

# **EXPLORING STORYTELLING IN TEACHING LISTENING FOR THE EIGHTH GRADERS**

**A THESIS**

Submitted in Partial Fulfillment of Requirements for the Degree  
of *Sarjana Pendidikan* in English Education



**By :**

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**SN. 2520001**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
2024**

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*Assalamu 'alaikum Wr. Wb.*

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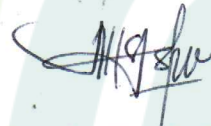
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Judul : Exploring Storytelling in Teaching Listening for  
The Eight Graders

Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diajukan dalam sidang munaqasyah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terima kasih.

*Wassalamu 'alaikum Wr. Wb.*

Pekalongan, 02 Juni 2024  
Pembimbing



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## **MOTTO**

*“kepercayaan akan diri sendiri adalah rahasia utama untuk sukses”*

***Carl Rogers***



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## ABSTRAK

Penelitian ini bertujuan untuk menjelajahi dari penerapan storytelling untuk pengajaran mendengarkan, menggunakan pendekatan naratif sebagai pendekatan kualitatif dan metode. Naratif memungkinkan guru dan siswa menceritakan pengalaman mereka secara rinci. Penelitian ini berfokus pada guru yang menerapkan teknik storytelling pada pengajaran listening. Keuntungan guru dan siswa setelah menerapkan pengajaran tersebut. Menekankan pentingnya pengalaman mereka dan menggunakan naratif untuk menjelajahi cerita mereka. Pemilihan wawancara mengungkapkan narasi meminta mereka menjelaskan pengalaman antar guru dan siswa selama proses pembelajaran. Sebaliknya keuntungan bagi guru maupun siswa seperti menambah kosa kata baru, mengembangkan kreativitas dan imajinasi, membantu guru mengkondisikan kelas, dan mengembangkan pemahaman bahasa. Temuan ini memberikan wawasan berharga bagi para pendidik untuk penerapan teknik storytelling bisa digunakan sebagai alternatif cara mengajar dan menyajikan materi. Mengakui keuntungan yang beragam dari pengalaman guru maupun siswa dalam pembelajaran storytelling yang diterapkan di jenjang Junior High School.

Kata Kunci: Storytelling, Pengajaran Mendengarkan, Naratif



## ABSTRACT

This study aims to explore the implementation of storytelling to teaching listening, using a narrative approach as a qualitative approach and method. Narratives allow teachers and students to tell their experiences in detail. This research focuses on teachers who implementing storytelling techniques to teaching listening. The benefits of teachers and students after implementing this teaching. Emphasize the importance of their experiences and use narrative to explore their stories. The selection of interviews revealed narratives asking them to explain the experiences between teachers and students during the learning process. On the other hand, the benefits for teachers and students include adding new vocabulary, developing creativity and imagination, helping teachers condition the class, and developing their understanding of language. These findings provide valuable insight for educators regarding the implementation of storytelling techniques that can be used as an alternative way of teaching and presenting material. Recognizing the various benefits of teacher and student experience in storytelling learning applied at the junior high school level.

Keywords: Storytelling, Teaching Listening, Narrative

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Wiriter

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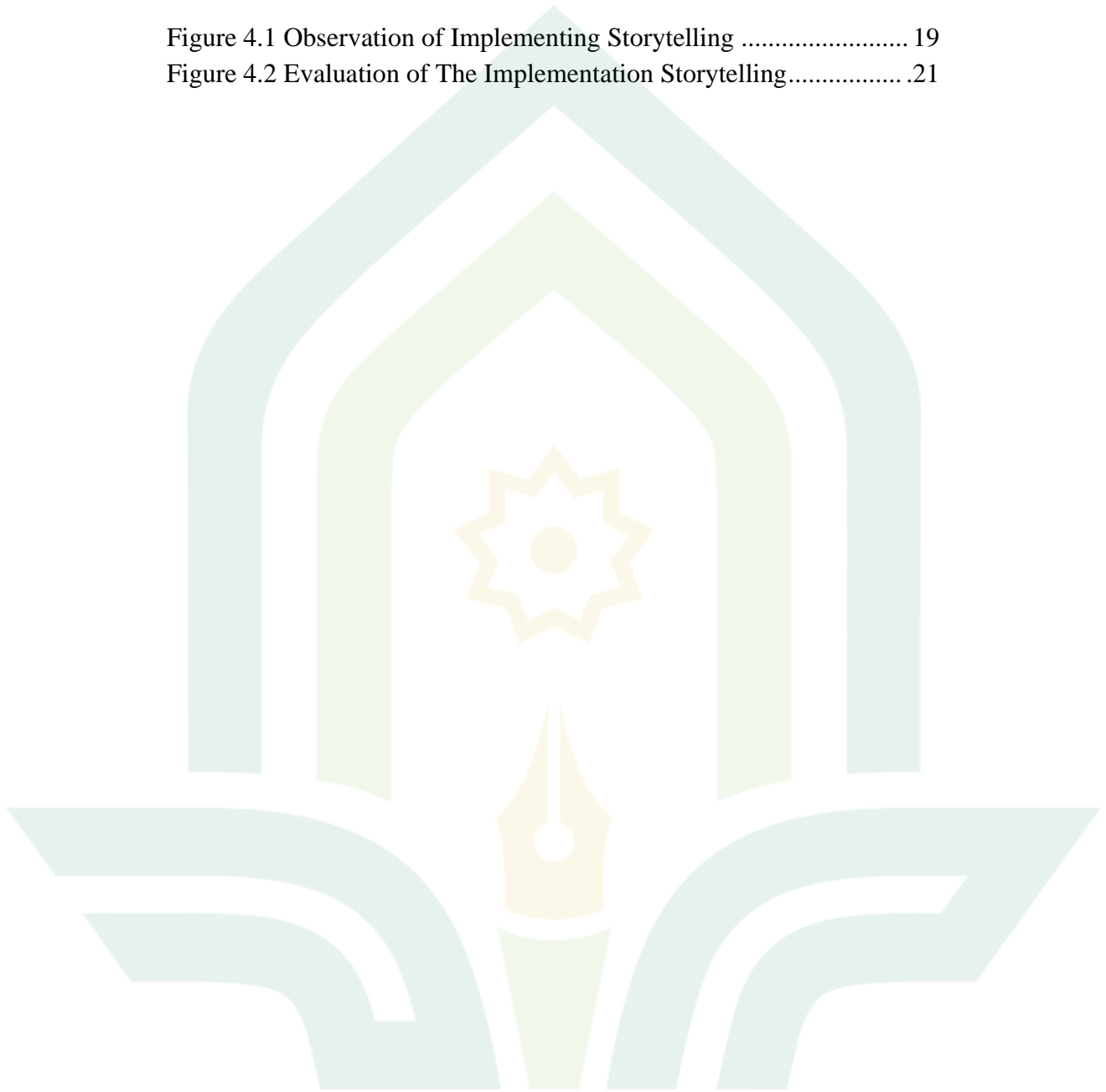
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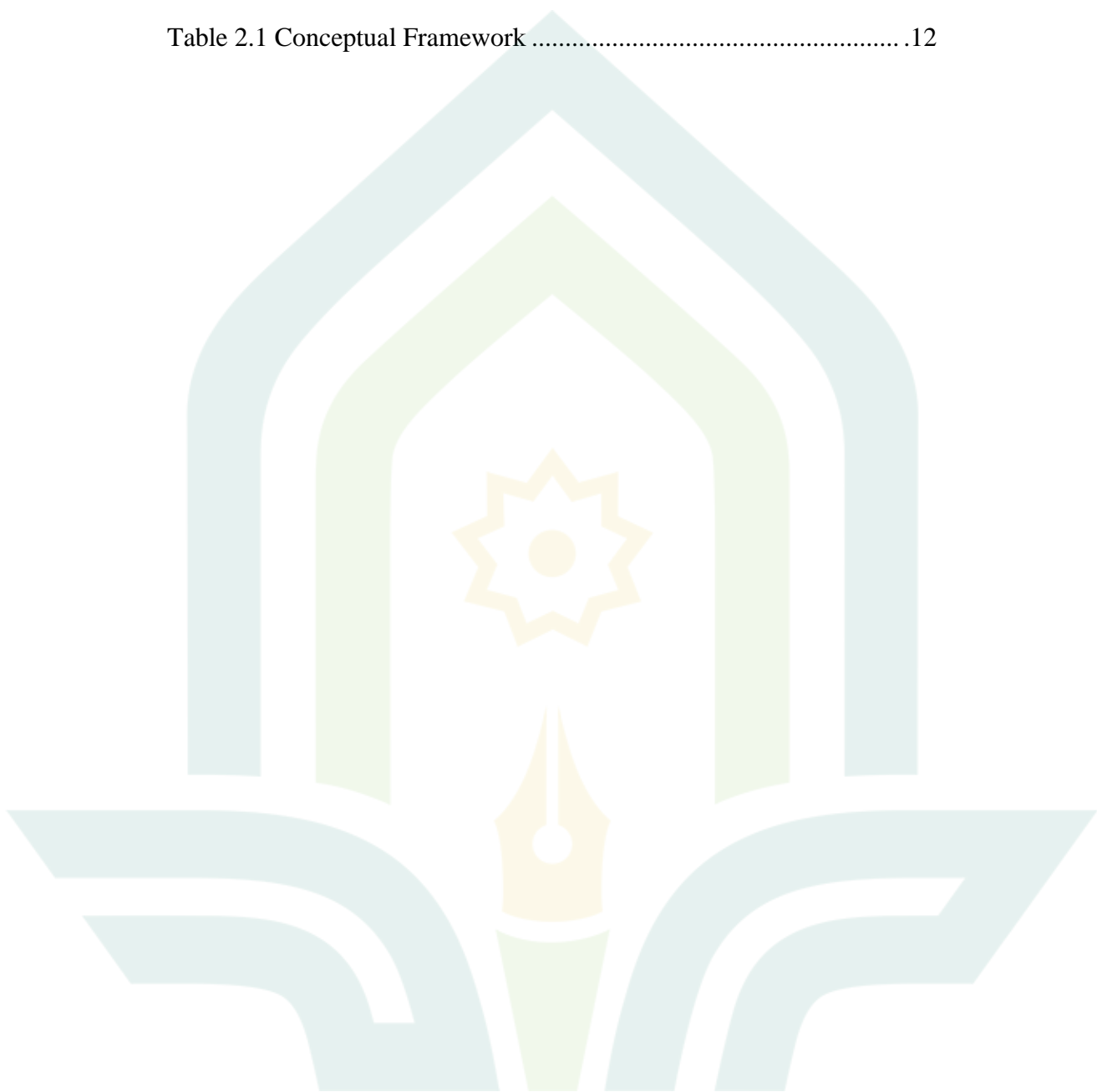
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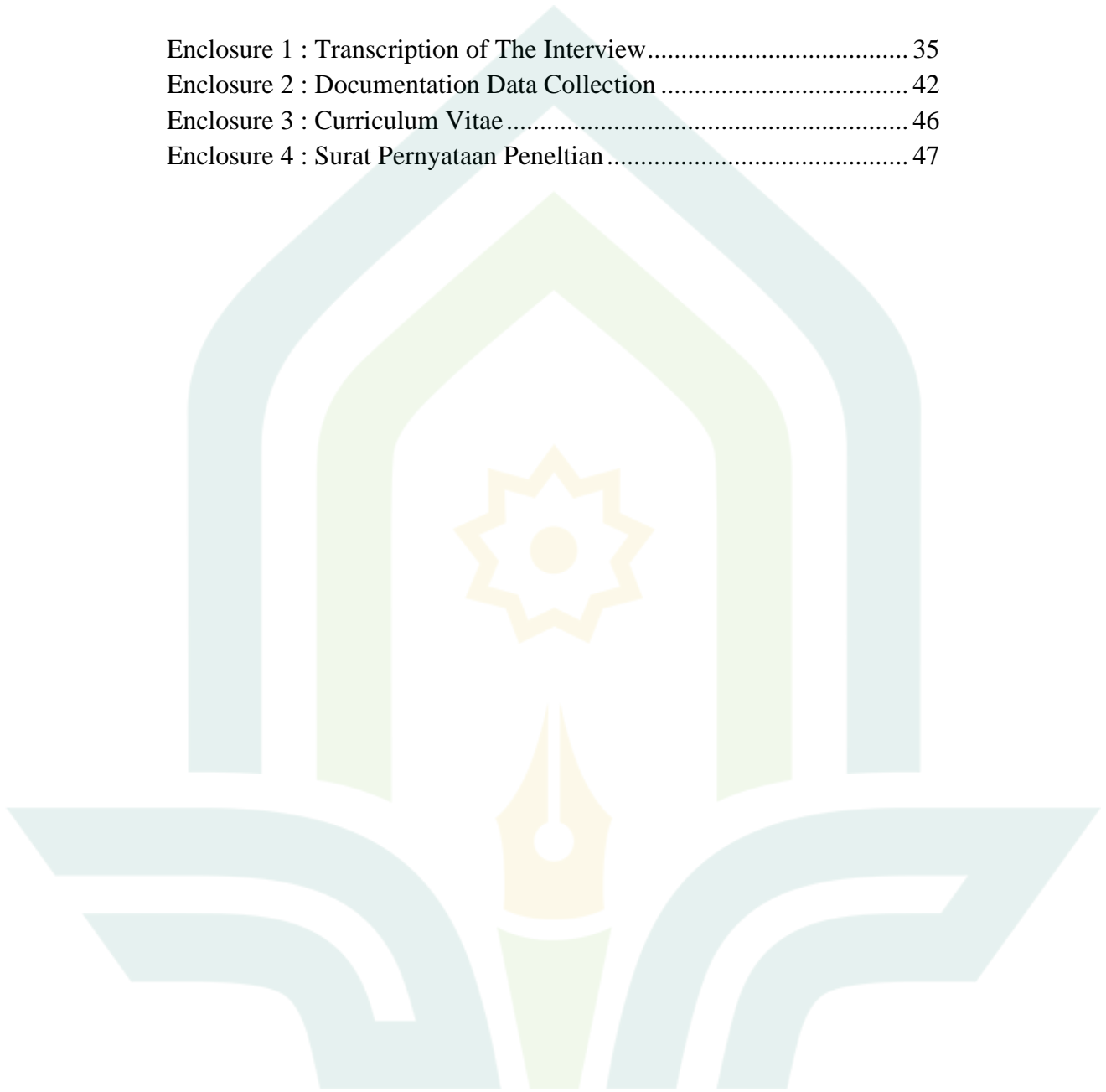
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# CHAPTER I

## INTRODUCTION

### 1.1. Background of Study

Language is our primary source of communication. It is the method through which we share our ideas and thoughts with others. In the global world the importance of English cannot be denied and ignored since English is the most common language spoken everywhere. English is one of the most used languages in the world. Learning English is important and people all over the world decide to study it as a second language. Many countries include English as a second language in their school syllabus and children start learning English at a young age.

With English, we can study all over the world Since English is spoken in so many different countries there are thousands of schools and universities around the world that offer programmes in English (Niyozova, 2020). English gives you access to multiple cultures. Good knowledge of English will allow you to access films, music and literature from hundreds of countries around the globe. By learning English, we could become a translator, a language teacher or an English marketing professional for a global company. Learning English is an important step forward to all of your goal.

One of the most difficult English language skills is listening. Because of the complexity of this talent, students often struggle to improve it. Therefore, many language learners are often afraid of doing activities related to listening because they feel insecure about not being able to understand listening. Another known problem when it comes to listening is the ability to really comprehend the meaning of listening or what the other person is saying (Field, 2008).

In many language classes, listening is still taught conventionally by asking students to listen to recordings of certain conversations. Students must listen to native speakers,

and after the listening session, they must respond to a series of questions based on what they heard. Students spend more time listening than speaking or practicing other abilities, yet they seldom ever teach them how to listen well or how to employ listening tactics.

Apart from that, this reality is more visible in the difficulties in teaching listening in language class of one of the junior high schools when some teachers are often confused about choosing the right media and techniques for teaching listening in class. Usually, they instruct reading and writing skills that are thought to be simpler and more feasible to implement. Due to practical complications, listening is often left out of the teaching and learning process in the classroom. (Brown & Yule, 1983).

As previously stated, mastering English listening comprehension can be the most challenging thing, but we have to find strategies for teaching listening (Harmer, 2001). Remember that education has a big influence on the development of learning and hearing. Therefore, it is necessary to note that the use of techniques must be explained and discussed in order to help students learn and develop their English proficiency in a more dynamic manner. This should be done in a way that draws students' attention to the strategies so they can get better at listening. Among the tactics are storytelling, watching movies without subtitles, and listening to English music.

There are several disadvantages to this storytelling itself, such as one student said that he did not like listening to the story because it was difficult for him to understand the content of the story. However, the advantage of telling a story is that it has a positive impression they revealed that having storytelling activities was fun and enjoyable. Of course, when they felt happy it created a relaxing and comfortable atmosphere in the class. This positive attitude promoted students' motivation to learn deeper and as a consequence, they could improve their understanding. The next factor that supported the effectiveness

of this method was the variety of the activities that gave the students more exposure to narrative texts.

Storytelling plays a very important role as it has a positive impact on English language learning as well as improving listening. There are many reasons to make storytelling techniques effective in positively determining the success of teaching. The most active receptive language skill is listening. It involves effective participation, improvisation, enjoyment, and appropriateness. First, the suitability of storytelling in language teaching has been supported by Pardede (2011). He argues that storytelling is seen as the most appropriate literary genre to be applied in language teaching. Second, students usually experience joy and excitement when learning through storytelling.

This storytelling technique was applied by English teacher at one of junior high school in Batang during the lesson, making several students able to follow the lesson well. Through this research, the importance of storytelling can be proven because it can attract students' attention and help them a lot to improve their English. With good techniques, teacher can create a good environment in the classroom so that they can hold dynamic and interactive classes, thereby improving the quality of the teaching and learning process.

Based on the issue above, this study is conducted to explore how to implement the use of storytelling in listening activities and the experiences gained from the implementation of storytelling in listening activities for eight graders of seven junior high school.

## **1.2. Research Questions**

There are two questions of this research examined, as follows:

1. How is the implementation of storytelling techniques for teaching listening?
2. What are the advantages of storytelling techniques in teaching listening?

### **1.3. Operational Definitions**

To avoid misunderstanding about the terms in this study, the researcher provides several definitions related to research as follows:

1. Storytelling : The method used to convey a story to listeners (Malan 1991)
2. Listening skills : The active process of deliberate decision-making is the cornerstone of interpersonal communicative abilities. (Reed, 1985).
3. Narrative inquiry : person's life experience as data research. A story can become research data when interpreted from a literary perspective. (Heigham and Croker, 2009)

### **1.4. Aims of the Study**

The study aims to describe and find out storytelling one of the techniques for teaching listening that can be applied in English language learning.

### **1.5. Significances of the Research**

1. Theoretical: The result of the research may give useful information about how to implement students' listening skills using storytelling techniques.
2. Empirical: This study will provide empirical insights about advantages in the use of storytelling.
3. Practical: This study provides information for teachers, learners, and readers who are practically interested in implementing storytelling in teaching listening.

## **CHAPTER II**

### **THEORETICAL BACKGROUND**

#### **2.1. Literature Review**

##### **2.1.1. Storytelling**

Storytelling is an activity that someone does orally, using instruments or not, to another individual regarding what has to be communicated as an information message by means of communication or just a fairy tale that can be listened to with a sense of enjoyment. Storytelling is made up of two words: tale, which means story, and telling, which means storytelling. The combination of these two words implies narrating a tale Carslon (2008) says that storytelling means communicating events by utilizing sounds and words. This is an improvisational and expressive art form that centers on a storyline or narrative point of view. They can use words and pictures to play with their imaginations when stories are told to them. Additionally, it involves pupils in the classroom; they guess which element of the story is true. Storytelling is a fantastic way to teach English since it helps students become better listeners. Children can benefit from improving their language comprehension in their daily lives.

##### **2.1.2. Implementation of Storytelling Technique in Teaching Listening**

The implementation of storytelling techniques is a teaching process through telling stories. Technique storytelling is a clear description of ideas, beliefs, personal experiences, and life lessons through stories or narratives that evoke strong emotions and insights. The implementation of storytelling in teaching English listening was found to be reasonable in reference to the work of Serrat (2008) and Pardede (2011). For listening skills using short stories, Pardede (2011) suggests two important ways. To develop listening skills using the technique of storytelling, you can do the following:

- 1 Read the story out loud so students have the opportunity to listen to a native speaker of English (if at all possible); or the teacher reads the story in front of the class so that students can listen and gain various understandings from the story.
- 2 Play the story if a recording is available. Using digital storytelling media, students can complete the task for enjoyment or to find the answers to questions that have been presented and explained to them before the commencement of the listening activity. Questions based on literary structures, like the following, can help students comprehend the story when they hear it for the first time:
  1. Who is the main character?
  2. Where or when does the story take place?
  3. What is the problem (conflict) in the story?
  4. How is the conflict resolved?

### **2.1.3. Advantages of implementing story techniques in teaching listening**

There are many reasons to make storytelling techniques useful in positively determining the effectiveness of teaching the most active receptive language skill, listening. includes effective interaction, improvisation, enjoyment, and appropriateness. The advantage of storytelling in language teaching has been supported by Pardede (2011).

1. As one of the learning strategies in language teaching.
2. The joy and excitement that students usually experience when learning through storytelling.
4. Purpose of Storytelling

Based on Carlson (2008), it shows that purposeful storytelling. They are:

1. Create a happy atmosphere;
2. Providing fun, excitement, and enjoyment develops the listener's imagination;
3. Providing new experiences and developing listeners' insights;
4. Train the listener's comprehension and concentration power;
5. Train the listener's thinking power;

6. Instill moral values.

#### **2.1.4. Difficulties in implementing storytelling techniques**

It is undeniable that every educational activity has flaws of its own, and that in actuality, these flaws can lead to a variety of problems that might arise from different sources. Learning through narrative can be difficult in this scenario because of the teacher, pupils, and topic matter. Concerning educators, they may inadvertently contribute to specific barriers that impede the use of storytelling. They are thought to be a crucial link between the three components of learning—content, learner, and setting. (Heimlich & Norland, 1994). Difficulties may stem from the available materials used to teach students.

The stories that educators must teach in every school might not be authentic to the language or have a context that is too complex (Cameron, 2001). The dearth of suitable and captivating tales in today's textbooks may also lessen the likelihood that they will learn to read well and be exposed to the culture of native speakers (Bland & Lütge, 2013). In conclusion, certain problems may occur at different stages of learning to tell stories for various reasons. Although teachers' teaching styles and experiences can be challenging The distinctive qualities of the students may increase the difficulty of this type of learning. Given the complex background and potential concerns about the content's appropriateness, the role of the material should also be taken into account.

#### **2.1.5. Concept of teaching listening**

When instructing listening, educators are expected to implement three phases of instruction: namely pre-teaching, whilst-teaching and post-teaching or other terms now better known as the exploration, elaboration and confirmation stages. This is in accordance with what Underwood (1990) suggests that teachers teach listening in three stages, each with specific objectives and activities that are combined to form a sequence of instructional procedures:



1. The pre-teaching stage aims to prepare students with the material that will be heard. This phase also serves to investigate the pupils' prior knowledge or experiences pertaining to the subject matter being studied (exploration stage). In order for their prior learning and experience to help them bridge the gap in their mastery of the newly taught material. The activities that teachers can carry out in this pre-listening stage include: other; ask questions, discuss pictures, ask students to discuss concepts or language linked to the lesson plan, or to share anecdotes of experiences relating to the subject being taught. In addition, educators have the ability to assign homework and ask students to compose questions and forecast what they will learn. In order for the students to make the connection between the material they will hear at this point and their prior knowledge or experience, the teacher has directed the students' attention toward a specific topic through this activity. (whilst-listening).

2. The second stage that the teacher must carry out is the whilst-teaching stage where at this time the teacher delivers listening material. At this step the teacher listens to the spoken text that has been prepared according to the learning plan. The goal of this step is to aid pupils in comprehending the text they hear. In theory, listening instruction does not require pupils to comprehend every word they hear in a text. They could be asked to comprehend certain material or the information they receive in general. The resources the instructor will utilize for this listening (whilst-listening) stage can be actual content acquired from many sources such as the internet, television or radio in accordance with the syllabus. The teacher has prepared the pupils for real-world listening scenarios they will face when understanding the information vocally in their everyday activities by using this realistic material.

3. The final stage in teaching listening is post-listening. This stage seeks to help kids build connections between what they hear and their own ideas or experiences. At this time, the instructor can involve the class in a variety of activities, such as asking them

to recap what they have heard. This stage seeks to help kids build connections between what they hear and their own ideas or experiences. At this time, the instructor can involve the class in a variety of activities, such as asking them to recap what they have heard. By implementing a three-stage listening lesson plan, the students' expectations for the instruction of listening skills will be met.

#### **2.1.6. Technique for teaching listening**

Based on Hidayah (2010) it shows that there are six technique in teaching listening English teachers applied. They are:

1. Information Transfer.

The English teacher used six images as media in order to implement this strategy.

2. Paraphrasing and Translating.

This method is used in post-listening exercises when pupils rephrase the listening materials in new words using their own language. Subsequently, the instructor requested that the students proofread their work and indicate whether or not it aligned with the discussion they had heard.

3. Answering Questions.

This method is used in post-listening exercises when students respond to five questions based on the conversations they heard on the tape. The class corrects the answers collectively to determine the correct response.

4. Summarizing.

This method was used in post-listening exercises where students had to select which of many possible summary phrases best matched a recorded material. Put another way, after the students listened to the discussion on the cassette, the teacher invited them to recount it in their own words.

5. Filling in Blanks.

This technique included in listening exercises where students had to fill in the blanks while listening to a transcript of a paragraph or conversation that had certain words missing.

## 6. Answering to Show Comprehension of Messages.

This method was used in post-listening exercises where the teacher gave the students a tick or a cross to indicate which of the four options (A, B, C, or D) for questions concerning the monologues they had listened to on the cassette was the correct response. There were ten inquiries that were to be responded to by the students.

### **2.1.7. Difficulty of listening teaching techniques**

Teachers have voiced a number of challenges, including a shortage of resources to teach these skills and a lack of ideas for engaging students in learning activities that make their own instruction seem repetitive.

## **2.2. Previous Study**

Considering the topic discussed in this research, there are some studies that have been done related to this topic. They are: The first title is "Storytelling to Enhance Listening Skills for Teenagers" by Elvis Roger., (2022). The participants were ninth grade students from Juan Mejia Lequerica School. This present study employed a Narrative inquiry. This research provides narrative form to 8 students at the Jose Mejia Lequerica School. The findings of study showed by practicing through telling stories so that students can improve their listening skills. It was found that Storytelling draws a lot of attention from the students because it makes them have a better concentration as well as imagine the details of the story to have a better understanding. The similarity between this research and research is that they both examine the storytelling in teaching listening. The difference lies in the data collection. In Elvis research, (2022) used narrative form for students. My research used interviews.

The second research by Intan Satriani., (2019), entitled "Storytelling in Teaching Listening: Benefits and Challenges.". This present study employed a qualitative method. The results of this research show that the use of storytelling strategies can benefit students' listening skills. It is recommended that the storytelling strategies in teaching listening motivate students to

improve their listening skills. The similarity between Intan Satriani's (2019) research and my research lies in the form of research. Same uses qualitative methods. Knowing from someone's experience how the use of storytelling benefits. The difference lies in the level of participation. The research above included high school participants in grade 10. This research included junior high school participants in grade 8.

The third researcher is Resti Anggraeni(2009), entitled “Storytelling as a Technique in Teaching Listening at Elementary School”, The result of this study showed that using storytelling as a technique in Teaching listening is very beneficial for the students. The similarity between the research and this research design with a narrative method While the difference lies in the participants. In the research of Resti Anggraeni., (2009) choosing elementary school students as participants, here I choose junior high school.

The fourth research was carried out by Lorita, Refi, Ima (2018), entitled “Storytelling Technique to Improve Students Listening Skills”. This research uses a narrative design method. The research is conducted to find out how teaching listening skills through storytelling can improve listening skills. The results of the study are expected to be beneficial to English teachers. To the teacher, this technique hopefully gives the English teachers a better way of teaching listening to their students by using the storytelling technique. The similarity between the research and this research is that the aim of the research focuses on improving skills, whereas this listening requires the ability to listen well. While the difference lies in the purpose or context of this research itself, In the study of Lorita (2018), to improve skills and foster the motivation of English teachers during teaching and learning activities. This is different from this research, which focuses on students' listening skills.

### 2.3. Conceptual Framework

As hearing is the process of gathering information and comprehending words, learning to listen is crucial to effective communication. (Marslon, 2008). Based on the conceptual framework above. In this study, researchers have several steps to explore listening learning to find out the results of this learning. First, in this research the researcher used field texts, such as stories and interviews as a unit of analysis to research and understand how the process of teaching listening using storytelling techniques is carried out as well as researching and understanding what benefits teachers and students gain from teaching storytelling.

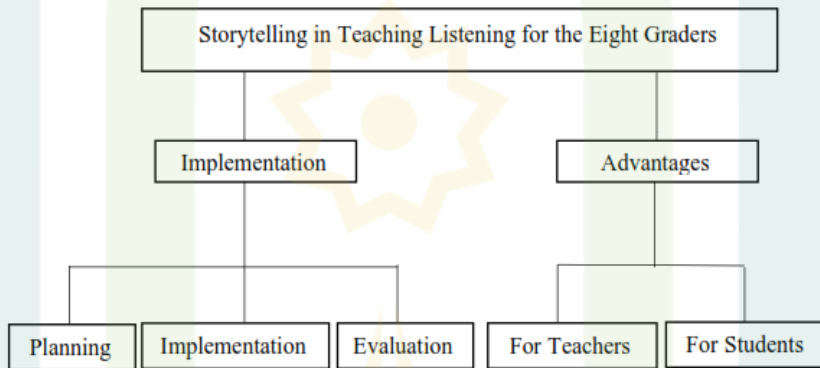


TABLE 2.1 CONCEPTUAL FRAMEWORK

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1. Conclusion**

Based on the explanation of data analysis in the previous chapter, the researcher drew the following conclusions:

1. The implementation of storytelling techniques can improve students' listening skills in eighth grade at Seven Junior High School. This is proven by the results of the students' scores on the daily assessment; there were two students who got scores above 90. Even 100.
2. The learning process takes the form of teachers maximizing preparation in designing the learning process, implementing learning, and evaluating learning well.
3. Based on the research results, researchers found that there were advantages obtained after implementing storytelling. This is proven by the students' grades and the results of direct observations and interviews when the technique was applied. So it can be concluded that the use of storytelling techniques obtained significant benefits for students in class VIII.

#### **5.2. Suggestion**

Based on these conclusions, the researcher provides several suggestions for teachers, students, and future researchers, as follows:

1. For teachers

The ninth-grade English teacher at Seven Junior High School was advised to do this. Since using narrative techniques can improve students' listening abilities, it can be employed as an alternate method of instruction and information presentation.

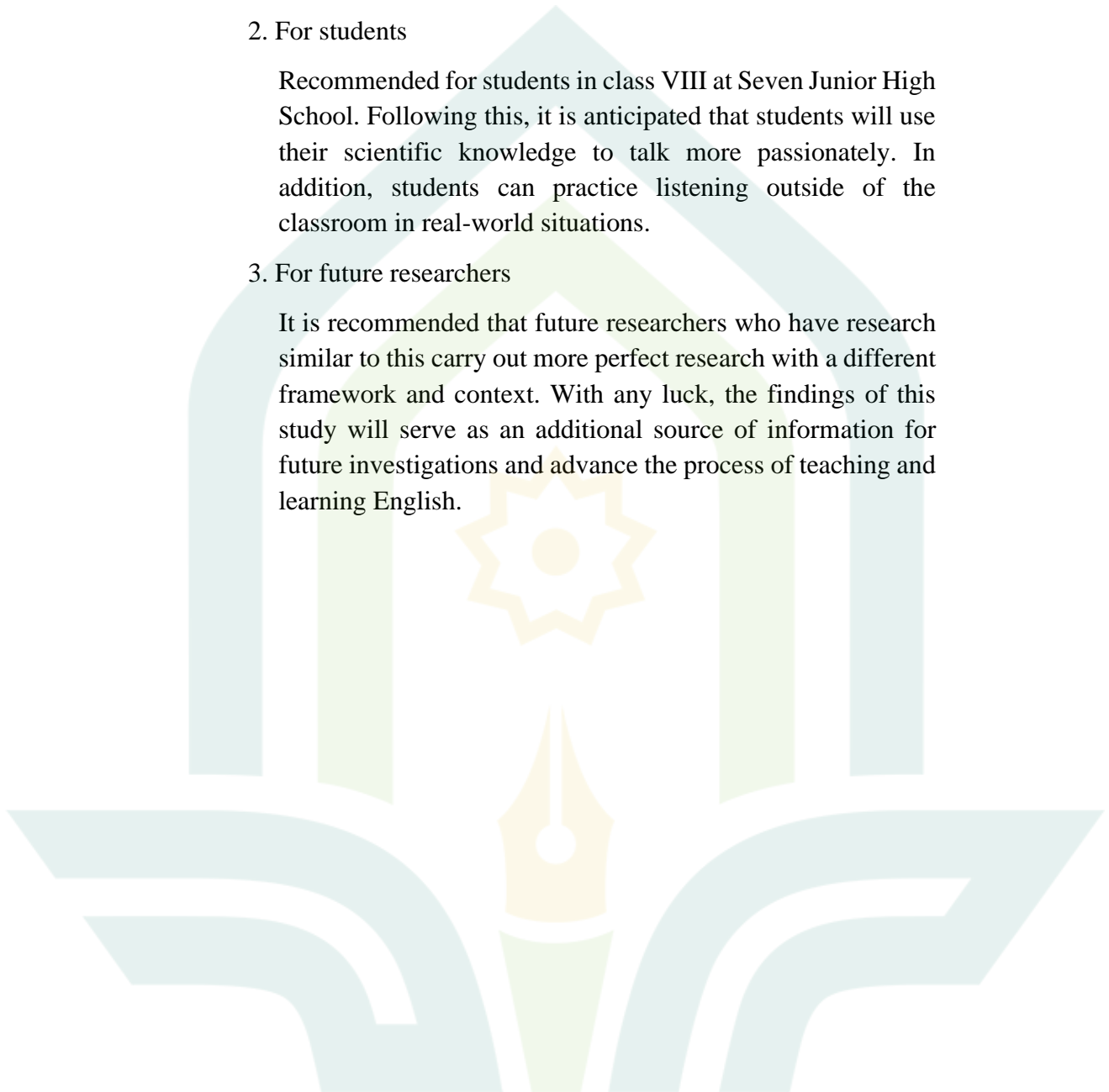
Instructors need to always come up with new ways to distribute homework to their students.

## 2. For students

Recommended for students in class VIII at Seven Junior High School. Following this, it is anticipated that students will use their scientific knowledge to talk more passionately. In addition, students can practice listening outside of the classroom in real-world situations.

## 3. For future researchers

It is recommended that future researchers who have research similar to this carry out more perfect research with a different framework and context. With any luck, the findings of this study will serve as an additional source of information for future investigations and advance the process of teaching and learning English.





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