



THE EFFECTIVENESS OF STORY TELLING IN ENHANCING SPEAKING SKILL OF GRADE VII STUDENTS OF JUNIOR HIGH SCHOOL 31 PADANG

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Abstract: This study aims to examine the effectiveness of story telling technique in improving the speaking ability of seventh grade students at SMPN 31 Padang. The background of this study is based on the low level of students' English speaking ability due to the dominance of conventional learning methods that do not involve students actively. The study used a quantitative method with a quasi-experimental design, involving two classes consisting of 33 students each as the experimental and control classes. The experimental class was taught using story telling technique, while the control class used scientific inquiry method without story telling. The research instrument was an oral test that assessed aspects of pronunciation, grammar, vocabulary, fluency, and comprehension. The results showed that the mean post-test score of the experimental class (78.72) was higher than that of the control class (70.76), with the t-test results showing a statistically significant difference ($p\text{-value} < 0.05$). In addition, the percentage of students who reached the high learning outcome category in the experimental class was also greater (48.48%) than the control class (15.16%). In conclusion, the story telling technique proved to be effective and recommended to improve students' speaking ability in English learning at junior high school level

Keywords

Story Telling, Speaking Ability, Speaking, English Learning

A. INTRODUCTION

Nowadays, English language becomes a famous language all around the world. One of the reason is because English is an international language (Asanti & Sudirman, 2020). Lots of people around the world studying English to have a better communication skill in their own country or even in another country_. Indonesians use English as their foreign language, therefore lots of them are difficult in speaking English. Many of them use Indonesian language and their local language for their daily activities. While to make Indonesia better and developed, learning language especially English language is needed. A developed country has some characteristics, one of them is having a good generation. Creating a developed country for Indonesia can be started by teaching students. Many skills that can be taught, the one that is important is teaching speaking to have a good communication skill (Widiati & Cahyono, 2006).

According to Rebecca, (2002), "the teaching of speaking depends on on the existence of a classroom culture of speaking and that classroom need to become talking classroom." It can be inferred that during the classroom process, the most active one is not only the teacher, but also the students. "Foreign language learners are need to have a chance to develop their speaking skill by being exposed to a situations where the aims is on using the language for communicating meanings as efficiently and economically as possible. The lack exposure to a real English setting will affect the language input, which here the input is speaking ability. Most teacher still use traditional way on teaching speaking, most of them are become active teacher in the class, while to learn speaking, not only the teacher but also the students need to be active and become "talking classroom". When this traditional way keep used by all teacher, there will be no enhancement of the student.

Story telling is an activity did by tellers and listeners in an interesting and fascinating way and it should be engaged in at all grade levels. The teacher has to form story telling before expecting students to tell their stories. Story telling will fosters creative thinking. Story telling also let students to internalize important aspects of story beginnings and endings, the settings, the characters, and the plot lines. It provides practice in expressing thought units through ideas, using colorful and descriptive language, developing ideas in sequence, and choosing effective action words. "The teacher can encourage students to retell stories which they have read in their books or found in newspaper or on the internet such retelling is a valuable way of provoking the activation of previously learnt or acquired language."(Harmer, 2007)

Cameron (2001) said that "story telling can be an enjoyable tool for practicing both listening skills and for verbal expression. Besides, story telling as a teaching technique has been extensively used in preschools and elementary schools up until university level where the teacher can choose stories from folk tales, guide books, literary tales, real life stories, festivals, and mythology.

Story telling can be done in many ways, also it's easy and fun especially for the beginners of learning speaking. The first way to do story telling is by retelling it only with full of expression and gestures (Heims, 1993). All of the body becomes the property (Stadler & Ward, 2010). The second way is by retelling the stories with a combination properties. The properties can be used for story telling is like : Costume, supported things, doll, even "wayang kulit" depends on what story that they will tell. The story and the properties need to relate. If it doesn't it will make the audience do not get into the story and means that the way of retelling story is failed. Therefore in choosing properties need to be careful and suit with the story about (Stadler & Ward, 2010).

Three main reasons for getting students to speak in the classroom. Firstly, speaking activities will give an opportunity- chance to practice real-life speaking in the learner's daily activities and their classroom activities. Secondly, speaking in which learners are trying to use any or all of the languages they know provide feedback for both teacher and students. Last, the more students have opportunities to activate the kinds of elements of language they have saved in their brains, the more automatic they will use of the element. This means that they will be able to use words and phrases and fluently without very much conscious thought (Harmer, 2007).

Various studies have been conducted on the use of storytelling techniques in English language learning. One of them is research by Astini Agun (2018) which aims to describe the application of storytelling as a medium for learning listening skills using personal recount text. The results showed that storytelling was able to improve students' listening skills, where students could understand and retell the story well, and were more active and involved in the learning process because of the interesting presentation of the story (Agun, 2018). In addition, another study by Anselmus Apri Hariadi (2016) showed that the use of digital storytelling was also effective in improving students' writing skills. This improvement can be seen from the students' ability to compose topic sentences, logical sequences, appropriateness of the use of tenses, and punctuation. From these two studies, it can be concluded that storytelling techniques are not only effective in improving listening skills, but also students' writing skills (Hariadi, 2016).

From those two research examples, there was a gap to fulfill. Story telling is able to make student's writing and listening skill enhanced, and each skill has a significance enhancement on some part of the material. While story telling is not only able to enhance student's listening and writing skill. It also able to enhanced student's speaking skill where it becomes the reason for the researcher to conduct this research. This research is purposed to solve students and teachers problem in learning and teaching speaking skill. To avoid the conventional way on teaching speaking skill which make students bored and didn't have an interest in learning

speaking, the researcher served a better way which is learning speaking through story telling.

B. RESEARCH METHOD

This research uses quantitative methods based on the philosophy of positivism, with the aim of testing hypotheses through data collection using research instruments and statistical data analysis. This research uses associative problem formulation with causal relationships, which examines the cause-and-effect relationship between independent and dependent variables. The researcher applied a quasi-experimental design, in which two groups (experimental and control class) were given different treatments; the experimental class was taught narration using story telling techniques, while the control class used the scientific inquiry method without the application of story telling techniques. After the treatment, both groups were given a post-test to measure students' speaking ability, with an instrument in the form of an oral test assessed using a rubric assessing aspects of pronunciation, grammar, vocabulary, fluency, and comprehension based on the David P. Harris rating scale. The research sample consisted of two VII classes at SMPN 31 Padang selected by cluster sampling, each totaling 33 students. In addition to the test, data were collected through observation, field notes, and documentation in the form of photos of the learning process. Data analysis was carried out by descriptive and inferential statistics using tests to determine the effectiveness of story telling techniques on improving students' speaking skills, by testing the normality and homogeneity of the data as a prerequisite before hypothesis testing.

C. FINDING AND DISCUSSION

In chapter IV, the researcher reveals the data which was gained from conducting the research. The data which is in the form of numeric data is the result of post-test between students in experimental class and control class. The scores of students speaking were classified into five. They are the score which focus on pronunciation, structure/grammar, vocabulary, fluency, and comprehension. By analyzing the data, the researcher would be able to answer story telling technique is effective to enhance students' speaking skill at the seventh grade students of SMPN 31 Padang.

1. Data Description

Based on the findings in the field, student scores in the experimental and control classes of 66 students consisting of 33 students from class VII-F and 33 students from class VII-B. The researcher analyzed the students' mean scores, standard deviation, and minimum and maximum scores, as shown in the following table.

Table 1. Data Statistic of Post-test Experimental and Control Class in Speaking Criteria Total

	N	Minimum	Maximum	Mean	Std. Deviation
Experiment Class	33	70.6	88.6	78.72	5.1463
Control Class	33	59.0	82.0	70.76	6.4874
Valid N (listwise)	33				

From the table above, it shows that in experimental class the student's maximum score is 88.6 and the minimum score is 70.6. Besides that, the standard deviation of the score is 5.1463 and means score is 78.72. Meanwhile, students in control class gained maximum score 82 and the minimum is 59. Standard Deviation of the score is 6.4874 with mean of the score is 70.76. By looking at the mean score, experimental class has higher score than in control class. The gain of their mean score is 7.96.

Students' posttest results are categorized into three parts, namely high, medium and low. According to Sudijono (2009), if the data categorized into three parts, then the interval limits are determined by means of $mean + 0.5SD$ and $mean - 0.5SD$. Based on results data posttest from the experimental class and control class, based on statistics descriptive in Table.

Based on Table the minimum value is 59.00 and maximum 88.6 with an average value of 74.74, as well as the standard deviation 5.82. English posttest results are categorized according to Sudijono (2009) with the following limits:

$$\begin{aligned}\text{Limit 1} &= \text{mean} + 0.5SD \\ &= 74.74 + 0.5 \times 5.82 \\ &= 77.65 \approx 78\end{aligned}$$

$$\begin{aligned}\text{Limit 2} &= \text{mean} - 0.5SD \\ &= 74.74 - 0.5 \times 5.82 \\ &= 71.83 \approx 72\end{aligned}$$

Table 2. Posttest Criteria

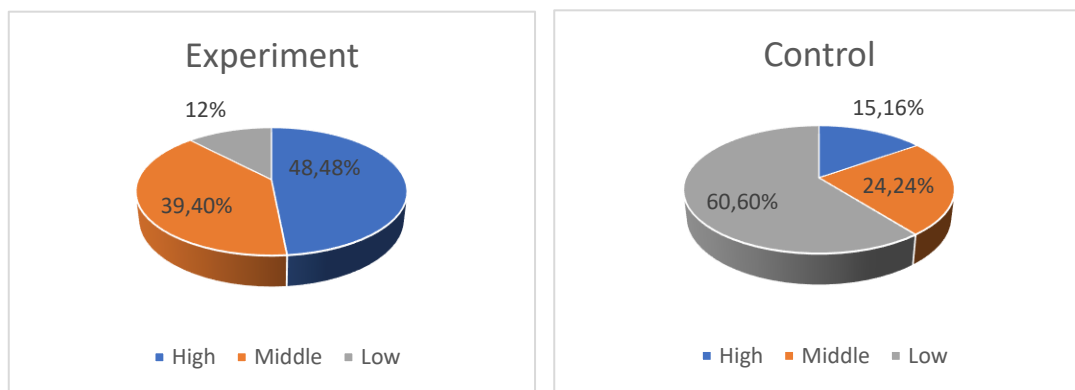
No	Criteria	Low Limit	High limit	Interval
1	High	78	100	$78 < x < 100$
2	Mid	73	77	$73 < x < 77$
3	Low	59	72	$59 < x < 72$

Class VII F and VII B posttest category boundaries are shown in Table for low category between 42 to 69, medium between 70 to with a high of 77 and high between 78 and 100. Frequency and percentage of posttest results by category according to Sudijono (2009) can be seen in Table.

Table 3. Frequency and Percentage of Posttest Results

	Indicator	Interval	Frequency
Experiment Class	High	$78 < x < 100$	16
	Mid	$73 < x < 77$	13
	Low	$59 < x < 72$	4
Control Class	High	$78 < x < 100$	5
	Mid	$73 < x < 77$	8
	Low	$59 < x < 72$	20

Based on Table for the experimental class with 16 students have high English learning outcomes, 13 students have mid learning outcomes moderate English and 4 students had results low learning, while for control class of 5 students had high English learning outcomes, 14 students had Mid English learning outcomes and 14 students had results low learning.

Picture 1. Percentage of Posttest Results

The posttest percentage results can be seen in Figure for the experimental class, most of which are in the high category is 48.48%, while the mid category is 39.40% and in the low category, 12%. The percentage of the control class is mostly in the low category, 60.60%, in the medium category, namely 24.24% and in the high category 15.16%.

2. Data Analysis

a. Normality Test

Data on the normality test were obtained from posttest on experimental group and control group. Data testing is done using computer program SPSS 26. The data is said to be distributed normal if the Kolmogorov-Smirnov and Shapiro-Wilk indices meet the requirements in the form of a p (Probability) value greater than the significance level of 0.05 ($p > 0.05$). Normality test results posttest of the experimental group and the control group can seen in Table below:

Table 4. Normality Test Results (Posttest)

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Class VII F	.092	33	.200*	.957	33	.207
Class VII B	.102	33	.200*	.955	33	.187

According to the table of SPSS output above, it can be seen that the sig/P-value of post-test from experimental group in speaking is 0.207 and is higher than α (0.05). It meant the data from this group is distributed normally. In addition, from the table above, the result of normality test from control group is 0.187 and is higher than α (0.05). Therefore, the data from this group is also assumed distributed normally. In the conclusion, data of post-test is distributed normally.

b. Homogeneity Test

Variant homogeneity test is intended to determine whether the sample taken from the population have the same variance and do not show significantly different from one another. Variant homogeneity test conducted on pretest data and posttest data in both groups. Data said to be homogeneous if the p value > sig. 0.05. Process calculations were performed with the the SPSS 26 computer program. Results of analysis homogeneity test are presented in table below:

Table 5. Test of Homogeneity of Variance (Posttest)

	Levene Statistic	df1	df2	Sig.
Based on Mean	2.783	1	64	.100

Based on table presents the sig value of speaking score is 0.100. It meant that the data of speaking score is homogeneous. It is due to $0.100 > 0.05$. In conclusion, the data is homogeneous.

c. Independent Sample t-Test

After ensuring that the data from post-test is distributed normally and homogenous, the researcher did statistical computation Independent Sample T-test by using SPSS 26. It is to test hypothesis of this study. To decide that the null hypothesis is rejected or not, the researcher used this indicator:

If sig/P-value < α (0.05), H_a is accepted

If sig/P-value > α (0.05), H_a is rejected

The researcher delivers four tables to present the result of Independent Sample T-test. There is the total score of students" speaking test which is elaborated more specifically concern on pronunciation, structure/grammar, vocabulary,

fluency and comprehension. The results of t-test analysis on students' score from both experimental and control class are presented in the tables below:

Table 6. Independent Samples Test (Posttest)

	t-test for Equality of Means						
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Equal variances assumed	5.520	64	.000	7.9576	1.4415	5.0779	10.8373

Based on table above, the researcher finds that the result of student' score of speaking from post-test in experimental and control class has sig/P-value (2-tailed) 0.000. Because the sig/P-value $0.000 < \alpha 0.05$, the researcher can conclude that the alternative hypothesis (H_a) is accepted. It can be concluded that story telling technique is effective to enhance students' speaking skill between the experimental group taught using the story telling technique and the control group using conventional technique.

D. DISCUSSION

The purpose of this study was to find out an effect of story telling techniques on students' speaking skill at VII grade of SMPN 31 Padang. The result of this study is presented in main points based on the research question. The point is; storytelling can enhance students' speaking skills based on the score after treatment. The research was carried out without giving a pretest first, only providing some material to the two classes, after which a final test (posttest) was immediately carried out to see the differences between the two classes. The analysis used in this research is a comparison test of two samples for learning outcomes. This test was previously carried out with a normality test and a homogeneity test. The two-sample comparison test aims to compare the final condition of learning outcomes for class VII F students (experimental class) with class VII B students (control class). Therefore, I counted the null hypothesis (H_0) which mention that the use of storytelling cannot enhance the students' speaking skills and the alternative hypothesis (H_a) means the use of Storytelling can enhance students speaking skill. Here, I could assume that storytelling was effective enough to enhance students' speaking skill. It was caused by the result that the mean of the post-test score experiment class was 78.72 and the mean post-test score control class was 70.76.

Most students are interested in learning by using storytelling and the students got the new vocabulary and could communicate with their friends.

The posttest for students at SMP Negeri 31 Padang showed that the average student learning outcome was 74.74 with a standard deviation of 5.81. The normality test results showed that the significance value for class VII F was 0.207 and class VII B was 0.187, the data is normally distributed. Meanwhile, for the homogeneity test results, the significance value was $0.100 > 0.05$, so the data is homogeneous. It is found that the difference in average values is not too big between the experimental class and the control class, namely 78.7 for the experimental class and 70.8 for the control class.

Independent sample T test was carried out on the final data using parametric statistics, because the data was normally distributed. Based on the table of independent sample T Test, it can be seen that Asymp. Sig. (2-Conventional) significance value $0.000 < 0.05$, this means that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted, I could assume that storytelling was effective enough to enhance students' speaking skill. This finding is related to the study conducted by Goncalves et al. (2019), which revealed that the storytelling technique is effective in teaching speaking as it could develop students speaking skills. This study used qualitative with descriptive analysis. The qualitative method was used to count the mean score of students post-test. The result can be seen from the posttest scores by doing treatment in the classroom. It was so different between the result of the post-test values. Overall, the findings of the present research are in line with the existing research which showcases the potential benefits of the use of storytelling in teaching English speaking skills (Gonçalves et al., 2019)

Inayah's (2015) study shows that the storytelling technique positively affected students' speaking ability, and overall students' attitude toward the implementation of the storytelling technique were positive. They enjoyed the learning process and were interested in the story. Based on the results of the pretest and posttest, I concluded that using storytelling techniques is one of the most interesting and effective techniques in improving students' speaking skill and storytelling techniques can be applied in language classes to help and facilitate students' speaking (Inayah, 2015).

Based on the description above, it can be concluded that there are differences in student learning outcomes between those who receive English learning using the story telling learning model and those learning English using the conventional learning model.

This is in line with research conducted by Inten Mujizat (2017) under the title "The effectiveness of using story telling technique on student's speaking skill" This study aimed to find empirical evidence that story telling technique can enhance students' speaking ability at eleventh grade of MAN 1 Bekasi. The total sample was

60 students. The method used of the research was quasi-experimental. Meanwhile, the mean score of post-test in experimental class was 78.3, and the mean score of post-test in control group class was 74.9. The statistical analysis showed that the minimum gained score of experimental class was -5 and the minimum gained score of control group class was -8. While, the highest gained score of experimental class was 14 and control group class was 8. The average gained score of experimental class was 4.133333333, and for control group class were 0.866666667. It can be concluded that the students' speaking skill in experimental class that were given by the treatment through story telling technique were enhanced more effectively than the control group (Inten Mujizat, 2017).

Research on the same theme was also carried out by Sukri Yanto (2021) under the title "The Use of Story telling Technique to Enhance Students' English Speaking Ability (An Experimental Study At SMPN 1 Kutapanjang, Gayo Lues)", the object of the study in this research that the writer would know the use of story telling technique to enhance students' English speaking ability at SMPN 1 Kutapanjang. Based on the qualification of the mean of the posttest (posttest), it can also be seen from the results of data analysis using statistical calculations, namely using the t test, and by testing the hypothesis at the significant level $\alpha = 0.05$ and $v = (n-1)$ and opportunity (1). $-\alpha$). From the student t distribution table, it is obtained $t_{table} = t_{((1-\alpha, n-1))} = t_{((0.95) (24))} = 1.71$, so that $t_{score} > t_{table}$ is $16.80 > 1.71$, then H_0 is rejected and H_a is accepted. Thus, it can be concluded that the story telling technique is effective to enhance students' English speaking ability at SMPN 1 Kutapanjang. In fact, the writer expects that this research can inspire future researchers who have a desire to conduct another study related to enhance story telling in the class (Yanto, 2021).

This is in line with research conducted by Novalina Sembiring (2019) Fiber Y.A. Ginting English Language Education Study Program FKIP UNIKA Santo Thomas Medan in 2019. The result of the test shows that the mean score of pretest is 40, formative test is 46.34, and posttest is 62.89. The percentage of the students' means score enhance from pretest to posttest 57.2%. The result of observation checklist and field notes showed that the students were interested in teaching and learning English especially speaking skill by using story telling technique. These indicated that there was a significant enhancement of the students' speaking achievement by using story telling technique (Sembiring & Ginting, 2019).

This is also the same as research conducted by Ardan Saputra (2019) "The Effectiveness of Story Telling on Junior High School Students' English Speaking Skill" To attain the aim of this research, the participants took pre-test and post-test. The pre-test and post-test used to know the students' English speaking skill. The populations of this research were eight grade students in one state Junior High School in Godean. The sample of this research consisted of 62 students (30 students in experimental class and 32 in control class). In experimental and control class the

researcher taught seventh meetings, and the researcher used story telling as the treatment. The result of this research indicated that there was significant difference between the mean score of the pre-test and post-test in experimental and control class. The mean score of gained score in experimental class was 8.50 and control class was -.62. The students' speaking skill in experimental class enhanced. The result of independent sample test showed that $0.000 < 0.05$ and $11.30 > 1.67068$. It means that H_a was accepted and there was significant difference between students in experimental class and control class. It can be concluded that story telling had significant enhancement in speaking aspect (Ardan Saputra, 2019).

Siti Mastupah (2022) conducted a research entitled: "The Effect of Storytelling Technique Towards Students' Speaking Skill at the Seventh Grade Students of Integrated Junior High School Daar El-Ishlah Boarding School Malingping Lebak in Academic Year 2021-2022". The findings showed that the use of story telling technique towards students' speaking skill positively in experiment class. It can be seen from the mean score pre-test in experimental class (58,57) while the mean score of pre-test in control class (55,36) and score post-test in experimental class (74,29) was higher than the mean score of post-test in control class (64,29). Furthermore, the hypothesis testing by using paired sample t-test in SPSS 22 for windows showed the value of $t_{\text{calculated}} > t_{\text{tabel}}$ was 9.099 in experimental class. And its significance value because less than 0.05 ($P = 0.00 < 0.05$ in experimental class). It can be concluded that the alternative hypothesis (H_a) was accepted and there is significance effect of story telling technique towards students' speaking skill (Mastupah et al., 2023).

The result of the data analysis showed that story telling was an effective technique to enhance students' English speaking skill. From some of the research results above, it can be seen that, all the research results they conducted stated that story telling techniques can enhance students' speaking skills, as well as the research results that researchers obtained in the field, where the use of story telling techniques in learning speaking in experimental classes is different from use of conventional techniques in control classes. There are differences in learning outcomes between classes that use story telling techniques and classes that do not use these techniques.

E. CONCLUSION

Based on the results of the research conducted on seventh grade students of SMPN 31 Padang, it can be concluded that the use of story telling techniques is effective in improving students' speaking skills in English. This can be seen from the average post-test score of the experimental class of 78.72 which is higher than the control class which only reached 70.76. In addition, the statistical test results show that this difference is statistically significant, with a significance value ($p\text{-value}$) < 0.05 . This means that the alternative hypothesis is accepted and the null

hypothesis is rejected. This technique also succeeded in increasing the number of students who reached the high learning outcome category, where 48.48% of experimental class students fell into the high category, much more than the control class which only reached 15.16%.

In general, the implementation of story telling technique provides many benefits in learning speaking. This method makes the learning process more interesting and interactive, and is able to increase student activeness in the classroom. In addition, students can enrich their vocabulary, improve their pronunciation, and get more opportunities to practice speaking directly. Therefore, story telling technique is highly recommended to be applied in English learning, especially in improving students' speaking skills, because it has been proven to have a significant positive impact.

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