



Storytelling Method in Increasing Language Proficiency: Speaking, Vocabulary, and Understanding

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Abstract: *The purpose of this study is to present comprehensive research on enhancing four English language proficiency as integrated abilities at SMP Islam Hasanuddin Malang grade 1, with the aid of storytelling. 1) The process of enhancing four English language proficiency levels as an integrated skill with the help of storytelling, and 2) The outcomes of this process are included in this study. Action research, the research methodology employed, uses instruction that is thought to be able to enhance the learning process, which is likely to enhance the outcomes that students attain. According to the study, storytelling is a useful method for teaching English. When the teacher interferes too much with the students' actions, the story-telling process will not go well. In order to have many opportunities to communicate in English, students must work independently to become self-sufficient and autonomous learners. The use of stories to provide information in an interesting way and increase student involvement makes storytelling a successful language learning strategy.*

Keywords: *Storytelling, Method, English Skill*

Introduction

The necessity for students to improve their English proficiency has increased recently due to the need to produce graduates who are globally competitive; this is particularly true for English majors who plan to become teachers in the near future. Numerous EFL instructors have employed narrative as a teaching tool. Furthermore, it is claimed that storytelling can serve as a stimulating and interactive medium for language learning between students and teachers. The method presented in this study is intended to assist educators in using storytelling as a tool for young EFL students (Hsu, 2015). The process of equipping students with the necessary abilities or skills in a novel learning environment is known as the "current learning perspective" (Shasqia, 2020). Storytelling is still prevalent in today's technologically advanced world, not just in school textbooks and children's reading materials but also on the internet for educational purposes. There are many different kinds of storytelling in Indonesia. It is also anticipated that using storytelling to teach speaking will enhance EFL students' language proficiency. Another technique to make teaching speaking activities fun is to use narrative as a teaching strategy (Budiarti et al., 2022). In the classroom, teachers play a significant role in the linguistic development of their students.

When children are going through a delicate language learning phase, the study period at Early Childhood Education is a great chance to enhance literacy abilities (Puspitasari et al., 2023). To enhance the quality of teaching and learning English, educators must modify the contextual model of instruction using educational technology (Yuniarti et al., 2022). Children's emotional health can benefit from stories, and one of the new teaching strategies used in classrooms is storytelling (Zarifsanaiey et al., 2022). Storytelling is a communication and learning technique that was first used to impart history lessons. It provides the basic framework for how students extract knowledge from their daily experiences. In actuality, every relationship experience is stored in the students' minds as an instructive narrative, and their brains are linked to manage and arrange information through stories. Storytelling and drama are well-known teaching tools that can be used throughout the curriculum for the active participation of students in their own learning process (Bravo et al., 2021). One method that aids kids in learning English, particularly in speaking, is storytelling. Students can gain a lot of vocabulary and phonological awareness through storytelling in addition to improving their speaking abilities (Assauri et al., 2022). This suggests that teaching vocabulary using storytelling leads the students to be actively involved in learning and helps the students improve their vocabulary mastery (Ismawati et al., 2018). Language is one aspect of development that is stimulated at an early age. Humanistic learning is learning that optimizes the potential of children as humans. One of the practices of humanistic learning is using storytelling in teaching children. Through storytelling activities, children fulfill their basic needs in self-actualization (Muryanti, 2020). Regular practice, such as narrating stories based on personal experiences, reading or listening to stories to expand vocabulary and grammar, and practicing speaking to enhance intonation and pronunciation, can help improve English storytelling skills. Reading, writing, speaking, and listening are the four language skills that will all be greatly enhanced by combining these techniques. Students' pronunciation has increased after taught by storytelling technique. It also gives many advantages such as exercising students to be imaginative, got the moral message, and develop aspects of speaking, train the ability to concentrate on the story in the English language (Maylia Arina & Islamiah, 2020) The following are some benefits of employing the narrative method: (1) Increasing students' engagement and creativity in speaking, particularly when implementing or narrating a tale; (2) Students' courage to speak in front of the class to tell the story; and (3) Through practice, students gained a deeper understanding of the content. Therefore, it may be said that the storytelling technique could help pupils become more proficient speakers (Fitriyeni, 2022). An engaging method for teaching English to students is storytelling. Students can acquire a second language in a memorable and enjoyable way by being encouraged to read or listen to stories. English language learners should work on and enhance their speaking, writing, listening, and reading abilities. Certain resources might encourage the acquisition of this second language in its entirety. But telling stories to kids at an intermediate level is a fun method to help them practice listening to the story, rewriting the script, understanding the chronological order, and expressing their opinions on the material (Yappi & Astriana, 2019). The teacher claims that because the students are actively participating, employing the narrative style makes the

lessons more interesting and pleasurable. However, when implementing the technique, the teachers encountered a number of problems since they are still unable to develop tales and use them in a way that aligns with the curriculum (Elkhimry, 2022). In order to foster meaningful interaction and a natural learning environment between storytellers and their listeners, storytellers must be more inventive in their use of language focus when narrating stories to students and simultaneously posing questions that can encourage critical thinking in the target language

(Gultom & Wompere, 2021). The storyteller's narration, tone of voice, mimicry, gesture, and interaction skills were all linked to effective and engaging storytelling (Çelik Korkmaz, 2021). One technique for teaching English is storytelling, which enhances the classroom's interest, vitality, and conversational tone (Otoluwa et al., 2022). Students were able to communicate more effectively by using the narrative technique, which also improved them with grammar and idea comprehension (Imran et al., 2021). Young learners can learn English in a less stressful setting by using storytelling, an ancient communication method, which is comparable to learning a native tongue. To get a career and succeed on both domestic and international platforms, prospective students must be proficient in English. In this situation, narrative works well as a teaching strategy to improve the learner's LSRW abilities. Stories have a greater beneficial effect because they hold the listener's interest and create communities by tying together ideas, feelings, experiences, and belief systems in a fun and memorable way. Students can use narrative frameworks, imagery, and vocalization when they are telling stories. When presenting stories, students employ their voice, intonation, pitch, body language, facial expressions, gestures, eye contact, and interaction (Rani Saha, 2020). It takes a lot of effort on the part of teachers to make the English classroom fun, especially for younger students. Children are thought to learn in their own unique ways. According to (Farizawati, 2016) The results showed that the students taught using the Storytelling Technique achieved better scores than those taught by using the Memorizing Words Technique. Teachers must effectively manage and organize the class because each child has unique qualities. The teaching and learning process for young students should be tailored to their interests and needs. The development of students' talents is greatly influenced by the best instructional methods. Such conditions are frequently used by teachers in English classes. Since it is difficult for them to design a successful and efficient class, they must be prepared with the necessary knowledge and abilities. Teachers can use a variety of activities, including games, singing, and storytelling. Using storytelling in the classroom is one entertaining exercise. Storytelling is a useful tool for improving pupils' English language skills. It's widely acknowledged that a lot of kids enjoy stories. This essay aims to investigate how story telling can be used to inspire students' abilities in English classes (Rokhayani, 2012). A powerful instructional method for language acquisition, storytelling helps pupils become more confident and improve their communication abilities. Additionally, it allows children to experiment with the language, particularly with nonverbal communication (Mokhtar et al., 2012). Storytelling was believed to have increased student's vocabulary, confidence and a sense of pleasure in learning English (Safira et al., 2020). According to (Riyani, 2019) in the research was

conducted in elementary school in Cianjur, involving a teacher and students of Jamaras elementary school. The participants were ten students of the fifth grade. The findings show, that storytelling by using finger puppet is beneficial to teach vocabulary, because it made the student easy to get new vocabulary. Whereas the strengths of the use of storytelling using puppet in teaching vocabulary were the students were more interested and not bored in the learning process. The weaknesses of the use of implementation storytelling using puppet was the students more focus on puppet than on the story that conveyed by the teacher and also from the students response from the questionnaire teaching vocabulary through storytelling can help them to get the new vocabulary in a fun way. In SMP Islam Hasanuddin Malang This research is able to provide advantages in English language learning not only has benefits for education at SMP Islam Hasanuddin Malang but also is able to contribute to increasing knowledge in the world of education using the storytelling method. Through improved comprehension, memory, creativity, and critical thinking, storytelling helps students learn and evolve as individuals. By strengthening empathy, encouraging a feeling of self, and fostering a more involved and cooperative learning environment, it also promotes emotional development. Furthermore, storytelling is an effective method for developing language and communication skills as well as for relating to and comprehending various points of view.

Methodology

Classroom Action Research functions as a tool to solve problems that arise in the classroom and also as a tool for in-service training (Khasinah, 2013). Here the number of students is 35, of which 17 are male and 18 are female. This number of students is sufficient in one class to provide an interactive learning experience. The method used at SMP Islam Hasanuddin Malang grade 1 should be explained in enough detail to enable others to duplicate and expand upon the results that have been published. This research was conducted for 3 days from September 8th to 10th for 2 hours a day. Each day, students received storytelling with a different theme to attract their attention. Students listened to each story by paying attention to every word spoken, including facial expressions and the roles conveyed in the story to gain understanding and vocabulary intended in the story. After the storytelling is completed, students will analyze in the form of understanding by writing about what they have just heard until they are able to convey the story in speaking. The English storytelling method consists of three steps: preparation (selection of a narrative, plot development, audience targeting), storytelling (use of straightforward language, expression, intonation, and imagery), and assessment (practice, feedback, and revision). In addition to helping listeners comprehend and appreciate the story, the objective is to help them become more proficient in English through vocabulary, grammar, pronunciation, and listening exercises.

Result and Discussion

At the results stage, the researcher presents the research results obtained after implementing storytelling at SMP Islam Hasanuddin Malang grade 1.

1. Preparation

a. Researcher choose a story:

Pick a story the the researcher like, such a fairy tale, a personal experience, or a short, interesting tale that works for your audience.

b. Target the students:

Adapt the story's language and content to the student's age and interests.

c. Create a storyline:

Use an introduction, a body, and a conclusion to organize the story. Identify the plot, characters, and setting.

d. Prepare the script:

The researcher make a preliminary draft or outline, then fill it in with concise, understandable language.

2. Storytelling Process

a. The researcher use simple language:

Select terms that are widely used and simple to grasp, such as "teacher" or "nice."

b. Use expressions and gestures:

To make the characters and emotions come to life, use the right body language and facial expressions.

c. Practice intonation and pronunciation:

Adapt the tone of researcher's voice to the story's tone. For instance, in tense situations, slow down your speech; in joyful situations, speed it up. To improve clarity, practice your pronunciation.

d. Involve the students:

To get the students interested, pose interactive questions like "What do you think the character would do?"

e. Use props and visuals:

To help the students visualize the story, utilize photos or bring objects that are related to it, like hand puppets.

3. Evaluation and Improvement

a. Practice regularly:

To gain confidence, practice sharing the tale in front of a group of students, a friend, or a mirror.

b. Solicit feedback:

To make future stories better, find out from your audience whether they understand or if there are any parts that are unclear.

c. Proofread and edit:

Proofread your tale to make sure the flow and grammar are correct.

Storytelling 1:

The	Fisherman's	Promise
<p>Once upon a time, there was a fisherman named Batara Guru Sahala who lived in Batak land. One day, he caught a fish that could talk. The fish begged Sahala to set it free and he did accordingly. As soon as the fish was free, it changed into a woman. She was so beautiful that Sahala fell in love with her at once. He asked her to marry him. The woman agreed to marry Sahala, but in one condition: he had to keep the secret that she was once a fish. Sahala promised her that he would not tell anyone about it. They were happily married and had two daughters. Every morning Sahala went out fishing. His daughters would bring him his lunch. One day, however, instead of bringing the food to their father, the two girls ate it.</p>		
<p>When Sahala knew what they had done with the meal, he got very angry. He shouted at them saying, "You behaved exactly like the daughters of a fish." The girls did not understand what their father meant. They went home and asked their mother about it. Their mother was very annoyed. Although Sahala apologized to her later, she would not forgive him for breaking his promise. From that moment on, Sahala took a lesson that he should not have broken his own promise. Sahala was so grief-stricken that he decided to wander for the rest of his life.</p>		

Storytelling 2:

The	Fisherman's	Promise
<p>Once upon a time, there was a fisherman named Batara Guru Sahala who lived in Batak land. One day, he caught a fish that could talk. The fish begged Sahala to set it free and he did accordingly. As soon as the fish was free, it changed into a woman. She was so beautiful that Sahala fell in love with her at once. He asked her to marry him. The woman agreed to marry Sahala, but in one condition: he had to keep the secret that she was once a fish. Sahala promised her that he would not tell anyone about it. They were happily married and had two daughters. Every morning Sahala went out fishing. His daughters would bring him his lunch. One day, however, instead of bringing the food to their father, the two girls ate it.</p>		
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Storytelling 3:

The	Magic	Box
<p>Once upon a time, there was a poor farmer who dug up a big box in his field. He took it home and showed it to his wife. His wife cleaned it and kept it in their house. One day, she dropped an apple into it. Immediately, the box began to fill up with apples. No matter how many were taken out, others took their place. So, the farmer and his wife sold the apples and were able to live quite comfortably.</p> <p>Then the farmer dropped a coin into the box. At once, the apples disappeared and the box began to fill itself with coins. Every day the farmer and his wife collected hundreds and hundreds of coins from the box. Soon, they became very rich.</p> <p>Now, the farmer's grandfather lived with the couple. He was not very strong and he could not go out to work. So, the farmer asked the old man to help him take the money out of the box. When his grandfather became tired and wanted to rest, the farmer shouted at him, "Why are you lazy? Why can't you work harder?"</p> <p>The old man did not say anything, but he continued working until he fell inside the box and died. At once, the money disappeared and the box began to fill up with dead grandfathers. The farmer had to pull them out and bury them. To do this, he had to spend all the money he had collected. When he had used up all the money, the box broke and the farmer was just as poor as he was before.</p>		

Storytelling 3:

The	Mouse,	Deer	and	The	Tiger
<p>Once, a thirsty mouse deer approached a river for a drink, only to be confronted by a hungry tiger. Desperate to escape, the mouse deer devised a clever plan. He convinced the tiger that he had a powerful king who rivaled the tiger's strength. Falling for the trick, the tiger agreed to challenge the mouse deer's king.</p> <p>Guiding the tiger to the river, the mouse deer pointed to his reflection and claimed it was his mighty king. Fooled by his own reflection, the tiger leaped into the water to fight. Seizing the opportunity, the mouse deer escaped.</p> <p>Realizing he'd been deceived, the tiger felt humiliated and searched for the mouse deer, vowing revenge. But the cunning mouse deer had already disappeared into the forest, leaving the tiger to learn a valuable lesson about pride and caution. And so, the mouse deer continued to outsmart danger while the tiger became wiser to deception.</p>					

From the findings obtained, there are three student abilities which can be described below:

The student's speaking: Practicing storytelling orally can improve student's fluency and confidence, while also improving pronunciation and intonation. Stories often use different tenses (such as past tense and present tense) naturally, which helps improve

student's grammar comprehension. Boosting student's Confidence: Practicing telling stories, even in front of a mirror, can help reduce the fear of making mistakes when speaking English. Developing student's Creativity: By creating or retelling a story, the researcher exercise student's imagination and creativity.

The student's vocabulary: Reading stories in English helps students expand vocabulary, understand sentence structure, and learn new grammar through context. When reading or listening to stories, you're exposed to many new words in different contexts, making them easier to understand and remember.

The student's understanding: Listening to stories from researcher in English, can effectively train student's understanding skills, writing students own stories or summarizing them can train student's ability to construct grammatically correct sentences and develop ideas creatively. Students' understanding improves using storytelling because it enhances memory and engagement when listening to stories. Students can see the expressiveness of the storyteller and the language that complements the story, which improves their comprehension.

The overall results of student achievement can be seen in the form of charts below:

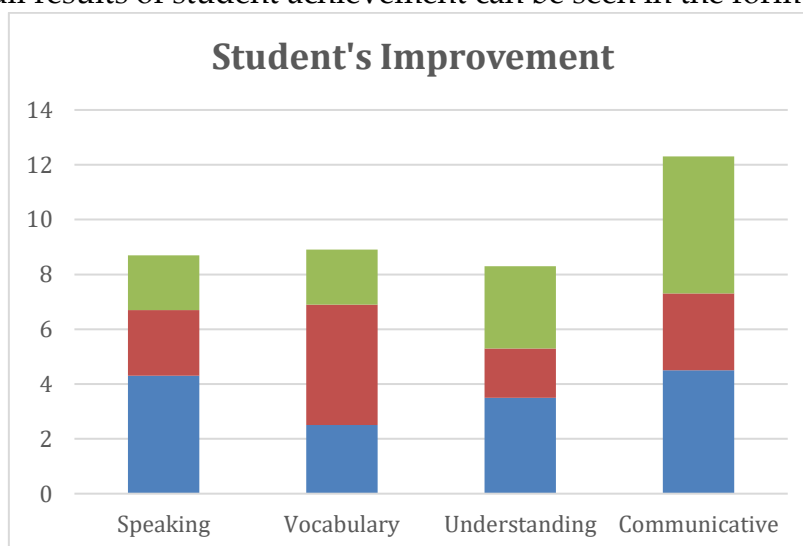


Figure 1. Student's Chart of SMP Islam Hasanuddin Malang

The charts above show that students' speaking, vocabulary, comprehension, and communication skills are more competitive when using the storytelling method. Therefore, this method is suitable for students at SMP Islam Hasanuddin Malang.

Discussion

The discussion that follows will concentrate on the purposes of storytelling in order to provide a deeper understanding of it. We'll go over a few of the purposes of storytelling below.

1. Whether told orally or through the media, storytelling serves to enhance an individual's sense of delight. A person will forget their melancholy if they experience more happiness.

2. Storytelling helps people learn new words and phrases and improve their ability to construct grammatically pleasing sentences that are enjoyable to read and hear.
3. One's horizons are expanded through storytelling. It is inevitable that reading or hearing a narrative will result in fresh perspectives on issues.
4. Narrating stories enhances focus. This is due to the fact that listeners or readers will inherently concentrate on the narrative being presented, whether it be in writing or verbally.
5. The purpose of storytelling is to impart moral principles that are applicable to daily life.

The Benefits of Storytelling for students. In addition to being effective as a teaching tool and for product promotion, storytelling offers a number of other advantages, such as:

1. Cultivate an Interest in Reading : In order for the audience to understand the story being told, a storyteller would undoubtedly make an effort to find a variety of references by reading a large number of books. In addition, the audience will want to read the book and hear the story told.
2. Improves Intelligence: Telling stories can help people become more intelligent because they will try to understand what is being said, which will indirectly improve their cognitive abilities.
3. Increase Creativity: Ideas and concepts are essential when writing a story in order to guarantee that the audience will find it entertaining. A person's creativity will be enhanced by these ideas and thoughts, enabling them to come up with different ways to keep the audience interested.
4. Improve Language Skills: A storyteller's language skills are enhanced by the rich vocabulary of storytelling, which includes a plot. A story becomes more captivating the more languages it can use.
5. Can Increase Income: The possibility of earning extra money is another advantage of being a storyteller, which is why many people decide to make storytelling their career. Making storytelling your career allows you to entertain as well as make money.
6. Makes Presentations Easier: Storytelling, as we all know, entails speaking in front of a big crowd. Thus, boosting self-confidence via storytelling can also decrease tension and make presenting in front of a large crowd easier.

Conclusion

The implementation of the storytelling approach or telling stories in the classroom has an impact on learning among students at SMP Islam Hasanuddin Malang grade 1, according to the discussion that was previously presented. With the use of supporting material from comic books, movies, and other information sources, the storytelling approach is applied when the researcher employs vocalization, narrative structure, and mental preparedness to interact with the students. The paired storytelling learning approach is the one that can be used. Students, teachers, and instructional resources can all benefit from the participatory approach to teaching reading, writing, speaking, and listening that is the Paired Storytelling learning model. Teachers can employ digital storytelling, puppet performances, the play while learning method, and singing as storytelling techniques. In order to create a fun learning strategy that kids like and ensure that the learning process proceeds efficiently, the first step of the storytelling activity is used

to implement the fun learning strategy. The use of the narrative technique takes into account students' emotional, social, and psychological growth. A more dynamic and student-centered learning environment can be produced through the use of storytelling in the classroom. Through storytelling, learning takes on greater significance and students' self-confidence grows and improves. Therefore, teaching student's self-confidence through teacher-designed learning comes after integrating self-confidence into elementary education. Students' self-confidence metrics improve when narrative is included in all of their decision-making. As a result, it can be said that using storytelling in Junior High School can help boost student's self-confidence. The results of this study can be beneficial for the world of education, especially for teachers, so they can improve learning methods in the classroom, such as the use of storytelling in language classes, which can improve students' understanding of the language. Teachers can also improve their ability to convey stories with this method. Storytelling is not new to teachers, but it is hoped that all teachers can use this method perfectly. This research focused on speaking, vocabulary, and comprehension, as these three aspects are crucial for language comprehension. It is hoped that future researchers can apply the same method with a different focus, such as using storytelling to increase question-and-answer activity in class or improve classroom interaction.

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