
THE USE OF STORY TELLING METHOD TO IMPROVE YOUNG LEARNERS' LISTENING COMPREHENSION

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Abstract

Discovering the learning method that can improve listening skill in a foreign language/English language is essential for teachers to develop young learners' communication skills in the beginning of learning language. Several studies had been conducted to investigate teaching method especially storytelling method that can develop listening comprehension. However, a lot of teachers implement conventional method (memorization) to teach English young learner in the beginning of learning language. The current study fills this gap by examining the use of storytelling method in developing learners' listening comprehension as a start to learn foreign language. The base allegation of this study is that storytelling method can improve the young learners' listening comprehension. Classroom Action Research were implemented in this study, by observing, planning, treating, re-observing, and reflecting respectively this research conducted. Observing and planning were conducted in pre-investigation until find the problem. The first observation found that there are several young English language learners have under average listening comprehension, they were treated using storytelling method on two meeting and gave them 1 test. The re-observation conducted through observing the differences pre and after treatment using observation sheet and listening test. The result findings that storytelling method plays an essential role in shaping young learners listening achievement. Furthermore, this method can build an effective classroom atmosphere that can encourage students be active in learning process. This study provides beneficial insight for English language teacher on how storytelling method can develop young learners listening comprehension which can help a lot in the beginning learning foreign language. However, to improve our knowledge of listening comprehension and storytelling method, more research is suggested to examine other variables and research participant and repeat the study in various contexts.

Keywords: Listening Comprehension, Story Telling Method, Second/foreign language (L2), Young Learner, English as a Foreign Language (EFL).

1. INTRODUCTION

Listening comprehension is one of four language skills that is essential to master in the beginning. Listening comprehension is one of the skills that is considered effective in capturing information. According to Lubis, (2022). Listening comprehension is a process that includes activities such as listening to language sounds, identifying, interpreting, assessing and reacting to the meaning contained in oral discourse. If the listening process in young learners is not ideal, the development of other skills will be bad. It's possible that the younger students are simply not adept at giving presentations or that they are unable to follow up with the other person's talk.

Thus, the aim of English for Young Learners (EYL) needs to be focus on listening skill in the beginning of learning language. Various problems have been identified as the problems of low listening comprehension in young learners, the awareness of the importance of listening comprehension is the most problems that influenced. On the other hand, learning method that is not varied which make children feel bored. The learning methods is everything that can be used to convey a message so that it can stimulate young learners' interests, thoughts, and feelings in learning to achieve learning goals Khotimah et al, (2021). Conventional learning methods that teachers were implemented in the classroom is lack of creativity since it was just reading the story without any expression, intonation, or pause so that the classroom atmosphere is not pleasant and the students' ability to grasp the stories they hear low. Heterogeneous teaching methods were implemented to improve listening comprehension for young learner such as storytelling method.

Storytelling is an arrangement of the strategy that systematic in the form of transfer activities stories from storytellers to listeners. Storytelling methods is a method that is expected to be able to train the concentration power of children, provide learning experiences to practice listening and stimulate children in asking young learners curiosity in the plot or other parts of the story. Several investigations had been conducted by Tarigan (2019) and (Zamruddyn, 2020) that story telling method has an essential role in improving listening comprehension. The data shows that story telling method can encourage young learners participated and focused on storytelling was performed by the teacher. Additionally, young learners paid great attention to instruction and answered questions of the teacher. However, a lot of English teachers in my area that still using conventional method (memorization) in teaching EYL in which they have difficulty when asked to communicate using English. Therefore, this current study wants to investigate the effectiveness story telling method in improving Indonesian young learners listening comprehension skills.

2. LITERATURE REVIEW

In the context of listening second language skill, listening comprehension may be defined as a process that involves the ability to understand and make sense of spoken language. This process includes recognizing speech sounds, understanding the meaning of individual words, and understanding the syntax of sentences in which those words are presented. The goal of listening comprehension instruction is for young students to comprehend and become familiar with the story's structure initially. They will be better able to comprehend other stories that are read or heard after they have a better comprehension of the story's structure. due to the fact that young students' comprehension and mastery of the tale content begin with strong listening comprehension.

According to (Widyaningrum, 2016) listening is language skill that important and should be taught at the earliest before other language skills. Before the child performs speaking, reading, and writing skills, the first listening activity is carried out. In other words, the ability to listen not only plays a role in language learning but also plays an important role in other learning and also in daily life. Listening comprehension need to be possessed by young learners because this ability is related to the overall learning process of students in elementary school. The success of young learners learning in following the learning process while at school is determined by the mastery of listening comprehension. Young learners who are not able to listen well will have difficulty participating in learning activities for other language skills.

Based on the importance of listening comprehension above, Lubis (2022) states that developing listening comprehension young learner appropriately using story telling method. Storytelling is a way or one of the activities of conveying something through a story. Storytelling comes from English, judging by the wording that has two words namely story and telling. Story means story and telling means telling. The merger of the two words resulted in a new understanding of telling a story. Furthermore, listening comprehension in the storytelling method are psychomotor processes that are carried out to receive sound waves through the ears, then the implies are sent to the brain, which then responds to the implies to transmit different cognitive and affective mechanisms to a certain extent.

Additionally, Inayah (2015) argued that storytelling is a task shared by the storyteller and the listener of the story, the interaction of the two that can bring a story to life. (Karyadi, 2018) argued that storytelling is an arrangement of the strategy that systematic in the form of transfer activities stories from storytellers to listeners. Storytelling methods is a method that is expected to be able to train the concentration power of young learners, provide learning experiences to practice listening, and can stimulate young learners in asking young learners curiosity in the plot or other parts of the story. In storytelling method students are invited to convey information whether it is events, movies, books or experiences that have been experienced that are packaged in a story that is conveyed orally, or acting. The

application of storytelling method begins by explaining the benefits of the story by the teacher so that it can stir the sense of wanting to tell stories from students.

According to (Azmi, 2019) there are several kinds of storytelling techniques that can be used such as storytelling fairy tales, reading directly from the storybook or big book story, storytelling using illustrated images from books, storytelling using a flannel board, storytelling using puppet media, dramatization of a story, and tells a story while playing with the fingers of the hand.

By incorporating those theoretical standpoints, storytelling method has an essential role to develop young learners' listening skills in capturing information well through the story from the speakers. Therefore, this current study aims to contribute to this line investigation. Accordingly, this research question for this study is formulated as follows: can storytelling method develop listening comprehension of young Indonesian language learner?

3. METHOD

The current study employed classroom action research (CAR) method. This method is conducted to improve aspects in teaching or as an alternative to evaluate the success of certain activities and procedures. The independent variable was story telling method that used by teacher to teach students. The dependent variable was young learners' listening comprehension

In this study, the research subjects are 2nd grades students of Al Munawwiry Islamic School (AIS), Summersari in Jember Regency, East Java Province, Indonesia. At the time of the study, the learners were sitting in the 2024/2025 academic year.

Initially, this research conducted observation to know the problems that exist, both in terms of subject and object research. It had been conducted in pre-investigations that young learners at Al Munawwiry Islamic School (AIS) had under average listening comprehension. Some of them had difficulty understanding the information delivered by the teacher. On top of that, young learners had difficulty determining instruction that conveyed by teachers. Those data were received from the English teacher in that school. Next, researcher made a plan to solve those problems by implementing learning strategies to improve students' listening comprehension using story telling methods while learning English.

The solution would be implemented to the research participant up to two meetings and 1 test. While implementing the learning strategy and researcher re-observed it to find out the changes or improvements of them using observation sheet. Observation sheet contains about the activities of learners in learning and Students will be classified as truly listening if they fulfill 3 or more indicators. In detail, the observation sheet will be showed as follows:

Beside doing an observation, listening test was conducted in the last meeting to make sure the improvement of young learner after taught using storytelling method. The test use 1 short story and 5 questions. In detail, the Listening test worksheet will be showed as follows:

Table 1. Observation Sheet.

No.	Name of Students	Aspects of Observation				Active	Passive
		A	B	C	D		
1.							
2.							

Description:

- A. Paying attention
- B. Answering questions
- C. Performing task
- D. Assessment of the response

Figure 1. Listening Test Worksheet

Procedure Text I	Procedure Text II
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THE PROUD ROSE STORY

Once upon a time, there was a beautiful rose plant in a garden. One rose flower on the plant was proud of its beauty. However, it was disappointed that it was growing next to an ugly cactus. Every day, the rose would insult the cactus about its looks, but the cactus stayed quiet. All the other plants in the garden tried to stop the rose from bullying the cactus, but the rose was too swayed by its own beauty to listen to anyone.

One summer, a well in the garden dried up and there was no water for the plants. The rose slowly began to wilt. The rose saw a sparrow dip its beak into the cactus for some water. The rose then felt ashamed for having made fun of the cactus all this time.



But because it was in need of water, it went to ask the cactus if it could have some water. The kind cactus agreed, and they both got through summer as friends.



Name : _____ Subject English
 Class : II Time _____

A. Choose Either A,B,C, Or D As The Correct Answer!

1. A. Rose C. Lily
 B. ~~Asangkak~~ D. Cactus

2. A. Sunflower C. Rose
 B. Cactus D. ~~Asangkak~~

3. A.  C. 
 B.  D. 

4. A.  C. 
 B.  D. 

The last step is reflection, after the data is obtained from the results of actions observation and listening test, researchers will write the results of observations and evaluations, analyze the results of the learning process and record deficiencies. To determine the success of implementing teaching strategy, the current study uses a percentage of conformity criterion. Criterion conformity: 0 – 20 = Less than once, Criterion conformity: 21 – 40 = Less, Criterion conformity: 41 – 60 = Enough, criterion conformity: 61 – 80 = Good, and criterion conformity: 81 – 100 = Very Good.

The indicator of success in this study is the improvement of young learners based on the final test of the cycle is expressed to be an improvement especially after given story telling method with the criteria of students experiencing an increase in scores above 70. Young learners who scored 70 more than 75%.

4. RESULTS and DISCUSSION

a. Results

Based on the results of the listening test, it was found that score of students after treated using story telling method improved. Most of their listening score were upper average. The listening test score achieved by the young learners is presented in Table 2.

Table 2. Listening test score.

No	Name of Students	Tes 1
1.	Farel Arkaresi	80
2.	Ganza Pandu Pratama	60

3.	Hilya Ismatuzzahro	100
4.	Sifa Uswatul Hasanah	80

Table 3. Fulfilled observation sheet.

No.	Name of Students	Aspects of Observation				Active	Passive
		A	B	C	D		
1.	Farel Arkaresi	√	√	√	√	√	
2.	Ganza Pandu Pratama		√	√			√
3.	Hilya Ismatuzzahro	√	√	√	√	√	
4.	Sifa Uswatul Hasanah	√	√	√	√	√	

As shown in Table 2. The test results showed that 3 students (75%) had achieved a score on the requirement mark, it means getting a score above 70. And the average exam score of students is 80 points. Therefore, it can be concluded that the implementation of storytelling method has been successful.

Furthermore, the learners' action in learning process shows that their performance was good, three of them more active in the classroom. The attention, answering questions, responding instructions of teacher, and performing task were developed. The fulfilled observation sheet is presented in Table 3.

The observation found that students were listening the teachers' story and instruction well.

b. Discussion

With the result in mind, the current study extends the existing literature by investigating the main role of storytelling method in developing listening comprehension. It also aligns with previous research that has examined the effectiveness of storytelling method for improving listening young learners' listening skill (Tarigan, 2019; Zamruddyn, 2020). At the same time, this study provides insights into the use of storytelling method on young learners' listening achievement. What is more, by implementing this teaching strategies that teachers needed to consider in encouraging active classroom atmosphere,

this study shed light on how learning method stimulates student's concentration and performance across grasping information and instructions.

The study's findings have effects on English language teaching strategies as well. Understanding the function of teaching method, particularly storytelling method, in enhancing listening comprehension is particularly beneficial for English language teachers. L2 teachers can help students improve their listening comprehension skills and their performance. This has the potential to improve another students' skills (Widyaningrum, 2016).

Moreover, it can be useful evidence for other English language teacher. In which the previously students even hard to understand the stories and determining important information that conveyed by teacher, students critical thinking skills are low, when the teacher gives questions, students are not able to give the reason for the answers given, this is because the material that students know is only memorized. It can be developed by choosing the appropriate teaching method.

While this study provides significant insights, it is not without limitations. First, the study focused on a few Indonesian young learners. Thus, care should be taken when extrapolating the findings to different circumstances. For the next research, needed to re-investigate the study with diverse learner populations and the add a number of research participants to validate the use of storytelling method in developing listening comprehension.

5. CONCLUSION

Improving students' listening skills can be achieved by implementing the storytelling method for young learner in second-grade students at Al Munawwiry Islamic School (AIS), Jember for the 2024/2025 academic year. The way the researcher uses to improve students' English language skills is to give them stories with different themes in each meeting, whether the stories told by the teacher or stories in the form of audio recordings. After they listen to a story, they will then be given a listening test where the test questions are contained in the audio recording. So that something like this will improve students' focus, concentration, and listening in the learning and teaching process. And also increase students' attention and performance in learning process.

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