

# Storytelling methods in English as a foreign learning: Impoving speaking skills

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## ABSTRACT

The use of many methods in learning foreign languages, especially English, has been widely tried in various schools, with various achievements, indicators, and successes in learning. However, in the application of these methods in schools there have been many and if done continuously it will become boring for students to follow the lesson. Coupled with the times and increasingly sophisticated technology requires teachers and instructors to think more to remain creative, crirical, and innovative in developing learning. Language skills play an important role in creating intelligent, critical, creative, and cultured young generations. One of the skills that can be explored and improved by students is speaking ability. Storytelling activities in learning allow students to be more active in participating in learning in class. This systematic review paper focuses on the educational utilization of storytelling to improve students' speaking skills.

## KEYWORDS:

Speaking skills;  
Storytelling;  
EFL method

## INTRODUCTION

Learning English with a focus on mastering language skills or the ability to communicate through the language they use. The ability to convey messages orally (speaking skills) and in writing (writing skills), as well as the ability to understand and receive messages conveyed properly through listening activities or in writing (through reading activities). These abilities can be achieved of course by involving the mastery of language rules and pragmatics (Otwinowska et al. 2018). Pragmatic ability is concerned with the conditions that result in the compatibility of the use of language in communication ("2 Arti Pragmatik Di Kamus Besar Bahasa Indonesia (KBBI)" n.d.) It is the habit of language users in using language according to different situations and conditions according to the needs, goals, and content of the language (Nguyen et al. 2015). One aspect of language skills that plays an important role in creating smart, critical, creative and cultured young generations is speaking skills. (Yanti and Kurniawan 2021).

Listening skills are the only skills that come before speaking skills in the lives of students; speaking skills, in particular, are learnt during this time (Massonnié et al. 2022).

Speaking skills are a language skill that develops throughout the course of a student's life. Speaking is very closely tied to the process of creating vocabulary, which may be accomplished via activities like as reading and listening.

In the book Yanti, Hidayat describes the storytelling technique as an activity that involves saying anything that tells a tale about an action, experience, or event that truly took place or did not take place. The art of storytelling has the potential to both amuse and stir the imagination. This technique of storytelling often takes the form of integrating the use of software to tell a narrative with a particular kind of theme or even a subject, and it typically makes use of a use point of view. According to the findings of the researchers, the advantages of storytelling are substantial in terms of helping the growth of students' speaking abilities (Adem et al. 2022). The ability to convey a tale via the use of digital media, such as text, photos, recorded audio narrations, music, and videos, is often referred to as storytelling. When it comes to supporting speaking skills, which are described as the capacity to rebound or bounce back from the stress of learning a language (Isbell et al. 2004), research suggests that narrative may play a significant role in providing support.

By using a wide variety of different media sources, storytelling is regarded to be a modern way that allows individuals to express themselves via the sharing of tales. In addition to that, telling stories may also be used to help individuals improve their ability to communicate verbally. They are able to develop interpretive tales on any subject matter of their choosing and practice speaking via the use of storytelling. According to Nair and Yunus 2021, storytelling is a highly helpful and informative kind of serious interaction between context and content.

In the field of education, students are beginning to make use of storytelling as a means of enhancing their ability to communicate verbally. The fact that students are given the duty of creating their own stories is another reason why storytelling will become a highly successful teaching technique (Spencer and Slocum 2010). In addition to enhancing the students' ability to communicate verbally, the students' creative writing abilities will also be developed. According to Gagarina et al. (2016), the use of storytelling using capital letters in the process of writing essays for the purpose of storytelling allows students to engage their creativity in the process of research as well as the process of storytelling itself. Additionally, Morrow explains that students may be required to use the resources provided by the library and the internet in order to locate appropriate information that may help them enhance their oral storytelling skills.

As was indicated before, the purpose of this study is to illustrate the usefulness of storytelling, particularly with regard to the students' ability to communicate verbally. As a result of the development and advancement of technology around the world, digital tools and equipment have begun to become commonplace, particularly in the classroom. This has created opportunities for students to expand their abilities to learn how to speak effectively through the use of storytelling (Siavichay-Márquez and Guamán-Luna 2022). Therefore, as a consequence of this, the purpose of this research is to investigate the impact that storytelling plays in enhancing the communicating abilities of students.

## METHOD

The author of this publication used the research technique of library research, namely descriptive research, and conducted a literature review utilizing secondary sources. Secondary data refers to information obtained from previous studies, when researchers have gathered data directly from primary sources and then made it accessible to other researchers for their own investigations (Formplus 2022). scholars have perhaps gathered data for a specific purpose and then made it accessible for use by other scholars. Several journals and articles related to discussions and cases about storytelling methods to improve speaking skills. This literature research examines reference sources from various previous similar research results that are useful in obtaining theoretical foundations on issues relevant to the author's research. In this article, the author again explains the storytelling method, especially its use in improving English speaking skills. The data analysis technique used content analysis method. In this analysis, the process of selecting, comparing, sorting, and combining various data from references related to the topic is carried out. Five days were allocated to review articles and select appropriate topics about the advantages of the storytelling method in improving speaking skills. To identify point-by-point, then they are collected into sentences to be paraphrased. As the first review that aims to minimize the percentage of phrases from a word, the researcher concludes the idea of each article according to what is written. During the review of the article, the researcher noted the focus of speaking skills, the benefits, and the role of teachers and students in the cycle of teaching speaking using the storytelling method.

## RESULTS AND DISCUSSION

### Storytelling Methods

Storytelling is a technique used to communicate a narrative to an audience, using various mediums such as words, images, photographs, or sounds. Storytelling is often used in the educational context, particularly when instructing beginners or youngsters. Since youngsters want a learning method that is both comprehensible and uncomplicated. Storytelling is a significant instructional method that plays a crucial role in the development of individual children. Storytelling is an exceptionally potent linguistic and psychological method that language teachers may use to engage individuals from other cultures (while ensuring cultural sensitivity) and across various age groups. The efficacy of storytelling stems from the instructor's ability to engage in direct conversation with the class, as opposed to relying on impersonal written information. By narrating a narrative, the teacher personalizes the content and takes ownership of it.

Storytelling is an instructional technique for imparting knowledge of other languages. Storytelling requires a certain degree of engagement between the storyteller and the audience, as well as among individual listeners. Storytellers have the potential to elicit audience involvement at a certain juncture in the narrative. narrative is used in foreign language instruction as a fusion of reading and narrative to facilitate the acquisition of a foreign language by students in a classroom environment. The learning process using the storytelling approach has three distinct stages: the initiation stage, when the activity begins; the storytelling stage, where the narrative is told; and the conclusion stage, where the story is wrapped up and evaluated. Speaking is a skill, and skills will not develop unless they are regularly exercised. Hence, the art of eloquence cannot be effectively acquired without undergoing proper training. Consistent training will undoubtedly improve speaking abilities.

Conversely, if one feels ashamed, unsure, or fearful of making mistakes when practicing speaking, their level of intellect and speaking proficiency will likewise be far from mastery.

The impact of storytelling on children's narrative abilities has been well studied for monolingual individuals, but not for bilingual individuals. Children's narrative talents refer to their aptitude for constructing and comprehending cohesive tales, which are cultivated via social interactions including both children and adults (Peterson and McCabe 1992). The development of narrative abilities occurs via the process of engaging in spontaneous storytelling and story-acting with siblings and friends. However, the most crucial factor in this development is the relationship between the child and their parents or caregivers, who provide the kid with an appropriate narrative model (Clarke-Stewart and Beck 1999). Storytelling is the process of conveying a sequence of events or narratives using concise language, visuals, or audio, sometimes including spontaneous elements and structure. Storytelling is an oral practice that is intended not just to be listened to, but also to actively engage with it (Marsevani and Rahman 2022).

Storytelling has a lot destination. Not only for children but also for those who tell the story. According to Hibana the purpose of the activity Storytelling as follows:

1. Develop fantasy, empathy and various types of other feelings
2. Cultivate an interest in reading
3. Build closeness and harmony
4. Learning media

The storytelling method is storytelling done planned to use dolls, or visual object, this method aims to produce abilities child language woman. Method use this is necessary to train and develop speaking skills, develop reasoning power, and develop children's imagination (Marsevani and Rahman 2022).

### **The Purpose, Functions and Benefits of the Storytelling Method**

#### **a. The purpose of the storytelling method**

The storytelling method aims to entertain, train children to communicate well, understand the message of the story and be able to express story ideas as well as add insight and broad language knowledge. According to Mudini and Purba 2009, the purpose of the storytelling method is as follows:

- Encourage or stimulate. The purpose of encouraging or stimulating is when the speaker tries to give enthusiasm and passion for life to the listener. The expected reaction is to inspire or arouse the emotions of the listeners.
- Convincing. The purpose of convincing is when the speaker tries to influence the beliefs, opinions or attitudes of the listeners. The most important tool in convincing is argumentation. For this reason, evidence, facts, and concrete examples are needed that can strengthen arguments to convince listeners.
- Move. The purpose of moving is when the speaker wants an action or action from the listeners. For example, in the form of a call for approval or disapproval, raising funds, signing a resolution, holding a social action. The basis of the action or deed is a deep belief or burning emotion.
- Inform. The purpose of informing is when the speaker wants to provide information about something so that the listeners can understand and understand it. For example, a teacher conveys a lesson in class, a doctor conveys a problem of environmental hygiene, a police officer conveys a traffic order problem, and so on.

- Entertain. The purpose of entertaining is if the speaker intends to please or please the listeners. This kind of conversation is usually done at a reception, birthday, party, or other happy gathering (Bashori et al. 2020).

b. Storytelling method function

- The storytelling approach enhances the learning environment by creating a sense of enjoyment and excitement, while also providing enough encouragement and motivation, hence facilitating the delivery of courses or instructional materials. The narrative approach encompasses the following functions:
- Developing and fostering positive educational principles. This narrative strategy gradually instills positive values in kids. It is important to carefully choose and modify stories based on the specific goals to be accomplished in a class.
- Foster the growth of children's imagination. The narratives conveyed in a tale may aid in fostering the imaginative faculties of students interested in nature. By using the outcomes of their creativity, it is anticipated that students would be capable of emulating the behaviors shown by the characters portrayed in the narratives provided by the instructor.
- Foster a sense of inquisitiveness. The desire to acquire knowledge motivates youngsters to engage with the tale and comprehend its contents. The comprehension of the tale will inevitably impact pupils' attitude..

c. The benefits of the storytelling methods

Storytelling is beneficial for children's development. According to (Madyawati 2016), there are several benefits of the storytelling method, which are as follows:

- Helping the personal and moral formation of children. Stories are very effective in helping children personally and morally. Through stories, children can understand the good and bad values that apply in society. Channel the needs of imagination and fantasy. Stories can be used as a medium to channel children's imaginations and fantasies. When listening to stories. The imagination that children build when listening to stories has a positive influence on children's ability to solve problems creatively.
- Stimulate children's verbal abilities. Stories can stimulate children's linguistic intelligence. Stories encourage children not only to enjoy listening to stories but also to love telling stories or talking. Children learn how to dialogue and narrate.
- Storytelling activities provide a number of social knowledge of religious moral values. Storytelling gives children social values, such as being obedient to parental orders, succumbing to younger siblings, and always being honest. In addition to social knowledge, storytelling is a character education tool that is most easily digested by children in addition to the examples that children see every day.
- Storytelling activities provide a learning experience to train their hearing. In storytelling activities, children will convey various kinds of expressions, various feelings according to what is experienced, felt, seen, heard. By training their hearing, they will increase the vocabulary of the child.
- Providing a learning experience using the storytelling method allows children to develop cognitive, affective, and psychomotor abilities.

- Provide a unique and interesting learning experience, and can express feelings, raise enthusiasm and create its own preoccupation. Storytelling activities provide an attraction for children so that it will create enthusiasm and fun in storytelling.

### Forms and Types of Storytelling Methods

According to Dhien 2009, based on the type of media used, the storytelling method is divided into several forms, namely:

#### a. Storytelling without props

Storytelling without props refers to the practice of instructors or parents engaging in storytelling activities with children, without the use of any visual aids or props. Prop-less storytelling is a narrative technique that depends on the narrator's skill in using facial expressions, gestures, and vocalization to transport the listener into a realm of fantasy and imagination. Educators should be attentive to facial expressions, bodily gestures, and vocal intonations. The instructor must possess the ability to nurture children's imagination in order to facilitate their visualization of the concepts conveyed by the teacher.

#### b. Storytelling with props

The use of props in storytelling refers to the use of media or supporting instruments to enhance the clarity of the narrative being delivered. Prop-based storytelling is a narrative technique that use objects to vividly animate the tale. The purpose of these props is to actualize and manifest fantasy and imagination in a manner that aligns with the storyteller's intentions. The method of storytelling using props may be categorized into two types: direct teaching aids and indirect teaching aids. Direct instructional aids include the use of tangible items or physical things, such as bunnies, flowers, and dishes, to facilitate children's comprehension of the narrative and enable them to directly see the attributes and functions of these instruments.

Indirect teaching aids refer to the use of things that are not specifically designed as tools. Indirect storytelling may include the use of imitation items as props. The instructor use fake things, such as synthetic animals, fruits, and vegetables, as props. These counterfeit things should possess the same proportions of forms and colors as the real. Convey narratives using visual representations. The instructor utilizes visual aids in the form of photographs, which may be individual images, images inside books, or sequential picture series including 2 to 6 photos that depict the narrative progression. Narrative using a flannel board as a visual aid. The instructor utilizes the flannel board to affix the several components of the image that will be shown in a narrative. Engage in the act of reading narratives. The instructor use narrative books in order to enhance children's enthusiasm for literature. Marionette performance. The instructor employs a diverse array of puppets to enact a narrative (Spencer and Slocum 2010).

There are several steps that must be taken in the implementation of the storytelling method, namely as follows:

#### 1. Determine the topic of an interesting story

A topic refers to the central theme or subject matter that is being discussed or explored. The primary concept in the narrative must be captivating to ensure the listener's engagement and enjoyment in the storytelling experience. Some examples of narrative subjects are education, natural resources, honesty, and friendship.

2. Develop a story outline by collecting materials

A story outline is a written blueprint that encompasses the structural framework of a narrative. When constructing the structure of a tale, it is necessary to gather various sources of information, such as books, magazines, newspapers, and other written materials, in order to facilitate the process of composing the story. Illustration of a narrative framework centered on the theme of companionship: 1) There exist a pair of individuals who are friends. 2) The two friends have conflicts and differences of opinion. 3) The process of resolving these conflicts and restoring their friendship.

3. Develop a story outline

The framework of the story that has been made is then developed according to the main points of the story. An example of developing a story framework is 2 people who have been friends for a long time. Her names are Dina and Ely. They help each other. When Dina is having a hard time, Ely always helps and comforts Dina. On the other hand, when Ely is having a hard time, Dina always helps & comforts Ely.

4. Composing the story text

The preparation of the story text is done by combining the points from the story framework that has been developed by taking into account the interrelationships between the points. An example is combining the development of the story framework points 1 to 3 which have been described above so that it becomes a good story text.

### **The advantages of the storytelling method**

a. The advantages of the storytelling method

The storytelling method has several advantages or advantages, namely as follows: Stories can activate and excite students. Because students will always reflect on the meaning and follow various story situations, so that students are influenced by the characters and topics of the story. Directing all emotions so that they unite in one conclusion that occurs at the end of the story. The story is always captivating, because it invites to follow the events and reflect on their meaning. Can affect emotions. Such as fear, feelings of being watched, willing, happy, reluctant, or hate so that it flares up in the folds of the story (Marsevani and Rahman 2022).

b. Disadvantages of storytelling

The storytelling method has several shortcomings or weaknesses, namely as follows: Understanding students will be difficult when the story has been accumulated by other problems. Monolog and can saturate students. Often there is a misalignment of the content of the story with the intended context so that the achievement of goals is difficult to realize (Atio 2016).

### **Storytelling methods in speaking improvisation**

The storytelling method is one of the method that is widely used in childhood learning. The storytelling method is one of the learning strategies that can provide a learning experience for children. By telling stories, both teachers and students can interact more easily because usually, teachers will use strategies that are more friendly than other teaching methods. Not only the teacher, students can also tell the explanation that has been explained by the teacher, so there is mutual interaction from all parties (Atio 2016).

Discussing the evolution of the connection between a speaker and their listener. Speaking, as a kind of communication, encompasses a certain range or domain in which abilities may be used. Effective oral communication requires the use of performance, emotion, intonation, emphasizing, pronunciation, grammar, and confidence in order to effectively convey an idea or perspective. When it comes to communication, speech is the most efficient technique because to its capacity to be easily understood. Most individuals use speech as a means of conveying messages from a speaker to a listener in various situations and circumstances, including those that need a relaxed atmosphere (Nair and Yunus 2021).

Oral communication is often used and has more significance in enabling individuals, whether pupils or adults, to effectively convey their thoughts, emotions, ideas, happiness, anger, and sentiments. A structured and ongoing curriculum should be created to educate and reinforce fundamental attitudes, skills, and abilities related to expression and their practical application in relevant communication scenarios. The speaking domain is constrained by the need for precision in grammar, vocabulary, and pronunciation, since these aspects have more significance in spoken communication compared to written expression. The kids must possess a wide range of vocabulary in order to effectively communicate orally. In order to enhance their sense of proficiency in communication, individuals should strive to achieve mastery of language, enabling them to use it effortlessly. Language fluency is acquired by effectively communicating a comprehensive comprehension of significant vocabulary.

The Speaking Skill and the use of Dialogues in English Instruction involves considering strategies for providing students with opportunities to practice giving instructions. It is important to provide children with opportunities to improve their English skills in order to enhance their ability to communicate their thoughts verbally. All conversations provide significant and pertinent content that relates directly to the student's daily life. This will be crucial for English language learners since conversation is highly suitable for mastering the language in authentic communication scenarios. The training of speaking is a crucial component of English language education, since many language learners prioritize the acquisition of speaking abilities to assess their progress in language learning and the efficacy of English courses (Richards, 2006).

In Speaking, there are several steps that can be taken so that the storytelling can run smoothly:

- **Master the Material**  
When going to speak in public, make sure you master the material to be discussed. Mastering the material is the most basic thing if you don't master the material it's tantamount to embarrassing yourself.
- **Use easy-to-understand language**  
Using language that is easy to understand is not only useful for the speaker but also for the listener. So don't use language that is difficult to understand, so that listeners can understand it well.
- **Practice in front of the mirror**  
The most effective way is to practice speaking in front of a mirror by looking at yourself while speaking so you will know where our mistakes are when speaking this way can also make our confidence higher.
- **Use the art of speaking**  
When speaking you have to know where the tempo for speaking is relaxed, fast, soft, loud, and pausing for a moment. It will make the listeners enjoy listening and the material provided becomes interesting.



- Use body language  
Moving your body can make you more relaxed and your nervousness can go away a little, using body language also gives the impression to listeners if you not only memorize the material you want to give but also understand it well.

The following are the five main goals of public speaking that you need to know.

1. Provide motivation  
One of the main goals of public speaking skills is to provide information. This one goal is often used by motivators, teachers, and superiors who want to see their listeners grow. With the ability to speak in public, you can convey motivational messages appropriately and influence a person's mindset so that they become more excited (Isbell et al. 2004).
2. Delivering information  
According to Classroom, the most basic purpose of public speaking which is often used by many people is to convey information. The types of information provided are also quite diverse, ranging from science, the latest news, to announcements such as the results of social movement research. The success of the speaker's efforts to inform something is measured by how well the audience understands, defends, and applies the ideas conveyed.
3. Take control of the situation  
Public speaking can also be a good way to control certain situations. For example, if an event is less crowded and there is silence, the speaker can take over to bring the atmosphere back to life.
4. Influence the audience  
As Glints has already explained, public speaking skills can be used to influence an audience's mindset and behavior. In the world of public speaking itself, convincing the audience is a fundamental goal. The reason is, this implies that the information in the speech has been achieved and conveyed effectively. Professions such as sales, of course, often use this skill to influence consumers to buy the products they offer.
5. Entertaining  
According to Lumen Learning, public speaking is a skill that can be used to entertain the audience. You can take examples from stand-up comedians who use this skill while working. When a stand-up comedian tells a joke, they not only use funny stories, body gestures and facial expressions also play a role so that the message conveyed can be entertaining.

Being able to master public speaking can make it easier to tell stories when learning English, at least there will be benefits that we get, the following benefits we get include:

- a) Self-confidence increases  
Public speaking will help you to continuously improve your self-confidence. This is certainly very useful for your career development to use. The more confident you are in appearing in front of many people, the better your performance will look in the eyes of others.
- b) Building leadership  
This ability helps us to slowly cultivate leadership qualities in a person.
- c) Convey ideas or opinions smoothly  
Taken from Skills You Need, public speaking is one of the best ways to convey an idea or opinion. Often we feel doubtful or even insecure about something, especially during

meetings. Well, that's one of the things you should avoid if you want to climb the ladder of a good career. Through the ability to speak in public, you can overcome these problems well. As explained above, this ability will help you to increase your self-confidence, including when adding ideas or opinions. When you have successfully added ideas or opinions well, you may be considered a competent person. Seeing all the benefits above, this ability can indirectly lead you to a good career path.

**How to Improve Public Speaking Ability.** Now we know that public speaking is one of the skills that must be mastered, especially for professionals. If you haven't really mastered it yet, don't worry. Because, this ability can be increased slowly, as long as you are consistent in running it (Otwinowska et al. 2018).

1. Practice and practice

Experiencing anxiety while venturing into public spaces is a common and expected response. Nevertheless, all of those challenges may be effectively managed with diligent practice and thorough preparation in advance. According to Harvard Extension School, take some time to return to your practice and enhance your preparation by reviewing your notes at a later time. Additionally, enhance your skills by capturing all the dialogues via video recordings. Subsequently, you may observe its use as assessment material. If you have available time, get assistance from your acquaintances to attentively listen to the audio and provide constructive feedback and recommendations.

2. Understand the audience

When delivering a public speech, it is important to keep in mind that the focus should be on the audience rather than oneself. Hence, it is crucial to anticipate the audience that will be present to see your performance. This will facilitate effective communication with them. As an example, the typical age of the forthcoming audience is between 20 and 25 years old. Consequently, it is necessary to effectively communicate information that include the proper level of danger. Furthermore, you may also seek for opportunities to include comedy that is appropriate for individuals of their particular age group.

3. Practice body style

Besides verbal communication, it is crucial to take into account nonverbal communication while engaging in public speaking. According to Verywell Mind, it is crucial to observe the amalgamation of facial expressions, hand gestures, and body movements since they may effectively communicate one's thoughts and emotions. To optimize your performance, diligently refine your physical gestures, starting with precise hand motions, maintaining an erect posture, and sustaining unwavering eye contact with the audience. Avoid immobilizing your body motions and gaze. Effortlessly command the stage to create a captivating atmosphere.

4. Learn the techniques of famous presenters

The final step that you can use to sharpen your public speaking skills is to learn the techniques of well-known presenters.

With this, we can take it that if we practice speaking skills, we can do various things easily, such as teaching our children to be smart with public speaking. Doing English language learning by using the storytelling method by improving speaking we can develop these talents by training our speaking so that we can do the storytelling method well.

## CONCLUSION

This systematic literature review examines 17 papers and 3 websites that discuss the impact of storytelling on enhancing speaking abilities. The analysis demonstrates that storytelling has several benefits and possesses key attributes that significantly contribute to the improvement of students' speaking skills. This paper presents a comprehensive review of articles and journals from multiple studies that discuss the significance of storytelling in teaching English as a foreign language, specifically in relation to speaking ability. The researchers have employed diverse methodologies to emphasize the importance of storytelling as an effective teaching approach for enhancing skills. Engaging with children from diverse backgrounds and educational levels (Siavichay-Márquez and Guamán-Luna 2022). Students in the class who use storytelling techniques may enhance their communication proficiency by acquiring the capacity to articulate their thoughts, pose significant inquiries, convey different viewpoints, and construct tales (thus refining their writing aptitude), since all of these contribute to the enhancement of students' oral expression abilities. Additionally, it may foster enhanced oral communication abilities and motivate kids to enhance their emotional intelligence. Currently, technology is becoming more and more sophisticated, and the curriculum has been revised to reflect this (Gagarina et al., 2016). The use of storytelling as a pedagogical approach is of utmost significance in facilitating global students' comprehension of the value of narratives and audio-visual mediums, while concurrently fostering linguistic proficiency and aptitude. Essentially, this systematic review has provided a comprehensive analysis of various publications pertaining to the subject of storytelling. According to the majority of academics, using the narrative approach in English as a foreign language instruction in schools may lead to enhanced oral communication abilities in students across various age groups and social backgrounds.

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