus dan konsentrasi pada pembelajaran karena menarik dan tidak membosankan. Konsentrasi dapat membuat siswa lebih efektif menyerap informasi dan mengingat informasi lebih lama, sehingga ketika bercerita mereka akan lancar, dan kemampuan berbicara mereka akan meningkat. Mendengarkan siswa akan berpartisipasi lebih aktif di kelas, siswa yang tadinya hanya diam saja pastinya akan ikut berpartisipasi dengan semangat. Dalam penerapannya di kelas, guru berusaha menarik perhatian siswa dengan menggunakan berbagai indra untuk membangkitkan emosi siswa dari suatu peristiwa dalam sebuah cerita.
Interviewer	Kenapa dengan storytelling saat pembelajaran speaking siswa lebih tertarik dan focus dalam pembelajaran?
Mrs. DA	Karena dengan storytelling dapat merangsang imajinasi siswa. Ketika mereka mendengarkan sebuah cerita atau bercerita, mereka akan membayangkan adegan dan karakter dalam cerita tersebut. Imajinasi siswa yang tinggi akan membantu siswa dalam berfikir, biasanya siswa akan mengungkapkan apa saja yang dipikirkan sesuai apa yang dilihat, disini siswa lebih kreatif dalam menyusun kalimat sederhana sesuai dengan bahasa mereka sendiri, kegiatan seperti ini akan membantu siswa dalam pembelajaran speaking, siswa lebih semangat dalam berbicara atau berkomunikasi tanpa ada paksaan dari guru.
Interviewer	Berarti sangat membantu yang bu?
Mrs. DA	Iya betul sangat membantu apalagi dalam mengembangkan vocabulary dan pronunciation, dengan siswa mampu

	berimajinasi maka banyak kosa kata juga yang akan didapat dan dipahami, Storytelling membantu saya dalam mengajar speaking terutama mengembangkan kosa kata, disini banyak digunakan kata-kata yang sederhana dan mudah dipahami, sehingga anak-anak akan semakin banyak menerima kosa kata baru. Apalagi cerita di buku besar biasanya menggunakan kata-kata yang diulang-ulang.
Interviewer	Kosakata seperti apa ya bu yang sederhana dan mudah dipahami oleh siswa?
Mrs. DA	Contoh kata sederhana yang mudah dipahami itu seperti (big, little, beautiful, today, now, yesterday). Dengan kata-kata sederhana seperti ini mereka lebih cepat mengerti dan memahami jika akan berbicara”
	Selain mengembangkan kosakata, storytelling dengan big book juga dapat melatih pronunciation siswa. Pronunciation siswa dapat dilatih dengan cara saat pembelajaran, saya meminta siswa meniru apa yang saya sampaikan dan terkadang meminta mereka bercerita berdasarkan cerita di buku besar. Jadi menurut pengalaman saya mengajar speaking menggunakan storytelling dengan big book itu sangat membantu dan ini juga termasuk hal yang efektif dalam mengembangkan speaking siswa.
Interviewer	Apa kesulitan mengajar speaking agar tetap efektif dikelas?
Mrs. DA	Saya seorang guru bahasa Inggris tidak memiliki satu sesi keterampilan di kelas bahasa Inggris karena mengajar untuk siswa SMP harus mempelajari semua keterampilan dalam satu pertemuan sehingga untuk belajar berbicara hanya ketika Anda ingin mengajak mereka untuk lebih aktif dalam kelas.
Interviewer	Apakah kesulitan melakukan storytelling dengan big book untuk pembelajaran speaking?

Mrs. DA	Sejujurnya, saya tidak memiliki masalah besar selama saya mengajar di sini tetapi terkadang banyak siswa yang takut disuruh bercerita, Saya melihat ekspresi murid-murid saya di kelas speaking, mereka menunjukkan perasaan khawatir, takut, malu, malas, dan merasa tidak percaya diri dengan kemampuan yang dimilikinya tidak mampu.
Interviewer	Apa yang membuat mereka merasa takut ?
Mrs. DA	Mereka takut teman-temannya tidak mengerti apa yang mereka katakan. Mereka takut temannya akan menertawakannya dan gurunya akan memarahinya jika mereka melakukan kesalahan dalam berbicara.
Interviewer	Apa ada kesulitan lain selain itu bu?
Mrs. DA	Kalo terkait siswanya tidak ada kesulitan selain itu, tetapi disini kesulitannya itu lebih ke waktu saat pembelajaran sangat minim. Dalam storytelling semua siswa harus berlatih agar siswa terlatih berbicara bahasa inggris, namun kegiatan seperti ini memakan waktu yang lama, padahal jam pelajaran bahasa inggris terbatas sehingga terkadang kurang maksimal. Apalagi jika sudah tidak dalam pembelajaran bahasa inggis siswa tidak akan mempraktikkannya dalam kehidupan sehari-hari.
	serta kesulitan dalam mengajar speaking menggunakan storytelling dengan buku besar adalah dalam mempersiapkan bahan ajar yang akan digunakan karena saya harus menyediakan media dan terkadang saya kesulitan menemukan cerita yang cocok untuk tingkat SMP agar mudah dipahami oleh siswa.

Mrs. NA interview

Interviewer	Assalamualaikum Mrs, Good morning
Mrs. NA	Waalaikumsalam, Good morning
Interviewer	Mohon maaf jika sedikit mengganggu aktivitas bu guru pagi ini. Perkenalkan saya Meila Mukrotul Rizkiyaha atau bisa dipanggil Meila mahasiswa semester 9 dari UIN Gusdur Pekalongan yang sedang melakukan penelitian tugas akhir saya dan meminta izin untuk mengambil data dari sekolah ini dan meminta bu guru untuk menjadi salah satu responden saya untuk di interview
Mrs. NA	Nggih silahkan mba meila
Interviewer	Baik bu terima kasih kesempatannya. Kalau boleh tau, bu NA sudah berapa lama mengajar di sekolah ini?
Mrs. NA	Hmm.. saya sudah mengajar sekitar 8 tahun, dari pertama ngajar saya langsung disekolah ini.
Interviewer	Sekarang mengajar di kelas berapa bu?
Mrs. NA	Saat ini saya mengajar di kelas 8 dan 9, dikelas 8 saya hanya sebagian saja karena yang sebagiannya lagi diajar oleh Mrs. DA, saya hanya di kelas 8c dan 8d
Interviewer	Dalam pembelajaran bahasa inggris pastinya kan ada speaking ya bu, bagaimana bu NA mengajar speaking agar siswanya tertarik dan berjalan dengan lancar, sedangkan pengetahuan mereka dalam bahasa inggris di tingkat smp kan masih minim apalagi dalam berbicara bahasa inggris?
Mrs. NA	Pembelajaran bahasa inggris itu tidak ada yang khusus untuk speaking saja, tetapi speaking itu pasti ada di setiap pembelajaran apapun, tapi menurut saya jika berlatih speaking hanya pada saat berkomunikasi saja itu pasti ada siswa yang tidak mau berbicara karena takut, jadi saya kadang memakai storytelling untuk melatih mereka berbicara, kadang juga saya mengambil penilaian dari itu.

Interviewer	Storytelling seperti apa yang bu NA gunakan untuk siswa tingkat SMP?
Mrs. NA	Biasanya menggunakan storytelling dengan big book.
Interviewer	Mengapa ibu memilih storytelling dengan big book untuk mengajar speaking?
Mrs. NA	karena big book itu memiliki kalimat yang mudah dipahami siswa dan bergambar, sehingga siswa lebih tertarik dan lebih mudah paham tentang isi cerita tersebut serta siswa tidak kesusahan saat membaca kalimatnya.
Interviewer	Lalu bagaimana pengalaman ibu mengajar speaking menggunakan storytelling dengan big book?
Mrs. NA	Saya merasa sedikit kesulitan saat mengajar speaking, karena ditingkat SMP banyak dari mereka yang baru mempelajari bahasa inggris dari SMP, jadi kadang vocabulary yang sederhana saja mereka tidak tahu dan mereka merasa bahwa bahasa Inggris itu sangat sulit, dengan adanya storytelling dengan big book membantu saya dalam pembelajaran speaking, mereka yang dulunya gak tertarik sama bahasa inggris sekarang sudah mulai tertarik dan sangat aktif dalam pembelajaran karena mereka saat belajar itu sangat menyenangkan dan tidak membosankan. Menurut saya bercerita mempunyai banyak kosakata yang belum diketahui siswa, semakin banyak kata yang digunakan maka akan semakin banyak pula kosakata yang dimiliki siswa. Melalui storytelling ini siswa juga akan mempelajari berbagai kata yang dapat digunakan dalam kehidupan sehari-hari dengan cara yang menyenangkan dan tidak membosankan.

Mrs. NA	Selain itu, storytelling dengan big book juga akan merangsang imajinasi siswa. Cerita-cerita yang dibaca akan membuat mereka berimajinasi berbagai cerita. Seolah-olah mereka melihat langsung kejadian tersebut. Hal ini akan membantu anak menjadi lebih imajinatif. berkomunikasi tanpa ada paksaan dari guru. Siswa dapat mencoba menafsirkan setiap gambar dengan pemahamannya masing-masing yang tentunya tidak terbatas pada kata, frasa, atau kalimat yang tersusun rapi seperti yang ada pada teks cerita.
	Serta dengan menggunakan metode bercerita dengan buku besar, siswa dapat berkonsentrasi lebih lama, karena siswa tidak merasa bosan padahal siswa sedang menikmati pembelajaran.
Interviewer	Berarti sangat membantu yang bu ?
Mrs. NA	Iya betul sangat membantu dalam pembelajaran speaking. Satu lagi storytelling dengan big book juga dapat melatih pronunciation.
Interviewer	Bagaimana melatih pronunciation dengan storytelling ?
Mrs. NA	Saya meminta siswa yang lain untuk menulis kalimat dalam bahasanya masing-masing, kemudian saya meminta beberapa siswa untuk maju ke depan untuk membacakan hasilnya, jika hal ini dilakukan sesering mungkin ekspresi mereka akan berkembang dan kemampuan berbicara mereka akan berkembang
Interviewer	Apakah kesulitan melakukan storytelling dengan big book untuk pembelajaran speaking?
Mrs. NA	Pasti ada, seperti yang dikatakan oleh bu. DA kendalanya itu siswa merasa takut dan tidak percaya diri ketika berada di masa depan atau ketika disuruh membacakan cerita, takut ditertawakan jika temanya tidak sesuai dengan yang

	dimaksudkan, karena bahasa Inggris terkadang sulit untuk diucapkan.
	Selain itu kendala yang saya hadapi keterbatasan waktu saat mengajar, belajar bahasa inggris hanya ada waktu 90 menit satu minggu sehingga kadang tidak cukup untuk melatih satu persatu siswa dalam berbicara bahasa inggris, yang lebih sulit lagi bahasa inggris tidak akan diterapkan dalam kehidupan sehari-hari mereka hanya belajar bahasa inggris saat ada pelajarannya saja, sehingga untuk mereka agar fasih dalam bahasa inggris harus maksimal saat pembelajaran, dan guru harus benar-bener mengajar siswa dengan strategi yang tepat agar siswa tidak mudah bosan dan merasa senang, sehingga waktu yang ada bisa digunakan dengan maksima
	serta kesulitan dalam bercerita dengan buku besar adalah mempersiapkan bahan ajar yang akan digunakan, karena ketika pembelajaran speaking dengan buku yang besar, alat dan bahan ajar yang digunakan cukup banyak sehingga memerlukan sedikit waktu sebelum memulai pembelajaran, hal seperti ini menghambat proses pembelajaran.

Transcription of the Interview (English Version)

Mrs. DA Interview

Interviewer	Assalamualaikum Mrs, Good morning
Mrs. DA	Waalaikumsalam, Good morning
Interviewer	Sorry if it disturbed the teacher's activities this morning. Let me introduce myself, Meila Mukrotul Rizkiyah or can be called Meila, a 9th-semester student from UIN Gusdur Pekalongan who is doing research for my final assignment and asks permission to take data from this school and asks the teacher to be one of my respondents for interview.

Mrs. DA	yes please
Interviewer	OK ma'am, thank you for the opportunity. If I may ask, how long has DA been teaching at this school?
Mrs. DA	Hmm.. Around 2013 I was at school, which means if you count it up to now it's been 10 years
Interviewer	Oh, it's been a long time, yes, ma'am. Ma'am...what class are you currently teaching?
Mrs. DA	Currently I teach in grades 7 and 8, sis, in grade 8 I don't teach all classes, only grades 8a and 8b.
Interviewer	In learning English, of course, there is speaking, ma'am, how do you teach speaking so that your students are interested and run smoothly, even though their knowledge of English at junior high school level is still minimal, especially in speaking English?
Mrs. DA	Yes, indeed speaking is very important in learning English because it is part of communication, usually, I teach in a way that is not boring and interesting to students so that students stay focused, I use storytelling.
Interviewer	What kind of storytelling does Mrs. DA use for junior high school students?
Mrs. DA	Storytelling uses short story texts and simple sentence forms that are easy to understand, like stories in a big book.
Interviewer	Why did you choose big book storytelling to teach speaking?
Mrs. DA	Storytelling using a big book can attract students' attention in the speaking learning process because storytelling with a big book is an activity that is not boring for beginner students such as junior high school students. speaking skills and understanding the content of the story, Storytelling is also the most effective means of communicating with children.
Interviewer	So what is your experience of teaching speaking using storytelling with a big book?

Mrs. DA	I feel happy when teaching speaking using storytelling using big books because telling stories using big books makes many people focus and concentrate on learning because it is interesting and not boring. Concentration can make students absorb information more effectively and remember information longer, so that when telling stories they will be fluent, and their speaking ability will improve. By telling stories, students will participate more actively in class, and students who were previously silent will definitely participate enthusiastically. In its application in the classroom, teachers try to attract students' attention by using various senses to evoke students' emotions from an event in a story.
Mrs. DA	Apart from that, storytelling with big books will also stimulate students' imaginations. When they listen to a story or tell a story, they will imagine the scenes and characters in the story. High student imagination will help students think, usually, students will express whatever they think according to what they see, here students are more creative in constructing simple sentences according to their own language, activities like this will help students in learning speaking, students are more enthusiastic in speaking or communicating without any coercion from the teacher.
Interviewer	Does that mean it's very helpful, ma'am?
Mrs. DA	Yes, it's really very helpful, especially in developing vocabulary and pronunciation, if students are able to imagine, a lot of vocabulary will also be acquired and understood. Storytelling helps me in teaching speaking, especially developing vocabulary, here lots of simple and easy-to-understand words are used, so children will increasingly receive new vocabulary. Moreover, stories in big books usually use repeated words.

Interviewer	What kind of vocabulary, ma'am, is simple and easy for students to understand?
Mrs. DA	Examples of simple words that are easy to understand are (big, little, beautiful, today, now, yesterday). With simple words like these, they understand and comprehend more quickly when they want to speak.
	Apart from developing vocabulary, storytelling with big books can also train students' pronunciation. Students' pronunciation can be trained by asking students to imitate what I say during lessons and sometimes asking them to tell stories based on stories in big books. So in my experience teaching speaking using storytelling with a big book is very helpful and this is also an effective thing in developing students' speaking.
Interviewer	What are the difficulties of teaching speaking so that it remains effective in class?
Mrs. DA	I am an English teacher who does not have one skills session in English class because teaching for junior high school students has to learn all the skills in one meeting so to learn to speak only when you want to invite them to be more active in class.
Interviewer	Is it difficult to do storytelling with a big book for learning speaking?
Mrs. DA	To be honest, I didn't have any big problems while I was teaching here, but sometimes many students were afraid of being asked to tell stories. I saw the expressions of my students in speaking class, they showed feelings of worry, fear, embarrassment, laziness, and feeling insecure about their abilities. what he has cannot afford it.
Interviewer	What makes them feel afraid?

Mrs. DA	They are afraid that their friends will not understand what they are saying. They are afraid that their friends will laugh at them and their teachers will scold them if they make mistakes in speaking.
Interviewer	Are there any other difficulties besides that ma'am?
Mrs. DA	When it comes to students there are no difficulties other than that, but here the difficulties are more related to times when learning is very minimal. In storytelling, all students have to practice so that students are trained to speak English, but activities like this take a long time, even though English lesson hours are limited so sometimes they are not optimal. Moreover, if students are not learning English anymore, they will not practice it in everyday life.
	And the difficulty in teaching speaking using storytelling with big books is in preparing the teaching materials that will be used because I have to provide the media and sometimes I have difficulty finding stories that are suitable for middle school level so that they are easy for students to understand.

Mrs. NA Interview

Interviewer	Assalamualaikum Mrs, Good morning
Mrs. NA	Walaikumsalam, Good morning
Interviewer	Sorry if it disturbed the teacher's activities this morning. Let me introduce myself, Meila Mukrotul Rizkiyaha or can be called Meila, a 9th-semester student from UIN Gusdur Pekalongan who is doing research for my final assignment and asks permission to take data from this school and asks the teacher to be one of my respondents for an interview.
Mrs. NA	Yes please
Interviewer	OK ma'am, thank you for the opportunity. If I may know, how long has NA been teaching at this school?
Mrs. NA	Hmm.. I have been teaching for about 8 years, from the first time I taught directly at this school.

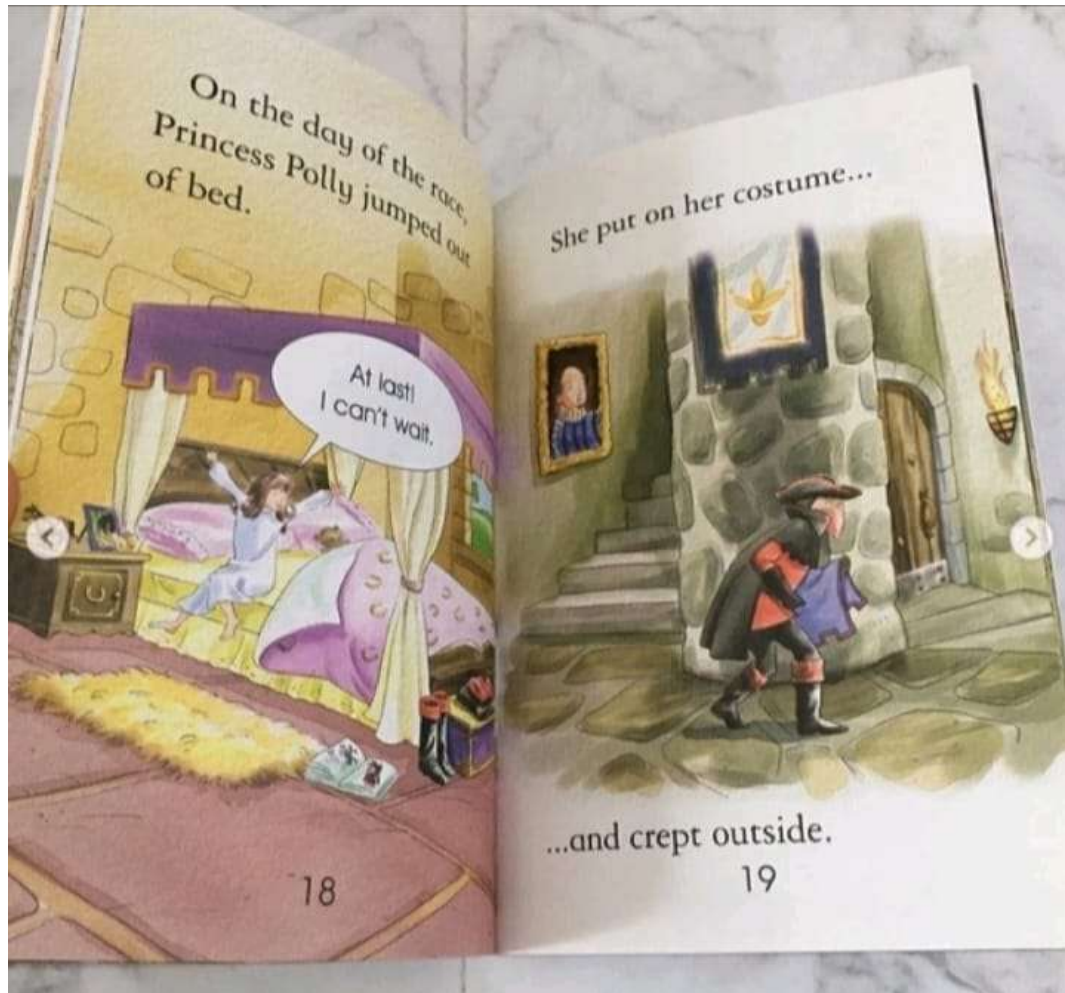
Interviewer	What class do you teach now, ma'am?
Mrs. NA	Currently I teach in grades 8 and 9, I only teach part of class 8 because the other part is taught by Mrs. DA, I'm only in class 8c and 8d.
Interviewer	In learning English, of course, there is speaking, ma'am, right? How does Mrs. NA teach speaking so that her students are interested and run smoothly, even though their knowledge of English at junior high school level is still minimal, let alone speaking English?
Mrs. NA	There is nothing special about learning English for speaking, but speaking is definitely present in every lesson, but in my opinion, if you practice speaking only when communicating, there will definitely be students who don't want to speak because they are afraid, so I sometimes use storytelling to train them to speak, sometimes I also take judgment from that.
Interviewer	What kind of storytelling does Mrs. NA use for junior high school students?
Mrs. NA	Usually using big book storytelling.
Interviewer	Why did you choose big book storytelling to teach speaking?
Mrs. NA	Because the big book has sentences that are easy for students to understand and has pictures, so students are more interested and understand the contents of the story more easily and students don't have difficulty reading the sentences.
Interviewer	So what is your experience of teaching speaking using storytelling with a big book?

Mrs. NA	I find it a little difficult when teaching speaking, because at the junior high school level many of them have just learned English from junior high school, so sometimes they don't know even simple vocabulary and they feel that English is very difficult, with storytelling with a big book helps me in speaking learning, those who previously were not interested in English are now starting to be interested and very active in learning because when they learn it is very fun and not boring. In my opinion, storytelling has a lot of vocabulary that students don't know, the more words you use, the more vocabulary the students have. Through this storytelling, students will also learn various words that can be used in everyday life in a way that is fun and not boring.
Mrs. NA	Apart from that, storytelling with big books will also stimulate students' imaginations. The stories they read will make them imagine various stories. It was as if they saw the incident directly. This will help children become more imaginative. Communicate without any coercion from the teacher. Students can try to interpret each image with their own understanding which is of course not limited to neatly arranged words, phrases or sentences like those in the story text.
	And by using the storytelling method with a big book, students can concentrate longer, because students don't feel bored even though they are enjoying learning.
Interviewer	Does that mean it's very helpful, mam?
Mrs. NA	Yes, it's really very helpful in learning to speak. Another storytelling with a big book can also train pronunciation.
interviewer	How to train pronunciation with storytelling?
Mrs. NA	I asked other students to write sentences in their respective

	languages, then I asked several students to come forward to read the results, if this is done as often as possible their expressions will develop and their speaking skills will develop.
Interviewer	Is it difficult to do storytelling with a big book to learn to speak?
Mrs. NA	There must be, as said Mrs. DA's problem is that students feel afraid and not confident when they are in the future or when asked to read a story, afraid of being laughed at if the theme does not match what was intended because English is sometimes difficult to pronounce.
	The obstacle I face is limited time when teaching, learning English only takes 90 minutes a week so sometimes it is not enough to train students one by one in speaking English, what is even more difficult is that English will not be applied in their daily lives only learn English when there are lessons, so that in order for them to be fluent in English they must maximize their learning time, and teachers must really teach students with the right strategies so that students don't get bored easily and feel happy, so that the available time can be used maximally.
	And the difficulty in telling stories with a big book is preparing the teaching materials that will be used because when learning speaking with a big book, quite a lot of tools and teaching materials are used so it takes a little time before starting the lesson, things like this hinder the learning process.

Appendix 3

Picture Big Book



CURRICULUM VITE

Nama : Meila Mukrotul Rizkiyah

Student Number : 2519110

Place and date of Birth : Batang, 6th Mei 2001

Gender : Female

Address : Dk. Keteleng Rt 01 Rw 01 Kec. Blado Kab. Batang
51255

Education background :

1. *SD Negeri Keteleng 3* (2013)
2. *SMP Negeri 3 Blado* (2016)
3. *SMA Negeri 1 Bandar* (2019)
4. English Education Study Program Faculty of
Education And Teacher Training UIN K.H.
Abdurrahman Wahid Pekalongan (2023)