

# Storytelling Method: Embracing fun ways with Islamic Story 'The Prophet Hud Tale' and Moral Values Implied in English Material

Taranindya Zulhi Amalia<sup>1</sup>, Sonya Juli Ayushandra<sup>2</sup>

<sup>1</sup> Tarbiyah Faculty/English Department, IAIN Kudus, Kudus, Indonesia

Contact: Taranindya Zulhi Amalia  
Sonya Juli Ayushandra



ms.starzu@iainkudus.ac.id  
shandrajuly1722@gmail.com

## ABSTRACT

Storytelling is a fun teaching-learning activity that can help stimulate various aspects of child development. It enables the teacher to have one-on-one interactions with students and establish strong emotional bonds with them so that the lesson is long remembered. Islamic story is preferential topic of storytelling. Islamic story about prophets in particular may be utilized as one of the media to do storytelling. The aim of this research is to learn and comprehend English through Storytelling method of Prophet Hud story as well as its moral values. The research method that is used is discourse analysis. Principles and character development must start with children. The moral values that are implied in the Islamic story generate learners to bring up the good values. Storytelling can instill a certain amount of morality A message for children. Different types of morality can be embedded in stories and fairy tales. The value includes religious values, social values, character values

## KEYWORDS:

Stroytelling;  
English Method;  
Prophet Story;  
Moral Values;  
English Learning

## Introduction

Storytelling is known by us as the most organic kind of communication to convey. We utilize narratives such as fairy tales, stories, fables, etc (Nazarova, 2022). The three steps of everyday communication are speaking, listening, and response to tales. The skill of storytelling has changed significantly. Pictures on walls were used in the early stories as the medium. Stories were then handed down verbally from one generation to the next (Sulaiman Keshta, 2013).

An excellent method to get young English language learners involved in the process of learning a foreign language is via storytelling. One kind of creative expression that is still valued in today's society is storytelling. This approach may be used to teach, transmit, and generate instructional material.

It is appropriate to associate the story of the Prophet, which provides many examples of virtuous act. Somehow establish Mental Principles for Storytelling Approaches. Narrative Approach to the Story of the Prophet, learning to instill spiritual principles is done in a practical, interesting, and practical way Efficient. Value of education, religious values, moral values, social values are to be a value of the story (Chamalah, 2017).

There are several methods to tell stories through the media. It has no boundaries since it may be used with interactive tools in every area of study. A fresh perspective on and application of the art of storytelling is introduced by shifting roles and modes of engagement in diverse mediums.

Stories can be given to students in the following ways while teaching foreign languages: 1) verbally: to be read to or told to teachers; to be captured on audio or video; 2) in the form of visual material as storytelling supports: illustrations, situational photos, comics, presentation slides, infographics, supporting notes, animation, and other visual supports; 3) in writing: text on paper or in electronic form; and 4) using a hybrid format, such as puppet theater performed orally based on visual aids, writing based on visual aids, or speaking based on text and video/animation.

Prophet's tale can be the one of a story that can motivate and impart student in perceiving moral messages implied within the story. The story can be found in the e-book 'Amazing story of 25 Nabi and Rasul.' Context of the book consist of the story of Prophet Adam, Prophet Idris, Prophet Nuh, Prophet Hud, Prophet Saleh, Prophet Ibrahim, Prophet Lud, Prophet Ismail, Prophet Luth, Prophet Ishaq, Prophet Yaqub, Prophet Yusuf, Prophet Syu'aib, Prophet Zulkifli, Prophet Musa, Prophet Harun, Prophet Daud, Prophet Sulaiman, Prophet Ilyas, Prophet Ilyasa, Prophet Yunus, Prophet Zakaria, Prophet Yahya, Prophet Isa, Prophet Muhammad. They are mentioned in the Qur'an as the guidance of mankind. There is a lot of lesson we need to learn in their golden time, hence we cannot belittle it.

By storytelling in a fun way, the essence of the story can be digested by listeners, including even the children. The aims of the study are: (1) Islamic story of prophet can be the option for children to learn English by using Storytelling Method (2) The moral values that's implied from the story can make the children to imitate the lesson

## Method

This article discusses about storytelling as a part of an English learning method. The research conducted is Discourse analysis. Discourse analysis is necessary to describe, interpret, analyze and critique the social life reflected in the text. This research is concerned with the critical analysis of written language of topic under study in the form of interaction about the topic under study. To properly understand and interpret the meanings of text, we must place it within the context of a particular community and the circumstances under which the text is rendered (Mogashoa, 2014).

Research by collecting data information from The e-book of Prophet story. Research data collection is supported by using various sources. These sources are in the form of primary and secondary sources. This primary source is taken from the E-book. The Prophet's tale is collected from the e-book with the title 'Amazing tale of 25 Nabi and Rasul.' It's colorful e-book with eye catching visual aids. Meanwhile, secondary source is collected from the combination of a few journals article that can be stated for main reference.

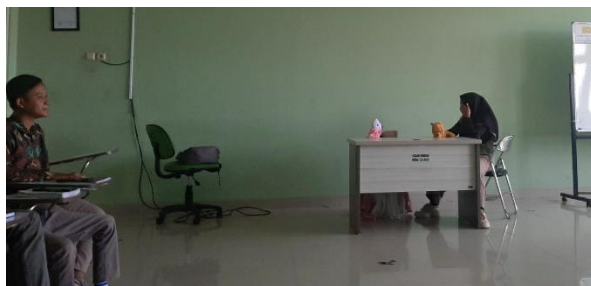
## Result & Discussion

Storytelling is a uniquely human experience that enables us to communicate elements of ourselves and others as well as the actual or imagined worlds we live in via the language of words. Given that we are all, in some way, tales, stories help us to know these worlds and our position in them: Stories about us, our families, friends, and coworkers, as well as about our communities, cultures, and historical context.

Story telling is a direct reflection of a literary and cultural past that help them to preserve, understand, and disseminate that heritage. People communicate their values, emotions, hopes, and dreams through story (Dujmović, 2006) Children's storytelling is a creative process that, as it develops, always stimulates not only intellectual but also sensitive, subtle, emotional, artistic, and imaginative qualities, giving both the left and right sides of the brain equal weight. Children can be taught morals through the art of storytelling, which eliminates the need for direct instruction.

The usage of storytelling helps teachers capture students' interest and encourage them to practice the target language. These are the reasons why the students need to be taught in the class (Nguyen et al., 2014): 1) Encourage them in language learning; 2) Make them enjoy learning in class; 3. Improve intergroup communication; 4) Discover more about the cultures of our classmates; 5) Find out more about the cultures associated with the language being studied

The students receive insight into the motivations and patterns of human behavior through stories, which also give them a sense of the past through vicariously experiencing it and a sense of unity with other pre-sent-day cultures. Storytelling through props can be distinguished in several use techniques, such as: 1. Pictures (flanel pictures, loose pictures, series pictures, etc.). 2. Storybooks 3. Dolls (hand puppets, hanging dolls, hand puppets, hand puppets) 4. Flannel board (Amalia & Sa'diyah, 2015).



Picture 1. Offline storytelling use hand puppet as an instrument



Picture 2. Virtual storytelling to learn gesture

The following procedures must be followed while using the storytelling method of instruction (Sari & Hermansyah, 2022):

- a) The teacher produces instructional materials for the class in the form of "illustrated reading text." This educational material is provided as a manual for students to use when engaging in storytelling activities.
- b) The instructor gives the pupils "illustrated reading texts" as learning materials.
- c) Students attentively study the "illustrated reading text."
- d) The teacher gives a class demonstration of effective storytelling.
- e) The students react to the teacher's presentation.
- f) Students alternate telling tales in their native tongues about their enjoyable experiences. Demonstrators can add interest to the narrative since kids

The following list of benefits of storytelling can be summed up (Dujmović , 2006):

- Stories can encourage positive attitudes toward learning a foreign language and can be enjoyable and engaging. They may inspire an eagerness to understand more.
- The imagination is engaged through stories.

Students can develop a personal connection to a story by relating to the characters and attempting to make sense of the text and illustrations. Their own creative abilities are strengthened by this imaginative encounter.

- Sharing social experiences with others while listening to stories in class. Reading and writing are frequently solitary pursuits, while storytelling triggers a group response of laughter, sadness, excitement, and anticipation that is not only pleasurable but also foster a child's social and emotional growth.
- Storytelling is something that children like doing repeatedly.

Certain skills can be learned thanks to the continuous repetition, while others are being unnecessarily reinforced. Key vocabulary and structural elements are frequently repeated in stories naturally. This makes it easier for kids to recall every detail, which helps them gradually increase the ability to predict what will happen next in the story. Additionally, repetition makes the narrative more engaging.

To effectively learn a language, one must be able to follow meaning and anticipate words.

- By exposing the students to language in a variety of memorable and familiar circumstances, listening to stories enables the teacher to introduce or revisit new vocabulary and sentence structures. This will improve the students' thinking and gradually enter their own speech.

One of the stories used in the application of learning using the storytelling method is Prophet's Story. It contains the noble values, especially the values of character, spiritual, and religious teaching. It's delivered a message that will be includes in certain values. It is genuinely instilling spiritual principles by knowing the moral values behind the prophet's story, they will become mature into religious individuals(Hambali et al., 2022)

Table 1. The values that might be contained in the story (Haerudin & Cahyati, 2018)

Character Values	Social Moral Values	Religious Moral Values
1. Obedience	1. Cooperate	1. Believing Power of God
2. Courage	2. Helpful	2. Believe In the Existence God
3. Willing To Sacrifice	3. Compassion	3. Surrender To God or Put Your Trust In, And
4. Honest	4. Harmony	4. Begging For Forgiveness to God.
5. Wise	5. Likes To Give Advice	
6. respect and appreciate	6. cares about the fate of others	
7. be humble	7. likes to pray for others	

### **The Story of Prophet Hud based on the book of Amazing Story of 25 Nabi and Rasul**

#### *What Language Does Hud Use to Communicate?*

Hud was the son of Sam bin Noah and the grandson of Noah. He married Melka, daughter of Madai, son of Japeth. Hud is believed to be the first person who communicates in Arabic. Hud died in 472 years old. Buried in the red sand dunes, in the region Hadramaut.

#### *What are the Specialties of Ad People?*

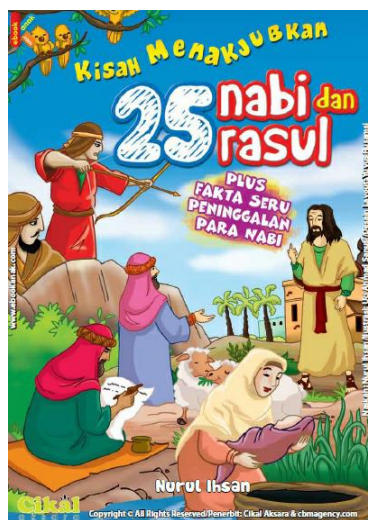
The body of the people of 'Ad was strong and of great height. At that time there was no one any people who can match the strength and greatness of the people of 'Ad. They have high civilization. Good at farming and raising livestock. They live in very fertile areas and abundant water. Their wealth is immeasurable. With wealth that they are good at building buildings, houses, and palaces that are majestic and tall. The people of 'Ad were known to be intelligent. They live in The city of Iram, between the lands of Oman and present-day Yemen

*Why did Allah (God) destroy the Ad?*

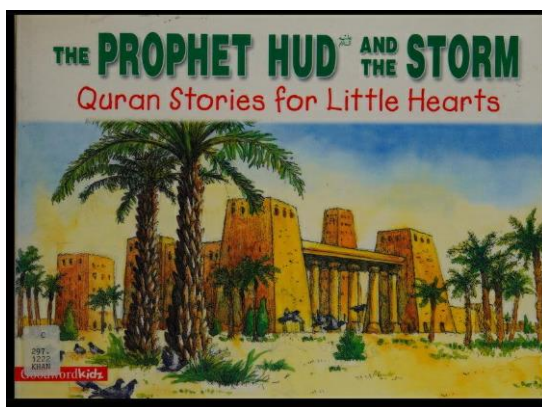
However, unfortunately. They become rebellious people who don't want to believe in Allah swt. They became the pioneers of the idol worshipers named Shamud, Shada, and Al-Haba. They also like to fight and persecute other people. Even though Hud had many times and for so long invited them to believe in Allah SWT. That's why then Allah SWT. bring down punishment for them. For 3 years the country was afflicted with a terrible long drought. However, Allah's warning it does not make them repent and believe in Allah SWT. They still worship idols. In fact, they challenged Hud to immediately bring punishment on them. So Allah finally sent down another punishment that was more severe terrible.

*What punishment did Allah send down to the people of Ad?*

Before the disaster came, Allah swt. ordered Hud and 7 people followers to go save themselves to Hadramaut. After hit by a long drought for 3 years, suddenly a black cloud appeared in the sky. Fahdad was a woman who first saw the black cloud. She immediately fainted from being shocked by what she saw. After realizing, Fahdad told people "I saw black clouds like meteors from hell. The black cloud was led by a man!.



Picture 3. E-book of Amazing Story of 25 nabi and Rasul



Picture 4. E-book of Story of prophet Hud and the Storm

### Moral of the Story of Prophet Hud Story

Based on the iconic and memorable story that's famous over a muslim people, in this story with the help and intervene of Allah (God) to perish the disobedient people by drastic severe climate change. There are lesson and wisdom that we can learn, as it follows:

- Being powerful and wealthy can make you arrogant

If you have received many blessings in your life, we should not be arrogant and thank to Allah instead thank Allah

- Do not worship other gods and Allah

Performing shirks who associate Allah with other gods are forbidden and will not be allowed like the people of Ad'. You must be grateful for what Allah has given you.

Again, Allah owns all that we have, and He can take it from us at any time. Prophet Hud had warned them to worship Allah instead of idols, but they refused.

- Allah sees everyone as equal no matter how strong or rich you are.

No matter how strong you are in this world; you are not as powerful as Allah.

- Allah has the ability to destroy anyone.

Allah killed the disbelievers (through sandstorms, droughts, and great storms) when they did not worship Allah and listen to the hood (pbuh).

Hence, The Values that can be quoted from the story are (1) Don't be proud and arrogant because of the pleasures that Allah SWT has given us. (2) Take advantage of the pleasures that Allah has given us to do good deeds. (3) Always be grateful to Allah SWT for the blessings that have been given to us. (4) We must always worship Allah and stay away from shirk. Allah SWT always protects His believing servants and saves them from torment.

## Conclusion

One of the most efficient methods for teaching and learning foreign languages is through storytelling because it makes students feel at ease in the classroom, encourages participation in class discussions, enhances communication abilities and fluency, fosters student partnerships, stimulates listening skills, and many other benefits.

The Storytelling approach also helps students build their capacity to communicate in a variety of settings, activate their vocabulary and their ability to use it, integrate and come up with new ideas, and gain confidence in their language abilities.

Prophet Hud Story learns the student of characteristics to remain obedience, gratefulness, and get rid of vanity that led us to suffer. Therefore, always be a reminder and lesson from the story that students are expected to have religious values followed by character values to emulate. Hence Prophet story can be a necessary topic in storytelling as it has remarkable implication.

## References

- Amalia, T., Z., Sa'diyah, Z. (2015). Ber cerita Sebagai Metode Mengajar Bagi Guru Raudlatul Athfal Dalam Mengembangkan Kemampuan Dasar Bahasa Anak Usia Dini Di Desa Ngembalrejo Bae, Kudus. *Jurnal Inovasi Pendidikan Guru Raudhatul Athfal*
- Awad Sulaiman Keshta. Using Storytelling in Teaching English in Palestinian Schools: Perceptions and Difficulties, *Education Journal*. Vol. 2, No. 2, 2013, pp. 16-26. doi: 10.11648/j.edu.20130202.11
- Calamah, Evi. (2016). *International Journal of Islamic and Civilizational Studies*. Moral Values In The Amazing Islamic Fairy Book By Beby Haryanti Dewi As Material Teaching For Early Childhood
- Dujmović, M., Škola, U., V., Pula. (2006). Storytelling As A Method Of Efl Teaching. Vo. 1 No. 1.
- Haerudin, D., A., Cahyati, N. (2018). Penerapan Metode Storytelling Berbasis Cerita Rakyat Dalam Menanamkan Nilai-Nilai Karakter Anak. , 3(1)
- Hambali, BZ, Zakiyah., Fajri, Zaenol., Mudrika, Siska., Andawiyah, Nora. (2022). Internalization of Spiritual Values in Early Childhood Using the Prophet's Storytelling Method. 6(4). DOI: 10.31004/obsesi.v6i4.2082
- Mogashoa, Tebogo. (2014). Understanding Critical Discourse Analysis in Qualitative Research. 1.
- Nazarova, Y. (2022). Storytelling in Foreign Language Teaching. *European Multidisciplinary Journal of Modern Science*, 6, 426–429. Retrieved from <https://emjms.academicjournal.io/index.php/emjms/article/view/42>
- Nguyen, K., Stanley, N., Stanley, L. (2014). Storytelling in Teaching Chinese as a Second/Foreign Language. *Linguistics and Literature Studies* 2(1): 29-38,



<http://www.hrpub.org>  
DOI: 10.13189/lls.2014.020104

Rahasya, M., K. (2017). TEACHING GOOD CHARACTER IN A NARRATIVE TEXT THROUGH STORYTELLING. *Journal Of English And Education* Vol. 5 No. 2,

Sari, A., & Hermansyah, H. (2022). The Effect of Teacher Communication Through Storytelling Method on the Creativity Level of Kindergarten Students in Bekasi City. *International Journal of Emerging Issues in Early Childhood Education*, 4(1), 29–41. <https://doi.org/10.31098/ijeiece.v4i1.883>

Syafryadin, Haryani, Salsiwati, Putri, A., R., A. (2019). Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres. *International Journal of Recent Technology and Engineering (IJRTE)*, 8(4)

***This page is intentionally left blank***