DEVELOPING YOUNG EFL LEARNERS' SPEAKING SKILL THROUGH STORYTELLING

A Research Paper

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By

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STATEMENT OF AUTHORIZATION

      I, Aisyah Risma Triulandari, hereby declare that this research paper entitled "Developing Young EFL Learners' Speaking Skill through Storytelling" is my own work. I am fully aware that to support this research paper, I cited several statements and ideas from other sources. Nevertheless, all statements and ideas from other sources are properly acknowledged.

Bandung, 12 January 2023

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PREFACE

This research paper is intended to explore how storytelling could contribute to the development of young EFL learners' speaking skill, specifically in terms of comprehension. This research paper is written and submitted to the English Language Education Study Program in partial fulfillment of the requirement to accomplish the *Sarjana Pendidikan* degree. The researcher hopes that this research can contribute to the theory and practice of teaching English to young learners in Indonesia.

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ABSTRACT

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It is widely acknowledged that storytelling enhances EFL students' speaking ability. However, it seems that there is not much attention to addressing an in-depth picture of how storytelling contributes to Indonesian young EFL learners' speaking skill development, especially in terms of comprehension. This study aimed to explore how storytelling contributes to the development of EFL young learners' speaking comprehension. A case study design was employed in this study, involving a group of three Indonesian EFL young learners aged 12 years old. Storytelling, in this study, was carried out through the implementation of an oral story-sharing cycle consisting of Preparing for Storytelling, Storytelling, Joint Retelling, and Individual Retelling. The data were obtained from video-recording of the real-time observations, a speaking assessment, and students' worksheets. The data were analyzed in thematic analysis by using the data analysis spiral guidelines by Creswell & Poth (2018). The findings indicated that students developed their awareness of the elements of the story through the oral story-sharing stages as well as the scaffolding employed by the teacher. The varied activities done within the story theme in the storytelling stage helped young learners develop their comprehension.

Keywords: Comprehension, EFL, speaking, storytelling, young learners

ABSTRAK

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Diketahui secara luas bahwa *storytelling* dapat meningkatkan kemampuan *speaking* siswa *EFL*. Namun, tampaknya belum banyak sorotan yang membahas gambaran secara mendalam tentang bagaimana *storytelling* berkontribusi pada pengembangan keterampilan berbicara pelajar *EFL* muda Indonesia, terutama pada aspek *comprehension* atau pemahaman. Penelitian ini bertujuan untuk mengeksplorasi bagaimana *storytelling* berkontribusi pada pengembangan *speaking comprehension* pelajar muda *EFL*. Studi kasus digunakan dalam penelitian ini dengan melibatkan satu kelompok belajar yang terdiri dari tiga pelajar muda *EFL* Indonesia berusia 12 tahun. *Storytelling* dalam penelitian ini dilakukan melalui penerapan siklus *oral story-sharing* yang terdiri dara beberapa stase: *Preparing for Storytelling, Storytelling, Joint Retelling,* dan *Individual Retelling.* Data diperoleh dari observasi, penilaian kemampuan *speaking*, dan lembar kerja siswa. Data dianalisis dalam analisis tematik dengan menggunakan pedoman spiral analisis data oleh Creswell & Poth (2018). Temuan menunjukkan bahwa siswa mengembangkan kesadaran mereka tentang unsur-unsur cerita melalui *oral story-sharing* serta *scaffoldings* yang digunakan oleh guru. Berbagai kegiatan yang dilakukan dan masih terkonsep pada tema cerita pada tahap *storytelling* membantu siswa dalam mengembangkan pemahaman mereka.

Kata Kunci: Comprehension, EFL, speaking, storytelling, young learners

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