

**IMPLEMENTING STORYTELLING METHOD IN EFL CLASSROOM CONTEXT;
CHALLENGES AND OPPORTUNITIES**

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ABSTRAK

Penelitian ini membahas tentang penggunaan metode storytelling untuk meningkatkan kemampuan berbicara di kelas Bahasa Inggris sebagai Bahasa Asing (EFL). Tantangan yang dihadapi oleh siswa, guru bahasa Inggris, dan peneliti dalam proses pembelajaran termasuk kecemasan siswa, kurangnya motivasi, dan tingkat kemahiran yang berbeda. Dengan menggunakan Penelitian Tindakan Kelas, penelitian ini melibatkan pre-test dan post-test untuk mengukur kemampuan berbicara dan data kualitatif dari observasi dan wawancara. Hasil penelitian menunjukkan bahwa metode bercerita dapat menjadi efektif dalam melibatkan siswa, membangun kepercayaan diri, dan meningkatkan kemampuan berbicara melalui lingkungan belajar yang dinamis dan interaktif. Penelitian ini mencatat tantangan dan peluang dalam mengajarkan keterampilan berbicara bahasa Inggris melalui metode mendongeng. Peneliti menghadapi kesulitan karena kompleksitas pembelajaran bahasa, pengaruh budaya, dan kebutuhan siswa yang beragam. Metode storytelling yang diterapkan dalam dua siklus menunjukkan peningkatan yang signifikan dalam kemampuan berbicara siswa, dengan 63,79% memenuhi kriteria keberhasilan pada siklus kedua. Metode ini tidak hanya meningkatkan kemampuan berbicara, tetapi juga mendorong pemikiran kritis, kreativitas, dan kepercayaan diri siswa. Guru juga mendapat manfaat dari peningkatan partisipasi siswa dan kemampuan mereka untuk menciptakan lingkungan belajar yang mendukung.

Kata Kunci: metode bercerita, keterampilan berbicara, penelitian tindakan kelas, teks naratif

ABSTRACT

This research discusses the use of storytelling method to improve speaking skills in an English as a Foreign Language (EFL) class. The challenges faced by students, English teacher, and researcher in the learning process included students' anxiety, lack of motivation, and different proficiency levels. Using Classroom Action Research, this study involved pre-test and post-test to measure speaking ability and qualitative data from observation and interview. The results show that the storytelling method can be effective in engaging students, building confidence, and improving speaking skills through a dynamic and interactive learning environment. The study noted challenges and opportunities in teaching English speaking skills through the storytelling method. The researcher faced difficulties due to the complexity of language learning, cultural influences and diverse needs of the students. The storytelling method implemented in two cycles showed significant improvement in students' speaking skills, with 63.79% meeting the success criteria in the second cycle. The method not only improved speaking ability, but also encouraged students' critical thinking, creativity and confidence. The teacher also benefited from increased student participation and their ability to create a supportive learning environment.

Keywords: storytelling method, speaking skills, classroom action research, narrative text.

INTRODUCTION

The modern era is characterized by increasingly complex and diverse communication dynamics, where language acts as the main tool in social interaction. Language is the fundamental tool for communication and expression that used by humans to build the interaction one another. According to Wong et al., (2023) language expresses the vast internal landscape of our thoughts, people use language to convey what they believe, and what they are uncertain about. Therefore, people have the opportunity to express themselves, share ideas, and connect with others in society through language. It means that language gives the crucial impact on human life to express their thought and emotion. In addition, language also has the important role as a foundation for literacy, which in turn is essential for effective education. Thus, in global society currently, English become one of languages that play a crucial role as an international language spoken throughout the world. As stated by Ly, (2024) the teaching of English has undergone considerable transformations in recent decades, paralleling shifts in students' profiles. This progression shows that language also has the vital role in the educational process.

According to Çiftçi & Gürbüz, (2019) it is important to learn to speak English fluently as it is accepted as an intercultural and common language in the world. Thus, in order to learn English as second/foreign language, people need to know the main skills in English namely listening, speaking, reading, and writing. Those skills are important to help people in mastering English language. As stated by Sirisrimangkorn, (2018) one important goal of learning English is to be able to communicate in English effectively. Therefore, one of skills that can assist people to arrange the effective communication is speaking skill. In general, the role of speaking is crucial for people to convey their messages clearly and persuasively. Göktürk et al., (2020) stated that speaking is a necessary skill for oral communication in foreign language teaching. Meanwhile, regarding English speaking skill, Sirisrimangkorn, (2021) stated that speaking skill is an important tool for learners of English to deliver a message and communicate for different purposes effectively. Therefore, in terms of teaching speaking in English language is refers to the methods and techniques used to develop students' speaking skills in a second or foreign language. It involves creating opportunities for students to practice speaking in real-life situations, engage in meaningful conversations, and improve their pronunciation, vocabulary, fluency, comprehension, and accuracy.

In English language teaching, it is important for English teacher to create a supportive and encouraging classroom environment, especially one that encourages speaking practice. In addition, teacher need to provide feedback, error correction, and opportunities for self-reflection which can also improve students' speaking ability. The English teacher said that there are some students who are not able to speak English, this shows that there are some problems possessed by the students of class XII MIA. Students feel uninterested or unmotivated to learn English. They think that English is not important or relevant to their learning style. In addition, there is also the problem of speaking anxiety experienced by students. They feel anxious and afraid to speak English in front of others. This anxiety can prevent them from practicing and improving their English skills. In addition, the researcher found a lack of study strategies. Students do not have effective learning strategies to learn English. They may not know how to learn new vocabulary, understand grammar, or practice speaking skills. This becomes a challenges and opportunities in the teaching and learning process, whether faced by students, English teacher, or the researcher.

In this case, English teacher is required to be creative in developing an effective teaching and learning process, so that they can get good opportunities in the future. Furthermore, to support their teaching learning process, teacher must also have the ability to create speaking materials tailored to their students' needs, interests, proficiency levels, and abilities. It is

important for teachers to reassure students that making mistakes is a natural part of the learning process and to provide them with the necessary encouragement and motivation. Thus, storytelling can be one of suitable methods for teachers in order to enhance student's speaking skill. As stated by (Diana, 2018) storytelling is the art of using language, vocalization, and/or physical movement and gesture to reveal the elements and images of a story to a specific, live audience. Hence, storytelling method can simultaneously attract the students in expressing their speaking ability and building their confidence. Storytelling is one of the most powerful techniques to improve speaking skills. Researchers have been studying the use of Digital Storytelling to improve speaking skills among learners of English (Oktaviani et al., 2024). Using storytelling techniques can have several benefits for improving English language skills. One advantage is the expansion of vocabulary, as stories often introduce new words and expressions in useful contexts. Additionally, storytelling can enhance grammar skills by presenting different tenses and sentence structures. It also aids in improving listening skills by exposing learners to English pronunciation and intonation, thereby enhancing comprehension in everyday communication. Lastly, retelling stories in English can help develop speaking skills, leading to increased fluency and confidence. In conclusion, utilizing storytelling techniques is an effective tool for English language learning.

According to (Amjad & Sulistyarini, 2023) storytelling is a knowledge management technique, a way of distributing information, targeted to audiences and a sense of information; he/she added that stories provide natural connection between events and concepts. Therefore, storytelling techniques involve the use of an engaging language style, and proper pacing to maintain the audience's attention. Storytelling can increase audience engagement, aid in learning, and strengthen the emotional connection between speaker and listener. In addition, the storytelling method encourages students to actively participate in role-plays, improvisations, and performances, allowing them to use the target language in meaningful and authentic contexts. In addition, this method not only enhances students' speaking fluency, but also promotes confidence, and critical thinking skills. Furthermore, by incorporating the storytelling method into the language classroom, English teacher are able to create a dynamic and interactive learning environment that promotes speaking fluency, confidence, and authentic communication. As one of the private schools in the Flores region of East Nusa Tenggara, SMAK Sta. Maria Monte Carmelo has its own distinctiveness and uniqueness in terms of classroom learning. Of course, in the teaching and learning process there are challenges and opportunities faced by the parties involved in it. Challenges in learning are described in terms of problems faced by English teacher and students in the classroom. Similarly, opportunities, on the other hand, are seen as a means to see the potential that exists and can be sought to be implemented for the improvement of the learning process in the future.

Therefore, in this study, the researcher, applied storytelling as a learning method in the classroom. The researcher wanted to see the development experienced during the learning process, in terms of challenges and opportunities faced by students, English teacher and the researcher. The use of storytelling method in English learning has an important role in improving students' speaking ability. Storytelling not only engages students in storytelling activities, but also helps them build confidence, enrich vocabulary, and understand story structures naturally. Through this method, students are given the opportunity to practice speaking spontaneously, dive into the emotions in the story, and interact with listeners. This will strengthen their communication skills, which are crucial in language development. Thus, the storytelling method is an effective approach in creating an interactive learning environment and significantly improving students' speaking skills. The researcher intended to apply this method to improve students' speaking skills in class XII MIA at St. Maria Monte Carmelo High

School this academic year. During and after the implementation, the researcher revealed the contextual method in the use of storytelling method to achieve the desired goal.

METHOD

This research applies Classroom Action Research which it is a form of research conducted by researcher in the classroom to improve teaching and learning practices. As stated by Eliawati & Harahap (2020), Classroom Action Research (CAR) is one of the efforts of teachers or educational practitioners to try out innovative learning in the form of various activities carried out to improve the learning quality in the classroom. Diana (2018) states that there are four fundamental aspects of action research; they are planning, action, observation, and reflection. In addition, planning involves identifying a specific issue or area for improvement within the classroom and developing a strategic approach to address it. Action refers to the implementation of the planned intervention or strategy in the classroom. Observation involves systematically collecting data during the implementation of the action to assess its effectiveness. Reflection is the process of analyzing the data collected during the observation phase and evaluating the overall effectiveness of the intervention. Therefore, by engaging in these four components, the researcher can create a structured approach to improving their teaching and enhancing student learning outcomes.

The research was conducted in the class of XII MIA. The researcher planned to conduct two cycles, which in these cycles there will be consisted of four times meetings, after giving pre-tests to measure students' speaking ability. This research is conducted into six teams, where the total number of the class is nineteen students, the researcher cannot do it individually. In this case, the researcher collaborated with the English teacher. The researcher collected the data using observation, interviews and test. In this research, qualitative and quantitative data were used to analyze the data collection. The qualitative data was obtained through observation and interview while the quantitative data was obtained through speaking test. According to Hidayatullah (2021) dealing with the quantitative data, researchers gain the data using speaking tests; pre-test and post-test forms. The speaking pre-test is given before action and the post-test is distributed after the implementation of actions. Therefore, quantitative data can be quantified and expressed numerically. Quantitative data helps evaluate the effectiveness of teaching strategies or interventions. Incorporating quantitative data in classroom action research allows researchers to make informed decisions based on evidence. By systematically collecting and analyzing this type of data, the researcher can enhance their practices and ultimately improve student outcomes.

The implementation of the storytelling method in this study followed a series of structured procedures to ensure effective engagement and participation. First, the researcher divided the students into six teams, each consisting of three students, with one team consisting of four members due to the total number of students being nineteen. This division aimed to balance group dynamics and facilitate collaborative learning. Second, six different narrative texts were distributed, with each team receiving a unique text. The use of varied narrative texts was intended to encourage diverse perspectives and enrich the storytelling process.

Third, students were instructed to engage in group discussions to analyze and summarize the content of their assigned narrative texts. This collaborative activity enabled students to develop a deeper understanding of the material while fostering teamwork and communication skills. Fourth, each team, or a representative from each team, was invited to present their narrative in front of the class. This presentation phase served as the core of the storytelling method, allowing students to practice their speaking skills and share their interpretations with their peers.

In evaluating the implementation of this method, the researcher focused on two critical aspects: challenges and opportunities. These aspects were analyzed based on the experiences of students, English teachers, and the researcher throughout the study. The challenges included obstacles encountered during the application of the storytelling method, such as students' difficulties in expressing ideas, managing time, or adapting to collaborative tasks. Opportunities referred to the benefits and potential improvements observed, such as enhanced student engagement, improved speaking and teamwork skills, and the development of critical thinking through text analysis.

RESULTS AND DISCUSSION

In this research, the researcher considers two crucial points in analyzing or describing this research, the first point deals with challenges and the second with opportunities.

Challenges faced by the students

Learning to speak in English can be a big challenge for many students. This is not new to all students everywhere. Students face various problems while mastering speaking skills among these various problems. (Zhao, 2013) has mentioned the following problems students face in mastering speaking skills: Inhibition, nothing to say, low or uneven participation, and mother tongue use. According to (Zhao, 2013) learners are often inhibited trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism. Based on the results of interviews, observations, and tests conducted with students, several key factors contribute to their difficulties in speaking English clearly and fluently. Psychological barriers, such as fear and lack of confidence, play a significant role. Many students feel anxious about making mistakes, particularly in public settings, fearing ridicule or judgment, which inhibits their willingness to engage in speaking activities and undermines their confidence. Limited exposure to real-life speaking situations further intensifies their hesitation. Pronunciation challenges also hinder their progress, as English pronunciation often does not align with spelling, making accurate articulation difficult. Additionally, students struggle with accents and intonation due to their unfamiliarity with English sound patterns. Another factor is limited vocabulary; many students lack the lexical resources to express their ideas effectively, leading to over-reliance on the basic vocabulary and resulting in monotonous conversations. Furthermore, grammatical challenges significantly affect their speaking fluency. Although students may understand grammar theoretically, they often struggle to apply it correctly in spontaneous conversations. It leads to frequent errors that disrupt the coherence of their speech.

Judging from the way of speaking in direct conversations between students, interlocutors often speak quickly, sometimes out of context and language structures that make students feel difficult to understand and respond appropriately. They need time to process the information and compose a response in English. Many students focus more on the written aspects such as grammar and reading, so they are not used to speaking. The lack of opportunities to practice with native speakers or other people makes their speaking skills stagnate. The influence of the mother tongue, frequently impacts students' English-speaking patterns. This can lead to the use of inappropriate expressions or structures. The accent of their mother tongue also sometimes makes their pronunciation less clear. The researcher identified a lack of motivation and clear learning goals as significant factors influencing students' reluctance to actively engage in speaking English. This lack of relevance to their perceived needs diminished their effort and enthusiasm for language learning. Without strong motivation, students often hesitated to participate actively, and their limited speaking skills further hindered their ability to complete exercises and respond to questions effectively. To address this issue, the researcher administered an English conversation pre-test on November 5th, 2024, in Class XII MIA, which

consisted of nineteen students. The pre-test involved pair-based speaking activities designed to evaluate their proficiency.

The results indicated that only four students met the proficiency criteria, with 21% achieving a passing score. This percentage was calculated by dividing the number of students who passed by the total number of students and multiplying by 100%. Observations during this process suggested that conventional approaches alone would not sufficiently motivate students to improve. Instead, the findings highlighted the need for a more engaging and comprehensible teaching approach. In response to these challenges, the researcher implemented Cycle 1, utilizing the storytelling method with narrative text materials to enhance students' speaking skills. This approach aimed to create a more interactive and stimulating learning environment to address both the motivational and linguistic barriers identified during the pre-test phase.

Challenges faced by the English Teacher

Teaching students to speak English is a challenging task for many teachers. Based on the results of interviews with English teacher, researcher can explain, that there are several things that are a challenge for teacher in teaching students, especially in English lessons. According to (Putri & Nurjati, 2023) Teachers are challenged by students' lack of subject knowledge, lack of time for tutoring, and confusion in choosing media for students. When teaching speaking in schools or course, teachers face a variety of challenges that can hinder the learning process. The basic thing that is often found is the different ability levels of students. In one class, students have different levels of ability, ranging from beginners to more advanced. This is a difference that teacher commonly encounter. Researcher see that using teaching methods to meet the needs of all students is often difficult and not exactly on target. Teacher say that some students are highly motivated to learn to speak, while others are less interested, making for uneven classroom dynamics. This is due to the lack of varied methods, which makes students bored quickly. There is also the time limitation of short class duration. Teacher often have limited time to practice students' speaking skills, as they have to divide time with other lessons such as reading, writing and grammar. Teacher also find the same thing, namely students' fear of speaking, shyness and lack of confidence. Students are often afraid of making mistakes or being ridiculed by classmates, so they are reluctant to speak due to lack of participation. Teacher faces difficulties in encouraging students who are passive or too shy to engage in speaking activities due to different abilities and limited use of methods. Teacher said that there is also an imbalance between teacher and students. Teacher are too dominating in this context. In some cases, teacher talk more than students, so students do not get enough opportunities to practice. Teacher also find it difficult to adapt learning methods. This makes it difficult for teacher to develop an interactive approach and encourage students to speak more. Teacher also explained that limited access to native speakers meant minimal interaction with native speakers. In this context, students rarely get the chance to speak directly with native speakers, making it difficult to develop fluency and understanding of authentic pronunciation. In some cases, teachers are also not native speakers, so may face challenges in teaching students' perfect accents or pronunciation. Teacher also see that students' motivation is low, leaving them without clear goals. Students who do not understand the importance of speaking English may not be motivated to learn. Boredom in the classroom is also a challenge for teacher. Sometimes, when it comes to assessing students' speaking ability, it is often subjective and requires clear criteria. Teacher find it difficult to give a fair and constructive assessment of students' speaking skills.

Challenges faced by the researcher

The researcher faces unique challenges when trying to understand and improve the teaching of speaking skills. These challenges are related to the complexity of language research, the influence of cultural context, as well as the development of effective methods. In a study

carried out to investigate the problems and difficulties learners face when learning speaking, (John & Yunus, 2021) said that some of the factors that may hinder learning to speak, which include the fear of making mistakes, feelings of shyness, feeling anxious, a lack of confidence in speaking, and a lack of motivation to speak in the language. The researcher has found that teaching English speaking varies depending on the social, cultural and economic environment of the students. For example, methods that work in developed countries may not be effective in developing countries. This means that not all students can adapt to one researcher-determined method because each student's learning style and abilities are different. In the context of English speaking, the researcher found a variety of problems that students experienced. Such as fear of pronunciation mistakes, lack of confidence, limited vocabulary and lack of motivation. The researcher faced the challenge of understanding how different mother tongues affect the way students learn to speak English. When speaking, students tend to combine two languages. Students felt that they were not used to speaking English fluently, because they were not used to learning methods that were varied or new to them. Based on the results of the researcher's interviews with students, they said that the teacher did not provide the right method. Teacher tend to focus more on the material only, without having to guide students from below. This is also a challenge for the researcher, so that the researcher can prepare appropriate material and suitable methods based on student needs. Therefore, the researcher has designed and determined 2 cycles in the learning process by using the storytelling method according to the narrative text material.

Opportunities for the students

The storytelling method in English language learning, especially in speaking skills, offers a wide range of opportunities for students. This can be seen from the results of the 2 cycles that have been implemented. The use of storytelling in English learning, specifically for speaking skills, provides numerous opportunities for students. Two cycles of this method have been implemented, with cycle 1 involving students working in groups to create summaries and look up meanings in the dictionary while being discouraged from using cellphones. The researcher closely monitored the students' responses to the story, including their engagement, interest, enthusiasm, and level of understanding. The speaking test results indicated that 26.3% of students met the Minimum Completion Criteria (KKM). This percentage was calculated from the high scores of five students out of the total of 19, multiplied by 100% and divided by 19. Based on the observations and analysis of the first cycle, the researcher identified areas for improvement in order to enhance students' speaking abilities in the next cycle. In the second cycle, the researcher focused on developing the storytelling method, where at this meeting, the researcher demonstrated and modeled directly. The researcher told one story to all students with a structured story style, a story that makes them interested and easily understand the message of the story. Then, at the end of the story, the researcher provides constructive motivation, encouraging students to dare to speak English. After learning and testing the students, the researcher found that the average students' speaking ability increased by 63.79%. This improvement is based on the scores of 12 students out of a total of 19 students who achieved high scores and met the success criteria. However, 7 students did not meet the success criteria. This did not make them feel bored and unable, but made them try harder, because for them this storytelling method was very exciting and made them want to keep trying.

The researcher found many challenges, so the researcher prepared the appropriate material (narrative text) by applying the storytelling method in the material. Based on the results that have been obtained, the researcher sees the opportunities obtained by students, the storytelling method helps students learn to convey messages clearly and effectively by using story structures. Even though there are mistakes, students are still encouraged by researcher and friends. the researcher here is in charge of helping students who still feel difficult. This trains

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their speaking skills and confidence in real situations. By telling stories, students are exposed to new contextualized vocabulary, making it easier to understand and remember. Students' vocabulary increases naturally, especially words related to emotional expressions, storylines, and dialog. In the storytelling method, students can learn to use the correct intonation and pronunciation according to the emotions and context of the story. Students' pronunciation and expressions become more natural, and some of them have approached native speakers. The researcher said that this was seen from the pronunciation and intonation of some students during the learning process. In this method, students are trained to analyze and understand the core of the story and choose the best way to deliver it. From this, the researcher saw that their critical thinking skills were honed, especially in adapting the story for different audiences. Therefore, this method is more suitable to be done in groups, either through story discussions or joint performances. Students learn to work together, give each other feedback and share ideas, which improves their interpersonal skills. With storytelling, students learn to convey information in a logical and interesting manner, from opening, to conflict, to resolution. This skill is useful not only in speaking, but also in writing and professional communication. Therefore, researchers can say by utilizing this opportunity, students not only improve their English-speaking ability but also develop other skills relevant to future needs, such as creativity, communication, and cultural understanding.

Opportunities for the English Teacher

The use of storytelling in English learning has proven to be highly effective, particularly in developing speaking skills. English teacher who have implemented this method have found that it encourages active learning and engagement among students, both individually and in groups. Through storytelling, teacher is able to initiate two-way communication, asking questions and eliciting responses from students. This fosters a dynamic classroom environment where students are actively involved in the learning process. Storytelling also helps create a positive atmosphere, capturing the attention of even less motivated students. Additionally, teacher can use storytelling to facilitate group activities where students collaborate in creating and presenting their own stories. This promotes cooperation and the sharing of ideas among students. Furthermore, teacher have the opportunity to showcase their own creativity by utilizing various resources such as visual aids, sound, movement, or technology to deliver stories.

By incorporating innovative strategies, teacher can enhance student interest and engagement in the material, making the learning experience more enjoyable and relevant. Through the storytelling method, teacher can show their personal side by telling personal experiences or stories. The benefits are very clear, to enable teachers to build closer relationships with students, creating a more comfortable and supportive learning atmosphere. Teacher can create an environment that supports students to speak without fear of making mistakes. Students become more confident in using English, which also makes the teacher's job of developing students' skills easier. By taking advantage of these opportunities, teacher can create a more effective, engaging and relevant English learning experience for students, thus promoting optimal learning outcomes.

Opportunities for the researcher

The storytelling method in English language learning has great potential for the researcher to explore and contribute to the field of language education. The researcher can examine how this method affects the development of English language skills compared to other methods, providing theoretical insights into language pedagogy and a scientific basis for its implementation. The researcher can also measure the effectiveness of storytelling in improving aspects of speaking such as fluency, pronunciation, vocabulary usage and grammar. In addition, researcher can explore how storytelling in groups encourages interaction between students and

improves speaking skills, such as through collaborative storytelling. The researcher can also study how storytelling affects students from different backgrounds, including age, language level, or culture, to adapt this method to the needs of different groups of students. Overall, the storytelling method offers many opportunities for researcher to improve English language learning and contribute valuable insights into this field.

The researcher can study how the use of storytelling method sustainably affects students' speaking ability in the long term. In addition, it provides data on the sustainability of storytelling's impact on English language acquisition. Storytelling can be combined with other approaches, such as task-based learning or project-based learning. The benefits can result in richer and more effective teaching methods to improve speaking skills. The Research on storytelling in English language learning has high potential to be published in international academic journals, thus helping to advance the researcher's academic career and contributing to the global scientific community. With these opportunities, the researcher can make a big impact in improving the quality of English language learning, especially in the acquisition of speaking skills. Storytelling is not only an interesting method but also a rich tool to be explored scientifically.

CONCLUSION

The conclusion of this study shows that the storytelling method has significant potential in improving the speaking skills of students learning English as a Foreign Language (EFL). The research identified various challenges that students face, such as anxiety, lack of motivation, and differences in ability levels. Through a Classroom Action Research approach, it was found that storytelling not only increased students' engagement and confidence, but also improved their overall speaking skills. The results showed an average increase in speaking ability of 63.79% among the students involved, although there were some students who did not meet the success criteria. However, this method still managed to keep the students motivated to keep trying. In addition, storytelling also contributed to improving vocabulary, pronunciation, and critical thinking skills, as well as encouraging collaboration and creating a positive learning environment. This research emphasizes the importance of creating an interactive and supportive classroom atmosphere, as well as providing opportunities for teachers to engage more actively with students. The researcher also sees the potential to explore the long-term effects of storytelling in language acquisition and its adaptability for diverse student backgrounds. Overall, storytelling is proposed as a valuable tool to enhance English language learning and teaching.

This study provides several recommendations for the application of the storytelling method to improve students' speaking skills. Firstly, it suggests that the storytelling method should be implemented across various educational levels and cultural contexts to explore its effectiveness on a broader scale. Secondly, integrating the storytelling method with other teaching approaches, such as task- or project-based learning, can enhance the learning experience. Additionally, conducting long-term studies is recommended to assess the lasting impact of the storytelling method on language acquisition and speaking skills. Adequate teacher training and resources are identified as crucial for successful implementation of the storytelling method, considering the challenges involved. Lastly, further research is suggested to investigate the influence of students' cultural background on the acceptance and effectiveness of the storytelling method. By following these recommendations, this study aims to contribute to the development of English language teaching methods, especially in enhancing students' speaking abilities.

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