

## **CHAPTER III**

### **METHODOLOGY**

This chapter describes the procedures of the study in order to find out the answer to the research question stated in chapter one. The chapter covers the research design, the research participants, the research procedure, the data collection, and the data analysis.

#### **3.1 Research Design**

A qualitative case study fit this study as it is concerned with a detailed and vivid description of events relevant to the research (McKay, 2006). As in the present study, storytelling was used for the needs of young EFL learners in understanding stories to develop their comprehension in speaking, to then be explained how the process worked and with what results. An approach in a natural setting was needed as the implementation of storytelling in speaking class involved oral production, the activities in class, and the interaction among individuals, where in this case the interaction between the teacher and students as well as among the students themselves. The essence of a case study is that it attempts to elucidate why something is taken, how it is implemented, and with what result. This is in line with Yin (2009) who stated that a case study design can be utilized to explain the causal links in real-life interventions and to describe the intervention itself in which it is eventuated.

Hand in hand with that, a case study design also allowed the researcher to use multiple techniques for data collection and helps the researcher in validating the data. Accordance with Cresswell (2007), that stated a case study is an approach in a qualitative design in which the investigator explores a bounded system through detailed and in-depth data collection involving multiple sources of information, in which observations, a speaking assessment, and students' worksheets were used in this study. Hence, this study employed a case study design due to its compatibility with the purpose of this research which explored the support of storytelling technique in

contributing to speaking skill development, in terms of comprehension through stories, of young learners aged 12 years old, in the sixth grade of primary school.

### **3.2 Site and Participant**

As part of the qualitative design, this research focused on a smaller number of samples to depict a broad discussion. According to Dawson (2002), qualitative research seeks to describe or explain what is happening within a smaller group. As an attempt to examine the whole process of how storytelling contributed to young EFL learners' speaking comprehension, three primary-level students, specifically aged 12 years old, namely Lili (pseudonym), Kana (pseudonym), and Vio (pseudonym), in their sixth grade of elementary school were chosen as the participants of this research. The reason behind the three participants' recruitment was to see the dominant results of the implemented strategy. In addition, giving participants a sense of comfort in oral production was also taken into the researcher's consideration to include activities that need to be in a group. Avoiding differences in prior knowledge and environmental background that might too broad was also being the researcher's concern. This consideration was taken in light of serving the best strategy in storytelling to support the participants' development in speaking and obtaining the best result.

Furthermore, children at this age can generate potential solutions to problems in a systematic fashion, according to Piaget's theory of cognitive development. They are able to perform tasks in which they are placed in a learning situation where they have to solve problems (Lefa, 2014). Additionally, all of the participants were young Indonesian learners who have high motivation to learn English, despite the fact that they do not learn English subject even though it appears as an optional subject to learn (Maili, 2018), in their school. They speak fluently in two languages (Bahasa Indonesia and Bahasa Bengkulu). Furthermore, they are familiar with English, which they gain through songs and movies. Despite the fact that they are frequently exposed to English, both by reading the text or listening to English audio through songs and movies, they found it hard to express ideas and thoughts using English, especially in terms of speaking.

All participants had previously taken English classes at their respective schools as an additional study for the exam. They discussed the written questions prepared by the teacher. This caused them to have little chance to listen, read, and speak in English. In harmony with this, based on the observation, all of them still experienced barriers, especially in terms of understanding a whole sentence without being translated into Bahasa Indonesia by the teacher, decoding and interpreting the English words, as well as producing an English sentence.

Due to the demands and barriers faced by the participants, the researcher conducted this research with an eye to helping the participants develop their speaking comprehension using the storytelling technique. The research was conducted at home with face-to-face meetings with the agreement and mutual consent of the researcher, the participants, and the parents of the participants. The site was chosen in order to provide a comfortable ambiance to the participants so that it did not interfere with the ongoing learning process.

In the present study, the researcher was positioned as both the teacher as well as the researcher. It was intended to picture all processes of learners' speaking comprehension development by using storytelling technique.

### **3.3 Research Procedure**

This research was conducted through several procedures, including designing a lesson plan, conducting the lessons, collecting the data, as well as analyzing the data. The detailed procedures are justified in the following sections.

#### **3.3.1 Designing a lesson plan**

The lesson plan was constructed based on the oral story-sharing as explained in the previous chapter. Furthermore, two stories, entitled *Why Should I Recycle?* and *Greta and The Giants*, were chosen to construct the lesson plan. Both stories were presented in the form of picture books. The story *Why Should I Recycle?* was written by Jen Green and illustrated by Mike Gordon, while *Greta and The Giants* was written by Zoe Tucker and illustrated by Zoe Persico.

Furthermore, as the lessons involved the storytelling technique, the participants were expected to be able to internalize the important aspects of the story's settings, characters, and plot lines (Khaerana & Nurdin, 2018). Stories have been considered a powerful tool to deliver language learning concepts and societal values (Putri, 2018). The message contained within the story can help the participants to form a sense of caring for their surroundings. Hereby, it enables teachers to introduce various topics to the participants, for instance, introducing the topic of environmental issues through stories. Hence, this lesson plan was also constructed to introduce this topic to the participants.

There are several reasons behind the choice of those stories, including the stories being well-illustrated with abundant visuals that illustrated parts of the stories. The availability of visuals, such as pictures, is expected to help both teacher and the participants to solve the learning obstacles. It functions as a tool to attract students' attention, to stimulate students' learning motivation, and to make the learning process more meaningful so that the students could easily understand and master the expected competence better (Baidawi, 2016). Moreover, the stories' plots personalize the impact of littering on the environment and provide an entry point for learning about global warming.

As the story is categorized as narrative text, the explanation of what is meant by narrative text and how it is structured were explained in the first meeting considering that the participants have not studied this text type before. Moreover, as this research is focused on participants' comprehension of the story, this initial step aimed to introduce the structure of the story so that they could understand how to construct a story to tell it orally. The narrative text is a text that tells a story and, in this regard, aims to entertain the audience (Gerot & Wignell, 1994). What is called a story definitely means that the text tells some connected events in sequence. Therefore, the three generic structures in constructing a story, including the orientation or the introduction to characters, time, and setting of the story; the complication which is the problems contained in the story; and the resolution in which the problems are solved, were the main focus in introducing story's construction to the participants

through this lesson plan. The activities were done through several stages. The lesson plan was constructed for six meetings with 60 minutes duration. A detailed summary of the lesson plan is presented below.

*Table 3. 1 Designing a lesson plan*

1st meeting	The first meeting aimed to introduce the social function as well as the generic structure of the narrative text to the learners. Before introducing the text, the teacher asked the participants to tell a story they know, which aimed to know their prior ability in retelling a story. Several guiding questions were also delivered to the participants in order to guide them in telling the story, such as “Who is the main character in the story?”, “Now please tell me, what is it about?”, “What is the conflict in the story?”, and “How did the story end?”. Furthermore, in introducing the narrative text, one story entitled <i>Mencari Odi</i> was used. The participants together with the teacher discussed the information of the narrative text throughout this story. In an attempt to see the participants’ understanding of the structure of the story, the participants were given a worksheet in which they were asked to sort the story pieces into a sequence according to the construction of the story and its structure.
2nd meeting	It aimed to prepare the students for the storytelling stage. The students were introduced to the vocabulary related to the story entitled <i>Why Should I Recycle?</i> , which they encountered in the Storytelling stage in lesson three. The selected words were introduced as the perceived words might be difficult and/or unfamiliar for students. Such activity was intended to narrow the teaching to focus on what was considered essential for the participants to expedite the process of making meaning. The teacher also gave a brief explanation about climate change and the importance of preserving the environment. The visual representations were used to introduce the words, including trash, box, bottles, cans, vegetable peelings, and so on. At the end of the lesson, students categorized the selected words, which in this context are the types of waste, according to the colors of the trash cans that have been discussed by students together with the teacher before.
3rd meeting	This first storytelling demonstration was aimed at introducing and showing the participants the storytelling. The participants listen, watch, and observe the teacher's demonstration of storytelling followed by a multi-sensory approach such as pictures, facial expressions, different tones for each character’s voice, and the teacher's body language that are connected to each other in the storyline. The participants were also asked to

	identify the happenings, settings, and characters involved in the story in order to guide them to comprehend the story. In an attempt to draw the participants' attention when they were listening to the story, the participants were also asked follow-up questions, for instance, "Can you predict what will happen next?" or "What do you think they will do next?".
4th meeting	The participants were still going through the same things as in the third meeting. The story used was <i>Greta and The Giants</i> . In order to help the participants comprehend the story better, they were asked to make predictions by arranging the pictures of scenes in the story in order to guide them to in-depth comprehend the story by making them well-engaged.
5th meeting	While the first two stages were geared toward students' comprehension of the story and its structure, this stage was aimed at preparing the participants for their spoken production. The participants, in a group, discussed and worked on the worksheet where they had to fill in the gaps of the missing words from a story called <i>Greta and The Giants</i> in order to thoroughly comprehend the story that would be retold during the Joint Retelling stage. The participants then worked on another worksheet where they had to roll the dice and narrate the section of the story that corresponded to the question that was suggested by the number on the dice they received after finishing filling in the blank words.
6th meeting	After going through the process of acquiring information about the story and how it is structured, the participants then were asked to produce the information by retelling the story entitled <i>Greta and The Giants</i> . There were several pictures, which were all the scenes from the story, the participants were asked to choose the pictures and sorted the pictures according to the plot of the story. By using picture series in retelling the story, the participants would be able to imagine and recall the chronological events of the story in the pictures that they have listened to and seen during the demonstration by the teacher.

As part of the assessment, there were several worksheets that the participants needed to complete in each lesson. They were asked to cut and glue parts of the story according to its structure, identify the true or false statements regarding the environmental issue, color pictures of objects they encounter while listening to and watching story demonstrations, and predict the story before the story was told, draw their favorite part of the story to then explain it orally, read and complete the

incomplete sentences, as well as roll the dice and follow the retell instructions provided in the worksheet.

After considering one thing or another, the construction of the lesson plan was completed and the lesson began. The implementation of lessons is explained in the next section.

### 3.3.2 Conducting the lessons

The lesson was carried out for as long as approximately two weeks with a total of six meetings, starting from July 1st until July 9th, 2022. Each lesson was done with one meeting required 60 minutes of the learning process. Before starting the lesson, the participants and their parents were informed about the research. Furthermore, the participants' parents were asked to sign a parental consent, considering the participants are all still minors (12 years old). As a result, the participants' parents permitted their children to participate in this research.

Each lesson ran based on the lesson plan that has been constructed. Detailed information about the lessons can be seen below.

*Table 3. 2 Conducting the Lessons*

Meetings	Activities
1 Preparing for Storytelling	<ul style="list-style-type: none"> <li>• Discussing the storytelling activities that the participants were going to do.</li> <li>• Inviting the participants to retell the story they have heard or read (allowed to use Bahasa Indonesia).</li> <li>• Explaining a brief knowledge of the story and its elements.</li> <li>• Inviting the participants to identify the elements of the story through a storybook.</li> </ul>
2 Preparing for Storytelling	<ul style="list-style-type: none"> <li>• Introducing the topic of the story by giving a brief explanation to the participants about the environmental issue as well as climate change.</li> <li>• Inviting the participants to discuss the actions to prevent climate change.</li> <li>• Chunking the vocabulary that the participants would encounter in the story.</li> </ul>

<p>3 Storytelling Performance by the Teacher</p>	<ul style="list-style-type: none"> <li>• Guiding the participants to recall the vocabulary that has been learned in the previous meeting.</li> <li>• Inviting the participants to link their prior knowledge related to waste management near them.</li> <li>• Asking the participants to predict the plot of the story entitled <i>Why Should I Recycle?</i> based on its storybook's cover and their background knowledge.</li> <li>• Inviting the participants to predict the plot in between the performance.</li> <li>• Repeating the performance one more time.</li> <li>• Discussing with the participants the elements of the story.</li> <li>• Chunking the vocabulary that the participants would encounter in the next meeting.</li> </ul>
<p>4 Storytelling Performance by the Teacher</p>	<ul style="list-style-type: none"> <li>• Recalling the story told in the previous meeting.</li> <li>• Recalling and chunking the vocabulary that has been learned in the previous meeting.</li> <li>• Introducing the topic of the story by inviting the participants to discuss the dos and don'ts actions towards the forest.</li> <li>• Asking the participants to predict the story entitled <i>Greta and The Giants</i> by sorting scene cutouts in the story.</li> <li>• Asking the participants to predict the story based on its cover and their background knowledge.</li> <li>• Inviting the participants to predict the plot in between the performance.</li> <li>• Repeating the performance one more time.</li> <li>• Discussing with the participants the elements of the story.</li> </ul>
<p>5 Joint Retelling</p>	<ul style="list-style-type: none"> <li>• Recalling the story told in the previous meeting.</li> <li>• Elaborating and chunking to the participants the vocabulary that would be used in working on the worksheet.</li> <li>• Asking the participants to work in a group and reconstruct the story entitled <i>Greta and The Giants</i>.</li> <li>• Guiding the participants in playing the "Roll and Retell!" game.</li> <li>• Explaining to the participants that they had to retell the story entitled <i>Greta and The Giants</i>.</li> </ul>



6 Individual Retelling	<ul style="list-style-type: none"> <li>• Explaining the retelling activity that the participants were going to do.</li> <li>• Guiding the participants whenever they struggled in retelling the story.</li> <li>• Giving feedback on the participants' performance.</li> </ul>
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Nonetheless, some additional scaffoldings have been done considering the participants' needs. Those additional scaffoldings include the mix and switch use between English and Bahasa Indonesia in terms of giving further explanations to the participants, especially in the storytelling stage. When giving a demonstration of storytelling, each sentence of the story was spoken in English, then the teacher explained each sentence in Bahasa Indonesia. Furthermore, the teacher also simplified the instructions by chunking the instructions and explaining the words in a simpler form as students still found it difficult to understand a particular instruction.

### 3.3.3 Data collection

In this study, the research question regarding how storytelling contributes to young learners' speaking development was answered through three data collections. Those data were obtained through video-recording of the real-time observations, speaking assessment, which is retelling the story, and students' worksheets. Further explanations about the data collection are justified below.

#### a. Observation

In collecting the data through observation, the researcher observed all things happening during the intervention. Observation provides the opportunity for the researcher to gather live data from a naturally occurring process (Cohen et al., 2007). In other words, observation provides a reality check which enables the researcher to look at what is taking place in the situation.

In the present study, the observations were carried out in all six meetings for 60 minutes each. The observation was recorded through a video recorder to avoid bias as the researcher positioned both the teacher and observer. Furthermore, the researcher employed a field-notes observation and jotted down all the information gained through the observation in the notes which aims to answer the research question. In observing the learning process, the researcher observed and wrote the observed aspects as well as

transcribed the video to support the information to answer the research question. The aspects include student-student interaction and student-teacher interaction, as well as additional information such as gestures and media used during the intervention.

Additionally, the researcher differed the form of field notes that were used in the storytelling stage from the one that was used in other stages. In observing the storytelling stages, the researcher used the framework of steps in storytelling proposed by Cameron (2001), to depict broader and detailed information during storytelling.

### **b. Speaking assessment**

The second data collection is a speaking assessment, which is aimed to evaluate the participants speaking ability once the intervention using storytelling is done. As this study implemented the storytelling technique using a procedure of oral story sharing, the final stage was the participants re-tell the story. Furthermore, according to Madsen (1983), participants with limited speaking skills can be evaluated by using one type of speaking assessment, where direct responses, picture cues, and reading aloud are the three most useful ways. Therefore, for the retelling stage, the participants retell the story by using the picture cues which were related to the stories told by the teacher, as Madson (1983) stated that such activity can be used with young learners who have limited skills in English.

Furthermore, before the participants entered the oral story-sharing procedure, the participants were asked several questions to investigate their prior ability to retell the story (before the intervention). The guiding questions that were asked in this stage include, “Tell me what stories have you heard...”, “Who is the villain?”, “Do you like the story? Tell me the reason”, as well as “What can you learn from the story?”. As for the post-intervention, the participants were asked to retell the story that was told in the storytelling stage, with the help of picture cues related to the story. In an attempt to observe participants’ prior ability in retelling the story as well as their ability in the retelling stage (after intervention), the researcher used the speaking assessment checklist, which was adapted from Brown (2003). The implementation of the oral story-sharing cycle is further explained in the next section.

### c. Worksheets

Worksheets provide support for language learning. Worksheets play a useful role in helping students to have an understanding of finding solutions to problems (V, 2022). Furthermore, worksheets also contribute to giving opportunities to students in terms of recollecting and retelling what was learned previously, which is essential for students to absorb a new idea.

In the present study, the worksheets were used to facilitate the participants to spend more time with the keywords appearing in the story, to facilitate the participants in making predictions, to help the participants identify the true or false statements, as well as to support and monitor participants' comprehension progress before retelling the story.

### 3.4 Data Analysis

Data analysis is an intended analysis to find the answer to the research question, which is the findings of the study (Merriam, 2009). It is defined as an ongoing process that goes hand-in-hand with data collection, data interpretation, and report writing of the findings (Creswell, 2013; Creswell & Poth, 2018; Merriam, 2009). The present study employed a data analysis spiral guideline by Creswell & Poth (2018). The researcher chose this guideline in analyzing the data because it allows the researcher to focus on the intention of the present study and to depict the results thoroughly.

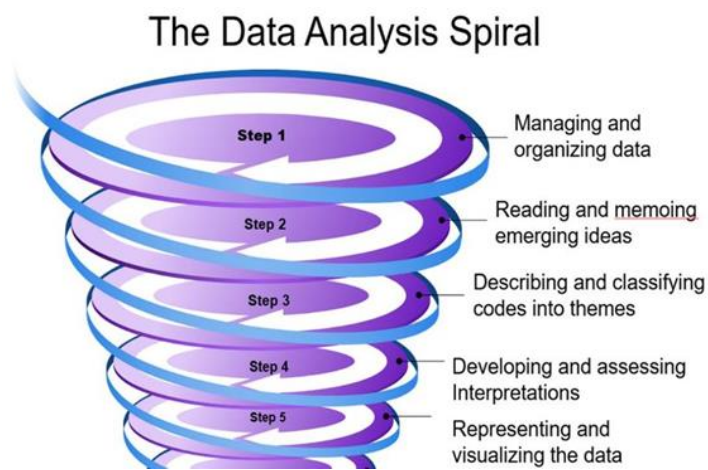


Figure 3. 1 The Data Analysis Spiral (Creswell & Poth, 2018)

According to the guideline, the first step is to manage and organize the data obtained (Creswell & Poth, 2018). In the present study, the data from the observational field notes, the speaking checklist, and the worksheets were transcribed and scanned. Neither words nor phrases were changed in transcribing for the purpose of maintaining the authenticity of the data. After being transcribed, the data were further divided into three different folders, namely Classroom Observation, Speaking Assessment, and Students' Worksheets, in order to facilitate the delivery of research results. After managing dan organizing the overall data, the researcher read and reread the transcripts several times. At the same time, the researcher was also writing a separate memo. Memoing plays a helpful role in tracking the development of ideas through the process of analyzing the data (Creswell & Poth, 2018). Moving to the next step, which is the heart of qualitative data analysis, where the researcher described and classified the data and made the data into codes to be then made into themes. There were nine codes as a whole that were created in analyzing the data from classroom observation, which are listed in the table below.

*Table 3. 3 Codes for Classroom Observation*

Codes	Example of Excerpt
Linking the idea to the content (LiC)	T: the girl asked, "Why should I recycle?", why the girl should recycle? S: <i>untuk menjaga lingkungan</i> G: to protect the environment
Interpreting the idea based on personal experience (InPE)	T: One of the causes of climate change is our wrong way of managing waste. <i>Cara kita mengelola sampah yang salah. Sampah apa yang sering kalian hasilkan atau temukan?</i> G: What trash do you often find? S: <i>Sampah plastik sih</i> G: plastic
Identifying parts of the story (IPS)	T: what happened at the beginning of the story? S: the girl.. <i>Cerita kalau dia belajar untuk mendaur ulang sampah</i> G: the girl told that she learned how to recycle T: very good, and how about at the middle of the story?

	<p>S: <i>mereka pergi ke recycling center. Gurunya menjelaskan tentang daur ulang miss</i></p> <p>G: they went to the recycling center. Their teacher explained about ways to recycle</p> <p>T: correct! And what happened at the end of the story?</p> <p>S: <i>mereka jadinya ini miss, terbiasa daur ulang sampah kan</i></p> <p>G: they are getting used to recycle waste</p> <p>T: perfect! Thank you everyone</p>
Chunking (Ch)	<p>T: So, what is climate change?</p> <p>S: <i>perubahan iklim</i></p> <p>T: Very good. Based on our discussion today, what could be one of the causes?</p> <p>S: trash, <i>sampah. Salah pengolahannya</i></p> <p>G: the wrong way of managing waste</p> <p>T: Excellent. So, what should we do with that?</p> <p>S: <i>jangan buang sampah sembarangan</i></p> <p>G: don't litter</p>
Giving an opinion about the story (GOS)	<p>S: <i>Giantsnya rakus, kerjanya nebang pohon terus. Pantas saja hutan menjadi rusak</i></p> <p>G: the Giants are so greedy, they like to chop down the trees. No wonder the forest is broken</p>
Discussing in a group (DG)	<p>S3: <i>Ini bukan joined tapi helped. Kan Greta membantu hewan, membantu kan helped</i></p> <p>G: the right answer is helped, not joined, as Greta helped the animals.</p> <p>S2 &amp; S1: <i>oh iya... animals dan people yang join Greta</i></p> <p>G: oh... it's the animals and people who joined Greta</p>
Making a prediction (MP)	<p>T: Why did they recycle things? <i>Kira-kira kenapa mereka memutuskan untuk mendaur ulang sampah?</i></p> <p>Please predict based on this picture.</p> <p>S: <i>hm... mungkin ada yang negur miss, soalnya kan ga boleh, jadi harus didaur</i></p> <p>G: hm... maybe someone told them that it should be recycled</p>
Mixing the language (MLa)	<p>T: What happened at the beginning, <i>bagian awal</i>, of the story?</p>
Switching the language (SLa)	<p>T: What can we learn from the story? <i>Apa yang bisa kita pelajari dari cerita?</i></p>

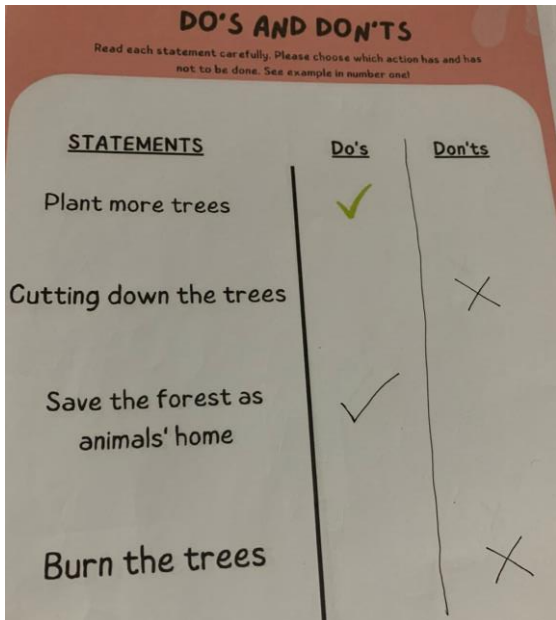
Furthermore, there were six codes created for students' performance of retelling the story. The codes were created based on the storytelling checklist which was adapted by Brown (2003). The codes are listed below.

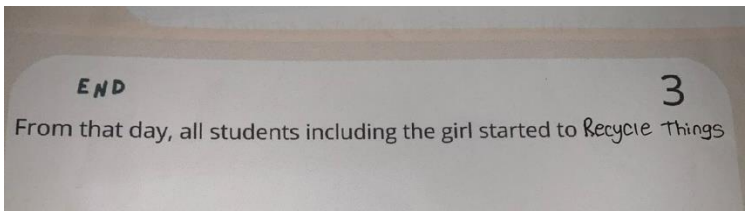
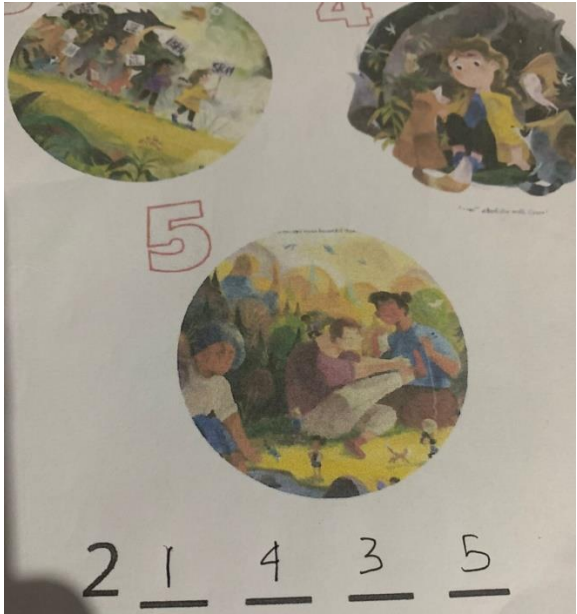
*Table 3. 4 Codes for Students' Performance of Retelling the Story*

Codes
The orientation part was delivered (OpD)
The conflict part was delivered (CpD)
The resolution part was delivered (RpD)
Students used proper gesture (G)
Students managed the eye contact (EC)
Students showed enthusiasm (En)

Moreover, five codes were created for analyzing students' worksheets, which can be seen on the table below.

*Table 3. 5 Codes for Students' Worksheets*

Codes	Examples															
Linking the idea to the content (LiC)	 <p>The image shows a worksheet titled "DO'S AND DON'TS" with the instruction: "Read each statement carefully. Please choose which action has and has not to be done. See example in number one!". The worksheet contains a table with the following content:</p> <table border="1"> <thead> <tr> <th>STATEMENTS</th> <th>Do's</th> <th>Don'ts</th> </tr> </thead> <tbody> <tr> <td>Plant more trees</td> <td>✓</td> <td></td> </tr> <tr> <td>Cutting down the trees</td> <td></td> <td>✗</td> </tr> <tr> <td>Save the forest as animals' home</td> <td>✓</td> <td></td> </tr> <tr> <td>Burn the trees</td> <td></td> <td>✗</td> </tr> </tbody> </table>	STATEMENTS	Do's	Don'ts	Plant more trees	✓		Cutting down the trees		✗	Save the forest as animals' home	✓		Burn the trees		✗
STATEMENTS	Do's	Don'ts														
Plant more trees	✓															
Cutting down the trees		✗														
Save the forest as animals' home	✓															
Burn the trees		✗														

<p>Identifying parts of the story (IPS)</p>	 <p>END 3 From that day, all students including the girl started to Recycle Things</p>
<p>Making a prediction (MP)</p>	 <p>4 5 2 1 4 3 5</p>

Discussing in a group (DG)

**READ AND COMPLETE!**  
Work in group to complete each sentence. Choose the right vocabulary below. Good luck!

1. One morning, Greta went to the garden where she met the wolf and other animals.
2. The wolf said, "Please help us. The forest is broken. There are Giants that are ruining our home."
3. The Giants chopped down the trees and built homes and towns.
4. Greta helped the animals. She made a big sign "STOP!".
5. People and animals joined Greta to stop the Giants.
6. The Giants said, "We're sorry. We promise to stop chopping down the trees and save the forest."

ruining ✓  
Merusak

said ✓

went ✓  
Pergi

joined ✓  
Bergabung

met ✓  
Bertemu

built ✓  
Membangun

helped ✓  
Membantu

chopped ✓  
Menebang

Scaffolding (Sc)

**Favorite Part**

Please draw your favorite part of the story!  
and explain it to the class 😊

favorite part of the story ...

Moving beyond coding, the next step was classifying the codes into themes. In the present study, there were three themes generated based on the codes, which are presented in the table below.



Table 3. 6 List of Codes and Themes

Codes	Themes
Chunking (Ch)	Comprehending the elements of the story
Discussing in a group (DG)	
Mixing the language (MLa)	
Switching the language (SLa)	
Linking the idea to the content (LiC)	
Interpreting the idea based on personal experience (InPE)	
Identifying parts of the story (IPS)	
Making a prediction (MP)	
Giving an opinion about the story (GOS)	
The orientation part was delivered (OpD)	
The conflict part was delivered (CpD)	
The resolution part was delivered (RpD)	

After generating themes based on the codes, the next step based on data analysis spiral was interpreting the data (Creswell & Poth, 2018). According to Cresswell & Poth (2018), the interpretation of data here means abstracting out the codes and themes to a larger meaning. The present study interpreted the data in the matters of how storytelling supported the development of young learners' speaking, especially in terms of comprehension, based on the codes and themes generated. As the final step, the researcher represented the interpretation of the data by visualizing it through narrative, figures, and tables.

