

Storytelling Magic: Enhancing EFL Learning for Kids

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Abstract: Effective communication is essential for all interactions, negotiations, and idea expression in daily life. As a result, by focusing on communicative skills like speaking, especially speaking English we can enhance our language abilities. Worldwide, practically every region uses English as a language. One of the disciplines that needs to be learned is English. Speaking and interacting in English is another advantage when seeking for a job. Thus, being able to communicate in English will facilitate our ability to meet our wants and realize our objectives. Teachers can use the storytelling learning paradigm to help students become better public speakers. Students' speaking abilities can be enhanced by telling stories. Course institutions can also use storytelling as a means of enhancing students' ELF abilities. The aim of this study is to ascertain how using the Story Telling learning paradigm in classes affects students' ability to speak English more fluently. Using literature review approaches, such as examining and summarizing relevant publications, this research employs literature studies to gather data from numerous sources of connected journals and books. The study's findings demonstrated that using the Story Telling learning paradigm improved participants' ability to speak English.

Speaking abilities, ELF, and storytelling learning model



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INTRODUCTION

Language is vital to human existence. This is so because language is the fundamental means by which people communicate ideas (Ross, 1977). Communication is a must for all interactions, negotiations, and idea expression. By focusing on communicative abilities like speaking, we can enhance our language skills. One of the essential communication skills for everyone is the ability to speak for oneself. The goal of teaching speaking in the modern world must be to help students become more proficient communicators since only then would they be able to access a wealth of knowledge and modes of opinion expression." Comparatively speaking, speaking abilities are typically lower than those of listening, reading, and grammar. In this instance, a number of indicators point to students' poor mastery of speaking, including their inability to engage in active communication and their feelings of anxiety and fear of making mistakes. Another factor is the students' low vocabulary, which frequently makes it difficult for them to convey sentences. During the speaking instruction process, teachers need to be able to spark students' curiosity and advance their English language proficiency. English is the language that is seen to be most crucial for communication in the modern global period. Nations adopt this language for global use in political, cultural, and educational contexts.

Students' written and verbal skills will develop because of learning from these four competencies. But not everyone speaks English well. To ensure optimal performance of associated learning, this issue needs to be resolved right away. Using the storytelling technique when studying English is one way to work on your speaking abilities. One method for teaching creative communication in English language acquisition is storytelling. Students may benefit from this by expanding their vocabulary and learning new linguistic structures. Students can communicate their values, anxieties, hopes, and dreams through storytelling. Narrating stories is a practice that should be both heard and observed, in the sense that listeners also take note of what their other classmates are reading.

Along with broadening their vocabulary, kids learn the right pronunciation of words and sentences through this practice. Recounting a story to an audience is a methodical process. Students can tell stories in a variety of ways, and readers' stories can introduce terminology to listeners that they were previously unaware of. Students might benefit from this exercise by developing their critical thinking and creative thinking abilities. Additionally, there are several opportunities for pupils to process knowledge and hone their communication abilities. All age groups can benefit from using a storytelling strategy for learning as well. Students will be inspired to mimic passionate speech by hearing stories told. Students will talk in order to prepare before performing a fairy tale. Students will then feel inspired to react to the narrative as readers. Aside from that, telling stories helps improve pupils' speaking abilities because they will learn proper intonation and gestures when speaking. Students can go to extended speaking with benefit. This justification suggests that using narrative to enhance students' English speaking abilities is a good idea. Teachers can utilize this narrative style to help students learn. Providing suitable learning environments can aid in students' development. Education is an encounter, a circumstance for lifelong learning that can impact a person's development in terms of knowledge seeking and reception.

Article 13 of Law No. 20 of 2003 of the Republic of Indonesia outlines the framework for education in the country, saying that "Education Pathways consist of formal, non-formal, and informal education which can complement and enrich each other." According to Law 20 of the Republic of Indonesia 2003, "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, and personality, intelligence, noble character, and skills needed by himself, society, nation and state." The aim of this research is to explain the benefits of storytelling activities to improve EFL learning for children.

THEORETICAL SUPPORT

A. Teaching English to Children

In Indonesia, early childhood education involves teaching English to preschoolers until grade six of primary school. The ideas of teaching English to adults or teenagers differ from those teaching English to young children. Of course, the environment, needs, interests, and degree of intellectual development all have an impact on this. As a result, educators who work with this subject should focus on elements such as kid-friendly teaching strategies, media, and evaluation procedures that are associated with the process of teaching and learning English to primary school students. The storytelling method is one intriguing technique that is thought to be able to enhance the achievement of learning outcomes (Musthafa, 2013).

B. Early Age Student Characteristics

Every pupil possesses unique qualities. Students in the early childhood education program range in age from four to twelve. To put it another way, all first graders in elementary school and junior high school can be categorized as early age learners. Early childhood students have the following traits: (a) they are more productive when given age-appropriate material; (b) they prefer physical activity; (c) they are interested in the issues that are being faced and felt right now (here and now); (d) they have shorter attention spans than adults; and (e) they implicitly learn things. Williams (1991) adds to these traits by stating that early childhood students have the following qualities: (a) they can defend their decisions and viewpoints; (b) their short attention spans force them to be trained in short, varied, engaging, motivating, and realistic activities; and (c) the 2006 Curriculum. As a local content topic (mulok), English has two main components that make up its curriculum: Competency Standards (SK) and Basic Competencies (KD). The four (4) language skills that make up the Competency Standards are reading, listening, speaking, and writing. Every language skill is described in detail, along with the range of proficiency that students need to reach.

For instance, comprehending brief functional texts and basic descriptive visuals in the context of the student's environment is the reading competency unit for class 6 semester II. There is one basic competency (KD) for each competency unit. Reading short texts aloud while maintaining proper tone and pronunciation is the fundamental ability of reading skills. As a result, storytelling can be applied as a different kind of instruction.

C. Early Childhood English (English for Young Learners)

The performance of pupils in learning English is generally influenced by a variety of factors, including the language's usage in Indonesia. Fluency in English is not dependent on one's age. A child's proficiency in English can be influenced by a number of things, such as the amount of time, the kind of text, the teacher, speaking, homework, and test formats. Nonetheless, of these six variables, the effectiveness (output) of early childhood education is generally more influenced by teachers and materials. In addition, the efficacy of English language acquisition is controlled by how teachers adopt teaching methods that are sensitive to students' requirements and the extent to which teaching materials can aid the learning process. Therefore, observers of early childhood education, particularly English teachers at the school level, should pay close attention to these two characteristics.

D. Storytelling

Storytelling as a teaching method is not new or foreign to educators in Indonesia, particularly those working with primary school students. One of these oral traditions or cultures that has been passed down through the generations for a very long time is storytelling. However, the tradition of storytelling is sadly beginning to fade in this global age and be replaced by the traditions of watching TV, playing video games, and other more thrilling pastimes. Oral traditions can be considered to contain stories, regardless of the benefits and drawbacks of either storytelling or viewing, demonstrating the universal human love of telling and hearing stories (Prastiwi, 2015).

All student levels can benefit from the advantages and widespread use of this narrative approach, but early childhood (SD) kids can gain most from it. One advantage of teaching languages is that the stories given provide the language a meaningful context in which to be employed. Unlike when teaching grammar or vocabulary, which is typically done out of context, grammar and vocabulary can be thoroughly and organically learnt through narrative. Because teaching through storytelling does not require expensive and complicated equipment, which can occasionally be difficult to get, this storytelling method also has the benefit of being inexpensive.

By utilizing their body language and facial expressions to aid pupils in understanding the narrative, teachers can transform into multipurpose media. Telling stories is an oral activity that is meant to be participated in as well as heard. Because these behaviors are genuine and natural in communication—in this case, between the teacher acting as a storyteller and the students acting as listeners—intense eye contact with kids and the dialogue that happens between teachers and students are special assets when telling stories. If pupils just listen to the cassette, the outcome will be drastically different because it presents them as people who are 'eavesdropping' and not participating in the activity.

E. Literature Use in EFL

As pedagogical research in the subject of second language studies evolved in the late 20th century, so did the approaches created by these educators. One such method of teaching languages started out to ground education in the use of more tangible objects with the goal of getting students ready to use their language skills in everyday situations. Whether teaching English for Academic Purposes, English for Specific Purposes, K-12 schools, or the workplace, content-based instruction, or CBI, has emerged as one of the most effective pedagogical approaches. Because

it places more of an emphasis on learning about a subject than on learning the language explicitly, CBI is well-liked by both teachers and students.

Since the creation of CBI, various educational markets have seen the autonomous development of subsets of the broader teaching theory. One outcome of CBI's expansion is the return of target language literature to the curriculum. A more thorough examination of literature's function, students' views of literature, various approaches to literature, and the connection between research and practice have all been extensively studied since literature's resurgence as a useful tool for teaching students languages. One of the major conclusions was that the contextualized nature of the literature improved student participation in the classroom. Contextualization of the plot, characters, setting, and ideas all contribute to the accessibility of authentic language.

Literature gives pupils the opportunity to view the story as a complete, as opposed to basic textbook dialogue that lacks the context of character interactions. "English language learners benefit from contextualizing language through literature as they study themes that enlighten life and language." This makes the story's reference points easily accessible, which lessens the sense of bewilderment that many students get when they read a piece of writing that lacks a clear direction. One example of this is news stories, which necessitate reading up on the subject matter before writing. The majority of the story may be read on its own without much further information (Kylene & Heinemann, 2009).

The fundamental quality of literature that sets it apart from other types of writing is its narrative framework, which incorporates narration. Telling a story about ordinary occurrences can give them structure and meaning while addressing issues such as gender role models, social norms, standards, and boundaries. Practitioners from all areas of education have done a great deal of study on the special benefits of telling stories in the classroom. The connection between narrative patterns and how those patterns relate to real patterns is emphasized by this educator. There is growing evidence that more narrative-focused instruction is necessary because of more current studies on narratives and how they influence human thought from the standpoint of cognitive and neurological science.

Teachers believe that material may be studied and gained much more efficiently because of the connection between tale narratives and human thought processes. Teachers still find it difficult to get students motivated and engaged in class activities, and reading literature is thought to be an easy solution. Numerous educators can vouch for the fact that textbooks differ in terms of their scope, quality, and capacity to maintain students' interest. Authorities usually consider reading skills like scanning, skimming, inferring, and comprehension when selecting a textbook; these abilities are grouped under subjects that the textbook writer considers fascinating, such as health, travel, movies, etc. It is possible that students will not find this engaging or beneficial, even if administrators do. The way textbooks are written might actually make students ignore or even reject instruction that is meant to help them learn these abilities, as opposed to imparting them. Teachers have access to a significantly greater variety of books and stories than what is contained in textbooks. In the classroom, teachers have more freedom to choose the literature that best fits the needs of their particular class a choice that extends beyond what is provided in certain textbooks.

When reading a textbook that is more academic in nature, there isn't really a difference between how it should or may be used in an EFL versus an ESL setting in one specific instance. A more decentralized approach to material selection is necessary given the different overall expectations and aims of international students in an ESL setting in the United States and Korean students in an EFL environment. Different educational sectors have praised the use of literature in language instruction as an overall methodological notion. With numerous publications published on the best ways to teach literature-based classes, teachers from all over the world have come to favor this method, particularly in language acquisition. With seemingly endless alternatives for content, teachers may find it daunting to choose from such a wide variety of literary genres. Fairy tales are one genre that is deemed appropriate for language education. Consequently, language has been disregarded as a practical way to communicate in and access the native tongue, which makes it valuable to acquire. It's unclear why fairy tales have been left out of several studies on literary use in EFL. They have an advantage when content judgments are made with a focus on motivation because they are well-liked by both adults and youngsters. They are widely available in bookstores and have been incorporated into a number of other artistic mediums (Albiladi, 2018).

There still appears to be a gap in the conversation about the use of literature in English classrooms, despite the well-reasoned arguments and supporting data. Since fairy tales have been underappreciated as a real genre for far too long, more research should be done on them. The advantages of utilizing fairy tales in the classroom will be discussed in the parts that follow, along with a more thorough description of how they foster linguistic and cultural understanding. With this new understanding, it is hoped that more studies on fairy tales would pave the way for their inclusion in English classrooms and play a bigger part in enhancing students' language proficiency.

METHOD

The phrase "systematic literature review" describes a specific research project or research process, an investigation conducted to gather and assess research pertaining to a certain area of interest. A systematic review and journal identification can be done with the SLR approach, which adheres to set procedures or stages in every process. In addition, the SLR approach can prevent subjective identification, and it is envisaged that the identification outcomes will contribute to the body of knowledge regarding the application of the SLR method in journal identification. SLR research is conducted for a number of reasons, one of which is to locate, examine, assess, and analyze all previous studies that address intriguing occurrences and raise pertinent research concerns.

RESULT AND DISCUSSION

A. Result

The following are some brief research findings about the use of the storytelling learning model: "Improving Skills Through Storytelling" is the title of a 2019 Santos Gonçalves et al. journal article. The purpose of this study was to determine whether the cooperative learning approach based on storytelling has an impact on students' ability to talk more. The study conducted by Syarifuddin (2017) and published in Journal 2 Research under the title "The Influence of the

Storytelling Model on the Speaking Skills of Class V Students of MI Jamiatul Khaerat Makassar City" demonstrates the effectiveness of the storytelling learning model in enhancing English speaking abilities. The researcher's goal in this study was to compare the speaking abilities of the students before and after MI Jamiatul Khaerat Makassar City introduced the storytelling approach. The results analyzed in the student speaking category before the storytelling learning model was implemented were in the category with a proportion of 29%, while the results after the storytelling learning model was implemented, students' skills were in the very high category with a proportion of 71% (As, 2016).

According to Mujizat (2016)'s Journal 3 Research article, "The Effect of Storytelling to Facilitate EFL Speaking Using a Web-Based Multimedia System," these findings demonstrate the impact of the learning model storytelling on students' speaking abilities in Class V MI Jamiatul Khaerat Malengkeri, Makassar City. The purpose of this study is to evaluate the impact of using students' interactive learning models and narrative on speaking abilities, as well as the potential of multimedia tools to support language acquisition. The findings of this study show that students who used the system to write tales outperformed other students who did not utilize it when a post-test was administered.

This research shows how storytelling can help with speaking skills improvement when it is used in conjunction with a support system-based storytelling model. By using animation to describe the animated story, kids can practice speaking English and will find it easier to retain and pay attention to terminology. Therefore, adopting a web-based multimedia system to enhance narrative activities in the classroom can help to facilitate speaking abilities in EFL learners, and improve students' speaking proficiency.

The study "Storytelling As A Strategy To Improve Speaking Skills" by Velasquez & Rodriguez (2015) was published in journal 4. The purpose of this study is to examine how using storytelling in English speaking affects third-grade pupils at La Julita Institute in Pereira City. According to the research findings, students who use the storytelling method are motivated by their body language and talk in a tone that is appropriate for the story. The pupils pay close attention when the teacher is telling a narrative. Using narrative helps pupils' vocabularies grow as well. The study "Development of a Storytelling-Based Learning Model: A Breakthrough in Efforts to Increase the Output of Early Childhood English Learning" was also published in Journal 5 by Setyarini (2015). The purpose of this study is to determine the right tale style and how to use it. What are the challenges and how should they be overcome? This research uses a classroom action method which takes place in two cycles. The study's findings indicate that a different approach to enhancing English language proficiency is the storytelling learning paradigm. By telling stories, students can practice improving their English language proficiency through the storytelling learning methodology.

B. Discussion

The study's findings indicated that speaking English presented challenges and barriers for many students. One of the causes is their insufficient vocabulary knowledge and poor English speaking ability. For the majority of English language learners, speaking or oral communication is the hardest skill to master. If enough information is acquired in accordance with the needs of the students, language learning is considered successful. There will be pupils in a learning process who meet or surpass the evaluation standards, as well as those who are still seen as having less ability to do so. Speaking is one of the most difficult things for teachers and tutors of language learners, especially in the classroom, to teach and learn (Al Hosni, 2014).

Teachers in English classes must spend the majority of the class period instructing, whereas students frequently pick up language skills passively from their teachers or from textbooks. They cannot, however, be sufficiently schooled or developed in speech. For students who wish to improve their speaking abilities, learning how to speak English clearly and fluently is a challenging endeavor. Students' prospects for interaction are hampered by their inability to communicate in English in the classroom. Students choose to hone and strengthen their English-speaking abilities at a training facility. It is undeniable that students' speaking abilities can be enhanced in a classroom setting with the appropriate learning paradigm. To help students become better communicators, teachers should think about using relevant learning methods.

Students can improve their English speaking abilities by using the storytelling learning paradigm that is implemented by educational institutions. Additionally, the storytelling learning style can help with vocabulary growth and pronunciation, including accurate and appropriate articulation, emphasis, and intonation. Apart from that, the application of the tale tell learning approach is also able to make students more involved in speaking during learning activities. Telling stories might also give you more courage to speak English in front of an audience. Using fairy tales as a teaching tool is called storytelling. Participating actively in storytelling promotes language development.

Teachers put the story's title on a piece of paper, and students can either choose at random or independently decide whatever narrative they want to tell. Students can interpret the story and impart the knowledge they have gained about it to their peers, so honing their speaking abilities. In order to help students feel more comfortable and confident when they tell stories in front of the class, storytelling can give them experience and knowledge in utilizing English to improve their speaking abilities. The ability of the storyteller to share experiences with the audience to pique their interest in the tale being told is what gives storytelling its power. Furthermore, storytelling offers kids the chance to enhance their linguistic and cognitive abilities. Speaking abilities are the capacity to utilize words to communicate ideas or ideas in a way that meets needs. Effective communication is essential, especially when speaking English. Using this

storytelling learning methodology, students can enhance their English speaking abilities by learning how to pronounce words effectively and in a way that makes sense for the story they are trying to tell.

CONCLUSION

A sort of cooperative learning called storytelling learning model can assist students get more involved in honing their English speaking abilities and introduce them to new language that they may not have encountered in stories previously. The purpose of this study is to explain how acquiring English speaking skills can be enhanced by applying the Storytelling learning approach. Several relevant journals and books are examined in this research's literature study in order to get data. Literature review approaches, such as reviewing and summarizing related publications, are used to collect data. The study's findings indicate that applying the Story Telling learning approach has an impact on enhancing students' English speaking abilities.

Teachers on courses are crucial to the process of teaching and learning. Students require further instruction in the usage and selection of vocabulary, particularly in grammar, in order to improve their English speaking abilities. There are occasionally pupils who are not paying attention when their peers are telling stories in front of the class. Teachers need to know how to set up the classroom so that other kids are still interested in how their classmates look. Additionally, teachers need to be able to lighten the mood in the classroom as it becomes calmer so that students can study in comfort.

In order to get the most out of using storytelling in speaking instruction, teachers must be imaginative in their material selection. This will help to create a lively learning environment, motivate students to learn English more actively, and progressively improve their speaking abilities. As a result, teachers in this course can use the Storytelling learning paradigm in their lessons to help students become more confident while speaking English. To prepare for future study, it can be helpful for scholars to widen their perspectives and gain more understanding of the role that the storytelling learning model plays in enhancing English speaking abilities.

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