

## THE INFLUENCE OF STORYTELLING STRATEGY AND LEARNING MOTIVATION TOWARDS THE ELEVENTH GRADE STUDENTS' LISTENING ABILITY

<sup>1</sup>Barbara, <sup>2</sup>Baginda Simaibang, <sup>3</sup>Artanti Puspita Sari

<sup>1</sup>MAN 1 Musi Banyuasin, <sup>2,3</sup> Universitas PGRI Palembang

\*Correspondence Email: [barbaraisbara@gmail.com](mailto:barbaraisbara@gmail.com)

### ABSTRACT

The purpose of this study was to find out whether there is an influence of storytelling that can increase student learning motivation toward Eleventh Grade Students' Listening Ability of MAN 1 Musi Banyuasin. This study was conducted using experimental research with a factorial design. The location of the research was MAN 1 Musi Banyuasin. To get the sample of research, the researcher took one class; it was class XI MIA 4. The total was 34 students. The quantitative data used in this study was taken from the students' listening ability test. The researcher used pre-test and post-test as a method to obtain relevant data. The data was analyzed by SPSS with six steps; descriptive statistics, normality test, homogeneity test, independent sample t-test, paired sample t-test, two-way analysis of variance.

---

**Keywords:** *Storytelling, Motivation, Listening Ability.*

### 1. INTRODUCTION

There are four language skills: speaking, writing, reading, and listening. Of these four skills, listening is categorized under receptive skill (accepting; the ability to understand the spoken word that is heard or read). Jaya et al (2016) Listening is about paying attention and trying to take care to hear something closely. It focuses on understanding the traditional way of thinking about the nature of listening. According to Sharma in Astini Agun (2018), Listening is a message that requires listeners to understand, analyze, and evaluate what they hear.

Listening is a very important language skill, not only for communication purposes but also in the process of learning a second language. Jaya et al (2018) When people learn a foreign language, listening plays a key role in all effective communication. In the communication process, messages can be inaccurately received and interpreted without

the ability to listen effectively, which can lessen their effectiveness and, consequently, lead to misunderstandings.

Based on the point of view put forward by Rost and Nunan, I agree that listening competence is quite difficult for some students; they're often unable to understand the intended significance of what they've been listening to. The lack of motivation affects the process of listening to them. Students tend to complain about listening activities and couldn't focus on what they heard. During the listening activities, the students often asked their friends and claimed that the speaker spoke fast which made them missed the other parts of the answer. Student's problems like this sometimes occur during listening activities in the classroom.

Rost (2013) mentioned the reasons for listening difficulty are categorized in the following; firstly, physical, due to a lack of healthy hearing and speaking troubles.

Secondly, social, due to restricted intake and it may appear as a lack of sensitivity to the social context and, finally, cognitive reasons that may exist due to the development interruption and inability to establish comprehension.

Nunan (2015) explained that there are four clusters of factors that affect the difficulty of oral language task, firstly, factors related to the speaker, their numbers, their accents, and how quickly they speak?. Secondly, the listener, participant or eavesdropper, the level of response, the interest of the subject, thirdly, the content, grammar, vocabulary, information structure, background structure that is demand and, finally, the support, if there are pictures, diagrams or any visual aids supporting the text.

This study using storytelling techniques in teaching listening, Storytelling can be a way to improve listening skills. Students can practice listening skills by listening to a story. Stories that are fun and interesting will encourage them to listen to the story fully so that students are more excited and motivated to know the ending. Storytelling can create a pleasant atmosphere, as well as invite and stimulate cognitive processes, especially imaginary activities. It helps them to find new words and remember them.

### **The Identification of the Problem**

The problem of in this study was formulated as follows;

1. Students have to understand every word.
2. Students cannot understand fast, natural native speech
3. Students lack mastery vocabulary to be able to listen well.
4. Student do not have high motivation to listen or students are not interested in learning English, especially on the subject of listening
5. Students face difficulties that come from sounds (need to hear a thing more than once), sentences, classifying sentences, and phrases too.

### **Limitation of the Study**

This study is limited to investigate the influence of storytelling strategy and learning

motivation towards eleventh-grade students' listening ability of MAN 1 Musi Banyuasin.

### **Formulation of the Problems**

The problems of this study are formulated as follows:

1. Was there any significant influence of storytelling strategy towards eleventh-grade students' listening ability of those who have high motivation and those who have the low motivation of MAN 1 Musi Banyuasin?
2. Was there any significant influence of the traditional teaching method towards eleventh-grade students' listening ability of those who have high learning motivation and those who have low learning motivation of MAN 1 Musi Banyuasin?
3. Was there any significant influence of storytelling and traditional teaching method towards the eleventh-grade students' listening ability of those who have high motivation and those who have low learning motivation of MAN 1 Musi Banyuasin?
4. Was there any significant interaction effect of storytelling strategy and learning motivation towards eleventh-grade students' listening ability of MAN 1 Musi Banyuasin?

### **The Objective of the Study**

The objectives of the study are to find out whether:

1. There was a significant influence storytelling strategy toward eleventh-grade students' listening ability of those who have high motivation and those who have the low motivation of MAN 1 Musi Banyuasin.
2. There was a significant influence of the traditional teaching method towards eleventh-grade students' listening ability of those who have high learning motivation and those who have low learning motivation of MAN 1 Musi Banyuasin.
3. There was a significant influence of storytelling and traditional teaching method toward the eleventh-grade students' listening ability of those who

have high motivation and those who have low learning motivation of MAN 1 Musi Banyuasin.

4. There was a significant interaction effect of storytelling strategy and learning motivation towards eleventh-grade students' listening ability of MAN 1 Musi Banyuasin.

### Significant of the Study

This research is expected to provide the following benefits:

1. Theoretical benefit
  - a. The materials for further research development
  - b. Provide references to educators to get an overview of the storytelling strategy to increase students' learning motivation towards their listening skills.
2. Practical Benefits
  - a. Students  
The results of this study can increase learning motivation with their listening ability.
  - b. Teacher  
The results of this study can provide an understanding and provide information about the effect of storytelling and learning motivation on students' listening ability.
  - c. School  
The results of this research are expected to become a reference for schools regarding the importance of providing creative and innovative learning activities through storytelling strategies.
  - d. Future Researchers  
This study provides feedback, motivation, and guidance for other researchers undertaking similar research that deals with the same medium, as well as different research designs to inspire them to improve the quality of teaching listening through storytelling

## 2. LITERATURE REVIEW

### A. Theoretical Descriptions

The theoretical review explains the relevant theories of the study. In this part, the researcher divide into three the review of the literature to this concept of variables investigated. They are:

#### (1) Storytelling Strategy

What is storytelling? A narrative structure with a specific style and a variety of characters is known as the plot tells of a true or imagined event, according to Barzaq (2010). In this strategy, the storyteller can also talk about their experiences and learn how to wise to other people, belief, and giving aspirations. Storytelling is the part played by writers and storytellers, and the interaction between them brings joy to the story listener.

According to Antonio in Latif (2012), Stories are not only for entertainment, but lessons, advice, and wisdom that are in them must be taken. Stories can have a big influence on students' minds and emotions.

According to Ellin Greene (2010), the basic techniques/strategies of storytelling are eye contact, voice, tempo, pitch, facial expression, and gestures, and movements.

#### (2) Traditional Teaching Method

Traditional teaching methods in classroom settings are teacher-centered where the teacher often talks to control the students in the classroom

#### (3) Learning Motivation

Learning is a process that all human beings have to experience, the process of getting an understanding of something by studying it or by experience.

Motivation is the enthusiasm for doing something. Motivation can help to improve the learning effort. It can be a push and attainment tool. A strong interest in learning will bring positive results. According to Eggen and Kauchak as cited in Santos, R.S (2018), Motivation in Psychology is a force that energizes and guides action towards a target. Just like a force moves an object, motivation moves an individual. More visualized, while individuals are

machines, motivation is like the very engine that drives and guides the actions of individuals..

#### (4) Listening Ability

Myers (2011) stated that listening is not only hearing, but also including the additional challenge of understanding, paying attention, interpreting and assessing spoken words, and probably acting based on what has been learned.

According to Bavin Chauhan (2020), in the communication process, listening is the ability to accurately understand and transmit messages. For all effective communication, listening is the key.

### **B. Framework of Thinking**

The framework underlying the topics is the influence of storytelling towards listening ability, the influence of traditional teaching towards listening ability, the Influence of storytelling and traditional teaching towards listening ability, the Interaction of storytelling, and the learning motivation towards listening ability. It was done by comparing the listening scores of students who have high learning motivation and those who have low learning motivation.

## **3. RESEARCH METHODOLOGY**

### **A. Place and time Research:**

The location in this study is MAN 1 Musi Banyuasin Serasan Jaya Village, Sekayu District, Musi Banyuasin Regency, South Sumatra Province. This research carried out in December - January 2021

### **B. Research Method**

Researchers use experimental research to determine the influence of certain variables on other variables. According to Arikunto (2013), He stated that Experimental research is a way to find a causal relationship between two factors that are intentionally caused by the researcher, eliminating or reducing, or setting aside other confounding factors, and experiments are always carried out to see treatment results.

The population of this research was the eleventh-grade students of MAN 1 Musi

Banyuasin. the researcher took one class; it was class XI MIA 4. The total was 34 students. This class was taken as a sample because it could represent all of the students.

### **C. Research Design**

The research approach carried out by this researcher uses quantitative methods to measure the level of a variable, with the title the influence of storytelling strategy and learning motivation toward eleventh-grade students listening ability of MAN 1 Musi Banyuasin. Researchers use experimental research to determine the influence of certain variables on other variables.

### **D. The Instruments for Collecting Data**

In collecting data, the researcher used the listening skill tests as an instrument. It was collected by distributing pretest and posttest of listening ability for the experimental group and control group to the eleventh-grade students at MAN 1 Musi Banyuasin. The test aims to know the result of teaching listening ability by using storytelling strategy for the experimental class and the traditional teaching method for the control class. Beside the listening ability test, Questioner sheet, it was used to measure the high and low learning motivation of students related to listening skills.

### **E. Data collection and technique**

This study used data collection tools that have been tested for validity and reliability. According to Fraenkel et al (2012), Validity refers to the appropriateness, significance, and usefulness of the influences of the research, reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one set of items to another."

The data collection techniques used in the study was questionnaire, documentation, and test. The researcher used pre-test and post-test as a method to obtain relevant data. The data was analyzed by SPSS with six steps; descriptive statistics, normality test, homogeneity test, independent sample

t-test, paired sample t-test, two-way analysis of variance.

The research gave 20 questionnaires of learning motivation to find out students who have high motivation and low motivation and there were 20 questionnaires that were tried out in listening activity. The results of the instrument were valid and could be used for research. The writer measured the reliability of the learning motivation test using Cronbach's alpha coefficient. Use the SPSS 26 version to evaluate the results obtained. The findings of the reliability of the questionnaire showed that Cronbach's alpha value is 0.929. The data is higher than 0.444 and the value statistically that the test used is reliable. The result of the reliability of the listening ability test is 0.940. It indicates that the listening test in this research is reliable because Cronbach's Alpha 0.940 is higher than 0.444

#### **F. Data Analysis Technique**

The data is analyzed by SPSS 20 with six steps; (1) Descriptive statistics, (2) Normality test, (3) Homogeneity test, (4) Independent sample T-test. According to Muhson (2012), the Independent sample t-test is used to test the difference between the two independent groups' mean results, (5) Paired Sample t-Test. (6) Two-way Analysis of Variance (ANOVA).

### **4. THE FINDINGS AND DISCUSSIONS**

#### **A. Findings**

##### **1. Data Description**

This part presented the data description obtained from pretest and posttest of high learning motivation and low learning motivation, students on listening ability achievement test in the experimental and control group. They were; (a) The data of pretest and posttest score obtained by high learning motivation students in the experimental, (b) The data of the pretest and posttest scores obtained by low learning motivation students in the experimental group, (c) The data of pretest and posttest obtained by high learning motivation

students in the control group, (d) The data of pretest and posttest obtained by low learning motivation students in the control group.

#### **B. Normality Test**

Priyatno in Rizky (2014) stated that the data is representative of the population when data distribute normally. From statistical calculations using the Kolmogorov-Smirnov normality test in table 4.17, it was obtained that the pretest and posttest scores of the experimental group students were 0.129 and 0.026. The students' pretest and posttest in the control group were 0.060 and 0.126. So, all data are categorized as normally distributed because the p value is higher than the significance at the 0.05 level. Thus the data for research are normally distributed.

#### **C. Homogeneity Test**

A homogeneity test is used to determine whether the data in this study are homogeneous or not. According to Kesumawati & Aridanu (2018), the homogeneity test is used to measure if the data used in this research is homogeneous. The calculation of the homogeneity test using Levene Statistic. , it was found that p-value is 0,081. This value is higher than 0,05. Therefore the data for the research are homogeneous.

#### **1. Hypothesis Testing**

a. Measuring the significant influence of storytelling strategy towards eleventh-grade students' listening ability of those who have high motivation and those who have the low motivation of MAN 1 Musi Banyuasin?

The result of test showed that the p-value is 0.000. This value is lower than 0.05. It is significant. So  $H_a$  (Alternative Hypothesis) is accepted while  $H_o$  (Null Hypothesis) is rejected. So, there was a significant influence of storytelling strategy.

b. Measuring the significant influence of the traditional teaching method towards eleventh-grade students' listening ability of those who have high learning motivation and those who have low

learning motivation of MAN 1 Musi Banyuasin?

18 showed that the p-value is 0,014. This value is lower than 0.05. It is significant. So  $H_a$  is accepted while  $H_o$  is rejected. There was a significant influence of the traditional teaching method.

- c. Measuring a significant influence of storytelling and traditional teaching method towards the eleventh-grade students' listening ability of those who have high motivation and those who have low learning motivation of MAN 1 Musi Banyuasin.

The result showed that the p-value is 0,289. This value is higher than 0.05. It is not significant. So  $H_a$  is rejected while  $H_o$  is accepted. There was not any significant influence of the traditional teaching method towards eleventh-grade students' listening ability of those who have high learning motivation and those who have low learning motivation of MAN 1 Musi Banyuasin.

- d. Measuring significant interaction effect of storytelling strategy and learning motivation towards eleventh-grade students' listening ability of MAN 1 Musi Banyuasin. The author used two-way ANOVA to analyze the significant interaction effect of storytelling strategy and learning motivation towards eleventh-grade students' listening ability of MAN 1 Musi Banyuasin with assisted SPSS 20.

The result of test showed that the p out put is 096. This value is higher than 0.05. It is not significant. So  $H_a$  is rejected while  $H_o$  is accepted. There was not any significant interaction effect of storytelling strategy and learning motivation towards eleventh-grade students' listening ability of MAN 1 Musi Banyuasin.

#### **D. Discussions**

Based on the results of this research, it was found that :

First, there was a significant influence of storytelling strategy towards eleventh-grade students' listening ability of those who have high motivation and those who have the low motivation of MAN 1 Musi Banyuasin.

The second, measuring the significant influence of the traditional teaching method on eleventh-grade students' listening ability of those who have high learning motivation and those who have low learning motivation of MAN 1 Musi Banyuasin. The result of the research there is not any significant influence of the traditional teaching method towards eleventh-grade students' listening ability of those who have high learning motivation and those who have low learning motivation of MAN 1 Musi Banyuasin.

The third, measuring significant influence of storytelling and traditional teaching method towards the eleventh-grade students' listening ability of those who have high motivation and those who have low learning motivation of MAN 1 Musi Banyuasin. The result showed that there wasn't significant influence of storytelling and traditional teaching method towards the eleventh-grade students' listening ability of those who have high motivation and those who have low learning motivation of MAN 1 Musi Banyuasin.

Fourth, measuring significant interaction effect of storytelling strategy and learning motivation towards eleventh-grade students' listening ability of MAN 1 Musi Banyuasin. The result of the research in line with the statistic calculation by using two-way ANOVA, ANOVA to analyze the significant interaction effect of storytelling strategy and learning motivation towards eleventh-grade students' listening ability of MAN 1 Musi Banyuasin with assisted SPSS 20. It was found that the p-value is 0,096. When the p-value was higher than significant level 0,05, It is not significant. So  $H_a$  is rejected while  $H_o$  is accepted. There was not any significant interaction effect of storytelling strategy and learning motivation towards eleventh-grade students' listening ability of MAN 1 Musi Banyuasin.

#### **5. CONCLUSION AND SUGGESTION**

##### **A. Conclusion**

Having the analyzed data, the conclusion can be conducted that;

1. There was a significant influence of storytelling strategy towards eleventh-

grade students' listening ability of those who have high motivation and those who have the low motivation of MAN 1 Musi Banyuasin.

2. There was a significant influence of the traditional teaching method towards eleventh-grade students' listening ability of those who have high learning motivation and those who have low learning motivation of MAN 1 Musi Banyuasin.
3. There was not any significant influence of storytelling and traditional teaching method towards the eleventh-grade students' listening ability of those who have high motivation and those who have low learning motivation of MAN 1 Musi Banyuasin
4. There was not any significant interaction effect of storytelling strategy and learning motivation towards eleventh-grade students' listening ability of MAN 1 Musi Banyuasin

## B. Suggestion

From the conclusion above, the writer would like to suggest some points especially to the teacher, students and other researchers.

1. The Teacher of English  
Teachers of English subjects are expected to use storytelling to increase learning motivation with their listening ability students', because storytelling can create a pleasant atmosphere, as well as invite and stimulate the cognitive process and to make their learning activities more interesting, and enjoyable.
2. The Students  
The students of MAN 1 Sekayu expected to listening storytelling a lot in order to increase their, vocabulary, pronunciations, etc. The results of this research are expected to become a reference for schools regarding the importance of providing creative and innovative learning activities through storytelling strategies.  
Students must pay attention to instructions from the teacher and listen to listening material seriously, and study what is heard. so they can understand what they hear.

## 3. Future Researchers

This study provides feedback, motivation, and guidance for other researchers undertaking similar research that deals with the same medium, as well as different research designs to inspire them to improve the quality of teaching listening through storytelling.

## 6. REFERENCES

- Agun, A. (2018). *The Implementation of Storytelling to Improve Listening Skill of the 8<sup>th</sup> Grade students of SMPN 1.Yogyakarta.*
- Arikunto, S (2013). *Prosedure Penelitian Pendekatan Praktik*, Jakarta: PT. Rineka Cipta.
- Areene, E. (2010). *Storytelling art and technique*. New York: Libraries Unlimited.
- Barzaq, M (2010). *Integrating Sequential Thinking Thought Teaching Stories in the Curriculum*. Action Research. Al-Qattan Center for Educational Research and Development QCERD. Gaza.
- Chauhan, B (2020). *Listening Skills: Concept and Principles*. Access; October 1, 2020 Time PM 11:37  
<http://edutainmentwithbhavinchauhan.blogspot.com/2014/04/listening-is-theability-to-accurately.html>
- Fraenkel, J.R, & Wallen, N.E, & Helen. H, (2012). *How to Design and Evaluate Research in Education*. New York. Mc-Graw Hill Inc.

- Gochu, R. (2016). *The effects of Motivation on Listening Skills of ELT Student sin Gregorian (IBSU Case). International Journal of Language, Literature and Humanities. Volume: IV. Page 67.*
- Nunan, D. (2015). *Language Teaching Methodology*. Sydney: Prentice Hall.
- Gunter, G, & Puncha, H. (2018). *Do and understand: 50 action stories for young learners*. Harlow, Essex: Longman.
- Prayitno. (2014). *Belajar Mudah SPSS*. Bandung: Alfa beta.
- Jaya, A. Habibi, A. 2016. Fishbowl Technique and Learning Interest Effects on Speaking Achievement of SMK Sembawa. *Jambi-English Language Teaching*. 1(1)
- Sukatno.(2008). *Improving student's learning motivation and listening proficiency trough power point*. (An action research in the grade twelve students of SMAN 1 Girimarto). Surakarta: Sebelas Maret University.
- Jaya, A. Hermansyah, Mortini, A. 2018. The Effect of Crawford Series Teaching (CST) on the Students' Writing Achievement. *ESTEEM: Journal of English Study Program*. 1(1).
- Kesumawati, N. & Aridanu, I. (2018). *Statistik Parametrik: Penelitian Pendidikan*. Palembang: NoerFikri
- Latif, H. M. A. (2012). *The miracle of storytelling*. Jakarta Timur: Zikrul Hakim
- Linse, Caroline. (2008). *Practical English language teaching: young learner*. New York: McGraw-Hill ESL/ELT.
- Myers, J.Z.J (2011) *Listening Time 2*. Compass Publishing; 1st edition.
- Muhson, Ali. (2012). *Materi Pelatihan Statistik dengan SPSS*. Yogyakarta: Universitas Negeri Yogyakarta