

Exploring the Significance of Storytelling and Retelling Activities in English Language Learning

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Abstract

The study aims to explore the effectiveness of using storytelling and retelling methods in improving students' English comprehension and proficiency. Through this activity, students were given the opportunity to listen to the story "Timun Mas" and then asked to retell the story in English according to their understanding. The study used qualitative method with convenience sampling. The participants are 40 students aged 6-10 years old from various schools in Srengseng Sawah. Data was collected through analyzing the answers of 40 students as well as the results of a questionnaire that measured students' understanding and response to the activity. The results showed that storytelling and retelling activities were effective in improving students' understanding of the story material, as well as developing their English language skills. Although there were variations in the level of understanding and command of English among the students, most of them were able to convey the essence of the story well, according to their own understanding. However, the evaluation results also highlighted some areas that need further attention, such as providing additional help to students who are having difficulties, as well as evaluating and refining the teaching methods used. Therefore, suggestions for future learning activities are to consider a variety of learning strategies that are more interactive and responsive, as well as to continue to encourage collaboration. The study offers insights and practical recommendations for educators to improve English language education by integrating storytelling and retelling activities into teaching practices. The approach not only improves students' language skills, but also fosters creativity, cultural understanding and critical thinking.

Keywords: *retelling, storytelling, constructivism, ELT*

INTRODUCTION

English, as the global lingua franca, has an important role to play in international communication, higher education and career opportunities in this era of globalization. Mastery of English is not only an essential skill, but also a key element for accessing a wide range of educational and professional resources. Although many efforts have been made in English language teaching, there are still significant challenges faced by learners, especially in achieving

an adequate level of proficiency.

Mastery of this language is not only required as a core skill, but is also key to accessing a wide range of educational and professional resources. Although many efforts have been made in English language teaching, learners still face significant challenges, especially in achieving adequate skill levels (Rifiyanti, 2023). One innovative approach that has caught the attention of educators is the use of narrative or storytelling in language teaching. Narratives not only bring learning materials to life, but also build emotional and cognitive engagement (Ginting et al., 2023). In the context of English language teaching, the use of storytelling and retelling methods is emerging as a promising approach to improving language comprehension and acquisition (Huu Chanh, 2023). The use of narrative or storytelling in English language teaching, especially for young children or first learners, has a significant positive impact (Telfer, 2014). This approach creates an engaging and friendly learning environment, allowing children to engage emotionally and cognitively. In the context of English language learning for children, storytelling plays a key role in building language foundations. Stories provide a fun and meaningful context, facilitating understanding of vocabulary, sentence structure and verbal expression.

Engaging children in retelling activities, where they are asked to retell stories in their own words, can enhance comprehension and active use of language. With this approach, teaching English becomes not just a task, but an exciting adventure for children (Le, 2020). In the process of retelling, they not only hone their speaking skills, but also develop their creativity, critical thinking and listening skills. Therefore, narrative and retelling methods open the door to more effective and enjoyable language learning for first learners.

Storytelling is an engaging method due to its ability to bring learning material to life, and has the dual capacity to encourage emotional and cognitive engagement. This approach is of particular interest in the field of English language education, where the dynamic interaction between storytelling and retelling emerges as a promising avenue for improving language comprehension and acquisition. Research gaps in this domain regarding its age-based effectiveness remain largely unexplored, and the impact of teacher training in using this method also remains a gap. By investigating these uncharted territories, this research aspires to not only contribute new insights into language acquisition, but also to address gaps in current understanding.

The study provides not only the effectiveness of traditional storytelling and retelling techniques, but also explores the integration into contemporary language education practices. By investigating the complex dynamics of students' comprehension and proficiency development, it contributes new insights that go beyond conventional pedagogical approaches. Through synchronizing storytelling with language acquisition, this research aims to offer a multifaceted approach that not only enhances linguistic ability but also fosters creativity, cultural appreciation and critical thinking among young learners.

The study presented here has significant implications for English language education, particularly for young learners. By investigating the effectiveness of storytelling and retelling methods in improving students' English comprehension and proficiency, the research provides valuable insights for educators and curriculum developers. The findings not only underline the importance of incorporating interactive and engaging activities into language teaching, but also

highlight the potential of storytelling as a powerful tool for language acquisition and skill development. Moreover, by focusing on a diverse range of students aged 6-10 years, this study offers a colorful perspective on the different levels of language comprehension and proficiency within this demographic. Such insights are crucial for customizing instructional strategies to meet the diverse needs of students. Moreover, this study's emphasis on developing creativity, cultural understanding, and critical thinking through storytelling aligns with broader educational goals that aim to nurture well-rounded individuals capable of thriving in an increasingly interconnected world. Ultimately, the implications of this research transcend the boundaries of language education, signaling a paradigm shift towards more holistic and culturally responsive teaching practices.

The integration of storytelling and retelling methods is an innovative approach to language education, encouraging creative and engaging teaching methods in the context of Innovative Pedagogy. This concept of pedagogy encompasses efforts to create dynamic and inventive approaches to language learning, which go beyond traditional methods. Innovative Pedagogy recognizes the importance of using narrative techniques, such as storytelling, to bring learning materials to life, while embracing the integration of modern technology to support and enhance the learning process. By emphasizing a holistic learning experience, this approach not only addresses the cognitive aspects of language comprehension, but also prioritizes students' emotional and social engagement. This approach addresses the evolving needs of modern learners, who seek educational methods that are relevant, stimulating and reflect contemporary advancements. Despite its innovative nature, the approach remains grounded in basic educational principles that have demonstrated their efficacy over time. Therefore, this research not only aims to explore the potential of storytelling and retelling methods in English language teaching, but also advocate for a vision of teaching that is dynamic, responsive and appropriate to the demands of the times. Through this exploration, this research endeavors to contribute to the advancement of innovative language education practices. The study aims to explore the comprehensive application of storytelling and retelling methods in English language acquisition, focusing on the following objectives; (1) to investigate and understand in depth the experiences of participants and teaching staff related to the application of storytelling and retelling techniques in English language learning, and (2) Exploring the integration of storytelling and retelling method.

Constructivism Theory in Language Learning

Constructivism is a learning theory that emphasizes the active role of students in constructing their own understanding. The theory suggests that learners reflect on their experiences, create mental representations, and incorporate new knowledge into their schemas, thus promoting deeper learning and understanding. Constructivism is based on the idea that knowledge is constructed rather than innate, and that learning is an active process (Bodner, 1986). Through a research study, it was found that constructivism learning approach has been effective in improving students' engagement, understanding, and academic achievement in the theme "beautiful togetherness" and subtheme of diversity. By emphasizing on active participation, collaboration, and inquiry-based learning (Anastasha & Movitaria, 2019). Constructivism

emphasizes active learning, where students are encouraged to construct their own understanding of historical events rather than passively receiving information. Through activities such as role-play, simulation, debate and project-based learning, students actively engage with historical content, critically analyses primary sources and construct their own interpretations of past events. This hands-on approach promotes deeper understanding and retention of historical knowledge as students take charge of their learning process (Zulfiqar Mat Lui et al., 2019).

The constructivism approach encourages students to develop critical thinking skills by analyzing texts independently and constructing their own interpretations. This creates an environment where students are encouraged to think critically about literary texts, contributing to the improvement of their performance (Alhayat et al., 2023). Constructivism emphasizes the importance of empowering students in their own learning process. The text highlights how the constructivism approach allows students to take an active role in constructing their own knowledge, which can enhance their intrinsic motivation to learn (Muhammad, 2020).

Storytelling in English Learning for Young Learners

Storytelling in English language teaching for young learners is a dynamic and effective pedagogical approach that harnesses the power of narrative to engage students and facilitate language acquisition (Pujiani et al., 2022). Through storytelling, young learners are immersed in a rich linguistic context, where they discover new vocabulary, grammatical structures and cultural concepts in a meaningful and memorable way. Storytelling engages children's imaginations, making language learning fun and motivating. It provides opportunities for listening, speaking, reading and even writing as students engage with the story through various activities such as retelling, role-playing and creative expression (Gui & Wong, 2023).

The Effectiveness of Storytelling Method in Language Education

Based on a finding of the study it was seen that the application of the storytelling method led to an increase in students' enjoyment and confidence during classroom speaking activities. This suggests that the storytelling method effectively engages students in the language learning process, particularly in speaking activities. Furthermore, if all hypotheses are accepted, this implies that the storytelling method not only increases students' enjoyment and confidence, but also potentially leads to improvements in other areas related to language acquisition or classroom dynamics as hypothesized. These findings underscore the effectiveness of storytelling as a pedagogical tool to increase students' engagement and confidence in speaking activities, which is in line with the research objectives (Hasanah et al., 2022). Applying the Storytelling Method in English language teaching for young learners has shown positive results. The method effectively engages students by using age-appropriate and interesting stories, supported by props. The method introduces a wide range of vocabulary and instils moral values, thus promoting holistic development. The delivery of English vocabulary is age-appropriate, ensuring comprehension and language acquisition. Overall, this approach has been well received in early childhood education, enhancing the language learning experience. (Amalia, 2018). Storytelling techniques have been proven effective in enabling students to speak more clearly and with greater confidence in practicing their English.

Through storytelling, students are given the opportunity to actively engage in speaking activities, thus improving their oral communication skills. In addition, the immersive and interactive nature of storytelling fosters a supportive learning environment where students feel comfortable to express themselves in English, ultimately increasing their confidence levels. Overall, the storytelling technique serves as a valuable tool to not only develop speaking skills but also improve students' clarity and confidence in English proficiency (Kaet et al., 2023).

Retelling in English Learning for Young Learners

Retelling encourages students to practice language production skills, such as speaking and writing, as they articulate their thoughts and ideas in English. Through retelling, young learners develop confidence in expressing themselves linguistically, which is essential for language fluency and proficiency (Rudiawan & Jupri, 2020). Retelling promotes critical thinking and comprehension as students analyse and interpret the content of the story, identify key elements and sequence events logically. It encourages higher-order thinking processes, such as summarizing, synthesizing and evaluating information, which are essential skills for academic success and lifelong learning (Nur et al., 2021). The power of retelling in English language teaching for young learners lies in its multiple benefits for language acquisition, comprehension, language production, critical thinking and social interaction. By incorporating retelling activities into their teaching practices, educators can create engaging and effective learning experiences that empower young learners to develop their English language skills and become proficient communicators (Lottie, 2021).

The Effectiveness of Retelling in English Learning

Retelling reinforces language learning by requiring students to recall, summarize and express ideas in their own words. This process helps consolidate the vocabulary, grammar and sentence structure learnt during the initial exposure to the text or story (Irwan, 2016). Engaging in retelling activities encourages students to understand and process information in greater depth. By retelling a story or text, students should demonstrate an understanding of key ideas, event sequences, and character motivations, leading to improved comprehension skills (Assesment, n.d.). Retelling provides an opportunity for students to practice and develop their speaking and writing skills. Through retelling, students articulate their thoughts, express themselves orally, and organize ideas coherently, thus improving their communication skills in English (Rahmah, 2018).

The Synergy of Teacher Storytelling and Student Retelling in Language Learning

Storytelling can attract students' attention and make the language learning process more enjoyable. When teachers tell interesting stories, students are more likely to be actively involved in the learning process (Rahiem, 2021). When teachers tell stories, they model natural language use, including intonation, pronunciation and expression. Students can mimic these linguistic features when retelling the story, thus improving their language production skills (Dolzhykova, 2014). Storytelling and retelling are interconnected in the context of literature, education and child development. Storytelling involves the original narration of a tale, while retelling refers to the act

of retelling a story that has been heard or read before. In an academic setting, research has shown that storytelling and retelling can have a positive impact on academic performance, language comprehension and critical thinking skills (Aina & Omojemite, 2021). Retelling a story can affect memory and recall in several ways. Research has shown that memories are often retrieved in a social context, and retellings of events can be incomplete or distorted, leading to consequences on later memories. (Rudiawan & Jupri, 2020). Storytelling can be used as a tool to enhance language development by improving listening comprehension, enhancing reading skills, fostering imagination, and potentially assisting in the acquisition of certain accents or pronunciation patterns, such as Received Pronunciation (Lap et al., 2022).

METHOD

The study utilized a qualitative research design to explore the effectiveness of storytelling and retelling methods in improving students' English language comprehension and proficiency. Based on the theoretical framework of constructivism, which emphasizes the active construction of knowledge through social interaction and experience, this qualitative approach allows for an in-depth examination of students' perceptions and experiences in the context of language learning.

Sampling Technique

To select a representative sample of the total population, the study used a convenience sampling technique involving 40 students aged 6-10 years from various schools in Srengseng Sawah, Jakarta Selatan to ensure diversity in terms of age and educational background.

Data Collection

Data were collected through observation during the storytelling activity and a post-activity questionnaire. During the storytelling session, where the students listened to the folktale "Timun Mas" and retold the story in English, observation notes were made to capture the students' engagement, comprehension and language skills. Furthermore, a structured questionnaire was administered to the participants to gather their perceptions and reflections on the activity, including their understanding of the story and their perceived improvement in English language skills.

Data Analysis Technique

Qualitative data from observation notes were analyzed thematically to identify patterns and recurring themes related to students' engagement and comprehension during the storytelling activities. Quantitative data from the questionnaires were analyzed by descriptive statistical analysis to measure students' perceptions of the activities and their perceived improvement in English language skills.

Interpretation

Interpretation of the results is based on the data collected. Findings were interpreted in light of students' experiences and perceptions, providing valuable insights into the effectiveness of storytelling and retelling methods in facilitating English language development. Theoretical

insights from constructivism informed the interpretation process, allowing for a nuanced understanding of the role of social interaction and active engagement in language learning.

FINDINGS AND DISCUSSIONS

Findings

The activity began with a brief welcome from the speaker and explained the purpose and benefits of the storytelling exploration that day. The speaker began by telling the story of Timun Mas' adventure against Buto Ijo, using pictures as visual aids and delivered in English. The students were given the opportunity to listen attentively. After the story was finished, the speaker invited the students to retell the story. They are asked to use English and recall the parts of the story that they have heard, while pointing to the pictures that have been shown before. Each student was given the opportunity to participate in the retelling. They enthusiastically retold the story in amazing detail, illustrating their deep understanding of the story they had heard. Here are the responses of some students in the retelling activity, with different levels of English mastery:

Table 1. Student Responses in Retelling Activity.

Student A	Timun Mas, she pretty girl. She run forest. She meet old woman. Old woman help Timun Mas. They make trap. Buto Ijo fall trap. Timun Mas happy
Student B	Timun Mas go forest. Old woman help Timun Mas. Buto Ijo bad. Timun Mas happy
Student C	Once upon a time, there was a beautiful girl with name Timun Mas. She live with her mother in a small village. One day, her mother visited by a bad giant called Buto Ijo. He wanted to eat Timun Mas, but her mother managed to save her by giving her a magic cucumber. Timun Mas escaped and run to the forest. Along the way, she met a kind old lady who helped her escape and Timun Mas then lived happily ever after
Student D	Timun Mas, a brave girl, live with her parents. One day, Buto Ijo, an evil giant, came to their village, he wanted to eat her, old man help her. She run to the forest and make traps for buto ijo. Buto Ijo fell into the traps and Timun Mas was safe
Student E	Timun Mas come from a cucumber. Giant Buto Ijo want eat her. She run forest. She meet old woman. They make traps. Giant fall. Timun Mas happy.
Student F	Timun Mas live village. Bad giant come. Timun Mas go forest. Old woman help. They make traps. Giant fall. Timun Mas happy.

The responses from the students showed different levels of English proficiency:

Student A: Demonstrated a basic understanding of the storyline, highlighting the main events and characters.

Student B: Provides a concise retelling focusing on important plot elements.

Student C: Presents a detailed narrative, incorporating a rich vocabulary and demonstrating a comprehensive understanding of the story.

Student D: Presents a structured retelling, describing character roles and key plot developments.



Student E Provides a concise summary, capturing the main events and resolution of the story.

Student F: Conveys the essence of the narrative simply, highlighting significant plot points.

Despite the differences in linguistic complexity and vocabulary use, all students effectively conveyed the essence of the story "Timun Mas", according to their respective English proficiency levels. This diversity highlights the nature of the language acquisition process, upholding the theoretical insight of constructivism, which states that learning is an active and context-dependent process influenced by prior knowledge and experience. From the answers above, we can see the variation in the students' level of English mastery. Although there were differences in the complexity of the sentences and vocabulary used, all students were able to convey the essence of the story "Timun Mas" in a way that they understood, according to their level of English mastery. The next activity was monitoring comprehension by giving questionnaires to all students. This questionnaire is used as a tool to monitor students' understanding of the stories they have heard with questions around their understanding of the plot, characters, and messages contained in the story. The questionnaire ensures that all students are given an equal opportunity to evaluate their understanding of the story. This helps the presenters to make a more objective judgement, and the results are as follows:

Average score = 71.75, Highest score = 100/100, and lowest score = 40/100

The mixed results as described in the comprehension monitoring activity, with an average score of 71.75, with the highest score reaching 100/100 and the lowest score 40/100, can be attributed to a number of factors that can be understood using constructivism theory in the context of language learning. Some of the factors causing the mixed results, which can be explained using constructivism theory. According to constructivism, learning is an active process that is influenced by prior experience and knowledge. Differences in understanding and prior knowledge between students may affect their ability to understand the story "Timun Mas". Some students may have a richer background knowledge of the story, while others may not. Constructivism emphasizes the importance of social interaction and learning environment in the formation of students' knowledge and understanding. Differences in social interactions among students, as well as the influence of the learning environment at home and at school, may affect their level of understanding of the story. Constructivism also recognizes that each student has a unique learning style. Some students may be more responsive to certain learning methods, such as visual or auditive, while others may prefer a more hands-on approach. Furthermore, it can be concluded that in relation to storytelling, students become actively involved in constructing their own understanding of the stories they listen to. By applying a constructivist approach, teachers can present stories in English and provide opportunities for students to interpret them according to their own understanding. Furthermore, in retelling, students can be encouraged to not only repeat back the story they heard, but also to reconstruct the story in their own words. Through a constructivist approach, the presenting teacher in this activity also guides students to articulate their understanding of the story in English, encouraging them to take an active role in the retelling process. This not only improves their understanding of the subject matter, but also gives them a sense of ownership over the learning

process, which can increase their motivation and engagement in learning English. Overall, the application of constructivist approach in English language learning through storytelling and retelling can enable students to take an active role in building their understanding of English language and culture. This not only deepens their understanding of the subject matter, but also increases their motivation and engagement in the learning process.

Discussion

This storytelling and retelling activities provide an opportunity for students to develop their communication skills especially in English. students learn to convey ideas and information clearly and effectively, both in oral and visual form. Folk stories such as "Timun Mas" and "Buto Ijo" often contain moral values and important messages. By engaging in these stories, students can feel the emotions involved in the story, deepening their understanding of concepts such as courage, friendship and kindness. By using pictures as visual aids, students are invited to use their imagination in describing the stories. This stimulates their creativity and allows them to see the story from different points of view.

There were variations in the level of English language acquisition among the students. This shows that each student has different abilities in mastering English. Despite the differences in sentence complexity and vocabulary used, all students were able to convey the essence of the story "Timun Mas" according to their understanding and level of English acquisition. This shows that English is understood as an effective communication tool even with varying levels of proficiency. It illustrates the importance of understanding the context and communicating the gist of a story or material, rather than just focusing on the use of complex words. Taking these indicators into account, it is possible to further assess the effectiveness of English language learning in the school and also guide efforts to improve the quality of English language learning in the future.

Based on the results of the questionnaires given to students about the stories presented, some conclusions can be drawn that with an average score of 71.75, it shows that overall, students have a fairly good understanding of the stories presented. This can be considered a positive indication that the majority of students are able to understand the essence of the story well. The highest score of 100/100 indicates that there are at least some students who have a very good understanding of the story. This shows that there is variation in the level of understanding among students, with some of them perhaps having a deeper understanding or having better communication skills. The lowest score of 40/100 indicates that there are students who may have difficulty in understanding the story. This could indicate the need to provide additional help or support to students who are having difficulty, as well as evaluating the teaching methods used to ensure that all students can understand the material well. The large difference between the highest and lowest scores indicates that there is variation in the level of understanding among students. This emphasizes the importance of paying attention to students' individual needs and providing appropriate support to ensure that all students can achieve a good understanding of the material. In considering these results, it can provide teachers with feedback to better evaluate teaching effectiveness and student understanding, as well as identify areas that require additional attention to improve the quality of learning in the future.

The important findings and new insights from the study can be summarized as follows: Through storytelling and retelling activities, students are not only passive listeners, but also actively involved in the learning process. They are directly involved in listening to the story, responding to it, and processing the information conveyed. By participating in these activities, students have the opportunity to directly interact with the subject matter. They do not just listen to the story from the teacher, but also try to understand and interpret it themselves. Through this active process, students are able to build a deeper understanding of the stories they listen to. They do not just passively receive information, but are also actively involved in processing, analyzing and synthesizing the information. By directly engaging in storytelling and retelling activities, students tend to have better content retention rates. They are more likely to remember the information they learnt because they have been actively involved in the learning process. The constructivism approach promotes active learning experiences where students take an active role in their learning process. Through storytelling and retelling activities, students are given the opportunity to take charge of their own learning process, which can increase their motivation and engagement in learning.

Despite differences in language proficiency levels, all students were still able to understand and convey the story "Timun Mas" according to their respective abilities, which supports the principle of constructivism in language learning. This finding also highlights the individual nature of language acquisition processes, indicating that each student has a unique learning path based on their background, experiences, and skills. It also demonstrates that the constructivist approach, which emphasizes learning influenced by prior knowledge and experiences, aligns with the findings in this context.

By stimulating interpretation and reconstruction of the story in their own language, students also develop a deeper understanding of the cultural context of the story. They learn not only about language structure but also about the customs, values, and cultural traditions embedded within the story. This helps students to appreciate cultural diversity and broaden their insights into the world around them. Through this approach, language learning becomes more meaningful and relevant for students as they engage in activities that are relevant to their daily lives and interests. They are not only learning to master the English language but also to understand and interact with the world around them more effectively. Thus, the use of the constructivist approach in English language learning through storytelling and retelling provides significant benefits for students' development in English and cultural understanding. It creates more meaningful learning experiences and enables students to become active participants in their own learning process.

The curriculum can be designed taking into account the individual needs of students, recognizing that each student has a unique learning path. This can be achieved by allowing flexibility in teaching methods and providing additional support to students who need it. Thus, the curriculum can be more effective in reaching and supporting the diverse learning needs of students. The use of the constructivism approach in the curriculum allows for student-centered learning, where students are given an active role in their own learning process. By actively engaging in storytelling and retelling activities, students can develop their language skills while also deepening their understanding of the culture embedded in the language. Meaningful and relevant learning can

enhance students' motivation and engagement in the learning process. By providing engaging and relevant learning experiences for students, the curriculum can help motivate students to develop their English language skills more effectively.

The activities of storytelling and retelling can enhance students' motivation and engagement in learning. Engaging stories that are relevant and interesting, along with opportunities for active participation in retelling activities, can make learning more engaging for students. This can encourage them to be more actively involved in the learning process and help create more meaningful learning experiences. In these activities, students are viewed as active constructors of their own knowledge. By retelling the stories they hear, students are actively engaged in the process of building their understanding of language and story content. They are not merely receiving information passively, but they are also deciphering, analyzing, and reconstructing the information based on their own understanding. Through these activities, students have the opportunity to practice their language skills, such as vocabulary, grammar, and pronunciation. They can also improve their listening and speaking skills as they listen to stories and participate in retelling activities. Importantly, students are introduced to language and cultural concepts related to the stories conveyed. They then have the chance to build their own understanding of the material through retelling, where they express their understanding in their own words. This process allows students to actively engage in interpreting and reconstructing information, thus strengthening their understanding.

The storytelling and retelling approach offer many advantages compared to traditional/classic learning, as it enables a more interactive, meaningful, and relevant learning experience for students. The storytelling and retelling approach encourage active student engagement in the learning process. Students are not merely passive listeners, but they are actively involved in constructing their own understanding through retelling stories. This helps increase students' motivation and interest in learning. Through storytelling and retelling activities, students have the opportunity to actively practice their language skills. They can improve their listening, speaking, vocabulary, and grammar skills as they engage in retelling stories. The storytelling and retelling approach allow for flexibility in learning, enabling students to learn according to their individual needs. It allows students to interact with the learning material according to their own learning styles. Through storytelling and retelling activities, students are given the opportunity to use their imagination and creativity in reconstructing stories in their own language. This can strengthen their understanding of the material and enhance their critical thinking skills.

The study also explored the experiences of both participants (students) and teaching staff. Participants were involved in storytelling activities followed by retelling exercises in English. Their responses varied in linguistic complexity, showcasing different levels of English proficiency. Teaching staff guided the activity, providing context, facilitating retelling, and assessing comprehension through questionnaires. Their observations and insights helped clarify the effectiveness of the techniques employed.

Overall, the integration of storytelling and retelling methods in English language learning provides significant benefits. It is found that the use of folk stories such as "Timun Mas" and "Buto Ijo" can effectively convey moral values and important messages to students, while deepening

their understanding of language and culture. The use of visual aids such as pictures has also been proven to stimulate students' creativity and imagination, facilitating a deeper understanding of these stories. Furthermore, the shows that despite variations in English language proficiency levels among students, all students are still able to effectively convey the essence of the stories they learn according to their respective proficiency levels. This underscores the importance of paying attention to the individual needs of students and providing appropriate support to ensure that all students can achieve a good understanding. The importance of the constructivist approach in English language learning through storytelling and retelling methods. This approach allows students to become active participants in their learning process, deepening their understanding of language and culture, and increasing their motivation and engagement in learning. Thus, the use of these methods can be considered an effective and beneficial approach to enhancing students' English language skills.

For future research, it would be valuable to explore and investigate deeper into the impact of specific storytelling and retelling techniques on different aspects of language acquisition, such as vocabulary retention, grammatical proficiency, and oral fluency. Additionally, investigating the long-term effects of storytelling activities into the language curriculum could provide insights into its sustainability and effectiveness over time. Moreover, exploring the potential cultural differences in students' responses to storytelling and retelling activities could offer valuable perspectives for designing more culturally inclusive language learning approaches. Additionally, examining the role of technology, such as multimedia resources or interactive storytelling platforms, in enhancing storytelling experiences and language learning outcomes could be another promising avenue for future research.

CONCLUSION

The study findings on storytelling and retelling activities in English language learning offer several significant contributions. Firstly, these activities serve as a platform for students to develop their communication skills, both orally and visually, in English, fostering their ability to convey ideas effectively. Additionally, engaging in folk stories such as "Timun Mas" and "Buto Ijo" provides students with emotional engagement, deepening their understanding of concepts like courage and friendship. Despite variations in language proficiency levels among students, all were able to convey the essence of the stories, highlighting the effectiveness of English as a communication tool regardless of proficiency. Moreover, the research supports the constructivist approach in language learning, emphasizing active participation and prior knowledge utilization for deeper understanding and cultural appreciation. Through interpretation and reconstruction of stories, students gain insights into cultural contexts, fostering diversity appreciation. The study suggests flexible curriculum design and teaching strategies to accommodate individual learning paths, enhancing the effectiveness of language learning. Furthermore, storytelling and retelling activities enhance student motivation and engagement, offering a more interactive learning experience compared to traditional methods. Future research could explore specific techniques' impact on language acquisition and cultural differences in students' responses to such activities, advancing understanding and practice in language education. The study underscores the

effectiveness of storytelling and retelling activities in English language learning, providing valuable insights for pedagogy and curriculum development.

In addition, it is important to note that each student has a different learning style, so it is important for educators to adapt their approach according to students' needs and preferences. Thus, suggestions for future learning activities are to consider a variety of learning strategies that are more interactive and responsive, giving students a more personalized learning experience.

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