



Photovoice: Fostering Speaking Skills among EFL Students in Kampung Inggris Transmigration through Storytelling

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ABSTRACT

Storytelling have already integrated in learning speaking with many advantages, the researchers apply it among EFL (English as a Foreign Language) students in Kampung Inggris Transmigration to fostering students' speaking skills. Utilizing the Photovoice methodology and the SHOWeD method, the study systematically explores the use of storytelling in language learners' speaking abilities. Participants of this study were 5 tutors and 30 students from two EFL classes in Kampung Inggris Transmigrasi. The findings highlight the pivotal role of storytelling in creating a dynamic and engaging learning environment that encourages active participation and collaboration. This research contributes to the field of language education by emphasizing the significant influence of storytelling on developing effective speaking skills in EFL students, offering insights into innovative methodologies for language acquisition.

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INTRODUCTION

Many people take learning English seriously to enhance their prospects in the global community. English has gained significant importance recently, being taught extensively in formal schools from elementary through university levels due to its global relevance. Additionally, it is also offered in informal education settings, such as courses (Naghdipour, 2016; Mu'in et al., 2020; Nasrullah et al., 2021). However, many students face challenges such as shyness, a lack of ideas, fear, and limited vocabulary when speaking, especially when introducing themselves in English (Megawati and Mandarani, 2016). Similarly, students in Karang Indah village experience high levels of shyness and a limited vocabulary, leading to a lack of confidence when speaking English.

The English learning conditions in Karang Indah village mostly rely on traditional methods, where teachers write vocabulary and meanings on the whiteboard, asking students to read and memorize. Prasetyaningrum (2021) indicated that one of the main reasons students struggle with speaking English is the seriousness of the guiding teacher, creating a fear of talking and limiting English usage (Nasrullah, 2021; Sabrina et al., 2020; Zahra et al., 2019). Some students in language courses lack English usage due to a lack of confidence and fear of making mistakes.

Given this situation, the researchers decided to employ the storytelling technique to teach speaking to the students of Karang Indah village. This journal explores the use of storytelling as a medium to enhance the speaking ability of the students. Sanchez (2014) asserts that storytelling is the most effective method for helping students learn a foreign language. Cameron (2011) also suggests that storytelling can be a fun way to improve students' verbal expression and has been widely used in various educational levels. Teachers can choose stories from various sources, including mythology, literature, folktales, festivals, and real-life experiences (As, 2016).

A study by Amru Bin As from the University of Syiah Kuala, titled 'Storytelling to Improve Speaking Skills,' aimed to determine if storytelling could help overcome some difficulties students faced in mastering EFL speaking skills. The results showed that students taught with the storytelling technique demonstrated much improvement, significantly outperforming students taught without this technique. This suggests that students enjoy and relax during the learning process, avoiding the feeling of being forced to speak English.

Deacon (2001) argues that using storytelling in learning speaking can tap into the emotional and affective realms of learners. In this era, students require more enjoyable techniques for learning. As explained above, storytelling helps students enjoy their learning time, providing entertainment through stories and allowing them to express emotions. Since the students in Karang Indah village are mostly young learners, using fun techniques becomes crucial for fostering interest and enjoyment in learning English. Storytelling has been chosen by the researchers as the preferred technique for

teaching English-speaking in Karang Indah village.

METHOD

This study employs photovoice as a method of action research methodology. According to Wang and Burris (1997, p. 369) photovoice as a process in which people use a specific photographic technique to analyze, show, and improve their society. According to Strack, Magill, and McDonagh (2004), participants in the photovoice process learn how to use cameras and are asked to take photographs of society's strengths and weaknesses. Photovoice is a qualitative research method that employs the storytelling of collected photography. The data is obtained and constructed using narrative inquiry.

The researchers took several steps to achieve the objectives of the study while conducting the research. The researchers employed observation along with interviews. The first step was observation, in which the researchers observed the classroom situation. The researchers then continue to use the photovoice technique by taking photographs. The photos must meet the following criteria: (1) they must be taken during activities, (2) they must show interaction between the tutor and the students, and (3) they must be taken in the classroom. The researchers conducted interviews with tutor and students after taking some photographs.

This study included 5 tutors and 30 students from two EFL classes in Kampung Inggris Transmigrasi: The HappyLand Class, which had 18 students ranging in age from 12 to 14 years old, and the FunLand Class, which had 12 students ranging in age from 8 to 11 years old. The researchers asked the participants to express themselves through how they responded to the images. Participants were guided in expressing their opinions by using SHOWeD, an acronym for six questions that can lead to the study's results:

1. What can you See in the image? (S)
2. What events are Happening here? (H)
3. How does this connect to Our lives? (O)
4. Why do these circumstances exist? (W)
5. In what ways could this image educate people? (e)
6. What could we Do about it? (D)

FINDINGS

The finding summarizes the data analysis carried out in the current research. The current research was designed to examine the activity in speaking class, primarily in the function of storytelling, to improve students' ability in speaking class. The researchers discovered that storytelling is used to improve students' speaking abilities in class. This is supported by the fact that students can retell the story provided without many pauses, and they can also perform storytelling on stage. This is due to the frequent exposure of students to English stories and storytelling techniques.

In each meeting, the teacher has shown certain clips related to the speaking materials at each meeting. The videos were displayed after the students had been requested to share their knowledge of English stories and storytelling. After watching the video, the tutor would provide additional explanation and examples. Following that, the teacher would ask the students, one by one, to recall their memories of what they had learned from the video. They were then asked to prepare their examples and deliver them orally. If there were any parts of the session that the students did not understand, they could ask questions during this session.

Figure 1 reflects the activity in the speaking classroom, which included not only speech but also interaction within storytelling, facilitating two-way communication. The illustration shows how important it was for the tutor to provide students with an example after explaining the material. When the students were retelling a story from the tutor, it was necessary to check their progress and ability. Most participants stated that before the examples' provided activity began, the students needed to listen and pay attention to the tutor to gather the necessary information.



Picture 1. Tutor X performs Storytelling

(S) What can you See in the image?

Answer : It is me giving an example of storytelling.

(H) What events are Happening here? (The unseen story behind)

Answer : I was doing the example and encouraged the students to impersonate it. By doing this, I expected them to learn and enhance their speaking ability through storytelling.

(O) How does this connect to Our lives?

Answer : It is how me and my students interact while also developing and checking their progress.

(W) Why do these circumstances exist?

Answer : This circumstance exists when learning spoken English through storytelling.

(e) In what ways could this image educate people?

Answer : This image shows that a tutor could educate people by giving examples in front of the class.

(D) What could we Do about it?

Answer : Students need to learn and pay attention to the example given.

According to Tutor X after the interview, he said storytelling could enhance students' speaking ability. Not only enhance speaking ability, it also helps students in memorizing new vocabularies. *“After providing an example for students in storytelling, I anticipate witnessing a multifaceted impact on their language learning journey. Firstly, I expect increased engagement as students connect with the narrative elements, fostering a more immersive and enjoyable learning experience. Secondly, I hope to*

observe enhanced comprehension and retention of language structures and vocabulary through the context of the story. Additionally, I anticipate a positive influence on students' speaking abilities as they draw inspiration from the example provided, leading to improved oral expression and communication skills. Ultimately, my expectation is to enhance a dynamic and interactive classroom environment that nurtures creativity and enhances speaking ability and language learning among students."

The instructor emphasized the transforming control of narrative on students' language learning experiences in a recent interview with Tutor X. According to Tutor X, introducing stories into the curriculum not only improves speaking skills but also assists in the retention of new vocabulary. Increased student engagement through connection with story components is expected to result in an immersive and engaging learning experience. Furthermore, Tutor X anticipates increased knowledge and retention of linguistic structures within the context of the tale. The interview highlighted the possible positive effect of narrative examples on students' spoken communication and expression abilities. Ultimately, the objective is to create a dynamic and engaging classroom atmosphere that fosters creativity and improves students' speaking abilities as well as general language acquisition.



Picture 2. Tutor Z explains techniques of storytelling

(S) What can you See in the image?

Answer : In the image, I was telling how to give storytelling to the students beside me.

(H) What events are Happening here? (The unseen story behind)

Answer : I was helping one of my students on how to read storytelling in order to make her know how to perform storytelling properly.

(O) How does this connect to Our lives?

Answer : By doing this would help my students gain more confidence talking in front of the class and help them to be a good story teller while also enhancing their speaking skills.

(W) Why do these circumstances exist?

Answer : This circumstances exist to help them know about the exact way how to tell an English story through performing storytelling in front of the class

(e) In what ways could this image educate people?

Answer : This image showed that by giving an instruction and explaining about the technique in story telling could help and encourage them to be a good storyteller

(D) What could we Do about it?

Answer : students can learn and perform to be a storyteller using the technique that has been explained by the tutor Z

The interview conducted with Tutor Z aimed to clarify the impact of storytelling on speaking ability. Tutor Z emphasized how incorporating storytelling techniques significantly enhanced their overall speaking skills. Tutor Z highlighted that storytelling provided a structured and engaging way to convey information, making speeches more compelling and memorable. She expressed, "Storytelling adds a layer of richness to speech; it can help students to connect with the audience on a personal level and makes the content more relatable."

Moreover, Tutor Z discussed specific aspects of storytelling that contributed to the improvement of their speaking ability. Tutor Z emphasized that storytelling helped overcome nervousness and maintained the audience's attention. The results collectively indicated that integrating storytelling into speaking practices not only enhanced students' communication skills but also provided a valuable tool for effective and impactful public speaking.



Picture 3. Student A listening to the tutors

(S) What can you See in the image?

Answer : It was me and my friends listening to the demonstration of doing a storytelling from our tutors.

(H) What events are Happening here? (The unseen story behind)

Answer : I try to make a scenario in my head about how to do storytelling in front of the class, so my speaking ability will be fostered.

(O) How does this connect to Our lives?

Answer : We will always tell stories to people or sharing experiences, so we need to know techniques in doing that.

(W) Why do these circumstances exist?

Answer : This existed because I was learning storytelling in the class to know how to tell an English story.

(e) In what ways could this image educate people?

Answer : This image could encourage people with a spirit of learning and show even a girl from a village can learn English.

(D) What could we Do about it?

Answer : I need to learn and practice a lot to be good enough at storytelling.

In a recent interview with Student A, it was revealed that learning storytelling techniques has had a profound impact on her speaking ability and vocabulary retention. Following the acquisition of storytelling skills, Student A expressed a newfound interest in honing her speaking capabilities. The techniques not only enhanced her oral expression but also proved instrumental in memorizing and internalizing new vocabularies. *“Learning storytelling has made a big difference for me. At first, it got me excited about improving how I speak. The storytelling elements and techniques were fun and engaging, making speaking more enjoyable. Plus, it really helped me remember new words. The stories gave context to the words, making it easier for me to understand and remember them. So, not only did it boost my speaking skills, but it also turned out to be a great way to learn and remember new vocabulary. In a nutshell, storytelling has not only made speaking more enjoyable but has also been a fantastic tool for expanding my vocabulary. It has made language learning more interesting and personal for me.”*

Through storytelling, tutors can quickly identify variations in students' speaking abilities. This early recognition enables tutors to tailor their teaching techniques more effectively to address individual needs. As tutors revise and work on refining students' speaking skills, it becomes a valuable opportunity for students to pinpoint their weaknesses in speaking. This feedback loop allows for targeted improvement.

Moreover, storytelling serves as an effective means to encourage students to speak confidently in front of the class. The engaging nature of storytelling provides a supportive environment for students to practice and enhance their oral communication skills. Overall, the process not only aids in skill refinement but also fosters a more confident and participative classroom atmosphere.

DISCUSSION

The research findings indicate a meaningful storytelling technique in teaching speaking after being applied. The discussions are explaining below.

Improving students' vocabulary mastery

In teaching speaking to secondary students, teachers do not only use one technique or method, but they can also apply storytelling as the main technique in increasing students' vocabulary mastery. Stories can be utilized as good sources of learning vocabulary and structure (Pinter, 2006, p.122). The previous theory is supported by result of student's interview below.

After I learn to use storytelling, I know what is the meaning of that story. Through this activity, I get a lot of new vocabulary. (S1) (Interview, translated version)

The activity of telling stories can add my vocabulary, because teacher tells different kind of stories. (S1) (Interview, translated version)

Related to student one's perception, she felt that her vocabulary was increased through learning using storytelling. In the activities of storytelling, teacher does not only focus on the story itself, but also, he or she can focus on the specific lesson, for example building students' vocabularies (Zaro & Salaberri, 1995, p. 9). Safira et al., (2020) emphasizes that storytelling is frequently used in teaching, especially with beginners, as it builds confidence, contextualizes language, and develops empathy for characters. Alsofi (2008) stated that storytelling technique fosters collaborative language learning experiences, enabling learners to reconstruct meaning and incorporate their own

knowledge and feelings. It enhances imaginative and creative abilities, stimulates retelling, remembering, predicting, and memorizing.

Increasing students' ability to speak confidently

Mokhtar, Halim, & Kamarulzaman (2011) stated that when we tell and listen to stories, we share experiences and understand each other. Most of the students answered that they were more confident to speak English after practiced their story even though there were still many errors in speaking. This study found that the use of storytelling could help students to speak English bravely. Therefore, storytelling can increase students' confidence in speaking. It is asserted to Murni & Siambotan (2012) that after being given treatment related to storytelling, students more confident in practicing their English. Through storytelling, the students could motivate to speak because they have practiced speaking about their own experiences.

Storytelling could improve students' speaking ability. It was because the activity is interesting and has many benefits for students and the teacher in teaching speaking. The teacher helped students to make their own stories and shared it with their friends. It is relevant to Craig, Hull, Haggart, & Crowder (2001) that teachers can help children share and appreciate their stories. Dianelo et al., (2023) showed some reasons suggesting that storytelling technique is a recommended technique for use in EFL speaking classrooms one of which is, stories can motivate and make students interested because the meanings of the stories will draw listeners and encourage students' ability to communicate.

Improving students' imagination abilities

Students in elementary and junior high school tend to enjoy some variation of story, such as complex story, adventure story, and romantic story (Phillips, Burwood & Dunford, 1999; Pinter, 2006; Wright, 2008; Hana, 2011). Students need pictures, expressions, and visual tools in exploring story. Visual tools can facilitate learners in understanding the meaning of the story. Those can also dig students' imagination, as supported by students' perception below.

Because telling the story using gesture and expression, the story is easy to be comprehended. This is the first time for me to know the story. First, I do not understand the meaning of the story in English. However, because teacher tells the story using body movements and pictures, I can imagine the story. (S1) (Interview, translated version)

I like Babies Owl story, mam. The story is funny. The picture is big. Then, I can see big font size. The most important, I like animal story. (S2) (Interview, translated version)

Based on the result of students' interview, Tooze (1959) supports that stories can inspire students in developing their imagination. The selection of fable also influences students in arousing their imagination. It means that students from elementary up to secondary level put their huge attention to the animals' characters (Pinter, 2006).

Using dramatization to show a character's expression

While students pay attention to the story, they will enjoy the story started from the beginning until the end of the story because the teacher used interesting media and explained the story expressively. By showing and telling the story expressively, they seemed more motivated to know the content of the story. In this activity, the teacher also used some dramatization to show a character's expression or emotion.

According to Scott and Ytreberg (1990), character's expression or gesture can attract students' interest in comprehending the story. During telling the story, the teacher located the storybook in the location that was visible by the children and moved around so that everyone could see.

Then, in the process of storytelling, the teacher invited the class to visualize the vocabulary and to understand the basic vocabulary by using TPR (total physical response). The students responded the vocabularies in a physical way by carrying out the instructions, for example “he did some gardening and fishing in his daily life.” In addition, in facilitating good visualization of the story, the teacher displayed a huge picture in front of the classroom. After that, she put up the pictures of the characters on the board.

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the results of the research discussed in the previous chapter, it can be concluded that:

1. Storytelling in the classroom created an engaging and interactive environment. Tutor X improved students' ability to speak fluently and retain vocabulary by providing examples and encouraging them to retell stories. Tutor Z emphasized storytelling techniques, which assisted students in overcoming nervousness and maintaining audience attention, ultimately contributing to improved public speaking skills.
2. Student A's experience demonstrated that learning storytelling not only made speaking more exciting but also contributed to the memorization and understanding of new words. The ease with which storytelling techniques inspire confidence in public speaking.

B. Suggestions

Based on the conclusions, the researcher offered some suggestions that can be a good distribution to increase the quality of the teaching and learning process.

1. Tutors should fully embrace the use of storytelling techniques in speaking classes to improve both the teaching and learning processes. Establish a welcoming environment in the classroom where students can freely express themselves, fostering a productive and happy learning environment. Adapt teaching strategies to meet the needs of each individual student by keeping track of their development on a regular basis, offering helpful criticism, and facilitating the acquisition of new skills.
2. Students must be able to participate in storytelling sessions. By relating personal experiences to the material, they can help to create a lively and enjoyable learning environment. Make a commitment to practicing consistently to improve their speaking and storytelling skills. Recognize the value of storytelling in everyday communication, try to connect language learning to real-world situations, and take advantage of the learning opportunities that come with storytelling.

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