

# THE USE OF STORYTELLING TECHNIQUE TO IMPROVE STUDENTS' MOTIVATION AND SPEAKING SKILL

Nuraeningsih



## Abstract:

One of an English teacher's role in the classroom is motivating his/her students, particularly the speaking skill that is considered primary. Storytelling is one of the factors which can motivate students to learn English. This study aims to find out the answers of the three research questions: 1) How do students perceive storytelling as a technique to improve speaking skill? 2) Can storytelling motivate students to speak? 3) What difficulties do the students encounter in telling stories? A classroom action research with 2 cycles was conducted in SMA N 16 Semarang with the subject 40 students of grade X 1 , which consisted of 22 female and 18 male students. The data were collected through observation, questionnaire and speaking test. The finding shows that 1) Most students perceive storytelling as a useful technique to improve their speaking skill. 2) From the results in the first and second cycle, it is clear enough that students made a positive improvement concerning to their motivation to learn English and their speaking ability. 3) In performing storytelling, the students encountered some difficulties and problems, i.e: pronunciation, voice control, syntactic and grammatical problem, body language and facial expression.

## Keywords:

speaking skill, motivation, storytelling

People's judgment for something influences their performance. Many students consider that English is a difficult subject, and their personal judgment results in various responses dealing with English learning as a compulsory subject in their school. Some of them have less motivation to learn it because they think that it is not interesting or because it is less important. Their level of motivation is realized in their behavior in the classroom. They tend not to be active in learning. They prefer talking with friends to doing tasks or even leaving the class and not joining the class. Their effort to perform tasks influences their achievement. Wolf and Smith (1999) reported that it is possible that a lack of motivation to perform well on tests may produce low scores. When performance is lower than expected, many stakeholders insist that these low results are due to lack of motivation.

Motivation plays an important role in the teaching learning process. It is one of the factors that determine the success of a second language acquisition. It signifies the causes or "why" students learn (Turney, 1992: 32). Motivation is generally classified into two: intrinsic and extrinsic motivation. Intrinsic motivation comes from within the students, while extrinsic motivation on the other hand comes from outside factors, such as the hope of receiving rewards. Cahyadi S (2002) found that motivation has great influence towards English learning achievement. Monica (2001) found that there is a correlation between the intrinsic and extrinsic motivations in supporting students in their effort to become successful English learners.

Some factors motivate students to learn English. They are topic, English usefulness, method or technique of teaching and teachers' capability. Topic, which is actual, goes with students' age and growth and becoming familiar with them may make them interested in learning English. When they feel the usefulness of English in their lives such as in helping them to operate computers, facilitating them in satisfying their hobby, chatting with foreigners, or dealing with high technologies electronics, they

probably will be more motivated in learning English because English is important and needed to make their lives easier.

One factor can sometimes hinder rather than stimulate students' learning. This is the improper choice of methods in teaching English. The use of a monotonous method or technique can make students bored so that they do not pay attention or participate in the learning process. They often try to find other activities to compensate for it with activities such as talking to friends, doing something with their friends or daydreaming.

Most often the basic reason for language learning is that of being able to speak the target language. Therefore, many people view learning the language as learning how to speak the language. As Nunan (1991) said, "success is measured in terms of the ability to carry out a conversation in the (target) language".

However many students find that speaking is not easy and sometimes it becomes the most difficult skill to learn. As Celce-Murcia and Olshtein (2000:165) stated that:

*In some cases speaking can be considered the most difficult skill to acquire since it requires command both listening comprehension and speech production sub skills (e.g., vocabulary retrieval, pronunciation, choice of a grammatical pattern, and so forth) in unpredictable, unplanned situation.*

There are some factors that contribute to make speaking become more difficult to be learned. The major thing deals with the Indonesian culture: the misinterpretation of "silence is golden". In the classroom many students think that it is not necessary to speak or they prefer keeping silence to show that they understand, but in fact they don't. Moreover the lack of confidence makes it worse. They are too ashamed and not ready to make mistakes. They are not sure with their capability. From the writer's experience, it is the most difficult to be handled.

The latest curriculum, KTSP, which is the improvement of the Competency-based Curriculum (KBK), emphasizes the language mastery that involves the culture of the community. Students are supposed to understand that each genre has different a social function, different structure and different linguistic features. Genre is a kind of text. As we know, there are many kinds of texts. And for the tenth grade students, they have to be able to communicate both orally and in written form in the genre classifications of description, narrative, spoof/recount, procedure, report and news item (Depdiknas, 2003: 16). Thus, it does not emphasize on topic anymore like the previous curriculum did, but focuses more on genre.

In order to achieve that competency, teachers should select the teaching method or technique that match the objective of English language learning because it is one of the factors that determines the success of a teaching learning process. An appropriate technique should be chosen for teaching a certain material because it is the bridge to attach students to an understanding. Moreover it should facilitate all students to explore English as a communication tool. One of the techniques that fulfill the requirements is storytelling.

Storytelling is a kind of teaching technique that has been used by our ancestors for thousands of years as a medium of handing down man's history from one generation to another. People tell stories for many purposes, for instance for entertaining, teaching wisdom, moral or religion, and so on. Unfortunately, at present the respect for storytelling as a tool of learning is almost lost. There are only few people who are still aware of its benefits by telling their children stories at bedtime. Parents' career is usually claimed as the main reasons to leave their children until late. At university level it is mostly used to teach speaking or listening class. But for secondary school level, it seems that this technique is ignored. The reason may come from the fact that storytelling is infrequently being introduced among English teachers. They may have

already known about the technique but they are probably not aware of its benefits to learning. Another problem is the lack of teachers' creativity and their awareness of the importance of their teaching quality.

Storytelling is probably the oldest form of narrative in the world. And it is not the same with reading aloud because the interaction between a teller and his or her listener (s) is direct or without any barrier, books in this case. Furthermore in storytelling, a teller will actively explore his or her ability to make his or her listener(s) understand the story by controlling his or her voice, using body language and gestures or using props.

Numerous articles and papers in ERIC have discussed the benefits of storytelling such as developing language abilities, appreciation of literature, critical thinking and comprehension and understanding of community and self (Aiex, 1988). Through storytelling both the four language skills, namely speaking, listening, reading and writing and the language components i.e.; vocabulary, pronunciation and grammar can be developed. By using storytelling technique students will become familiar with English pronunciation and hopefully later they will be reinforced. Moreover, through stories students are stimulated to analyze and shape their mind to produce significant arguments. Their critical thinking, the ability to see a problem comprehensively is trained. Most often, stories represent a community with its own culture. It is a valuable source for us to know and understand both its customs and cultures relating to social interaction. Good lessons are available there to get several meanings of this life.

Several studies have proved that storytelling is a valuable source in the development of a teaching learning process. Agustina in her thesis (2001) found that storytelling is more effective than lecturing in teaching reading. Listening to the teacher's stories can arouse students' curiosity and interest to read and know the original text in written verse. While Boltman

(2001) examined the elaboration and recall of children's stories through analysis of the content and structure of children and retelling a well-known wordless storybook, *Frog, Where Are You?* From the results she found that the spatial computer presentation assisted in many storytelling areas, with greater benefits in elaboration than in recall.

Those studies above and some other ones concerned with storytelling usually gather data through children who became respondents in the study. In fact, not only children but teenagers as well as adults like stories. This arouses the writer's curiosity to seriously investigate the phenomenon to prove her assumption that this technique can motivate students to improve English speaking skill.

### **Motivation**

Motivation naturally has to do with people's desire and interest to participate in a particular activity. In the teaching learning process, students' motivation is defined as their desire and interest to learn, use and improve their English proficiency. There are various motivation theories but the most widely known are need for achievement, reinforcement, cognitive motivation, intrinsic motivation and goal theory.

McClelland et al (1953), cited in Steers (1987: 60), give a definition of need for achievement as behavior toward competition with a standard of excellence. This need is characterized by: 1) a strong desire to assume personal responsibility for finding solution to problems; 2) a tendency to set moderately difficult achievement goals and take calculated risks; 3) a strong desire for concrete feedback on task performance; and 4) a single-minded preoccupation with task and task accomplishment.

The Reinforcement theory believes that the individual exhibits some achievement related to behavior and receives a response. This theory is simply

a form of stimulus-response learning or reward and punishment to change behaviors. The rewards function to strengthen the good behaviors and increase their frequency. Some punishments that this theory uses are disapproval, bad grades, public humiliation, staying after school and time out (Jackson, 2002).

In contrast to previous theories, intrinsic motivation theory includes an individual's emotional and cognitive aspects into their motivation. It places an emphasis on feelings of personal enjoyment. Human beings have a natural motivation to develop their competencies and expand their knowledge base (Jackson, 2002). Lepper in Lumsden (2000) finds that when students are intrinsically motivated, they tend to employ strategies that demand more efforts and that enable them to process information deeply. He also finds that students with intrinsic motivation tend to prefer tasks that are moderately challenging whereas extrinsically oriented students descend towards tasks that are not extremely difficult.

While goal theory stresses on the importance of students' goals to achievement motivation. Dweck and Legget (1988) divide two types of goals: learning goals and performance goals. Learning goals reflect a desire to master the task. Performance goals, on the other hand, are related to extrinsic rewards such as grades and praise. Students with performance goals compare themselves with other students. They do as much as it is required to outperform others.

### **Oral Ability and Motivation**

The development of oral ability is a good source of motivation for most learners who are normally much concerned about the ability to speak and understand a foreign language (Byrne, 1979). It is generally accepted because their objective of language learning is to speak the target language. Teachers should be aware that demonstrating to students that they can say progressively should be sustained, since feeling of

satisfaction at being able to say a number of sentences can encourage them to have more efforts in the learning process. Furthermore, motivation can often be improved in large classes by placing greater emphasis on the receptive skill of listening. This has the additional advantage of getting the students accustomed to understanding the language without reference to a written text as well as providing opportunities for meaningful repetition of known materials.

### Storytelling Technique

Once upon a time, every man was a storyteller. Since it was only the way of communicating, besides speech, storytelling was used to tell actual events, personal experience, etc.

All people have a basic need to share stories. Stories organize experiences and record important happenings. As human's humanization developed, people write down their stories. Before they discovered the writing system, the stories were kept alive by telling them from generation to generation.

Although the importance of storytelling in children's development is considered, there is very little consensus of defining storytelling that will be accepted by all people and its practitioners. People define storytelling differently based on their own understanding. Anne Pellowski (1977) defines storytelling as:

*the art or craft of narration of stories in verse/ and or prose, as performed or led by one person before a live audience,; the stories narrated may be spoken, chanted or sung & with or without musical, pictorial, and or other accompaniment and may be learned from oral, printed or mechanically recorded sources; one of its purposes may be that of entertainment.*

From the definitions stated above we can find the three elements of storytelling, namely the story, the storyteller and the story listener (s) or



audience. The storyteller aspect involves the way in which he or she performs the story. It includes his or her emotion, realized in pitch and quality of tone, voice volume, rhythm, and gesture or body language in order to make the audience enjoy listening to the story and facilitate understanding it more easily.

### **Storytelling Benefits**

Storytelling has been recognized as a good technique of teaching for hundreds or even thousands of years. When children are engaged in the process of storytelling, they get several benefits in the cognitive, social, and emotional aspects (Boltman, 2001). These benefits are, among others:

- a. Storytelling rebuilds authenticity
- b. Storytelling enhances the verbal skill
- c. Storytelling develops students' imagination
- d. Storytelling guides students towards constructive personal values
- e. Storytelling can encourage students to explore their uniqueness and expressiveness. It can heighten a student's ability to communicate thought, ideas, and feeling, in an articulate, lucid manner
- f. Storytelling is accessible to all ages and abilities

Furthermore, Boltman (2001) lists many more storytelling benefits from several sources. They are as follows:

- a. Storytelling provides familiarity with events beyond one's personal experience
- b. Storytelling aids in critical thinking
- c. Storytelling develops listening skills and concentration skills/attentiveness
- d. Storytelling assists in comprehension
- e. Storytelling facilitates recall of content and facts
- f. Storytelling fosters vocabulary development
- g. Storytelling assists writing development

- h. Storytelling supports reading development
- i. Storytelling enriches the general curriculum
- j. Storytelling nurtures a sense of mind
- k. Storytelling stimulates a positive attitude for reading and an appreciation of literature
- l. Storytelling contributes to mental health and sense of well-being
- m. Storytelling reveals an intimate classroom atmosphere
- n. Storytelling provides enjoyment and entertainment

## **METHOD**

The study is a classroom action research conducted in SMA N 16 Semarang and the subjects of the research were 40 students of class XI, which consisted of 22 female and 18 male students in the academic year 2004/2005. Their characteristics are as follows:

1. They were teenagers. Their ages vary between sixteen to eighteen years.
2. They have learned English for four years.
3. They were not very actively engaged in the class activities.
4. Most of them were low achievers in their English class.

This research follows the procedures proposed by Kemmis cited in Mill (2000). The writer conducted two cycles, each cycle consisting of four stages. They are as follows:

### **Cycle I**

The objective of Cycle 1 is to introduce storytelling to students. Before entering Cycle 1, the writer plans to distribute a questionnaire to find out the students' initial motivation scores. Cycle 1 consists of four phases, i.e.: planning, acting, observing and reflecting.

**a. Planning**

In order to get optimal result, it is necessary to have a well-prepared plan. It involves:

1. Finding an institution that was willing to help with an action research and asking for a permission to carry out a study there. The writer had found a high school matching this description, namely SMA 16 Semarang. Its head master was kindly willing to help and gave the permission to conduct the study.
2. Conducting preliminary observation in the class that would be investigated.
3. Looking for the most appropriate lesson plan model for storytelling, then designing the lesson plans of storytelling that would be used in the classroom action research.
4. Selecting the stories that would be used in teaching. Selected stories would be obtained from bookstores and from the Internet.

**b. Acting**

The acting phase will be held during August. In telling stories she followed Paterson's recommendations of teaching storytelling to students (<http://exchange.state.gov/vols/vol33/no1/p2.htm>) with some modifications. She began the class by telling a story for about fifteen minutes while students listen to her. After that she asked them to retell the story. The steps of teaching English through storytelling are as follows:

1. Providing rationale for unit of work.
2. Using pictures to teach new words
3. Providing a record of Cinderella
4. Explaining and discussing the Simple Past Tense
5. Explaining what story telling is.

6. Giving a model of reading aloud.
7. Making students practice reading aloud.
8. Asking students to retell the story individually.

**c. Observing**

In this phase, one of the writer's colleagues became an observer of the class by using an observation sheet. Students' participation and the on going process were recorded. At the end of the acting phase of cycle 1, a test was conducted to assess their capability in story telling.

**d. Reflecting**

The collected data in cycle 1 both quantitative data, i.e.: the questionnaire result and the result of the test of cycle I and data gathered from observation were analyzed in this phase. Descriptive interpretation was presented on the on-going process. Moreover, the weaknesses were determined and used as considerations to decide what the writer should do to improve the process in Cycle 2.

**Cycle2**

Basically the activities of Cycle 2 are similar to those in Cycle 1, but there are some added activities in order to facilitate students in telling stories. The aims of Cycle 2 are:

1. To handle weaknesses in Cycle 1
2. To give more opportunities for students to experience storytelling
3. To encourage them to be more involved.

The steps are as follows:

**a. Planning**

1. Designing the lesson plans of storytelling that will be used in the classroom action research.

2. Preparing pictures as the media.
3. Preparing the test to measure students' mastery.
4. Designing the observation sheet.
5. Preparing the questionnaire to measure students' motivation to learn English through storytelling and to investigate the difficulties that they encounter in story-telling activities.

***b. Acting***

The procedures of acting in Cycle 2 are:

1. Providing a story
2. Modeling how to tell a story
3. Making students read the story aloud
4. Asking each student to analyze the schematic structure and the main characters of the story
5. Conducting a class discussion about the story
6. Assigning the students to tell their story
7. Distributing a questionnaire at the end of Cycle 2

***c. Observing***

An observer with a report sheet was present in the classroom, focusing on the activities, which were observed. At the end of acting phase of Cycle 2, there was a test to measure the students' ability to tell a story. In addition, they got a post-test of motivation measurement

***d. Reflecting***

In this phase, I analyzed, the students' motivation scores to interpret each of the phenomenon that occurs in the program. I counted the percentage of students' engagement. Students' speaking skill in Cycle I and Cycle 2 was also compared to find out the improvement of their

performance in telling stories. I also considered the observation notes to be analyzed

In collecting data I used questionnaires, tests, field note and observation. There are two kinds of questionnaires used to collect data. The first questionnaire was used to measure students' motivation. They were asked to respond to a number of given statements. The indicators used were:

- a. Students' perception of storytelling technique
- b. Feelings of personal enjoyment
- c. Engaging in the Activities for Competency Development
- d. Personal importance of doing task well
- e. Judging one's own ability and competence
- f. Expectancy of success and failure prevention
- g. Rewards and Punishment

## **DATA ANALYSIS**

### **Preliminary Reflection**

Before the treatment was conducted, there was a preliminary research, which was conducted by giving the first questionnaire and a pre-test. It was conducted on the 30<sup>th</sup> July and continued until 3<sup>rd</sup> August 2004. From the questionnaire, it was found that only 50% of the students learned English happily. In other words, they perceived English as a burden. 52.5% of the students reported that they liked English. Only 45% of the students enjoyed their learning activities. Moreover, it was found that 55% of the students was actively engaged in the activities. The occurrence of this fact might be caused by some factors such as uninteresting materials, the way their teachers manage their class, uncomfortable classroom, etc. Only 30% practiced speaking English. Eighty percent of the students reported got difficulties in speaking

English. And 75% said "Yes", to the question, which asked them if the difficulties could reduce their effort in learning English. However most of them (70%) liked stories. All students said that they never learned English through storytelling.

Based on the results of questionnaire, it can be concluded that most students of class 11 of SMA 16 Semarang had low motivation in learning English and never learned it through storytelling. After giving the first questionnaire, the writer administered a pre-test, i.e. a speaking test. The students had to retell a story after they read it. The test material given was *Malin Kundang*. The researcher chose it because she considered that all of them knew that legend, so that it would be easy for them to do. The result of the pre-test showed that most of the students had low achievement. The mean score was 7.8. Due to those results, I intend to motivate them to learn English through storytelling.

### **Cycle I**

The objective of cycle 1 is to introduce storytelling technique to students. All planned activities are arranged purposively to stimulate students to engage in storytelling to support their English learning. The activities are designed to facilitate the students in acquiring the basic skills of English such as vocabulary mastery, grammatical mastery and pronunciation ability integratively due to the preliminary reflection that most students did not understand about tenses. In addition their vocabulary mastery and pronunciation skill were very poor. This cycle consists of four meetings. At the first meeting, I provided a rationale for unit of work. This was done for some purposes, i.e.: to give a context for the introduction of the topic and to provide students with opportunity to share their experience. On that occasion, I also introduced infinitive (VI), and past verb (V2), and made students familiar with the use of conjunction. Using pictures to teach new words was the following

type. The students appeared excited and enjoyed the activity. They were enthusiastic to answer my questions. To appreciate their efforts, I gave rewards for those who could answer correctly by saying "good", "correct", "excellent", "good work", "fine", etc. They appeared happy responding to my praise. Moreover their friends gave applause when they could do well. When I showed the pictures, I asked them to repeat after me. Pronunciation practice may help us remember the meaning of the words. They listened to the tape very carefully in order to satisfy their curiosity in what it was all about. Many familiar words were easily caught. The number of questions that were raised increased significantly. This may be caused by the fact that they were neither embarrassed nor doubtful to ask if they got difficulties. The next activity was listening to a tape recording of Cinderella. After listening to it, they had a discussion to reconstruct the events of the story.

At the second meeting, I explained and discussed the use of Simple past Tense. The materials were presented simply and briefly in the form of a handout. It consisted of both explanation and exercises. Question-answer method was used. The distribution of the questions is conducted fairly to all of students. From the first meeting, I informed them that I would speak English mostly. But there were some students who complained. It seems that they were not accustomed to hearing English sounds during their English class. Their own English teacher might prefer speaking Bahasa Indonesia to English to make them understand. But they were excited with my pronunciation. The rest of the time was used to explain what storytelling is, the factors that they should pay attention to when we tell stories, the schematic structure of a narrative and the benefits of storytelling. At the end of this meeting



Written rewards can draw more student's attention because they can read it many times and build their confidence of their ability. Thus, those rewards can encourage them to do better as a result of other's acknowledgement.

The third meeting was held to give a model of telling a story. I orally told the story while I showed the pictures that illustrated the story of Cinderella. They listened to her carefully and their eyes looked at the pictures. It seemed that they were enthusiastic to learn it although they understood only some parts of the story. They seemed to understand after they read the written version. When they got it, I asked them to read aloud. It was aimed not only to train their pronunciation but also to build their confidence. It was very noisy because every student did it. By reading aloud, students were supposed to have better pronunciation and be able to pronounce correctly even easy and familiar words. Then, with their partner, they were asked to practice telling a story in turn. I appointed one of the smart students to demonstrate in front of the class to motivate other students to do their best time effectively and efficiently, I divided the class into two groups. One group, which consisted of 20 students, had a speaking test and the other one were given the questionnaire. They did it at the same time and in the same place. When they had finished, they had the other test. Their speaking ability was recorded to help me give score more easily. The result of the questionnaire and the speaking test are presented in the following classification.

### **Student's Perception towards Storytelling**

From the questionnaire, it was found that generally students have positive

2.5% reported that they disagreed. Thus, more than 77% of 40 reported that they liked to learn English through storytelling. Most of them perceived storytelling as an attractive technique to improve their speaking skill, although there were some students who got doubts and some still disagreed. Their positive responses explained thus: that 22.5% of students reported that they strongly agreed, 57.5% indicated that they agreed, 15% were in doubt, 2.5% expressed strong disagreement. This evidence shows that students were interested in storytelling partly because of the colorful pictures that could draw their attention.

In addition, students considered storytelling not only as an attractive technique but also a useful one for improving their speaking skill. 77% of students reported that they gave positive response, 17% were in doubt and only 5% expressed disagreement. But they gave negative responses to the fourth items, that telling a story is easy to do. It was found that less than half of students, i.e. only 42.5% of students perceived that they got no difficulties, 40% gave neutral responses, 15% disagreed and 5% strongly disagreed. Those who were in doubt indicated that they were not sure whether they could tell stories. In other words, they in fact got difficulties. This fact strengthens the evidence that they have not acquired English basic skills that come from their homework completion. The results become a reflection for the researcher to provide some more practice in the next

No	Aspect	Students' Response Average			
		SA	A	N	D
1.	I like to learn English through storytelling	45%	32.5%	20%	2.5%
2.	I think storytelling is an attractive technique to improve my speaking skill	22.5%	57.5%	15%	2.5%

## Feelings of Personal Enjoyment

Generally students enjoyed learning English through storytelling. This can be seen in table 2. It was found that close to 75% of students expressed their agreement for favorable expression "I learn English through storytelling happily", 22.5% gave neutral response and 2.5% indicated disagreement. Moreover, most students reacted positively to storytelling and were interested in learning it because it is new for them. Table 2 showed that 20% of students strongly agreed, 52.5% agreed, 10% were neutral, 10% expressed their disagreement and 7.5% pointed strong disagreement. This indicated that they were curious to learn something that is new and have not known before.

No	Aspect	Students' Response Average				
		SA	A	N	D	SD
1.	I learn English through storytelling happily	25%	50%	22.5%	2.5%	-
2.	I am interested in storytelling because it is new for me	20%	52.5%	10%	10%	7.5%
3.	Learning English through storytelling gives me many benefit	22.5 %	30%	30%	17.5%	-
4.	I feel under pressure if I learn English through storytelling	-	12.5%	22.5%	32.5%	32.5%

Table 2. Feelings of personal enjoyment

### Engaging in the Activities for Competency Development

Student's engagement in the teaching-learning process was quite moderate. This can be explained by their overall engagements in the activities that 15% of students gave strong agreement, 52.5% expressed their agreement and 32.5% responded neutrally on positive statement "I try to be active in my class to develop my English mastery". In addition, their engagements that were realized in the activities such as doing what their teacher ordered, answering questions and asking question when they got difficulties were not very active. This is proved by the percentage of their response to the statement "I do what my teacher ordered", 27.5% pointed their strong agreement, 42,5% were agree, 10% gave neutral response, 15% were disagree and 5% showed strong disagreement. This fact indicates that they may need clearer instruction from the teacher so that they can follow the instruction.

Moreover, close to 50% of students indicated that they questions, tried to answer 30 % gave neutral response, 15% disagreed and 5% expressed their strong disagreement. But they were more active in asking questions

when they got difficulties. This can be explained by the result that 15% of students expressed their strong agreement, 55% agreed, 20% were in doubt, 7.5% expressed disagreement and 2.5% strongly disagreed. It indicates that students tend to ask questions because they did not understand the materials that more focused more on the mastery of basic English skills, namely tenses and vocabulary development. These results strengthen the result of the preliminary observation that the students were not actively engaged in the activities since they have not acquired the basic English materials.

No	Aspect	Students' Response Average				
		SA	A	N	D	SD
1.	I try to be active in my class to develop my English mastery	15%	52.5%	32.5%	-	-
2.	I do what my teacher order	27.5%	42.5%	10%	15%	5%
3.	I try to answer every question that is raised	10%	40%	30%	15%	5%
4.	I ask questions when I got difficulties	15%	55%	20%	7.5%	2.5%

Table 3. Engaging in the activities for competency development

### Personal Importance of Doing task Well

Generally most students reacted positively for the importance of doing well. It was found in their response to favorable statement "I like to work hard" in which 32.5% of students strongly agreed, 40% pointed agreement, 25% were neutral, and 2.5% expressed their disagreement. In addition, 80% of students gave positive response to the statement "I have to master the materials given to me", 17.5% were neutral and 2.5% expressed their disagreement. Furthermore, they thought that it is important for them not only to master the materials but also to do their best in every task. It can be explained by the result that 37.5% of

students strongly agreed, 57.5% expressed agreement and 5% gave neutral response.

No	Aspect	Students' Response Average				
		SA	A	N	D	SD
1.	I like to work hard	32.5%	40%	25%	2.5%	-
2.	I have to master the materials given to me	22.5%	57.5%	17.5%	2.5%	-
3.	I do my best in every task	37.5%	57.5%	5%	-	-

Table 4. Personal importance of doing task well

### Judging Ones' own Ability and Competence

Student's judgment of their own ability and competence is showed in table 5. Only a half of all students reported that they were confident with their own competence. It was found that 7.5% of students expressed their strong agreement, 45% agreed, 40% gave neutral response, 5% disagreed and, 2.5% pointed strong disagreement. It is not far different from their response to the second favorable statement "I think my ability is qualified"; 5% of students strongly agreed, 47.5% expressed agreement, 17.5% gave neutral response, 17.5% disagreed and 12.5% strongly disagreed. Thus close to 50% of students showed that they were confident with their competence and perceived themselves as qualified students. They said so because they acquired the mastery of materials by studying hard.

No	Aspect	Students' Response Average				
		SA	A	N	D	SD
1.	I am confident with my competence	7.5%	45%	40%	5%	2.5%
2.	I think my ability is qualified	5%	47.5%	17.5%	17.5%	12.5%

Table 5. Judging Ones' own ability and competence

### Expectancy of Success

Generally students perceived expectancy of success fairly, particularly to the perception of success as the result of maximum effort. This fact is indicated in Table 6. It was found that 27.5% of students indicated that they strongly agreed, 50% indicated that they agreed, 12.5% indicated that they were neutral, and 10% expressed disagreement. In addition, they considered luck not as the cause of success, but they succeeded because of other factors such as effort. This is indicated from their response to negative statement "For me success is a luck" in which 25% pointed strong disagreement, 37.5% indicated disagreement, 10% were neutral, 15% expressed agreement and 12.5% strongly agreed, But there is a different response to the next negative statement "I think I would be successful if I did the easier tasks". It was found that only 5% students indicated that they were strongly disagree, 45% indicated that they disagreed, 22.5% gave neutral response and 27.5% reported that they disagreed. This means that only a half of all students perceived themselves as competent students and were optimistic with their capability to gain good achievement. However, close to 60% of students indicated that they perceived past failure that they experienced could make them study harder (25% of students indicated that they agreed, and 35% indicated that they strongly agreed), 30% of them were still in doubt, 5% pointed that they disagreed somewhat and 5% showed their strong disagreement.

No	Aspect	Students' Response Average				
		SA	A	N	D	SD
1.	I think success is the result of maximum efforts	27.5%	50%	12.5%	10%	-
2.	For me success is a luck	12.5%	15%	10%	37.5%	25%
3.	I think I will be successful if I do the more easier tasks	0%	27.5%	22.5%	45%	5%
4.	Failure makes me study harder	25%	35%	30%	5%	5%

Table 6. Expectancy of success

### Getting Feedback on Task performance

Student's perception of feedback on task performance can be seen in table 7. In general, most students perceived feedback as a good thing for them as an evaluation of their performance so that they could improve it. 17.5% of the students expressed their strong disagreement and 50% disagreed with the unfavorable statement "I am not happy to be criticized". 2.5% of the students pointed strong agreement, 7.5% disagreed and 22.5% gave neutral response.

No	Aspect	Students' Response Average				
		SA	A	N	D	SD
1.	I am not happy to be criticized	2.5%	7.5%	22.5%	50%	17.5%
2.	I consider people's judgment for my better	22.5%	47.5%	12.5%	15%	2.5%

Table 7. Getting feedback on task performance

### The Effect of Rewards and Punishment

The overall response of students to the effect of rewards and punishment is fair. This can be seen from their responses for the favorable statement "I become more enthusiastic in reaming because of my teacher's praise". 22.5% of the students indicated that they strongly agreed 40% indicated that they agreed somewhat, 27.5% gave a neutral response, 5% disagreed and 5% strongly disagreed. Similar result showed when students were asked whether they become more confident with others' approval of their competency. Close to 15% strongly agreed, 42.5% agreed, 27.5% were in doubt, 7.5% reported that they disagreed and 7.5% strongly disagreed. Furthermore, they didn't feel good if their teacher rejected their answer. This is showed with their reports that 15% gave strong agreement, 55% agreed, and 22.5% were in doubt. But it seems that they got different perception of mark. They

perceived that a mark is a very important thing. It can be showed from their responses to favorable statement "I am embarrassed if I get a bad mark in English class". 17.5% of the students pointed strong agreement, 55% expressed agreement, 12.5% were neutral, 10% disagreed and 5% expressed strong disagreement. Thus close to 72% of students agreed. Moreover, close to 85% of the students perceived that good marks as rewards could affect their learning. They could make them expose their effort in gaining achievement. 12.5 % gave neutral response and 2.5% disagreed.

No	Aspect	Students' Response Average				
		SA	A	N	D	SD
1.	I become more enthusiastic in learning because of my teacher's praise	22.5%	40%	27.5%	5%	5%
2.	I am more confident with other' approval of my competency	15%	42.5%	27.5%	7.5%	7.5%
3.	I feel bad if my answer is not accepted	15%	55%	22.5%	7.5%	0%
4.	I am embarrassed if I get bad mark in English class	17.5%	55%	12.5%	10%	5%
5.	Good marks make me study harder	42.5%	42.5%	12.5%	2.5%	0%

Table 8. Students' perception of rewards and punishment

### The Result of the Speaking Test at the End of Cycle 1

The result of the speaking test can be seen in table 9. Five students got 5; eight students got 6; three students got 7; four students got 8; two students got 9, three students got 10; two students got 11, two students got 12, three students got 13; three students got 14; one student got 15; three students got 18 and one student got 20. The mean of the scores obtained is 9.75. The score indicates that students' speaking skill is categorized as low category and it was considered as the reflection for the next cycle.



2.	6	8	48
3.	7	3	21
4.	8	4	32
5.	9	2	18
6.	10	3	30
7.	11	2	22
8.	12	2	24
9.	13	3	39
10.	14	3	42
11.	15	1	15
12.	18	3	54
13.	20	1	20
	Total	40	390

Table 9. The Scores of Speaking Test at the end of Cycle 1

## Cycle 2

After considering the results of cycle 1, the researcher arranged planned activities that would be implemented in cycle 2. The aims of cycle 2 are to encourage students to be more active in the learning process using storytelling and to give more opportunities for them to tell stories. Thus, the activities are arranged purposively to help them to be more motivated than they were in the previous cycle.

This cycle consists of four meetings. The first meeting was to solve the linguistic problems such as inadequate grammar and vocabulary.

giveness in solving the problems. From the observation, the researcher found that they had more efforts to accomplish the tasks. Praises such as "good", "excellent", "well done", "very nice" were expressed to appreciate their hard work. Many of them looked up in their dictionaries when they found difficult words or they did not know the meaning of certain words. They also felt free to ask her without any doubts.

The second meeting to the fourth meeting were arranged to provide the students with more opportunities to practice storytelling. There was an observer to observe the class. The researcher decided to change the seating arrangement. Both the students and her sit on the floor together forming a circle. I used a hall that is available in the school. From their face, it showed that were relaxed since there was not any distance between them and me. Furthermore, it is easier for me to control them. Then I modeled telling the story of Snow White in front of them with more expressive voice and tone. They listened to me carefully with enthusiasm to know the story, colorful pictures were also used to help students understand the story more easily and to draw their attention. Then I had all of them read the story aloud.

At the third meeting, students were supposed to prepare telling their stories. To assure that they understood the story, I asked some questions to be discussed. Most of them appeared not too confident with their mastery. Then she asked them to reread the story. By practicing many times, they finally got it. Firstly, I let them retell the story only in front of their partner. After they were ready, she gave chances for volunteers to try in front of the class to initiate their confidence and bravery to speak in public.

valid, their voice was recorded. Questionnaire was distributed at the end of this cycle to examine their perception, and their motivation to learn English through storytelling activity. Problem and difficulties that they may encounter were also investigated. The results are presented in the last part of this chapter.

### **Students' Perception towards Storytelling**

In cycle 2, generally students perceive storytelling more positively. This can be seen in table 2. It was found that close to 95% of students expressed their agreement to the favorable expression "I like to learn English through storytelling". Only 5% of the students gave neutral response and no students indicated disagreement. In addition, they considered storytelling as an attractive technique to improve their speaking. It can be explained with their positive response that 25% of students expressed strong agreement, 62.5% indicated that they gave positive response, 10% were neutral and 2.5% disagreed.

Furthermore, they perceived storytelling not only as an attractive technique but also as a useful device for them to improve their speaking skill. 50% of students expressed strong agreement, 42.5% indicated that they gave a positive response, and only 7.5% of students were neutral. And I did not find any students who gave negative response.

In addition, most students reported that telling a story is easy to do. It can be proved with the result of their response which indicated that 25% of the students expressed their strong agreement 37.5% expressed their agreement, 30% gave neutral response, 7.5% indicated that they

1.	I like to learn English through storytelling	27.5%	67.5%	5%	-	-
2.	I think storytelling is an attractive technique to improve my speaking skill	25%	62.5%	10%	2.5%	-
3.	Storytelling is a useful technique to improve my speaking skill	50%	42.5%	7.5%	-	-
4.	Telling a story is easy to do	25%	37.5%	30%	7.5%	-

Table10. Students' perception towards storytelling

### Feelings of Personal Enjoyment

Generally students enjoyed learning English through storytelling. This can be seen in table 11. It was found that 35% of the students expressed their strong agreement for favorable expression "I learn English through storytelling happily", 60% indicated they agreed and 2.5% gave neutral response. Moreover, most students reacted positively to storytelling and were interested in learning it because it is new for them. Table 13 showed that 30% of the students strongly agreed, 52.5% agreed, 10% were neutral, and 7.5% expressed their disagreement.

Furthermore, they perceived storytelling not only as an interesting technique but also as a method, which gave benefits to them. 32.5% of the students expressed strong agreement, 57.5% indicated that they gave positive response, and 10% were neutral. The great number of students who were neutral or in doubt may be those who disagreed, because they have not acquired the skills to tell stories. This result will be evaluated

they learn English but also relaxed. It can be proved with the result of their response to unfavorable statement "I feel under pressure when I learn English through storytelling". 20% of the students expressed their strong disagreement 65% expressed their disagreement, 15% gave neutral response.

No	Aspect	Students' Response Average				
		SA	A	N	D	SD
1.	I learn English through storytelling happily	35%	65%	-	-	-
2.	I am interested in storytelling because it is new for me	30%	52.5%	10%	7.5%	-
3.	Learning English through storytelling gives me many benefit	32.5%	57.5%	10%	-	-
4.	I feel under pressure if I learn English through storytelling	-	-	15%	65%	20%

Table 11. Feelings of personal enjoyment

### Engaging in the Activities for competency Development

Students' engagement in the teaching-learning process was quite moderate. This can be explained by their overall engagements in the activities where 32.5% of the students gave strong agreement, 57.5% expressed their agreement and 10% responded neutrally on the positive statement "I try to be active in my class to develop my English mastery". In addition, their engagements, realized in the activities such as doing what their teacher ordered, answering questions and asking question when they got difficulties, were not very active. This is proved by the percentage of their response to the statement "I do what my teacher ordered", 27.5% pointed their strong agreement, 7.5% agreed, 15%

tried to answer questions, 25% gave neutral response, and nobody expressed their disagreement. But they were more active in asking questions when they got difficulties. This can be explained by the result that 30% of students expressed their strong agreement, 55% agreed, and, 15% were in doubt.

No	Aspect	Students' Response Average				
		SA	A	N	D	SD
1.	I try to be active in my class to develop my English mastery	32.5%	57.5%	10%	-	-
2.	I do what my teacher order	27.5%	47.5%	15%	10%	-
3.	I try to answer every question that is raised	17.5%	57.5%	25%	-	-
4.	I ask questions when I got difficulties	30%	55%	15%	-	-

Table 12. Engaging in the activities for competency development

### Personal Importance of Doing a Task Well

Generally most students reacted positively to the importance of doing well. It was found in their response to the favorable statement "I like to work hard" that 27.5% of students strongly agreed, 62.5% pointed agreement, and 10% were neutral. In addition, 30% of the students indicated that they strongly agreed, 62.5% expressed their agreement to the statement "I have to master the materials given to me", and 7.5% were neutral. Furthermore, they thought that it is important for them not only master the materials but also to do their best in very task. It

1.	I like to work hard	27.5%	62.5%	10%	-
2.	I have to master the materials given to me	30%	62.5%	7.5%	-
3.	I do my best in every task	35%	62.5%	2.5%	-

Table 13. Personal importance of doing task well

### Judging Ones, own Ability and Competence

Students' judgment of their own ability and competence is shown in table 14. Only a half of the students reported that they were confident with their own competence. It was found that 12.5% of the students expressed their strong agreement, 55% agreed, 32.5% gave neutral response, and nobody reported that they disagreed. It is not far different from their response to the second favorable statement "I think my ability is qualified"; 12.5% of the students strongly agreed, 52.5% expressed agreement, 30% gave neutral response, and 5% disagreed. Thus close to 65% of the students showed that they were confident with their competence and perceived themselves as qualified students. They said so because they acquired with mastery of the materials by studying hard.

No	Aspect	Students' Response Average			
		SA	A	N	D
1.	I am confident with my competence	12.5%	55%	32.5%	-
2.	I think my ability is qualified	12.5%	52.5%	30%	5%

Generally students perceived expectancy of success fairly, particularly to the perception of success as the result of maximum effort. This fact is indicated in Table 6. It was found that 30% of the students indicated that they strongly agreed, 50% indicated that they agreed, 17.5% indicated that they were neutral, and 25% expressed disagreement. In addition, they considered success is not caused by luck alone, but is also caused by other factors such as effort. This is indicated by their response to the negative statement "For me success is a luck" that 5% pointed strong disagreement, 55% indicated disagreement, 22.5% were neutral, and 17.5% expressed agreement. But there is a different response to the next negative statement "I think I would be successful if I did the easier tasks". It was found that there was only 12.5% of the students indicated that they strongly disagreed, 57.5% indicated that they disagreed, and 30% gave neutral response nobody reported that they disagreed. This means that most students who perceived themselves as competent students and were optimistic with their capability to gain good achievement. However, close to 82% of students indicated that they perceived past failure that they experienced could make them study harder (12.5% of students indicated that they agreed, and 57.5% indicated that they strongly agreed), and only 30% of them were still in doubt.

No	Aspect	Students' Response Average				
		SA	A	N	D	SD
1.	I think success is the result of maximum efforts	30%	50%	17.5%	2.5%	-
2.	For me success is a luck	-	17.5%	22.5%	55%	5%
3.	I think I will be successful if I do the more easier tasks	12.5%	57.5%	30%	-	-
4.	Failure makes me study harder	12.5%	57.5%	30%	-	-

Table 15. Expectancy of success



Students' perception of feedback on task performance can be seen in table 16. In general, most of the students perceived feedback as a good thing for them to evaluate their performance so that they could improve it. 17.5% of students expressed their strong disagreement and 15% disagreed, 15% were still in doubt, 5% indicated, that they agreed, 2.5% indicated that they strongly agreed with unfavorable statements "I am not happy to be criticized". 22.5% of the students pointed strong agreement, 57.5% disagreed and 5% gave neutral response.

No	Aspect	Students' Response Average				
		SA	A	N	D	SI
1.	I am not happy to be criticized	2.5%	5%	15%	60%	17.5%
2.	I consider people's judgment for my better	22.5%	57.5%	15%	5%	-

Table 16. Getting feedback on task performance

### The Effect of Rewards and Punishment

The overall response of students to the effect of reward and punishment is fair. This can be seen from their responses to the favorable statement "I become more enthusiastic in learning because of my teacher's praise". 25% of the students indicated that they strongly agreed, 65% indicated that they agreed somewhat, and 10% gave neutral response. Similar result was shown when students were asked whether they become more confident with others' approval of their competency. Close to 50% strongly agreed, 47.5% agreed, 22.5% were in doubt, and 5% reported that they disagreed. Furthermore they didn't feel good if their teacher rejected their answer. This is shown with their reports that 15%

class". 25% of the students pointed strong agreement, 67.5% expressed agreement, and 7.5% were neutral. Thus close to 72% of the students agreed. Moreover, close to 90% of the students perceived good marks as rewards that could affect their learning, 7.5% gave neutral response and nobody disagreed. They could make them expose their effort in gaining achievement.

No	Aspect	Students' Response Average				
		SA	A	N	D	SD
1.	I become more enthusiastic in learning because of my teacher's praise	25%	65%	10%	-	-
2.	I am more confident with other's approval of my competency	15%	57.5%	22.5%	5%	-
3.	I feel bad if my answer is not accepted	15%	65%	20%	-	-
4.	I am embarrassed if I get bad mark in English class	25%	67.5%	7.5%	-	-
5.	Good marks make me study harder	45%	47.5%	7.5%	-	-

Table 17. Students' perception of rewards and punishment

### The Result of Speaking Test at the End of Cycle 2

At the end of this cycle, the students' speaking skill, particularly the ability of telling stories, was assessed. The result of the test is described in table 18, where it was found that three students got 5; four students got 6; four students got 8; two students got nine; one student got 10; seven students got 11; four students got 12; three students got 13; four students got 14; four students got 15; and two

improvement from cycle I to cycle 2. The mean score of cycle 1 was 9.75, while the mean score of cycle 2 was 11.6. So the mean of the two scores was 1.85. There were some factors involved in this improvement; one of them is the more practice that students had. They seemed to do more efforts because they had more interest to learn English through storytelling.

No	x	n	nx
1.	5	3	15
2.	6	4	24
3.	8	4	32
4.	9	2	18
5.	10	1	10
6.	11	7	77
7.	12	4	48
8.	13	3	39
9.	14	4	56
10.	16	2	32
11.	18	4	72
12.	20	2	40
	Total	40	463

Table 18. The Scores of Speaking Test at the end of Cycle 2

### Difficulties Encountered in Telling Stories

In performing story telling, students reported that they encountered various difficulties (see table 19). The main problem faced is the problem of voice control. It is shown that 90% of the students perceived it as a difficulty.

and facial expression are perceived as a problem too. It is understandable because they are not accustomed to using their body language in communication and the lack of appreciation towards the story makes them doubt how to express it. Syntactic and grammatical problems are also considered as great problems for them.

No	Aspects	Students' Response Average
1.	Voice control	90%
2.	Pronunciation	85%
3.	Building sentences	77.5%
4.	Grammar (past tense)	75%
5.	Vocabulary	62.5%
6.	Body language, gesture and facial expression	80%
7.	Elements of the story and its schematic structure	30%

Table 19. Difficulties and Problems Encountered

## CONCLUSION

After the action research was conducted through 2 cycles and the data were analyzed, a number of conclusions could be drawn. First, in general the students perceived storytelling as a useful technique in facilitating them to learn English. They also indicated that they were quite motivated to improve their English speaking skill through storytelling. This can be explained by their greater desire to improve their skill after experiencing storytelling. Most of students also reported that with storytelling is easy to do. However, many students demanded to have more assistance in acquiring Basic English skills involved in telling stories activity.

in their class more actively. The students, speaking ability improved significantly. This is indicated by the mean score of pretest and test at the end of cycle 1 and cycle 2. The mean score of the pre-test was 9.75 while the mean score of cycle 1 was 9.75 and the mean score of cycle 2 was 11.6.

The last, in performing storytelling the students encountered many difficulties and problems. Pronunciation, voice control, syntactical and grammatical problems, body language and facial expressions were considered as the main problems.

## SUGGESTION

Based on the findings of the research, the writer would like to propose some suggestions:

1. Motivation plays a very important role in the success of teaching and learning process. With regard to this fact, it is very important for teachers to be able to motivate their students to learn in many different ways. They can achieve their best if the learning methods are varied.
2. In order to make the language learning process a more motivating experience teachers need to put a great deal of thought into developing programs which maintain students' interest and have obtainable short term goals. Teachers need to create interesting lessons in which the students, attention is gained.
3. The use of an interesting text can also help to increase the motivation level of students in the classroom, topics which can create a great deal of classroom interaction and help to motivate students to develop their language skills.

vated to actively engage in the learning process. One of the attractive techniques is storytelling. As the research has indicated, this particular technique can motivate students to learn English, and teachers are strongly recommended to apply this technique.

5. Teachers' feedback is indeed needed by students. Teachers' praise, encouragement, suggestion, and correction should be delivered precisely, since those aspects; particularly praise is useful to build students, confidence.

## References

- Boltman, Angela. 2001. *Children's Storytelling Technologies: Differences in Elaboration and Recall*. A dissertation. <http://id.nada.kth.se>. (8 January 2004)
- Byrne, David. 1979. *Teaching Oral English*. Hallow Essex : Longman.
- Cahyadi S, Kris. 2002. *The Influence of Students' Motivation to Their English Learning Achievement. A Case Study in SMPN 1 Tawang Mangu*. A Thesis. Unpublished research paper UMS.
- Celce-Murcia, M and Olshtein, Elite. 2000. *Discourse and Context in Language Teaching*. Cambridge : Cambridge University Press.
- Dorney, Zoltan. 2001. *Teaching and Researching Motivation*. Essex: Pearson education Limited.
- Dweck, CS & Legget, E.L. 1988. *A Social-Cognitive Approach to Motivation and Personality*. Psychology Review.
- Jackson, Tanner. 2002. *Achievement Motivation, Specifically Academic Motivation*. <http://mnemosyne.csl.psvc.memphis.edu/home/jacksont/>

[ed.370200.html](#).

McClelland, D.C. et al. 1953. *The Achievement Motive*. New York: Appleton Century.

Mills, Geoffrey. 2000. *Action Research a Guide for the Teacher Researcher*. New Jersey: Prentice-Hall, Inc.

Monica, Dirah. 2002. *A Study on the Correlation between the Intrinsic and Extrinsic Motivations towards English Achievement*. A Thesis. Unpublished. UNNES

Nunan, David, 1991. *Language Teaching Methodology A textbook for Teacher*, Sidney: Prentice Hall International.

Pellowski, A. 1977. *The World of Storytelling*. New York: R.K. Broker.

Peterson, Martin. *Storytelling and the Art of Teaching*. <http://exchange.state.gov/fomm/vols/vol33/nol/p2.htm>. (10 January 2004)

Steers, Richard M. 1987. *Motivation and Work Behavior*. New York: McGraw-Hill.

Thanasoulas, . Demetrios, 2002. *Motivation and Motivating in EFL*. <http://www.teachers.englishclub.com/articles/motivation-in-EFL.htm>.

Turney, C et al. 1992. *The Classroom Manager*. Sydney: Allen & Unwin Pty Ltd

Weiner, B. 1972. *Theories of Motivation: from Mechanism to Recognition*. Chicago: Morhan.

Wolf, L. F. and Smith, J. K. 1995. *The Consequence of Consequence: Motivation, Anxiety, and Test Performance*. <http://www.jmu.edu/assessment/wmlibrary/motscoreguide.pdf> (12 February 2004)

*Handbook for Storytellers*. [www.falcon.jmu.edu/~ramseyil](http://www.falcon.jmu.edu/~ramseyil). (5 January 2000)

# Interactive English Language Teaching of English subjects in IAIN Walisongo Semarang

By Daviq Rizal, M.Pd.



## Abstract

Interaction involves not only the expression of one's own ideas but also the comprehension of those of others. One listens to others and the others respond either directly or indirectly. Participants interpret meanings through this interaction in a context, physical or experiential with nonverbal cues beyond the verbal.

The English subjects in IAIN Walisongo Semarang needs to be placed within this competence-based perspective or theory which means that we need a clear definition regarding what is meant by language competence. This is necessary because the main goal of English education is communication itself, that is, to enable learners to use English as a means of communication. Communication in its broad sense covers a wide range of language use: from the use of language as something to accompany action (the "most spoken language") up to the use of