

THE USE OF STORYTELLING IN SPEAKING INSTRUCTION

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Abstract

Speaking is one of the essential skills that EFL students should master to communicate in English. However, speaking remains challenging to the majority EFL students especially in Indonesian context. This research is aimed at investigating the ways storytelling facilitates students in learning to speak, and discovering the students' experiences in using storytelling as a technique in learning to speak. Four students and one English teacher were purposefully selected to be research participants. The data were collected through observation and interviews, and analyzed qualitatively using thematic analysis (Braun & Clark, 2006; Riger & Sigurvinsdottir, 2016). The results showed that storytelling: (a) is an appropriate technique for students to learn pronunciation and vocabulary as well as speaking fluency; (b) amplifies students' understanding of the text; (c) activates students cognition to learn and practice speaking English; and (d) contributes to alleviate students' speaking anxiety, and to improve students' speaking confidence as well. Furthermore, storytelling resulted in a valuable experience for students in learning to speak.

Keywords: Storytelling; Teaching Technique; Learning Speaking

INTRODUCTION

Speaking is one of the main skills that can measure understanding of the language in which we communicate. Leong & Ahmadi (2017) stated that improvement in speaking ability is sometimes an aspect of evaluating the success of learning in language learners. Therefore, speaking skills, especially for ESL/EFL learners, are important where it can be a measure of their success in language learning. Harmer (2007) argued that communication in human is a complex process. There are several reasons why speaking is a complex skill as well as a skill that must be mastered by students. Bahadofar & Omdivar (2014) said that speaking is a priority to learn because speaking is important in ESL/EFL learning today, then speaking ability is a priority for students, and as a tool for evaluating foreign language skills in students. Because of its complex nature, speaking learning sometimes feels difficult to understand and do, especially in the learning process. In short, the complexity of speaking makes student participation in the speaking learning process low, or even the ability of students is formed imperfectly. On the other hand, English is a language that is not familiar to students in Indonesia; it also affects their ability to speak English. Students are not accustomed to saying it in everyday life, so students have little willingness to speak in English. Besides, the complexities of speaking create speaking anxiety in students, which encourages them to feel insecure about their speaking skills and lack vocabulary. Consequently, there are many challenges and difficulties in the speaking learning process. Data from previous research by Putri, Amri & Ahmad (2020) claimed that the factors that caused the difficulty and lack of desire to talk to students were personal factors from students, learning strategies, curriculum, and the environment of students. Besides, complexities of speaking create speaking anxiety in students which encourages them to feel insecure about their speaking skills and lack of vocabulary. Also, the complexity makes

students less able to explore their abilities in the knowledge of vocabulary, grammar, and pronunciation in English, so they have difficulty speaking. Therefore, students need a realistic strategy to contribute directly to learning speaking so that the knowledge given is attached well to students. Learners must have a cooperative and friendly environment to help them overcome difficulties in speaking (Leong & Ahmadi, 2017). The storytelling technique is one option that can be used in the speaking learning process. Dilfuza (2021) stated that storytelling is a method for studying language, which uses short stories with various topics. The use of storytelling in this learning process also helps students gain knowledge in many contexts, which aims to improve students' comprehension and speaking skills. Peck (1989) stated that in storytelling techniques, students face new vocabulary knowledge, contexts, and realistic circumstances, involving expressions and pronunciation that will be used in oral production. The ability of students to familiarize themselves with the choice of vocabulary, expressions, and realistic contexts can be attached well to their speaking abilities, where they fully contribute to the process. Furthermore, students can engage their imagination by creating their own stories and transferring them in the form of oral activities in front of the class. Suban (2021) stated that in the learning process, students retell the stories they have heard or read in their way. Storytelling activities encourage students to remember the story's contents, reconstruct memories, develop ideas, and internalize them. Marzuki, Prayogo, & Wahyudi (2016) argued that Through storytelling activities, students are encouraged to show their ability to tell an event and information. They can selectively choose and use vocabulary that triggers the listener's imagination. The use of storytelling in the learning process also helps students gain knowledge in many contexts, aiming to improve students' comprehension and speaking skills. Similarly, with Lucarevschi (2016) who argued that there are many opportunities for students to practice pronunciation by retelling a story. The ability of students to familiarize themselves with the choice of vocabulary, expressions, and realistic contexts can be attached well to their speaking abilities, where they fully contribute to the process. Practical techniques and involving many students in the learning process lead to an increase in students' competence and confidence, especially in learning speaking. Except for the effectiveness or impact of this storytelling technique, implementing the learning technique provokes students' learning experience in developing speaking skills by using the storytelling technique in learning speaking. Therefore, the opinions or experiences of students and how these techniques can facilitate students also need to be found and considered to be used as an evaluation of the learning techniques, not only from the results or effectiveness of using these techniques but also from things experienced by students during the learning process. This research aims to find out how this technique can facilitate students in learning to speak, especially in terms of pronunciation, vocabulary, fluency, and confidence, and students' experiences regarding the use of storytelling techniques. Although there have been considerable research on storytelling in speaking classroom, little research have been done on how storytelling can be a technique that facilitates students learning of speaking and students' experiences in using the technique. This study is aimed at investigating the experiences of junior high school students regarding storytelling as a technique in learning to speak, and how storytelling can facilitate students in learning to speak. Storytelling is a medium to convey information that has been heard or read based on the storyteller's understanding using their own words. Craig (1996) stated that storytelling is a process in which a person (teller) communicates with other human beings, which uses vocalization, narrative structure, and mental imagery. Inayah (2015) stated that storytelling is an art of expression and improvisation related to using a narrative plot and point of view. Based on this statement, the relationship between storytelling techniques and the learning process is a forum for students to express ideas, ideas, or opinions in the form of a narrative. Rasika et al. (2013) claimed that it is a tool for summarizing, shadowing, retelling, and

rewriting, which improves students' understanding, comparison of meanings, and feelings. In addition to being a tool for students to explore speaking skills, storytelling is also related to learning motivation in students, where storytelling techniques support the development of students' learning motivation in learning to speak. Sharma (2018) stated that storytelling activity has the potential to form emotional intelligence and help students recognize the challenges of human behavior. He claimed that Storytelling forms a context of low motivation and anxiety in language learning in students. The study showed that Storytelling increased student motivation to speak English outside and inside the classroom. Similarly, Difuzza (2021) stated that one activity that supports motivation to learn English is Storytelling. Also, Storytelling motivates students to listen and speak (Sulistianingsih, Raja, & Huzairin, 2014). The development of learning motivation is able to bring up other language skills, this is expressed by Yanto (2018) stated that the telling-the-story Techniques could provide opportunities for students to learn to speak and improve communication skills. He claimed that through retelling the story, the teacher could also identify students' speaking abilities from grammatical aspects, fluency, pronunciation, vocabulary selection, and personal understanding of the students themselves. Similarly, Akhyak and Indramawan (2013) claimed that Storytelling affects fluency, grammar, vocabulary, and content selection in students' speaking ability. Explanation and definition of Storytelling from several previous studies, it can be concluded that storytelling technique is an activity that can be applied in learning speaking where students can pour and express ideas, ideas, stories, as well as their understanding through the form of oral activity while still paying attention to aspects of grammar, fluency, and vocabulary selection. It can conclude that Storytelling facilitates students' speaking skills (Behtash et al., 2015). The storytelling technique is an effort for students to improve speaking skills by retelling the information they have, which is poured in their way and language so that students will be more comfortable and confident in delivering the information. Storytelling as a technique in learning has its characteristics. It is to show the storytelling technique's capacity. Sharma (2018) stated that particular characteristics of storytelling are provoking curiosity, forming the imagination and interest of students in language skills, building skills in vocabulary, understanding, and story stages, affecting improvement in the ability to listen and communicate orally, it is an interactive and cooperative activity, tools for exploring language skills and verbal expression, tools for remembering, use different types of Language conventions to create more realistic and lifelike stories, and a tool for entertainment. The characteristics of storytelling show that storytelling is an activity that accustoms students to contribute directly to the learning process so that students' speaking skills are honed little by little.

Based on its characteristics, storytelling can build the imagination of students in their speaking process where not only how they convey it in the form of oral activities, but students are also free to explore expressions and speaking skills in their way so that the information conveyed or told is more realistic with the condition of the students. It is more efficient in the case of younger learners, who have not yet developed their abstract thinking and are very creative and imaginative (Onu, 2013). Syafira, Mahmud, & Nasir (2020) claimed that storytelling activities form an arrangement of events or stories for listeners and facilitators to improve students' memory in an event even for a long time. In the realm of learning to speak, storytelling has a positive effect on students. (Mallan (1992) in Mokhtar et al. (2011)) stated that the positive effect on students in storytelling is that students learn to listen, contribute and understand narrative discourse, facilitate learning to use language, and can be a place for students to explore their reading and writing skills. Mokhtar et al. (2011) argue that storytelling can encourage students to explore expressions and freely communicate thoughts and feelings as a learning technique. Besides, storytelling supports students to contribute directly to the learning process, where social and academic aspects of

students are also formed. Rahmadhania et al. (2022) stated that storytelling is a technique that allows students to play an active role in learning to speak in the aspect of rebuilding social and academic stories. The types of activities included in speaking activities play a role in developing students' speaking skills in learning to speak. Storytelling activities can stimulate students' knowledge of intonation or how to say a word. Brown (2001) listed the kind of speaking activity as Imitative, where students learn that focuses on forms of language, such as intonation or identifying vowel sounds. Second, Intensive activity trains students in phonological or grammatical aspects of language. Responsive, this activity is where students focus on practicing their language skills by answering several related questions to identify meaning. In Transactional (dialogue), students focus on extracting or exchanging information with a dialogue system in this learning activity. Interpersonal (dialogue), this activity focuses on seeking social relationships to transmit facts and information. Extensive, this learning activity encourages students to make long monologues in summaries, oral reports, or speeches. Moreover, with the Interaction technique, students carry out interactive learning processes such as interviews, role-plays, and discussions.

Not only has an impact on the learning process of students, storytelling or oral activities in class benefits students' development of their speaking skills, especially those related to socio-emotional. Hibbin (2016) stated that the benefits from oral storytelling activities are divided into five conceptual areas for students, namely, increasing students' self-confidence, representing and making it easier for students to understand themselves, understanding others through intra-psychological processes, understanding others through inter-psychological processes, and ability to cooperate with others. From the explanation of the storytelling technique in learning to speak, it can be concluded that storytelling is a learning technique related to several types of speaking learning activities. Students contribute directly by telling stories or information orally to others. This storytelling also consists of many types. Coconi (2013) stated that storytelling divides into cultural storytelling, family storytelling, personal storytelling, and apocryphal storytelling. The statement regarding this type of storytelling shows that students can share their stories and information in various directions or types. Moreover, in learning to speak, storytelling is a tool to increase self-confidence in students, increase their ability to work together with others, and understand and know themselves better. In terms of this storytelling, students are helped to improve their ability to find information, improve their English-speaking skills outside the classroom and in real life, and encourage creativity. It can also be concluded that storytelling is also related to students' personalities in addition to helping to develop speaking skills.

METHOD

This research uses a qualitative method to reveal how students' experiences and preferences in using the Storytelling technique and how storytelling can facilitate students in learning speaking. Katz (2015) stated that the qualitative approach is a method that tries to describe the facts assembled by the researcher based on the participant's eyes. Qualitative research involves exploring and understanding a phenomenon or situation more deeply through observation, interviews, and further follow-up sessions (Nji & Asimiran, 2014). The research design used is a case study in conducting this research. Crowe et al. (2011) Case studies help explore an appreciation or describe a situation in depth from an exciting issue, phenomenon, or event in authentic and natural life. Creswell (2013) claimed that identification of topics and phenomena to be investigated, participant selection for research, data collection based on participant stories, a retelling of individual experiences or stories, collaboration with story owners or participants, Retelling the story in written form, and

validating the accuracy of the research results. Thus, the findings in research can be analyzed and interpreted in a structured, theoretical, and thematic analysis.

This research was conducted on junior high school students who had applied Storytelling as a technique in learning speaking. They will be selected and asked for their willingness as participants in this study. This research involved students from the third grade of junior high school, four students between 15-16 years, and an English teacher. The review of the students in this study refers to their experiences on the application of telling stories by themselves as a technique to gain their abilities in learning speaking and how they get support from the storytelling technique in learning speaking. Furthermore, teacher interviews were conducted to determine the teacher's views regarding the application of this storytelling technique to students starting from reactions, responses, and the influence of the learning process by Storytelling on students.

The data collection method in this research consists of observation and interviews. Both methods are used to explore information about the experiences and preferences of students regarding the use of storytelling techniques and how Storytelling can facilitate students in learning speaking. The instructional procedure of this research begins with the first observation conducted online, where the researcher observes the beginning of the speaking learning process using storytelling techniques. Then continued with observations at the second meeting, which was also carried out online; at this meeting, the learning process was still related to the introduction of Storytelling to students, but the topic of discussion was more detailed, and examples were given for doing storytelling activities by the teacher. Then, in the third observation, conducted offline, the researcher saw firsthand the students showing their speaking skills through storytelling performances in the classroom. Furthermore, after seeing the learning process through observation activities, the researchers conducted interviews to collect data related to the research objectives.

The data was selected and written through thematic analysis so that the findings in the study could be interpreted in a structured and theoretical manner. Thematic analysis is a method for analyzing, identifying, and reporting patterns (themes) in data (Braun & Clark, 2006). Terry et al. (2017) claimed that Thematic Analysis (TA) could be used to identify patterns in data related to life experience or perspective. The stage of thematic analysis adapted from Braun & Clark (2006) and Riger & Sigurvinsdottir (2016) consist of marge with the data, compile code, identify theme, reviewing theme, define and name theme, and producing report.

RESULTS AND DISCUSSION

Results

This research is focused on the ways storytelling facilitates students in learning to speak, and discovering the students' experiences in using storytelling as a technique in learning to speak. This part delineates the findings of the research which are consecutively discussed.

Table 1. Codes and themes emerged from the data

Codes	Themes
Explore new vocabularies	
Make students practice with memorizing how to pronounce	Storytelling is an appropriate model for students to learn pronunciation and vocabulary as well as speaking fluency
Encourage students to find out the meaning of vocabulary and pronunciation.	

Students do repetition in reading and listening to stories for fluency in speaking English.	
Summarizing of the text	Storytelling increases students' understanding of the text
Reconstruction of the sentences	
storytelling activities can be considered a relatively easy way to explore students speaking ability	Storytelling encourages students to learn and practice speaking English
students begin to look for texts or stories to be their practice model	
develop aspects of speaking such as pronunciation and fluency independently	
look for unfamiliar vocabularies	Storytelling helps students to alleviate anxiety and improve students' confidence
Opportunity to deepen the text	
Understanding the text	
A lot of practice	Storytelling generates good experiences for students in learning speaking
Hone of Vocabulary knowledge, pronunciation, and fluency	
Feel comfortable when learning with storytelling	
Enthusiastic trying to tell English.	Benefits of storytelling
Free to express ourselves.	
Don't feel pressured in the learning process.	
Difficult to remember how to pronounce	Obstacles and the strategies to overcome the obstacles
Mispronouncing vocabulary	
Fear of making mistakes when speaking	
Learn through things students are interested in, such as songs, movies, games	
Excited to find new stories	
Increase self-confidence	
Get to know ourselves better	
Increase the spirit of socialization	

1. The ways storytelling facilitates students in learning to speak

The analysis revealed several themes emerged from data in relation to the first research question, i.e., the ways storytelling facilitates students in learning to speak as illustrated in Table 1.

a. Storytelling is an appropriate model for students to learn pronunciation and vocabulary as well as speaking fluency.

Storytelling in learning English, especially speaking, plays a vital role in developing aspects of speaking, such as vocabulary, fluency, and pronunciation. This finding was confirmed in the observations at the first meeting (online observation), which showed that students repeated viewing and listening to the narrative videos given so

that students learned more about pronouncing new words or sentences in stories. This result also evident in student interview data as stated by Zian,

I use memorize method. If there is some unfamiliar word, I find out by translating the word. Knowing how to pronounce, that is by reading the sentences or listening to the story again, and repeating it to make it more fluency.

In the interview, Zian stated that the use of storytelling made the learning process more enjoyable. Also, storytelling that is rehearsed repeatedly gives students more space or opportunity to explore pronoun and fluency abilities where the available opportunities make every aspect sustainable, starting from vocabulary, fluency, pronunciation, and students' readiness to speak.

b. Storytelling increases students' understanding of the text.

The application of storytelling is not only a place for students to explore students speaking abilities but also supports students' text comprehension. This finding shows that students' understanding of the stories told is closely related to their speaking skills when telling stories. Summarizing is one way that students use to improve their understanding of story texts. This is proven in students interview as stated by Rina (pseudonym).

Yes, easier to understand because of the application of storytelling; we can summarize and tell in our own words. So, it's easier to understand and remember the contents of the text

Rina stated that the application of storytelling made it easier for her to learn to speak English and increased her understanding of the text. In storytelling activities, Rina could freely explore her language skills by summarizing and reconstructing the text so that she could tell stories with her own words. At the same time, her understanding of the story is also getting better. It can make Rina more helpful, enjoy telling stories, and make it easier to understand the text.

c. Storytelling motivates students to learn and practice speaking English

The increase in students' learning motivation is also related to the increased enthusiasm to learn. Following the observation data at the first meeting (indirect observation), the observation data showed high enthusiasm for students in contributing to the speaking learning process. Beside from observation data, the finding also evident in students interview as stated by Tiana (pseudonym).

If it counted in percentage, it might be 80% out of 100% of the effect of storytelling technique. Yes, I like it because it is easier to learn.

Tiana claimed that there was a significant change in her learning motivation where the learning process through storytelling created a sense of comfort that made the learning process easier.

d. Storytelling helps students to alleviate anxiety and improve students' confidence.

Students' anxiety and confidence are also affected by storytelling in the learning process. This result follows the observation data at storytelling could increase the context of motivation and speaking anxiety in students outside and inside the classroom. The observation data also show students' confidence is quite good when presenting English stories in front of the class. This result evident in students interview as well, as stated by Rina (pseudonym)

There must be fear and nervousness. However, if I have tried to practice well-using storytelling techniques, at least I know what I have to do to cover the fear and nervousness.

In the interview results, Rina explained that the fear and nervousness would not disappear entirely because they see that Indonesian students are not native speakers of English. However, a well-done learning process and frequent practice can make her more prepared and measurable in speaking English so that the fear and nervousness can be covered by careful preparation.

2. Students' experience in learning to speak using storytelling as a technique

The analysis also revealed the students' experience in using storytelling as a technique in learning to speak. The data obtained refers to the attitudes, opinions, feelings, challenges, and benefits of using storytelling as a technique in learning to speak. Therefore, the discussion to answer the second research question focuses on students' attitudes, opinions, feelings, challenges that students faced, and the benefits of the storytelling technique.

Students show positive attitudes and good learning experiences through storytelling in learning to speak. According to the results of student interviews presented by Zian (pseudonym) and Rina (pseudonym)

Right, it makes addicted to talk or telling stories in English.

I am pleasant because after storytelling is applied. I feel it easier to do it.

Both students argued that the learning process became more comfortable and made running fun. Also, it makes more accessible in learning, making the process less stressful for students. From the explanation of the research data, it showed that the student's attitudes toward the comfort of learning they feel could be seen from the desire to understand English in students, which is relatively high, ranging from wanting to try using storytelling techniques, preferring to hear and read many stories, to having the courage to retell.

Discussion

1. The ways storytelling facilitates students in learning to speak.

In the case of this research, storytelling becomes a bridge for students to hone and practice their English-speaking skills. Hsu (2010) claimed that storytelling promotes the development of speaking skills because it provides opportunities for students to practice the language by retelling stories that have been read and heard, making language learning a learning process. Also, the data from observation showed that students get many opportunities to find and search for many vocabularies from various stories; thus, understanding other factors such as pronunciation and fluency will also follow along with increasing vocabulary knowledge. The students translate unfamiliar vocabulary into Indonesia first to know the meaning, so students' vocabulary knowledge increase. The newer vocabulary knowledge develops in students, the other aspects of speaking skills will also create automatically. Hidayati (2018), who claimed that the development of vocabulary knowledge has a close relationship with the development of knowledge of grammar, fluency, and pronunciation. Habits formed in the learning process using storytelling, such as repeating stories, reading, remembering, and listening, to support students' speaking skills are increasingly honed. Sudan (2021) stated that storytelling also encourages students to remember the story's contents, reconstruct memories, develop ideas, and then internalize them. The learning process that retells a story encourages students to practice and read a lot, so indirectly, the practice process makes students understand and enter into the story that will be delivered.

The application of storytelling is not only a place for students to explore students speaking abilities but also supports students' text comprehension. Hidayati (2018). The

study showed that students quickly expressed themselves using their language or words. The study showed that storytelling using language and self-understanding made it easier for students to express themselves; it could affect their performance in speaking. Students do summarize and text construction to explore the content of the story. The summarizing process used by students includes summarizing sentences and adding words that are familiar to students. The sentences they convey in the storytelling activity are their sentences or language obtained through summary transcripts so that students can convey the story according to their language and understanding. Pakzadian & Rasekh (2012) stated that the summary leads the reader to find the core information and improves understanding of the content of the text. The second activity is the reconstruction of the text. Suppose students find a vocabulary or sentence they do not know and understand. In that case, the text reconstruction activity focuses more on helping them to find and explore the meaning and intent that refers to each vocabulary and sentence from the text. In another sense, students change and adjust sentences and words they do not understand into more familiar and straightforward texts. It is related to previous research; Johnson (1981) stated that when the core and textual of a text are not visible, the stories are reconstructed by creating explicit and implicit sentences in the original text without changing the content and meaning of the story. The description means that students' understanding of the content of the text can be formed from conclusions made by adjusting the language that is easy for students to understand.

The application of storytelling techniques increases interest and motivation in learning to speak to students. Sharma (2018) stated that storytelling could increase the context of motivation and speaking anxiety in students outside and inside the classroom. Storytelling makes students prefer the speaking learning process because the application of storytelling activities can be considered a relatively easy way to explore students speaking ability. It is seen in students' enthusiasm in the learning process, where students begin to look for texts or stories to be their practice model, develop aspects of speaking such as pronunciation and fluency independently, and look for unfamiliar vocabularies. Also, the teacher said that students' motivation showed an increase in learning to speak and the development of student's abilities.

The increased motivation and interest in learning in students is certainly related to the preparation and readiness of students for speaking activities so that aspects of worry and panic when speaking English are able to decrease along with the preparation of students. It is related to a previous study by Tifani, Regina, & Wardah (2020). They stated that storytelling encourages students to communicate in English with others through stories; the experience helps them practice speaking skills and increases their confidence in speaking English. s, in the learning process in class, the mentality of students and their courage in telling stories in front of the class is honed and developed along with the amount of vocabulary knowledge, pronunciation, and fluency of students in speaking English.

The training process that is carried out continuously encourages students to know well what they will do and talk about to cover their fears in storytelling activities. Little by little, the technique of storytelling trains students to be more courageous and confident when speaking in front of many people. Although it is undeniable that nervousness and fear still do not entirely disappear when speaking English. Confidence and courage in speaking English can usually be trained by a commensurate interlocutor where trust in the other person fosters courage and confidence. Another factor that supports students' courage and confidence when speaking depends on understanding the text; if students already understand and are familiar with the text, their faith and courage to

speak will also increase. It is also related to the expressions issued by students; the more they understand the content and practice of the text, the more freely they can express themselves.

Lin & Li (2018) claimed that storytelling activities change students' attitudes towards learning materials, whereas activities shift student attitudes towards a better one. Also, the study stated that the story's content in storytelling activities significantly influences the storyteller's attitude toward the audience who listens. This sense of comfort is also shown in the observation data in the third meeting (direct observation), which shows the expressive attitude of students when telling stories in English. This finding is related to Lisenbee & Ford (2018), who claimed that learning that contains text elements gives students the ability to focus on connecting stories, digging deeper into the characters in the story or text, and understanding the content of the story instead of burdening students during learning speaking with storytelling techniques.

2. Students' experience in using Storytelling

Applying rigorous storytelling techniques in the learning process helps students achieve their English learning goals, such as the desire to speak fluently and master English skills well. Storytelling techniques play a good role in the learning process, making it more fun and minimizing boredom while learning so that the learning process has minimal elements of coercion on students.

The learning experience affects students' understanding of the learning material. The students find it easier to catch the material presented and knowledge about the text. In the observation data obtained, it was found that students were involved by the teacher in the learning process using storytelling through question-and-answer activities to review learning materials or explore the contents of stories together. Also, the teacher involves students in telling the story. It is intended for students to explore and understand the story or text conveyed. The activity simultaneously reminds students how the storytelling process, storytelling stage, and sentences usually exist in fairy tales or narrative texts. Therefore, the storytelling technique is one of the techniques that may be applied periodically in learning English to develop students' speaking skills. Students see the ease of technical storytelling activities as a tool to develop speaking skills. The uniqueness of English, such as having many accents, triggers students to be more enthusiastic about learning English, especially speaking. The observation data show that the comfort students feel in learning affects their freedom of expression. This result is in line with previous research; Mokhtar, Halim, & Kamarulzaman (2011) stated that storytelling is a learning tool that can encourage students to freely explore expressions and improve the ability to communicate thoughts and feelings. Students can easily express themselves by speaking English through storytelling activities where they can know how to tell stories according to the circumstances and situations in the stories.

On the other hand, because English is not the language used daily by students, many obstacles are encountered in the learning process using storytelling. The obstacles faced in learning to speak using storytelling are that students sometimes still have difficulty remembering how to pronounce vocabulary and convey it when telling stories, mispronounce vocabulary, and are afraid to make mistakes when speaking. This is in line with a study by Khaerana & Nurdin (2018), who stated that pronunciation accuracy is one aspect that becomes an obstacle for foreign English-speaking students. It can be concluded that difficulties and errors in pronunciation are expected in the learning process for second language students. The main factor is that students are not native English speakers and are unfamiliar with English. Although there are challenges that participants face in learning to speak using storytelling techniques, students have strategies or ways to overcome these challenges.

The students have their ways to overcome the obstacles, such as using games, songs, and films to increase interest in learning. This is similar to the previous study; by Mobbs and Cuyul (2018), who declared that using songs in the classroom learning process improves listening comprehension and provides pronunciation practice. Also, Song and Zhang (2008) claimed that the game's contribution to learning stimulates an active attitude, cooperative spirit, imagination, and a certain level of intelligence to be trained and developed. Therefore, through the use of media or tools to practice and learn to speak according to their passions and interests, it is easier and more comfortable for students to explore their vocabulary, pronunciation, and fluency abilities because the activities carried out are things that students favor. Moreover, the concept of repetition is one way that students practice storytelling. Besides the obstacles, the students also get the benefits from storytelling activities that can be used as learning strategies or good media to practice speaking skills. The use of storytelling provokes her enthusiasm to look for new stories, explore vocabulary, and reconstruct sentences from new words found. Furthermore, Tiani stated that many types of stories could be conveyed so that she gets new experiences and messages from each story. Storytelling is a place for students to share and exchange stories so that in addition to increasing speaking knowledge, their social knowledge also increases. In other words, storytelling activities or oral activities in class provide benefits for speech development, especially those related to socio-emotional. This finding is in line with Hibbin (2016) stated that storytelling produces benefits in five area concepts, namely increasing students' self-confidence, representing and making it easier for students to understand themselves, understanding others through intra-psychological processes, and understanding others through inter-psychological processes, ability to cooperate with others. From the previous study and the data obtained, it can be concluded that the learning outcomes or benefits of using the storytelling technique affect the speaking skills of students in broad scope, where all aspects of speaking start from self-confidence, vocabulary, pronunciation, and self-introduction to social aspects of the participants. Students are moved to the learning process using storytelling.

CONCLUSION

This research is focused on exploring how storytelling can facilitate students in learning to speak and reveal the experience that students have in using storytelling techniques in learning to speak. Based on the result of findings and discussion, it can be concluded that the storytelling technique can facilitate students in learning speaking in several aspects as (a) storytelling is an appropriate model for students to learn pronunciation and vocabulary as well as speaking fluency; (b) storytelling increases students' understanding of the text; (c) storytelling encourages students to learn and practice speaking English; (d) storytelling helps students to alleviate anxiety and improve students' confidence. Moreover, the application of storytelling techniques positively impacts students' learning experience, where students show a positive attitude and comfort in learning speaking. This positive learning experience stimulates students to develop speaking skills. However, there are several obstacles that the students confronted when implementing storytelling techniques, such as fear of making a mistake when speaking English, difficulty in remembering how to pronounce vocabulary and convey it when telling the story, and mispronouncing vocabulary. In the learning process using storytelling techniques, students face several challenges and get benefits from the techniques used. Thus, it can be seen that encouraging students to do storytelling activities is a potential technique to facilitate and improve students' speaking skills. It also supports students' confidence in speaking English in class and forms a good learning experience for students.

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