Storytelling Strategy to Improve Indonesian Listening Comprehension

Arozatulo Bawamenewi[1], Juwita Putri Laia[2], Tri Rahmat Laoli[3], Desniat Hardianti Gulo[4]

[1,2,3] Universitas Nias, Jln Yos Sudarso, Gunung Sitoli, Kota Gunungsitoli, Sumatera Utara
Email: arozatulobawamenewi@unias.ac.id, juwitaputrilaia03@gmail.com,
trirahmatlaoli64@gmail.com, Hardiantigulo@gmail.com

Abstract- This study evaluates the impact of the storytelling method on learning outcomes in Indonesian language subjects for junior high school students. Through a combination of observations and field notes, significant improvements were observed in students' story comprehension, speaking skills, and creativity. The storytelling method was effective as it engaged students in an interesting and relevant context, boosting their motivation to learn. Expressive storytelling helped students understand and remember storylines better and improved their speaking skills by providing practice opportunities in a supportive atmosphere. Additionally, storytelling fostered creativity by encouraging imagination and improvisation. The study concludes that storytelling enhances students' motivation, interest, speaking skills, listening comprehension, and overall communication abilities. Therefore, it is an effective approach for Indonesian language learning at the junior high school level.

Keywords: Story Comprehension, Speaking Skills, Learning Motivation, Indonesian Language Learning

I. INTRODUCTION

Language is fundamental in communication. Effective communication is established if there is language, and Indonesian is the official language used in everyday life (Zulham, 2021). Mastering listening and speaking skills in Indonesian is very important because language learning is basically communication learning which aims to improve students' oral and written communication skills (Daniati, 2020). Good listening skills allow learners to understand the messages conveyed effectively, while good speaking skills allow them to convey thoughts and feelings clearly and precisely. Thus, these two skills complement each other and are very important in the language learning process. Through mastery of listening and speaking, learners can actively participate in various communication situations, both in academic and everyday contexts, which will ultimately support the achievement of overall educational goals. The development of listening and speaking skills at the junior high school level provides the foundation for more complex language skills in the future (Bawamenewi, 2020). Indonesian language competency standards help learners master knowledge, language skills and positive attitudes towards language and literature, enabling them to respond to local, regional and global situations. Language teaching not only focuses on technical aspects such as grammar and vocabulary, but also emphasizes the importance of the ability to communicate effectively. In the context of junior high school education, the emphasis on listening and speaking skills is particularly important as these two skills are the foundation for the

development of other skills such as reading and writing. Through activities such as group discussions, presentations and listening exercises, learners learn to understand and articulate their ideas clearly and effectively.

Despite the importance of this skill, many students have low Indonesian language proficiency and difficulty speaking in public. They often experience nervousness, stuttering and forgetting when speaking in front of others due to the ineffective learning process, so they do not get enough practice and guidance in honing their speaking skills. Therefore, it is important for educators to find a teaching method and provide more opportunities for students to practice public speaking, so that they can develop confidence and better communication skills. According to (Ardianta, 2017) the learning process will develop well if all components support each other, and attractive learning media can significantly increase student motivation and interest. However, traditional lecture-based teaching methods contribute to students' low speaking ability by creating a monotonous and passive learning environment. Therefore, educators need to adopt more dynamic and interactive teaching strategies to improve Indonesian language education.

Previous observations through the interview stage with students revealed that they prefer to read various kinds of stories and then retell them or storytelling, but lack of opportunities to engage with these stories at school so that they often experience difficulties in storytelling techniques. Effective learning should be student-centered, fostering confidence and active participation. Therefore, effective learning should be student-centered, with the aim of fostering self-confidence and encouraging active participation. Creating a program that provides more opportunities for students to engage in storytelling activities at school can be one of the efforts to address this issue. By doing so, students can not only develop their storytelling skills, but also improve their self-confidence and overall communication skills.

Storytelling consists of two words, namely Story which means story and Telling means saying or telling, the combination of the two words means telling stories told by (Haerudin & Cahyati, n.d.). According to (Wardiah, 2017) one of the most widely recognized methods is storytelling, which is an art that uses narrative to convey information, values, and skills without patronizing children. In addition, several previous studies said that learning using the storytelling method was carried out to improve speaking skills in early childhood and also resulted in an increase in speaking in early childhood (Pratiwi, 2018), The storytelling technique has been proven effective in improving students' speaking skills. (Malau et al., 2022). From some of these opinions, it can be concluded that the storytelling method has a significant role in the development of children's speaking skills. This method not only improves verbal skills, but also helps children develop critical thinking skills, understand the structure of the story, and enrich their vocabulary. Through storytelling, children can practice constructing sentences, expressing ideas clearly, and interacting more effectively with others. In addition, storytelling can also increase children's confidence in public speaking and hone their ability to imagine and create. Therefore, the implementation of storytelling method in early childhood learning is highly recommended as an effective strategy to develop various aspects of speaking skills in children.

Storytelling can inspire, engage and increase students' interest in the subject, as well as provide an authentic language environment. This method is not only fun but also effective in building an emotional connection with the material being taught. Speaking skills, which involve expressing thoughts and ideas clearly, are enhanced through storytelling, which helps build vocabulary and confidence (Mutiatun, 2021). However, empirical research on the specific impact of storytelling on junior high school students' listening comprehension and speaking skills is limited. Therefore, further research is needed to explore how storytelling can effectively improve these skills in junior high school students. This research could include experiments that test the differences in students' listening and speaking skills before the implementation of storytelling and after the implementation of storytelling techniques. In addition, a qualitative analysis of the changes in students' vocabulary, sentence structure and confidence after the storytelling method is applied could also provide valuable insights. Thus, the results of this study are expected to make a significant contribution to more effective and enjoyable language teaching methods, especially in the context of junior secondary education.

II. METHODS

This study uses a qualitative approach with a

classroom action research design to investigate the effectiveness of storytelling in improving Indonesian listening comprehension. According to Suyadi (in Rahmawati, 2015, p. 42) argues that: "Classroom action research comes from English, namely Classroom Action Research which means action research (research with action) conducted in the classroom" The participants consisted of junior high school students who were selected based on the results of previous observations. A scoring rubric was used to evaluate students' story comprehension, speaking skills, and creativity. The selection of these criteria was based on their relevance for assessing the impact of storytelling on language learning outcomes, as supported by previous literature in educational psychology and language acquisition. Data were collected through student observations conducted in the classroom and detailed field notes. Descriptive qualitative analysis was then used to interpret the changes in students' listening skills after the storytelling sessions. This method of analysis involved categorizing and summarizing observation data to reveal patterns and trends in students' comprehension abilities over time. Quotes from observations and field notes were coded and systematically analyzed to ensure reliability and validity. Prior to data collection, consent from all participants, including teachers and students, was obtained, to ensure confidentiality and voluntary participation. Ethical guidelines were strictly adhered to throughout the study to protect the rights of participants and minimize potential risks associated with their involvement. The findings from this study contribute to the understanding of how storytelling strategies can be effectively used to improve listening comprehension in Indonesian language education. Future research could explore variations of storytelling techniques across different educational backgrounds or different languages, using experimental designs to further validate the results of this study and expand its applicability.

III. RESULT AND DISCUSSION

The learning process begins with using book media found in the library and in-class learning where the teacher and students take turns telling stories, while others listen and then rewrite the story on the writing media. The learning design is designed according to students' needs. The observation shows that library media plays an important role in increasing students' interest in reading. Storytelling using books has a positive influence in fostering students' interest in reading from an early age. The types of stories that many students like are stories related to fables, legends and culture.

The results of this study are in line with previous research, which shows that the storytelling method effectively improves students' speaking and comprehension skills. Storytelling facilitates learning in a more interesting and relevant context, thus increasing students' motivation. These findings make a significant contribution to our theoretical understanding of effective language teaching methods. In particular, these findings support constructivist theory, which states that students construct knowledge through meaningful interactions and experiences. In the context of Indonesian language learning, storytelling serves as an interactive medium that not only improves language skills, but also fosters critical thinking, cultural understanding and emotional engagement. By integrating storytelling into the curriculum, educators can create a dynamic learning environment that addresses various aspects of language acquisition, including vocabulary development, syntax and pragmatic language use. This approach underscores the importance of contextual and experiential learning in language acquisition, which offers valuable insights for designing more effective language education programs. Based on the research results, we can discuss some important points that explain why the storytelling method is effective in Indonesian language learning:

1. Engaging and Interactive Approach

Storytelling is a dynamic and powerful method that involves using stories or narratives to convey information, making it an effective educational tool. Unlike traditional methods such as lectures, which can often be monotonous and disengaging, storytelling transforms learning into a more interesting and interactive experience. By weaving facts and concepts into compelling narratives, teachers can capture the attention of students and foster a deeper emotional connection to the material. This approach not only helps to maintain student focus but also enhances their engagement and retention of information. Expressive storytelling, with its ability to bring characters and scenarios to life, allows students to visualize and internalize lessons in a way that dry recitations of facts cannot. As a result, students are more likely to

participate actively in the learning process, think critically about the content, and develop a genuine interest in the subject matter. Through storytelling, education becomes not just a transfer of knowledge, but an immersive journey that stimulates curiosity and inspires a lifelong love of learning.

2. Emotional and Imaginative Development

Storytelling is a multifaceted educational tool that extends beyond the mere teaching of language; it plays a crucial role in the development of students' emotional and imaginative skills. By engaging with stories, either through listening or narrating, students are exposed to a wide range of emotions and scenarios that allow them to better understand and process their own feelings as well as those of others. This emotional literacy is a key component of effective communication, as it fosters empathy and emotional intelligence. Moreover, storytelling ignites the imagination, encouraging students to think creatively and explore new ideas. This imaginative exercise not only enhances their ability to communicate more vividly and effectively but also aids in problem-solving and critical thinking. Thus, storytelling is an invaluable practice in education, enriching students' language abilities while simultaneously nurturing their emotional depth and creative capacities.

3. Self-Confidence Enhancement

One of the major barriers to students' speaking skills is a lack of confidence. Storytelling can be an effective tool to address this issue, as it provides students with the opportunity to speak in a supportive and non-judgmental atmosphere. By engaging in storytelling, students are encouraged to express themselves freely, which helps them overcome the fear and nervousness associated with speaking in public. The repetitive nature of storytelling allows students to practice their speaking skills regularly, gradually building their confidence. Furthermore, the narrative structure of stories can make the speaking experience more enjoyable and less intimidating. This approach not only improves their speaking abilities but also enhances their overall communication skills, as students learn to articulate their thoughts clearly and engagingly. In essence, storytelling creates a safe space for students to develop and refine their speaking skills, ultimately leading to greater confidence and proficiency in public speaking.

4. Use of Engaging Learning Media

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5. Student-Centered Learning

The storytelling method fosters a student-centered learning approach, where students are actively engaged and involved in their own learning process. By encouraging participation, storytelling not only enhances students' understanding of the material but also makes learning more enjoyable and memorable. This approach allows students to connect with the content on a deeper level, facilitating better retention and comprehension. Through storytelling, students are given the opportunity to express their thoughts, ask questions, and collaborate with their peers, which contributes to a more dynamic and interactive classroom environment.

This study was conducted to evaluate the effect of the storytelling method on learning outcomes and speaking skills in Indonesian language subjects for junior high school students. Utilizing data collected through observation and field notes, the study revealed a significant improvement in students' story comprehension, speaking skills, and creativity following the implementation of the storytelling method. The findings indicate that storytelling not only enhances academic performance but also promotes essential communication skills and creative thinking. As a result, the storytelling method proves to be an effective pedagogical tool that can significantly enrich the educational

experience and foster a more engaging and participatory learning environment.

1) Story Comprehension

Before the implementation of the storytelling method, many students struggled with understanding and retaining the storyline. This difficulty manifested in several ways, including forgetting the sequence of events and missing key details crucial to the narrative. Traditional teaching methods did not engage students effectively, leading to a lack of interest and difficulty in following the plot. Consequently, students often found themselves lost in the story, unable to grasp the essence and flow of events, which hindered their overall comprehension and learning experience.

After the storytelling method was introduced, a significant improvement in students' understanding of the storyline was observed. The interactive and engaging nature of storytelling captivated the students' attention, making it easier for them to follow and remember the sequence of events. This method not only helped them retain important details but also enabled them to retell the story accurately and confidently. The active participation and emotional connection fostered by storytelling enhanced their comprehension and memory, leading to a more profound and enjoyable learning experience.

2) Speaking Skills

Before the implementation of the storytelling method, students often exhibited signs of nervousness and a lack of confidence when required to speak in front of the class. This anxiety manifested in various ways, with many students stuttering and struggling to form coherent sentences. Their fear of public speaking was palpable, often resulting in hesitant speech and a limited use of vocabulary. The pressure of having to articulate their thoughts clearly in front of peers seemed overwhelming, leading to frequent pauses and fragmented speech patterns that hindered effective communication.

However, after the introduction of the storytelling method, there was a marked transformation in the students' speaking abilities. The method provided them with a structured yet creative way to express their thoughts, significantly boosting their confidence levels. As students engaged more regularly in storytelling activities, they began to speak more fluently and with greater ease. Their vocabulary expanded as they explored different narratives and contexts, allowing them to articulate their ideas more vividly and effectively. This newfound proficiency in speaking not only enhanced their classroom participation but also contributed to their overall academic and social development. The storytelling method proved to be a powerful tool in fostering a supportive and engaging learning environment, encouraging students to overcome their fears and become more articulate and confident speakers.

3) Creativity

Before the implementation of the storytelling method, students' ability to express their ideas creatively was notably constrained. They often adhered closely to existing patterns and structures, demonstrating limited improvisation in their storytelling. This adherence to conventional approaches often hindered the development of their imaginative and expressive capacities. However, following the introduction of the storytelling method, a marked improvement in students' creativity became evident. They exhibited a newfound willingness to innovate and integrate imaginative elements into their narratives. This method encouraged them to break away from rigid templates and explore diverse storytelling techniques, fostering a more dynamic and original approach to expressing their ideas.

The implementation of the storytelling method effectively catalyzed a transformative shift in how students engaged with creative expression. Previously, students had been confined by conventional narrative frameworks, which constrained their ability to think outside the box and explore novel ideas. This limitation often led to predictable and formulaic storytelling patterns. However, with the introduction of the storytelling method, students experienced a significant enhancement in their creative capacities. They began to embrace spontaneity and experimentation, incorporating imaginative twists and unique elements into their stories. This newfound freedom not only expanded their storytelling skills but also nurtured a deeper appreciation for the art of narrative and creative expression among students, fostering a more vibrant and dynamic learning environment.

This study aims to evaluate the effect of storytelling method on learning outcomes and speaking skills in Indonesian language subject for junior high school students. Based on the background that has been presented, this study found several important things that can be

concluded as follows:

a) **Increased Student Motivation and Interest:**

The storytelling method has proven highly effective in enhancing students' motivation and engagement during Indonesian language lessons. By incorporating compelling narratives into the curriculum, educators have observed a marked increase in students' interest and active participation. Stories have a unique ability to captivate learners, making the learning experience more dynamic and relevant. When educational content is presented through narratives that resonate with students, it not only captures their attention but also facilitates a deeper understanding and retention of the material. As a result, students feel more connected to the subject matter and are more eager to explore and learn, fostering a positive and enriching learning environment.

Furthermore, the use of storytelling fosters a supportive classroom atmosphere where students feel encouraged to express themselves and interact with the language in meaningful ways. By immersing themselves in stories, students naturally encounter new vocabulary, grammatical structures, and cultural nuances within a context that feels organic and engaging. This method not only promotes linguistic proficiency but also nurtures cultural appreciation and empathy among learners. Through active engagement with stories, students develop both their language skills and their broader cognitive abilities, preparing them to communicate effectively and confidently in Indonesian language contexts. Thus, storytelling emerges as a powerful tool in transforming language education into a vibrant and impactful experience for students.

b) **Improved Listening Comprehension:**

In addition to enhancing their speaking skills, students have also shown marked improvement in their listening comprehension. They are now more adept at grasping and comprehending the narratives and information conveyed by their teachers. This development is evident as students can effectively recount and articulate the content of stories and lessons they have heard. This not only demonstrates their heightened ability to absorb information but also underscores their improved retention and understanding of spoken language in educational settings.

Moreover, the progress in students' listening abilities signifies a broader enhancement in their overall communicative competence. By actively listening and accurately interpreting the teacher's instructions and narratives, students can more confidently engage in classroom discussions and activities. This improvement in listening skills not only supports their academic development but also fosters a more inclusive and participatory learning environment. As students become more proficient in comprehending spoken language, they are better equipped to collaborate with peers, follow instructions accurately, and express themselves effectively both verbally and in writing. Thus, the enhancement in listening comprehension serves as a foundational skill that empowers students to succeed academically and socially.

c) **Communication Skills Development:**

Learning through the storytelling method offers a multifaceted approach to enhancing communication skills. Beyond mere verbal proficiency, this method cultivates both speaking and listening abilities in students. By engaging in storytelling, learners practice articulating thoughts coherently and expressively, thereby honing their ability to communicate ideas effectively. This process encourages clarity in message delivery, as students learn to structure narratives that captivate and engage their audience. Moreover, storytelling fosters active listening skills as listeners follow the narrative arc, discerning key points and understanding nuances. This interactive exchange strengthens overall communication competence by promoting attentive engagement and thoughtful expression.

Furthermore, the benefits of storytelling extend beyond individual communication skills to encompass broader aspects of interpersonal interaction. As students become adept storytellers, they develop empathy and understanding, essential components of effective communication in diverse social settings. Through storytelling, learners not only convey information but also connect emotionally with their audience, fostering deeper relationships and mutual understanding. This method encourages creativity and adaptability as students tailor their narratives to different audiences and contexts, reinforcing their ability to communicate clearly and persuasively in various situations. Thus, storytelling emerges as a powerful educational tool that nurtures comprehensive communication skills essential for academic, professional, and

personal success.

IV. CONCLUSION

This research underscores the significant positive impact of the storytelling method on junior high school students' learning outcomes in the Indonesian language subject. The method not only boosts students' motivation and interest but also enhances their speaking skills, listening comprehension, and overall communication abilities. By engaging students in narratives, the method effectively improves their story comprehension and fosters creativity, demonstrating its versatility as a teaching strategy. These outcomes highlight the storytelling method as a promising approach to address challenges such as low speaking ability among students, thereby making the learning process more engaging and effective.

To leverage these findings, educators are encouraged to integrate storytelling more frequently into their teaching practices. Practical applications include incorporating story-based activities into the curriculum, using stories to introduce new vocabulary and grammar concepts, and encouraging students to create and share their own stories. By weaving storytelling into daily lessons, educators can create dynamic and interactive learning environments that cater to diverse learning styles and interests.

While the initial results are promising, future research could delve into the long-term effects of the storytelling method on language skills development, examining its applicability across different age groups and educational contexts. Understanding how this method influences students' language proficiency over extended periods and in varied settings would provide deeper insights into its effectiveness as a pedagogical tool.

Furthermore, investigating potential challenges that educators may encounter when implementing the storytelling method can offer valuable guidance on optimizing its use in classrooms. Addressing these challenges could involve developing tailored training programs for teachers or creating supplementary materials that support effective storytelling practices.

In conclusion, the storytelling method emerges as a robust and versatile strategy for enhancing Indonesian language learning among junior high school students. By enhancing educational outcomes and enriching the overall learning experience, this approach not only cultivates language proficiency but also nurtures

creativity and critical thinking skills essential for students' holistic development. Integrating storytelling into educational practices holds immense potential to transform language instruction and inspire a lifelong love for learning among students.

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