

Exploring English Teachers' Perception on the Teaching of Using Story Telling Viewed from Phonology Awareness to Improve Students' Speaking Skills amid Covid-19 Pandemic

¹M. Sopian Assauri, ^{1,*}Haerazi, ¹K. Dedy Sandiarsa, ²Issra Pramoolsook

¹English Language Education, Faculty of Culture, Management, and Business, Universitas Pendidikan Mandalika. Jl. Pemuda No. 59A, Mataram, Indonesia.

²Applied Linguistic, Suranaree University of Technology, Thailand

*Corresponding Author e-mail: alhaerazi83@gmail.com

Received: March 2022; Revised: August 2022; Published: November 2022

Abstract

Storytelling is a learning strategy of communication that occur a date earlier in writing history to teach lessons. It gives the fundamental structure of how learners create information out of their everyday lives. In practice, the students' brain is tied to manage and organize information through story and that every relationship experience is recorded in their mind as an informative story. Storytelling is one of the technique that helps the students master English, especially in speaking skills. Therefore, this study is aimed at exploring English teachers' perception on the teaching of storytelling viewed from phonology awareness to improve students' speaking skills. To achieve the research aims, researchers employed descriptive qualitative study. Descriptive qualitative study is used to investigate natural condition of teachers' perception of using storytelling viewed from phonology awareness in improving students' speaking skills. The instruments are divided into two, observation sheets and interview guidelines. To support the research instrument, researchers use mobile phones. It is needed for recording the conversation both visual and audio. Based on the data analysis, Storytelling helps students to focus on story structure by paying more attention to vocabulary and grammar. When this happens, positive feedback is given by the teacher to improve students' communication methods and use the right English vocabulary with good pronunciation. Storytelling can not only improve students' speaking skills but can also help students acquire a lot of vocabulary and phonology awareness. It can be concluded that English teachers felt that the story-telling technique can improve students' speaking skills in the midst of the Covid-19 pandemic because teachers are supported by some applications such as: Google-meets, Zoom, and school Moodle.

Keywords: Teachers' perception; storytelling technique; phonology awareness

How to Cite: Assauri, M.P., Haerazi, H., Sandiarsa, K.D., & Pramoolsook, I. (2022). Exploring English Teachers' Perception on the Teaching of Using Story Telling Viewed from Phonology Awareness to Improve Students' Speaking Skills amid Covid-19 Pandemic. *JOLLS Journal of Language and Literature Studies*, 2(2), 99-108. doi: <https://doi.org/10.36312/jolls.v2i2.615>



<https://doi.org/10.36312/jolls.v2i2.615>

Copyright© 2022, Assauri et al

This is an open-access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) License.



INTRODUCTION

Speaking is categorized as one of the language productive skills after writing skills (Muliani & Sumarsono, 2019; Richards & Rodgers, 2001; Sudarmaji et al., 2021). Speaking cannot be separated from listening activities because speakers should listen their interlocutor first and then respond them. The understanding between the speakers and listeners cause communication can happen (Hidayatullah & Haerazi, 2022; Kinasih &

Olivia, 2022). When students speak, they produce utterances and the utterances should be meaningful. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds. Krummel (2013) states that when teaching speaking, English teachers apply three major stages, i.e., introducing new language, practice the language and doing communicative activity.

Speaking has been assumed as merely application and variation, outside the language and linguistic proper domain. Communication can happen from the context of language usage, so language has an instrument to address ideas (Afifah & Devana, 2020; Anabel & Simanjuntak, 2022; Jupri et al., 2022). Therefore, Chan (2021) argues that speaking is fundamentally an instrument act and it needs communicative competence to address ideas to interlocutors. Speakers talk in order to have some effect on their listener (Kenza Tacarraoucht et al., 2022; Nation, 2006; Syarifuddin et al., 2022). It is the result of the language instructional process. Students' communicative skills in conversation is core aspect in speaking classes. It becomes an aspect of language teaching learning success. It is in line with Anwar et al. (2021) who argue speaking mediated language plays a role as a system for expressing meaning. Czura (2016) states that the successful in speaking is measured through learners' ability to carry out a conversation in the language. In teaching speaking skills, teachers confess that there are many proponent factors that influence teaching success and many obstacle factors why it is not running well (Aprianoto & Haerazi, 2019; Fatiani et al., 2021; Tang et al., 2021).

Story telling is a learning strategy of communication that occur a date earlier in writing history to teach lessons and pass history down from one generation to another (Rossiter, 2002). In addition, storytelling gives the fundamental structure of how learners create information out of their everyday lives. Moreover, linguists discover that the brain is tied to manage, retain and organize information through story and that every relationship experience is recorded in the mind as a informative story (Ahlberg et al., 2018; Albury, 2017; Parks & Calderón, 2021). Consequently, stories lay the foundation of how learners speak to each other and are now being raced as a powerful means for enhancing learning information retention (Haerazi & Kazemian, 2021; Hidayatullah et al., 2022; Kazemian et al., 2021). Storytelling is one of the technique that helps the students master English, especially in speaking skills.

The low speaking skills need to find a solution so that the learning carried out can provide optimal results and be able to improve speaking skills. One of the solutions chosen to overcome the problem of low students' speaking skills is to apply the storytelling strategy in learning English. Azis and Husnawadi (2020) suggests that storytelling is an effective learning strategy. In general, stories are liked by students because they have an amazing effect on being able to attract listeners' attention and make one able to remember events in a story quickly . Storytelling activity is an activity carried out by students orally to their classmates or interlocutors with tools about what to convey in the form of messages, information or just a fairy tale packaged in the form of a story that can be heard with a sense of fun (Chubko et al., 2020; Copeland & de Moor, 2018; Gausepohl et al., 2016).

In EFL context, the story-telling is essential to bring students to speak (Isbell et al., 2004; Karantalis & Koukopoulos, 2022). Providing students with various stories helps them to practice speaking (Kim & Lee, 2018; Lazarinis et al., 2020). Many studies utilize the efficacy of story-telling to enhance students' speaking skills. Therefore, this study investigates the EFL teachers' perception of applying the story-telling technique to improve students' speaking skills amid the covid-19 pandemic at junior high schools. How is the implementation of the story-telling technique in improving students' speaking performance at Junior High School Beleke amid Covid-19 pandemic? How is the EFL

teachers' perception of story-telling to improve students' speaking performance amid the Covid-19 pandemic?

RESEARCH METHOD

In this research, researchers employed descriptive qualitative study. Descriptive qualitative study is used to investigate natural condition of teachers' perception of using storytelling viewed from phonology awareness in improving students' speaking skills. It is stated by Cohel et al. (2018) that qualitative research has natural setting as the direct source of data and researcher as the key instrument. So in this study, the researchers are the key instrument of the research. The researchers generalize the object by analyzing English teachers' perception in applying story-telling to improve students' speaking performance amid Covid-19 pandemic.

The instrument used by the researcher of this study is divided into two, they are observation and interview. To support the research instrument, researchers use mobile phone. They are needed for recording the conversation both visual and audio. In conducting this study, observation is the process gathering open-ended, firsthand information by observing teachers and places at a research site. Meanwhile, interviewing is a technique for asking teachers with questions and reacting verbally. Researcher applied in-depth interview. In-depth interviews are optimal for collecting data on teachers' perception on the implementation of storytelling in speaking classes. In-depth interviews are completed with video-recording whenever possible. Preparing these recording data for analysis requires transcription all tapes and typing the transcriptions into computer files.

Here, after collected the data, the researcher was taken the next step that was analyzing the data. In analyzing the data, the method of analyzing data that was used in this research was based on Miles et al. (2016). Those are preparing the data for analysis and reading, and understanding all the data. This step was to get a general sense of the information and to reflect on its overall meaning. Here, the researcher read all the data from the observation until the interview.

RESULTS AND DISCUSSION

Research Findings

The data are collected through structured interviews with three English active teachers who applied storytelling as the learning strategy for enhancing students' speaking skills and learning performance. There were three participants in interview section and it can be presented in Table 1 as follows.

Table 1. Interview results

Questions	Answers
How is the implementation of the story-telling technique in improving students' speaking performance at Junior High School amid Covid-19 pandemic?	T1: "Teacher se story telling Strategies. it will lead the Students to know and enjoy our teaching. we must give them many motivations, the students will be very easy to get many ideas when they try to pronounce and Saying something in English. The last is Lack of Vocabularies. at a good teacher we must help to Students to acquire many vocabularies by Telling them some Story or Some sentence".
	T2 "The Students try to paraphrasing their Idea after they know the Story given by the teacher of storytelling that the teacher applied"

Questions	Answers
	T3 “we can deliver the material through online such as whatsApp and also ask them to find out by their self the story that they like and then practice it home”
How is the EFL teachers' perception in applying story-telling to improve students' speaking performance amid Covid-19 pandemic?	T1 “My opinion in applying storytelling to improve student's speaking performance aimed to amid in pandemic. is an interesting method eventhough it was little bit hard being applied due to virtual class”
	T2 “my opinion in applying story telling to improve students' speaking performance amid to covid-19 pandemic is very difficult to develop story telling use some applied, because little bit hard and our time is decreased when we explain to students' amid covid-19 pandemic, that maked us confused to teaching about story telling”
	“In my opinion using story telling as the method to improve students speaking performance is such kind of the right choice. Because we can deliver the material through online such as whats app and also ask them to find out by their self the story that they like and then practice it home”.

From the data above, the implementation of the storytelling can improve students speaking performance and help students acquire many vocabularies as well. the implementation of the story telling technique in improving students' speaking performance at junior high school amid covid-19 is an interesting method even though it's a little bit hard due to virtual class mention by the teacher. In line with the first subject, the third subject delivered the same statement as well. The story telling technique in improving students' speaking performance can be done by virtual class with certain application support by internet connection. The second formulation of the problem is ;

The teacher's perception in applying story telling s the story-telling technique in improving students' speaking performance is a little bit hard being applied because it delivered by virtual class but despite that story telling is such an interesting method. Due to covid-19 pandemic, the teachers find it hard to use story telling technique because they are running out if time when the teacher are explained the material to the students, that is make the teacher confuse to use the story telling as the technique in improving students speaking performance. Most teachers argue that story telling technique is the right choice to improve students speaking skill amid to covid-19. She stated that she can delivered the material through online application such as whatsApp and she asks students' to find out the story by their self at home.

Discussion

This research is intended to find out the application of story-telling to improve speaking skills during Covid-19 and investigate teacher perceptions regarding the application of story-telling techniques in teaching speaking skills. The teacher's perception in this study has the same meaning as the teacher's belief. The research data is in the form of teacher behavior, knowledge, language skills and activities in class related to the application of story-telling in which storytelling can facilitate students to carry out learning activities (Azis & Husnawadi, 2020; Hussein, 2022; Lim et al., 2022). Teacher beliefs are attitudes that influence the intentions and decisions of the teacher itself. In the context of

this study, beliefs refer to teacher behavior with several teaching practices that reflect beliefs about teaching and learning using story-telling (C.-C. Liu et al., 2019; K.-P. Liu et al., 2018; Maureen et al., 2018). Based on observational data, teachers seem to enjoy the speaking learning process by applying the story-telling technique. Teachers provide more opportunities for students to explore students' speaking abilities. Besides that, the teacher also provides feedback based on what he sees, for example regarding students' inappropriate grammar and incorrect use of vocabulary. This is in line with Isbell et al. (2004) which states that story-telling can help students improve their grammar and vocabulary.

In its application in the classroom, the teacher tries to attract students' attention by using multi-sensory to arouse students' emotions from an event in a story (Kim & Lee, 2018; Tanenbaum et al., 2020; Taylor, 2020). Students are also involved in improvising storytelling, facial movements, and body movements. Students are invited to tell stories with oral activities in which the students' language and gestures are used to make scenes sequentially, but students tend to tell stories more than just telling stories. As part of classroom speaking activities, storytelling helps students to focus on story structure by paying more attention to vocabulary and grammar. When this happens, positive feedback is given by the teacher to improve students' communication methods and use the right English vocabulary with good pronunciation. It was also found by Azis and Husnawadi (2020) that giving students the opportunity to speak more would help them to improve their pronunciation.

Regarding how the teacher applies the storytelling technique, it shows that the teacher does not 100 percent implement what has been set in their syllabus because the class situation and student circumstances sometimes do not match the teachers' expectations. For example, some students experienced interference with internet signals which resulted in the storytelling process in online classes not being optimal. In addition, the delivery of material is not maximal to students because the teacher cannot directly control the condition of students whether they listen to the teacher's explanation optimally. Nonetheless, the application of this storytelling technique helps students to arouse their enthusiasm for learning, their self-confidence to speak, increase vocabulary and grammar acquisition, and improve their pronunciation. This is in line with what Chubko et al. (2020) found, learning speaking skills by storytelling and speaking in every discussion helps students to acquire new vocabulary and grammar as well as train their tongues to pronounce English words correctly.

In the application of storytelling, researchers found that the teacher's perception of using storytelling techniques was rather difficult to apply because students studied from home and it was difficult to explain material to them through virtual classes. Teaching speaking should practice more so that the teacher can find out which students are good and bad at speaking. The teacher also helps students in telling stories which has implications for students' linguistic abilities (Azis & Husnawadi, 2020; Chubko et al., 2020; Hussein, 2022), for example, students are assisted in the context of accuracy in pronouncing sentences, accuracy in using sentences, adjusting voice intonation and duration, helping to choose the right words, choosing the right material or topic. Besides that, the application of storytelling also makes students' attitudes or performance better, for example students become reasonable, calm, and not rigid, views must be directed at the other person, respecting the opinions of others (Copeland & de Moor, 2018), appropriate movements and expressions, loudness of voice, reasoning, and topic mastery (Zeece, 1997).

The data from the results of interviews for the second person show "Like my experience as a teacher who teaches English, especially in speaking. Students still have

low self-confidence when asked to speak in front of the class (Lim et al., 2022; Smeda et al., 2014). The problem with students is that they are often nervous because they still don't know the correct pronunciation of each word. They also lack vocabulary." This information emphasizes that the teacher is very familiar with the strategies that have been used so he knows very well that students are still lacking in some aspects such as lack of vocabulary or wrong pronunciation in speaking English (Baiq Sumarni et al., 2022; Scalise-Sugiyama, 2021).

In speaking practice, teachers involve students in various activities, but not all students are welcome with online learning situations. The data shows that only a few students respond to questions asked by the teacher when the teacher intends to encourage students to respond or comment on certain parts of the story (Karantalis & Koukopoulos, 2022; Wang et al., 2014). Another activity, this finding is in line with McLellan (2007) who argue in the practice of storytelling, when the teacher encouraged students to try to retell or tell a story, there was one student who complained that he did not want to tell a story because he was embarrassed to be heard by other friends in English. Most of the students did not listen to the contents of the story being told by their friends in front of the class (Aprianoto & Haerazi, 2019; Azis & Husnawadi, 2020; Lazarinis et al., 2020). They just chatted and had fun playing alone. The volume of the students' voices when telling stories in front of the mobile phone camera is still weak so the teacher always reminds or asks students to raise the volume of their voices. Sometimes online learning is not conducive when students go back and forth to determine who gets their turn to tell a story.

Some students shouted to their friends who were speaking English. When the teacher gives the opportunity to speak, the student avoids it because he doesn't want to get a turn to tell a story. Students do not tell stories coherently, students only tell the introduction and core parts. There was one student who protested to the teacher because he did not get a reward after completing his story. Overall, the activities observed in teacher and student activities have been carried out although there are still negative findings. Negative findings are reflected and corrected. This serves to improve and the learning in the next meeting becomes better.

CONCLUSION

This study aims to determine the perception of English teachers in applying storytelling in terms of students' abilities related to phonology awareness in speaking classes. Based on this objective, the researcher posed two main research questions. The first research question is about the application of storytelling techniques in improving students' speaking skills amid the Covid-19 pandemic. The second is the teacher's perception of applying story-telling to improve students' speaking skills amid the Covid-19 pandemic. Based on the data, it can be concluded that the application of storytelling techniques to improve students' speaking skills in the midst of the Covid-19 pandemic is an interesting method, although it is rather difficult due to virtual classes. Storytelling can not only improve students' speaking skills but can also help students acquire a lot of vocabulary.

With regard to the teacher's perception of applying story-telling, the English teacher felt that the story-telling technique to improve students' speaking skills in the midst of the Covid-19 pandemic found it difficult because the storytelling process was being practiced virtually by students. Teachers cannot provide feedback when students make grammatical errors and incorrect vocabulary. Teachers also find it difficult to use storytelling techniques because they have limited time when the teacher explains the material to students, which makes them confused about using storytelling techniques but even so storytelling is very

interesting because teachers are supported by some applications to help students in the teaching process such as: Google-meets, Zoom, and school Moodle.

ACKNOWLEDGMENT

My deep gratitude addresses to all parties who have supported this study in taking data dealing with the implementation of storytelling in the middle schools. My deep sincere thanks extend to all English teachers for their kinds and welcome-hearted help and valuable suggestion and discussion.

REFERENCES

- Afifah, N., & Devana, T. (2020). Speaking Skill through Task Based Learning in English Foreign Language Classroom. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 7(2), 135. <https://doi.org/10.33394/jo-elt.v7i2.3109>
- Ahlberg, D. K., Bischoff, H., Kaup, B., Bryant, D., & Strozyk, J. V. (2018). Grounded cognition: Comparing Language × Space interactions in first language and second language. *Applied Psycholinguistics*, 39(2), 437–459. <https://doi.org/10.1017/S014271641700042X>
- Albury, N. J. (2017). Mother tongues and languaging in Malaysia: Critical linguistics under critical examination. *Language in Society*, 46(4), 567–589. <https://doi.org/10.1017/S0047404517000239>
- Anabel, T. W. V., & Simanjuntak, D. C. (2022). Obtaining Preferences from a Hybrid Learning System to Promote English-Speaking Ability Through Focus Group Discussion. *Journal of Languages and Language Teaching*, 10(2), 118. <https://doi.org/10.33394/jollt.v10i2.4994>
- Anwar, I. W., Jee, M. J., Adam, S., & Sailuddin, S. (2021). Willingness to communicate and its influencing factors among Indonesian pre-service teachers. *Journal of Languages and Language Teaching*, 9(4), 385. <https://doi.org/10.33394/jollt.v9i4.4201>
- Aprianoto, Dr., & Haerazi, Dr. (2019). Development and Assessment of an Interculture-based Instrument Model in the Teaching of Speaking Skills. *Universal Journal of Educational Research*, 7(12), 2796–2805. <https://doi.org/10.13189/ujer.2019.071230>
- Azis, Y. A., & Husnawadi, H. (2020). Collaborative Digital Storytelling-based Task for EFL Writing Instruction: Outcomes and Perceptions. *The Journal of AsiaTEFL*, 17(2), 562–579. <https://doi.org/10.18823/asiatefl.2020.17.2.16.562>
- Baiq Sumarni, Dharma Dev Bhatta, & Kho, S. F.-C. (2022). The Use of Total Physical Response in Teaching Vocabulary Integrated with Meaningful Classroom Interaction. *Journal of Language and Literature Studies*, 2(1), 23–32. <https://doi.org/10.36312/jolls.v2i1.710>
- Chan, C. S. C. (2021). Helping university students discover their workplace communication needs: An eclectic and interdisciplinary approach to facilitating on-the-job learning of workplace communication. *English for Specific Purposes*, 64, 55–71. <https://doi.org/10.1016/j.esp.2021.07.002>
- Chubko, N., Morris, J. E., McKinnon, D. H., Slater, E. V., & Lummis, G. W. (2020). Digital storytelling as a disciplinary literacy enhancement tool for EFL students. *Educational Technology Research and Development*, 68(6), 3587–3604. <https://doi.org/10.1007/s11423-020-09833-x>
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education (8th Edition)*. New York: Routledge.

- Copeland, S., & de Moor, A. (2018). Community Digital Storytelling for Collective Intelligence: Towards a Storytelling Cycle of Trust. *AI & SOCIETY*, 33(1), 101–111. <https://doi.org/10.1007/s00146-017-0744-1>
- Czura, A. (2016). Major field of study and student teachers' views on intercultural communicative competence. *Language and Intercultural Communication*, 16(1), 83–98. <https://doi.org/10.1080/14708477.2015.1113753>
- Fatiani, T. A., Rahman, A., & Jupri, J. (2021). Practicing Cooperative Learning Model Using Picture Cube and Story Marker to Improve Writing Skills. *Journal of Language and Literature Studies*, 1(1), 29–40. <https://doi.org/10.36312/jolls.v1i1.500>
- Gausepohl, K., W. Winchester, W., L. Smith-Jackson, T., M. Kleiner, B., & D. Arthur, J. (2016). A conceptual model for the role of storytelling in design: Leveraging narrative inquiry in user-centered design (UCD). *Health and Technology*, 6(2), 125–136. <https://doi.org/10.1007/s12553-015-0123-1>
- Haerazi, H., & Kazemian, M. (2021). Self-Regulated Writing Strategy as a Moderator of Metacognitive Control in Improving Prospective Teachers' Writing Skills. *Journal of Language and Literature Studies*, 1(1), 1–14. <https://doi.org/10.36312/jolls.v1i1.498>
- Hidayatullah, H., & Haerazi, H. (2022). Exploring the Use of Various Board Games to Enhance Speaking Skills Viewed from Students' Phonology Awareness: Speaking Skills; Phonology Awareness; Games. *Journal of Language and Literature Studies*, 1(2), 93–102. <https://doi.org/10.36312/jolls.v1i2.614>
- Hidayatullah, H., Munir, S., & Tawali, T. (2022). Enhancing Vocabulary Mastery through Applying Visual Auditory Kinesthetic (VAK): A Classroom Action. *Journal of Language and Literature Studies*, 2(1), 43–52. <https://doi.org/10.36312/jolls.v2i1.721>
- Hussein, K. (2022). Timothy G. Pollock: How to use storytelling in your academic writing: techniques for engaging readers and successfully navigating the writing and publishing processes. Edward Elgar Publishing: Cheltenham, 2021, 200 pp. ISBN: 9781839102820 (eBook). *WMU Journal of Maritime Affairs*, 21(3), 421–423. <https://doi.org/10.1007/s13437-022-00288-w>
- Isbell, R., Sobol, J., Lindauer, L., & Lowrance, A. (2004). The Effects of Storytelling and Story Reading on the Oral Language Complexity and Story Comprehension of Young Children. *Early Childhood Education Journal*, 32(3), 157–163. <https://doi.org/10.1023/B:ECEJ.0000048967.94189.a3>
- Jupri, J., Mismardiana, Muslim, & Haerazi, H. (2022). Teaching English Using Two Stay Two Stray in Improving Students' English Speaking Skills Integrated with Foreign Language Anxiety. *Journal of Language and Literature Studies*, 2(1), 33–42. <https://doi.org/10.36312/jolls.v2i1.719>
- Karantalís, N., & Koukopoulos, D. (2022). Utilizing digital storytelling as a tool for teaching literature through constructivist learning theory. *SN Social Sciences*, 2(7), 109. <https://doi.org/10.1007/s43545-022-00412-w>
- Kazemian, M., Irawan, L. A., & Haerazi, H. (2021). Developing Metacognitive Writing Strategy to Enhance Writing Skills Viewed from Prospective Teachers' Critical Thinking Skills. *Journal of Language and Literature Studies*, 1(1), 15–28. <https://doi.org/10.36312/jolls.v1i1.499>
- Kenza Tacarraoucht, Zano, K., & Zamorano, A. (2022). Team Games-Language Learning Model in Improving Students' Speaking and Listening Skills Viewed

- from Creativity. *Journal of Language and Literature Studies*, 2(1), 53–61. <https://doi.org/10.36312/jolls.v2i1.711>
- Kim, H., & Lee, J. H. (2018). The Value of Digital Storytelling as an L2 Narrative Practice. *The Asia-Pacific Education Researcher*, 27(1), 1–9. <https://doi.org/10.1007/s40299-017-0360-3>
- Kinasih, P. R., & Olivia, O. (2022). An Analysis of Using Movies to Enhance Students' Public Speaking Skills in Online Class. *Journal of Languages and Language Teaching*, 10(3), 315. <https://doi.org/10.33394/jollt.v10i3.5435>
- Krummel, A. (2013). *Multicultural Teaching Models to Educate Pre-Service Teachers: Reflections, Service-Learning, and Mentoring*. 16(1), 8.
- Lazarinis, F., Alexandri, K., Panagiotakopoulos, C., & Verykios, V. S. (2020). Sensitizing young children on internet addiction and online safety risks through storytelling in a mobile application. *Education and Information Technologies*, 25(1), 163–174. <https://doi.org/10.1007/s10639-019-09952-w>
- Lim, N. Z. L., Zakaria, A., & Aryadoust, V. (2022). A systematic review of digital storytelling in language learning in adolescents and adults. *Education and Information Technologies*, 27(5), 6125–6155. <https://doi.org/10.1007/s10639-021-10861-0>
- Liu, C.-C., Yang, C.-Y., & Chao, P.-Y. (2019). A longitudinal analysis of student participation in a digital collaborative storytelling activity. *Educational Technology Research and Development*, 67(4), 907–929. <https://doi.org/10.1007/s11423-019-09666-3>
- Liu, K.-P., Tai, S.-J. D., & Liu, C.-C. (2018). Enhancing language learning through creation: The effect of digital storytelling on student learning motivation and performance in a school English course. *Educational Technology Research and Development*, 66(4), 913–935. <https://doi.org/10.1007/s11423-018-9592-z>
- Maureen, I. Y., van der Meij, H., & de Jong, T. (2018). Supporting Literacy and Digital Literacy Development in Early Childhood Education Using Storytelling Activities. *International Journal of Early Childhood*, 50(3), 371–389. <https://doi.org/10.1007/s13158-018-0230-z>
- McLellan, H. (2007). Digital storytelling in higher education. *Journal of Computing in Higher Education*, 19(1), 65–79. <https://doi.org/10.1007/BF03033420>
- Miles, M. B., Huberman, A. M., & Saldana, J. (2016). *Quantitative Data Analysis: A Methods Sourcebook (Third)*. Los Angeles: Sage Publication.
- Muliani, M., & Sumarsono, D. (2019). Contextual Teaching Learning (CTL) Approach in Speaking Materials for Students' 21st Century Skill: Does it have any effect? *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 6(2), 99. <https://doi.org/10.33394/jo-elt.v6i2.2362>
- Nation, I. (2006). How Large a Vocabulary is Needed For Reading and Listening? *The Canadian Modern Language Review*, 63(1), 59–82. <https://doi.org/10.3138/cmlr.63.1.59>
- Parks, E. S., & Calderón, J. (2021). Bimodal multilingual education: Recognizing the linguistic resources of a diverse deaf world. *International Journal of Bilingual Education and Bilingualism*, 1–12. <https://doi.org/10.1080/13670050.2021.1964432>
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge University Press. <https://doi.org/10.1017/CBO9780511667305>
- Scalise-Sugiyama, M. (2021). Co-occurrence of Ostensive Communication and Generalizable Knowledge in Forager Storytelling: Cross-Cultural Evidence of

- Teaching in Forager Societies. *Human Nature*, 32(1), 279–300. <https://doi.org/10.1007/s12110-021-09385-w>
- Smeda, N., Dakich, E., & Sharda, N. (2014). The effectiveness of digital storytelling in the classrooms: A comprehensive study. *Smart Learning Environments*, 1(1), 6. <https://doi.org/10.1186/s40561-014-0006-3>
- Sudarmaji, I., Amaliyah Anwar, A. A., & Mulyana, A. (2021). Developing Students' Speaking Skills through Flipped Classroom Model. *Journal of English Education and Teaching*, 5(2), 188–200. <https://doi.org/10.33369/jeet.5.2.188-200>
- Syarifuddin, M., Muhlisin, M., & Thinh, V. T. (2022). Suggestopedia-Based Language Learning to Enhance Students' Speaking Skills Viewed from Teachers' Educational Background. *Journal of Language and Literature Studies*, 2(1), 12–22. <https://doi.org/10.36312/jolls.v2i1.709>
- Tanenbaum, K., Hatala, M., Tanenbaum, T. J., Wakkary, R., & Antle, A. (2020). Correction to: A case study of intended versus actual experience of adaptivity in a tangible storytelling system. *User Modeling and User-Adapted Interaction*, 30(3), 607–607. <https://doi.org/10.1007/s11257-020-09262-8>
- Tang, S., Tong, F., Lara-Alecio, R., & Irby, B. J. (2021). Bilingual teachers' application of cooperative, collaborative, and peer-tutoring strategies in teaching cognitive content in a randomized control study. *International Journal of Bilingual Education and Bilingualism*, 1–17. <https://doi.org/10.1080/13670050.2021.1977777>
- Taylor, G. A. (2020). Emotional engagement in learning through humor and storytelling. *Pediatric Radiology*, 50(10), 1352–1353. <https://doi.org/10.1007/s00247-020-04729-7>
- Wang, D., He, L., & Dou, K. (2014). StoryCube: Supporting children's storytelling with a tangible tool. *The Journal of Supercomputing*, 70(1), 269–283. <https://doi.org/10.1007/s11227-012-0855-x>
- Zeece, P. D. (1997). Bringing Books to Life: Literature-Based Storytelling. *Early Childhood Education Journal*, 25(1), 39–43. <https://doi.org/10.1023/A:1025633914983>