THE IMPACT OF STORYTELLING ON ENGLISH SPEAKING SKILLS OF FIRST GRADE STUDENTS AT MA-TARBIYATUS SHIBYAN SUMBER PAPAN: A QUALITATIVE ANALYSIS

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Abstract
The results of this research is the experience of sharing stories and interacting verbally in front of classmates, facilitated by this method, gradually eliminates the shame and lack of self-confidence that may have previously hindered their active participation.The research used by the researcher is a qualitative method and is a field research, this type of research can be categorized as descriptive research. Data collection is done by observation, interviews and documentation.Over time, students become more courageous and comfortable expressing themselves in English in public. The development of learning interest triggered by storytelling is one of the crucial supporting factors that contributes to improving students' speaking skills.There are fifteen students who have a very good development category and eight students in the good category and three students in the fair category, where the aspects with the most development are in the vocabulary, comprehension, grammar, fluency and pronunciation. So After the implamantation storytelling method to students in the first grade MA- Tarbiyatus Shibyan the progress covered several crucial areas in speaking ability, including a marked improvement in their comprehension of the storyline presented and their responses to questions asked related to the narrative.
Keywords: English Speaking Ability, Storytelling, Students.

INTRODUCTION

Language is a very important tool for humans to interact one each other, share ideas and build social relationships. Through language can convey thoughts, feelings and needs to others. Language also have a functions as group identity and distinguishing one group from another. In the era of increasingly rapid globalization mastery of English has become one of the core competencies that is really needed. Not only in the world of work but also in the academic field. English language skills especially speaking skills are the key to success. The ability to communicate effectively in English opens up wider opportunities for individuals to interact with the international community, access global information, and develop professional networks. English serves not just a means of communication but also as a facilitation tool in the negotiation of treaties, international trade agreements, and conflict resolution efforts (Brintannia, 2024).

English is the common language for science, technology, education and international work. This allows students to be able to speak English especially in Indonesia, so they can communicate and find relationships even though they are from different countries. To effectively interact with each other it is necessary for as to proses the ability to comprehend a different language (Hasan et al., 2022). At this time where cross-cultural communication is increase intensively, the ability to speak English has become a very valuable asset for establishing cooperation and achieving opportunities at the international level. Mastering English is very important because this language is widely used in various aspects of life, making it a major asset in the era of globalization and increasingly developing communication opportunities (Mamaliga, 2023).

As we know that English skills have four aspects of language skills such as listening, speaking, reading, and writing which are important to understand and master, but speaking skills allow to interact with other people directly. By practicing speaking regularly, not only increase self-confidence, but also open up more opportunities in the future.

As an educational institution in Indonesia, MA-Tarbiyatus Shibyan Sumber Papan is committed to improving students' English language competence. However, improve students' speaking skills is still an obstacle. Various factors, such as lack of training opportunities, low learning motivation, and limited variety of learning methods, are the main causes. In Hidayati (2019) point of view, she argue that learning speaking skills, students still face some problems such as difficulty speaking because of lack of vocabularies, they feel afraid to make mistakes when talking, there is not enough time to practice English, not understand the material provided by the teacher and sometimes students also feel insecure about speaking because they don't memorize grammar. In the first grade of high school shows that the majority of students experience difficulties in English verbal communication. This can be seen from their reluctance to speak in class for fear of making mistakes and their limited use of English with their peers. These observations suggest that this school could be a suitable setting for classroom interaction research that focuses on improving English speaking skills. Therefore, it is necessary to innovate in the learning process to foster student interest and motivation to learn.

In order to overcome the student problem in speaking, storytelling is an effective and fun technique for learning English. By telling stories, students can share ideas, interact with friends, and increase their confidence in speaking. According to Rasika et al. (2013) storytelling is a highly potent form of artistic expression and communication that holds immense promise as a tool for teaching and learning. Utilizing storytelling as a pedagogical approach in teaching speaking skills is anticipated to foster active, enjoyable, collaborative, accountable, and autonomous learning among students. Various learning methods have been developed to improve students' English language skills. One approach that is increasingly popular and proven to be effective is storytelling. Storytelling, students are invited to convey information, ideas or personal experiences creatively in narrative form. This method not only makes the learning process more interesting and enjoyable, but also stimulates imagination, encourages students to think critically, and enriches their vocabulary.

To support students' mastery of speaking skills by using storytelling techniques can be an effective solution. Based on the research by Smith, John (2024), this research investigates the impact of storytelling on English language development among young children in early childhood education. The findings show a significant increase in the acquisition of vocabulary, comprehension, and narrative skills, with traditional and digital storytelling methods proven to be effective. Therefore, the researcher wants to examine the impact of storytelling techniques on speaking abilities at the high school level.

Based on the explanation above regarding the influence of storytelling on speaking skills, the researcher is interested in taking up a thesis research with the title "The Impact of Storytelling on English Speaking Skills at The First Grade Student's in MA-Tarbiyatus Shibyan Sumber Papan: A Qualitative Analysis".

METHOD

This research employed a qualitative research design using a case research approach to explore the impact of the storytelling method on English speaking skills among first-grade students at MA-Tarbiyatus Shibyan Sumber Papan. The research was conducted in May 2025 at MA-Tarbiyatus Shibyan, located in Sumber Papan village, Palengaan sub-district, Pamekasan district, East Java, Indonesia. The selection of this school was based on its accessibility and the relevance of the student learning environment to the topic of storytelling in English education.

The research subjects consisted of 26 first-grade students who actively participated in storytelling activities. In addition, an English teacher (Mrs. Fatmawati, S.Pd) was also involved as a key informant in interviews. The researcher divided the students into five groups and provided each with a specific fable to practice and perform in front of the class. The objective was to observe students' speaking performance and assess improvements in aspects such as vocabulary,

grammar, pronunciation, comprehension, and fluency.

The data collection instruments included observation sheets, interview guides, and documentation tools such as video and audio recordings. The data were collected **through** three main techniques: (1) participant observation, in which the researcher observed and took field notes during the learning process; (2) semi-structured interviews with the English teacher and selected students; and (3) document analysis, involving lesson plans, student performances, and related materials.

For data analysis, the researcher applied thematic analysis following the model proposed by Braun and Clarke. This process involved transcribing the collected data, coding recurring themes, categorizing them, and interpreting their meaning in relation to the research questions. The analysis aimed to uncover the specific ways storytelling influenced students' oral English proficiency.

To ensure data validity, the research **used** data triangulation, involving both source triangulation (students, teachers, and documents) and method triangulation (observation, interview, and documentation). This multi-angle approach enhanced the credibility and reliability of the findings.

FINDING AND DISCUSSION
A. Finding

The findings of this research are presented in accordance with the problem of the research which includes what the impact of storytelling in improving students' speaking skills,and what aspects have improved in students' speaking skills after implementing the storytelling method in class one MA - Tarbiyatus Shibyan Sumber Papan.

This section comprehensively presents the results of the scientific investigations that have been conducted. The main purpose of presenting these findings is to provide structured and in-depth answers to a series of previously formulated research questions. These core questions are the main focus of the entire research process. The first and fundamental research problem is about the impact of the storytelling method on improving students' speaking skills. This analysis does not only focus on whether or not there is an increase, but also on the magnitude and

significance of the changes that occur in students' speaking skills after the storytelling method is implemented in the learning process.

Furthermore, this research also digs deeper into the specific dimensions of students' speaking skills that have developed after the implementation of the storytelling method. In other words, this research aims to identify concrete aspects of students' speaking skills that show significant improvements due to the use of the storytelling method in the first grade of MA-Tarbiyatus Shibyan , located in Sumber Papan. These aspects can include fluency, pronunciation accuracy, vocabulary range, grammatical accuracy, coherent idea delivery. By identifying these aspects in detail, this research is expected to provide a deeper understanding of the mechanism of how the storytelling method contributes to the development of students' speaking skills holistically.

1. The impact of storytelling in improving english speaking skills at the first grade student at ma-tarbiyatus Shibyan sumber papan

In order to analyze in depth and comprehensively the answer to the first research question, which focuses on the research of the impact of the implementation of the storytelling method in improving speaking skills at the first grade students of MA-Tarbiyatus Shibyan , a researcher has conducted a series of structured verbal interactions in an interview format. The subject who became the main resource person in the qualitative data collection process was a professional educator who has direct responsibility in teaching English subjects in grade one, named Mrs. Fatmawati,S,Pd. The meeting to carry out this interview session has been scheduled and held on Tuesday, May 13, 2025, at the physical environment of the Madrasah Aliyah Tarbiyatus Shibyan school. As a systematic representation of the information successfully collected during the interview process, the researcher presents it in a structured table format, making it easier for readers to

understand and analyze the findings that are relevant to the focus of the research.The following table contains the results of the interviews that have been conducted:

Table 1 Inteview with Mrs. Fatmawati S,Pd

No	Questions	Answer
1	*In your opinion, to what extent does the storytelling method affect the speaking ability of first grade students of MA-Tarbiyatus Shibyan ?*	*Pengaruh besar metode bercerita pada kemampuan bicara siswa kelas satu MA-Tarbiyatus Shibyan adalah terciptanya konteks bermakna yang mendorong komunikasi aktif, memperkaya kosakata, tata bahasa, dan keterampilan narasi.* *The major influence of the storytelling method on the speaking ability of first-grade students of MA-Tarbiyatus Shibyan is the creation of a meaningful context that encourages active communication, enriches vocabulary, grammar, and narrative skills.*
2.	*After the implementation of the storytelling method on first grade students of MA-Tarbiyatus Shibyan , what improvements in speaking skills were observed?*	*Penerapan metode bercerita meningkatkan keterampilan berbicara siswa kelas satu MA-Tarbiyatus Shibyan dalam kelancaran, keberanian, variasi kosakata, pemahaman konteks, dan kompleksitas kalimat naratif.* *The application of the storytelling method improves the speaking skills of first-grade students of MA-Tarbiyatus Shibyan in fluency, courage, vocabulary variation, understanding of context, and complexity of narrative sentences.*
3.	*In what ways can the use of*	*Penggunaan cerita membangun keyakinan siswa kelas satu MA-*
	stories contribute to increasing the self-confidence of first grade students of MA-Tarbiyatus Shibyan when speaking?	*Tarbiyatus Shibyan dalam berbicara karena menciptakan lingkungan yang nyaman, memberikan ruang ekspresi bebas, menghargai kontribusi mereka, dan menumbuhkan rasa pencapaian.* *The use of stories builds the confidence of first-grade students of MA-Tarbiyatus Shibyan in speaking because it creates a comfortable environment, provides space for free expression, appreciates their contributions, and fosters a sense of achievement.*
4.	*How does the storytelling method play a role in advancing the oral English language skills of first grade students of MA-Tarbiyatus Shibyan ?*	*Metode bercerita meningkatkan kemampuan berbicara bahasa Inggris siswa kelas satu MA-Tarbiyatus Shibyan melalui pengenalan kosakata dan frasa baru dalam konteks menarik, latihan pengucapan dengan meniru, peningkatan pemahaman listening, serta dorongan penggunaan aktif dalam menceritakan ulang atau mengembangkan cerita.* *The storytelling method improves the English speaking skills of first-grade students of MA-Tarbiyatus Shibyan through the introduction of new vocabulary and phrases in interesting contexts, pronunciation exercises by imitation, increased listening comprehension, and encouragement of active use in retelling or developing stories.*
5.	*What do you think about the changes in the attitudes of*	*Setelah pembelajaran berbicara dengan metode bercerita, siswa kelas satu MA-Tarbiyatus Shibyan menunjukkan perubahan sikap yang lebih positif,*

	first grade students of MA-Tarbiyatus Shibyan after the speaking learning process using the storytelling method?	*antusiasme meningkat, keberanian berbahasa tumbuh, partisipasi aktif, dan minat pada materi pelajaran yang lebih besar. After learning to speak using the storytelling method, first-grade students of MA-Tarbiyatus Shibyan showed more positive changes in attitude, increased enthusiasm, growing language courage, active participation, and greater interest in the subject matter.*
6.	*What obstacles might arise in the implementation of the storytelling method to improve the speaking ability of first grade students of MA-Tarbiyatus Shibyan?*	*Tantangan metode bercerita adalah minimnya sumber cerita menarik, beda tingkat pemahaman siswa, pengelolaan kelas besar agar partisipatif, keterbatasan waktu kurikulum, dan siswa pemalu/kurang minat. The challenges of the storytelling method are the lack of interesting story sources, different levels of student understanding, managing large classes to be participatory, limited curriculum time, and shy/lack of interest students.*
7.	*In what ways can the storytelling method help first grade students of MA-Tarbiyatus Shibyan develop more competent speaking skills?*	*Metode bercerita melatih siswa kelas satu MA-Tarbiyatus Shibyan menyusun pikiran logis dalam narasi, menyampaikan informasi berurutan, menggunakan bahasa deskriptif, mendengarkan, merespons, dan berinteraksi verbal, sehingga meningkatkan kompetensi berbicara. The storytelling method trains first-grade students of MA-Tarbiyatus Shibyan to organize logical thoughts in narratives, convey sequential information, use descriptive*

		language, listen, respond, and interact verbally, thereby improving speaking competence.
8.	*How big is the influence of the storytelling method on the ability of first grade students of MA-Tarbiyatus Shibyan in conveying their ideas and views?*	*Metode bercerita signifikan meningkatkan kemampuan siswa kelas satu MA-Tarbiyatus Shibyan dalam menyampaikan gagasan dan pandangan. Bercerita melatih struktur narasi, memperkaya detail dan contoh, serta menumbuhkan kepercayaan diri siswa untuk berbagi perspektif dalam lingkungan yang kondusif. The storytelling method significantly improves the ability of first-grade students of MA-Tarbiyatus Shibyan to convey ideas and views. Storytelling trains narrative structure, enriches details and examples, and fosters students' confidence to share perspectives in a conducive environment.*
9.	*How do you evaluate the influence of the storytelling method on the enthusiasm of first grade students of MA-Tarbiyatus Shibyan in speaking skills?*	*Sebagai seorang pengajar, saya secara langsung mengamati bahwa penerapan metode bercerita secara konsisten memiliki dampak yang luar biasa positif dan transformatif terhadap tingkat antusiasme siswa kelas satu MA-Tarbiyatus Shibyan dalam mengasah kemampuan berbicara mereka. Penilaian komprehensif saya mengenai hal ini didasarkan pada dua pilar utama yang saling terkait: peningkatan signifikan dalam motivasi dan partisipasi aktif siswa, serta perkembangan holistik pada berbagai aspek keterampilan berbicara mereka.*

		As an educator, I have directly observed that the consistent application of the storytelling method has had an extraordinarily positive and transformative impact on the level of enthusiasm of first-grade students of MA-Tarbiyatus Shibyan in honing their speaking skills.My comprehensive assessment of this is based on two main interrelated pillars: a significant increase in students' motivation and active participation, as well as holistic development in various aspects of their speaking skills.
10.	What suggestions can you give to optimize the use of the storytelling method in improving the speaking skills of first grade students of MA-Tarbiyatus Shibyan ?	Optimalkan bercerita dengan memilih cerita sesuai usia dan minat siswa, gunakan alat bantu visual/audio, libatkan siswa aktif bertanya, dramatisasi, menceritakan ulang), ciptakan suasana kelas suportif, dan kaitkan dengan tujuan belajar bahasa. Optimize storytelling by choosing stories according to the age and interests of students, use visual/audio aids, involve students actively asking questions, dramatization, retelling), create a supportive classroom atmosphere, and relate it to language learning objectives.

Based on an in-depth analysis of the data collected through a series of interviews conducted by the researcher, significant findings were revealed regarding the impact of the storytelling method in the realm of English language education. Specifically, this research highlights first-grade students at Madrasah Aliyah (MA) Tarbiyatus Shibyan Teru Tama, where the implementation of the storytelling method has been proven to have a substantial positive impact on two important aspects of student development. First, students' self-confidence levels have increased significantly. Second, students' English speaking skills, which were previously identified as being at a low level, showed encouraging development after the introduction of the storytelling approach in the learning process.

2. **Aspects have improved in students' speaking abilities after implemanting the storytelling method at the first grade students at MA-Tarbiyatus Shibyan Sumber Papan**

In order to answer the second research problem, which focuses on identifying various aspects of development that have increased after the implementation of the storytelling method on first-grade students of Madrasah Aliyah Tarbiyatus Shibyan located in Sumber Papan, the initial step taken by the researcher is to present and explain a comprehensive theoretical basis regarding the definition of storytelling. The researcher does not only stop at the definition, but also elaborates on various types or kinds of storytelling that are relevant to the educational context by providing examples. After this conceptual understanding is embedded, the researcher then presents a narrative or story that has been carefully prepared to the students.

As the next step in the implementation process, the researcher organizes first-grade students of MA Tarbiyatus Shibyan into five cooperative research groups. The story that has been prepared by the researcher is a fable with the first group entitled about "The Story of Rabbit and His Lost Friends," consisted of five members consisting of Hamdani,Akmal Maulana Hasim, Moh. Rifki Aditia, Ahsan Jamil Risky, andSaiful Ahmadani. The second group with an title,namely "The Storyof the Ant and Friends Who Save the Nest," consists of five studentswho have an active role in the storytelling process. The names of thestudents in the second group are M.Afifuddin, Roikhan Muzadi, Irham Maulana, Syarifudin,

and Saifullah. The third group with thestory title "The Story of Fish and Friends Who Caught a Shark,"consists of several students named Panji Islami, Moh. Farizal

Furqon,Ach. Rifqil Ibad, Moh. Rifqi, and Syaiful Hamdani. The fourth group with the story title "The Story of Rabbit and Friends Looking for Treasure," consists of five students named, namely Melly Ramadhani Arifin,Nor Ainun, Siti Komariyatul Laili, Delia Isma Eka Putri, and Syakinah Nadia. The fifth research group,which carries the title "The Story of Fish and Friends Who Saved the Coral Reef," consists of six dedicated individuals, namely Nabilatus Syarifah,Putri Aulia Karisma,Kamilia, Aisyah, Adinda Zulfa Magfiroh and Rosa Ghozali. The task carried out by each group is to practice or act out the story that has been given in front of their classmates. This practical activity was carried out by the researcher on Friday, May 9, 2025.

The purpose and objective of forming groups for these students which was then continued with the provision of story materials and demonstration practices in front of the class was to help researchers observe and explore aspects of speaking skills that developed and improved after the use of the storytelling method on each individual student in the frist grade of MA-Tarbiyatus Shibyan Sember Papan. In other words, through this activity, researchers mapped in detail the positive changes that occurred in each student after they interacted with the development method which was believed to have experienced significant progress after the application of the storytelling method, and these aspects will be described in more depth in the next section by describing the development and improvement of each student in the first grade of MA-Tarbiyatus Shibyan .

In an effort to comprehensively evaluate the improvement in the aspect of English speaking ability in students, the researcher has developed a series of clearly defined improvement categories, including "excellent" "very good," "good,"Fair"and "unsatified". This categorization makes it easier for the researcher to measure and classify the level of progress achieved by each student objectively. Significant improvement in the aspect of English speaking ability was specifically observed in first-grade students of MA-Tarbiyatus Shibyan .

In-depth observations by the researcher showed that this progress occurred after the implementation of the storytelling method in the learning process.Furthermore, the implementation of storytelling also succeeded in increasing students' interest in learning English, creating a more interesting and motivating learning environment. Not only limited to grammar and vocabulary aspects, researchers also found positive developments in terms of students' fluency and pronunciation. This is believed to occur because the storytelling method provides students with the opportunity to practice speaking skills in front of classmates. Through this storytelling exercise, students actively train their speech muscles and build confidence in speaking English.

This significant increase in fluency and pronunciation ultimately has a positive impact on students' confidence when they interact and communicate using English.This positive change is closely related to the increase in students' interest in learning English which is clearly visible after the implementation of the method, compared to the conditions before the storytelling method was implemented. To provide a more detailed and transparent picture of these findings, the researcher will present data on improvements in each student's English speaking ability in a table that will be presented in the next section. This table will detail the progress achieved individually, providing empirical evidence of the use of the storytelling method in improving students' English speaking ability.

Table 2 The aspect that have improved in students speaking ability after the implamantation of storytelling method.

No	Name of students	Aspect have improved	Categories
1	H	Vocabulary and grammar	Very good
2	AMH	Vocabulary and fluency	Very good
3	MRA	Comprehension and vocabulary	Very good
4	AJR	Fluency and vocabulary	Very good
5	SA	Grammar and comprehension	Very good
6	MA	Vocabulary and prononciation	Good
7	RM	Vocabulary and fluency	Very good
8	IM	Comoprehension and fluency	Fair
9	S	Grammar and vocabulary	Very good
10	S	Fluency and comprehension	Very good
11	PI	Vocabulary and grammar	Very good
12	MFF	Vocabulary and comprehension	Good
13	ARI	Vocabulary and prononciation	Fair
14	MR	Fluency and comprehension	Good
15	SH	Vocabulary and fluency	Vary hood
16	MRA	Vocabulary and grammar	Good
17	NR	Grammar and fluency	Good
18	SQR	Vocabulary and comprehension	Very good
19	DEIP	Vocabulary and fluency	Good
20	SN	Comprehension and vocabulary	Very good
21	NS	Fluency and grammar	Good
22	PAK	Prononciation and vocabulary	Fair
23	K	Grammar and vocabulary	Good
24	A	Fluecy and comprehension	Very good
25	AZM	Vocabulary and fluency	Very good
26	RG	Vocabulary and grammar	Very good

B. Discussion

1. **The Impact of Storytelling Method in Improving Speaking Skills of First Grade Students of MA- Tarbiyatus Shibyan Sumber Papan**

   In the dynamics of the learning process, an educator should ideally try to implement a teaching methodology that is able to attract attention and arouse students' enthusiasm for learning. The fundamental premise behind it is that high student involvement in the learning process is inherently positively correlated with an increase in their understanding of the subject matter being delivered. This phenomenon is also observed in the context of English learning in the first grade of MA- Tarbiyatus Shibyan Sumber Papan. In this context, the researcher adopted the storytelling method as the main pedagogical strategy.In-depth observations conducted by the researcher indicated significant developments in students' learning motivation towards English

subjects, which in parallel also affected their speaking skills. This finding was reinforced through a series of structured interviews conducted by the researcher with Mrs. Fatmawati, S,Pd., an English teacher who teaches the first grade of MA-Tarbiyatus Shibyan .

This can be seen in the first and fifth interview tables regarding the improvement of students' learning motivation in the English learning process influenced by the storytelling method, thus improving students' speaking ability and making it easier for students to get new vocabulary and also in composing sentences in the form of grammar. The following are the results of the interview.

"Pengaruh besar metode bercerita pada kemampuan bicara siswa kelas satu MA-Tarbiyatus Shibyan adalah terciptanya konteks bermakna yang mendorong komunikasi aktif, memperkaya kosakata, tata bahasa, dan keterampilan narasi."

" The major influence of the storytelling method on the speaking ability of first-grade students of MA-Tarbiyatus Shibyan is the creation of a meaningful context that encourages active communication, enriches vocabulary, grammar, and narrative skills."(Section interview first).

"Setelah pembelajaran berbicara dengan metode bercerita, siswa kelas satu MA-Tarbiyatus Shibyan menunjukkan perubahan sikap yang lebih positif, antusiasme meningkat, keberanian berbahasa tumbuh, partisipasi aktif, dan minat pada materi pelajaran yang lebih besar."

"After learning to speak using the storytelling method, first-grade students of MA-Tarbiyatus Shibyan showed more positive changes in attitude, increased enthusiasm, growing language courage, active participation, and greater interest in the subject matter."(Section interview fifth).

Interview transcript analysis revealed that the application of the storytelling method had a real and positive impact on the development of students' speaking skills. This improvement is believed to be greatly influenced by the increasing interest and involvement of students in learning English facilitated by the narrative appeal of the storytelling method. In other words, an interesting storyline and relevant context can create a more immersive and enjoyable learning environment, thus encouraging students to participate more actively and practice their speaking skills. This is evident in the interview results in the second and third tables. Here are the interview results

"Penerapan metode bercerita meningkatkan keterampilan berbicara siswa kelas satu MA-Tarbiyatus Shibyan dalam kelancaran, keberanian, variasi kosakata, pemahaman konteks, dan kompleksitas kalimat naratif."

" The application of the storytelling method improves the speaking skills of first-grade students of MA-Tarbiyatus Shibyan in fluency, courage, vocabulary variation, understanding of context, and complexity of narrative sentences."(Section interview second).

"Penggunaan cerita membangun keyakinan siswa kelas satu MA-Tarbiyatus Shibyan dalam berbicara karena menciptakan lingkungan yang nyaman, memberikan ruang ekspresi bebas, menghargai kontribusi mereka, dan menumbuhkan rasa pencapaian."

"The use of stories builds the confidence of first-grade students of MA-Tarbiyatus Shibyan in speaking because it creates a comfortable environment, provides space for free expression, appreciates their contributions, and fosters a sense of achievement."(Section interview third).

The obstacles that are challenges in using storytelling methodology in English lessons are one of the different levels of student understanding and also time constraints. This is in accordance with the interview results in the sixth table about the obstacles that are challenges in implementing the storytelling method.

"Tantangan metode bercerita adalah minimnya sumber cerita

menarik, beda tingkat pemahaman siswa, pengelolaan kelas besar agar partisipatif, keterbatasan waktu kurikulum, dan siswa pemalu/kurang minat."

"The challenges of the storytelling method are the lack of interesting story sources, different levels of student understanding, managing large classes to be participatory, limited curriculum time, and shy/lack of interest students."(Section interview sixth).

Therefore, it can be concluded that the storytelling method has proven to provide a significant contribution not only in improving students' speaking skills, but also in developing students' interest in learning English. The influence of storytelling also causes students' self-confidence to develop, which initially they were shy and not confident when in front of the impact of the storytelling method makes students braver when in front of their classmates. Furthermore, the development of this learning interest is one of the crucial supporting factors that synergistically contributes to improving the speaking skills of first-grade students of MA- Tarbiyatus Shibyan Sumber Papan. Thus, these findings underline the potential of storytelling as an effective pedagogical tool in English learning, especially in the context of improving students' oral communication skills.

2. **Aspects have improved in students' speaking abilities after implemanting the storytelling method at the first grade students at ma-tarbiyatus Shibyan sumber papan**

In the era of globalization that increasingly integrates various aspects of life, English language proficiency has become a crucial competency, especially for the younger generation, including students. More than just a subject in school, English language skills are currently seen as a challenge as well as a basic need to actively participate in cross-country and cross-cultural communication. This phenomenon encourages educators and researchers to continue to seek innovative and effective teaching methods to improve students' English language skills.In this case, the researcher closely observed the development and improvement of various aspects of English speaking ability in first grade students of Madrasah Aliyah Tarbiyatush Shibyan . The aspects that were the focus of observation included comprehension of the material heard, mastery of relevant vocabulary, accuracy of grammar in constructing sentences, clarity of pronunciation of words and phrases, and fluency in conveying ideas orally.

As an initial step in this research , the researcher provided students with a deep understanding of the concept of storytelling. This explanation is not only limited to the basic definition of storytelling, but also includes various types or genres of stories, accompanied by concrete examples that are relevant to the world and students' understanding. The purpose of this step is to build a strong foundation of understanding of what storytelling is and how it is applied in the context of language learning.Continuing the research process, the researcher then implemented storytelling practice in the classroom. Students were asked to practice their English speaking skills through storytelling activities. The story material used was a fairy tale, which had been prepared in advance by the researcher. The selection of fairy tales as practice material was based on the consideration that fairy tales generally have a clear narrative structure, interesting characters, and themes that are easy for students to understand, so that they can facilitate the learning process and speaking practice. Given the number of students in the first grade of MA- Tarbiyatush Shibyan is twenty-six, the researcher organized the students into five research groups. Each group consists of five to six students, with the aim of creating a collaborative learning environment and providing more equal opportunities for each student to actively participate in storytelling activities. This group division also allows the researcher to observe the dynamics of learning and

the development of students' English speaking skills in the context of group interactions.

Based on the findings that have been analyzed and presented previously, this research shows significant development and improvement in various aspects of students' English speaking ability after the storytelling method was implemented. This improvement was observed in each member of the five groups involved, including their comprehension of the story and the questions asked, the expansion of the vocabulary they used when telling the story, improvements in the use of grammar in constructing sentences, improvements in the clarity of pronunciation of English words, and improvements in their fluency in conveying the story as a whole.

This finding is strongly supported by the data presented in the table of aspects of English speaking ability, which clearly shows significant improvements in each student. This indicates that the storytelling method is a very effective approach in improving English speaking ability. In particular, there is a striking improvement in the vocabulary aspect, where most students reach the "very good" category. In addition, other aspects such as grammar, fluency, comprehension, and pronunciation also show various levels of positive improvement, with categories ranging from excellent, good, Fair and unsatified. Overall, these findings strongly highlight the great potential of storytelling as a very effective teaching method to improve students' English speaking skills, especially for those at the beginner level. This method not only helps students enrich their vocabulary, but also comprehensively improves various important elements in oral communication.

CONCLUSION AND SUGGESTION
Conclusion
1. **The impact of storytelling in improving english speaking skills at the first grade student at ma-tarbiyatus Shibyan sumber papan**

    Based on the results of in-depth observations and analysis, the implementation of the storytelling method

in the context of English learning in the first grade of MA-Tarbiyatus Shibyan Sumber Papan shows a truly significant and multidimensional impact. The positive impact of this method is not limited to one aspect of student development, but rather extends and makes a significant contribution to several important areas. Furthermore, storytelling not only functions as a tool to hone language skills, but also plays an important role in developing students' interest in learning English. Interesting and relevant narratives can arouse curiosity, trigger emotional involvement, and make learning materials more lively and memorable. Thus, students no longer see English as an abstract and difficult subject, but rather as a fun and useful communication tool. In addition to the cognitive and linguistic impacts, the influence of storytelling also positively affects the development of students' self-confidence.

The experience of sharing stories and interacting verbally in front of classmates, facilitated by this method, gradually eliminates the shame and lack of self-confidence that may have previously hindered their active participation. Over time, students become more courageous and comfortable expressing themselves in English in public. Furthermore, the development of learning interest triggered by storytelling is one of the crucial supporting factors that synergistically contributes to improving students' speaking skills. When students are highly motivated to learn English, they will be more active in seeking opportunities to practice speaking, not afraid to make mistakes, and more open to constructive feedback. This method not only has an impact on language skills, but also on students' affective and motivational aspects, creating a more conducive learning environment and producing more optimal learning outcomes.

2. **Aspects have improved in students' speaking abilities after implemanting**

the storytelling method at the first grade students at ma-tarbiyatus Shibyan sumber papan.

This research describes a significant measurable development and improvement various dimensions aspects of English speaking competence possessed by learners in the first grade MA-Tarbiyatus Shibyan at sumber papan. This positive transformation occurred after the implementation of narrative-based learning methodology or storytelling in studentslearningenvironment.Specifically, the progress that has experienced this development is observed individually in each student who is a member of the five groups of participants who are actively involved in this research . This is also reinforced by the presence of a table that explains the aspects of English speaking ability in each student who experienced development after using the storytelling method where the table determines three categories of development, namely "excellent" "very good," "good,"Fair"and "unsatified.

There are fifteen students who have a very good development category and eight students in the good category and three students in the fair category, where the aspects with the most development are in the vocabulary, comprehension, grammar, fluency and also pronunciation.So After the implamantation storytelling method to students in the first grade MA-Tarbiyatus Shibyan the progress covered several crucial areas in speaking ability, including a marked improvement in their comprehension of the storyline presented and their responses to questions asked related to the narrative. Furthermore, this research also noted an expansion of vocabulary that they actively used during the process of retelling or expressing opinions related to the story. Another fundamental aspect that improved was the use of more accurate and precise grammar in constructing English sentences. In addition, the clarity of pronunciation of each word in English that they uttered also showed a significant improvement.

Finally, overall, their fluency in conveying stories verbally became more fluent and structured. Based on the explanation above that the storytelling method has great potential and is effective as a pedagogical approach in improving students' English speaking skills, especially for those at the early or beginner learning level.

Suggestion

1. Suggestions for teachers

a. Teachers should create a teaching and learning process using easy types of materials to help build students' imagination in speaking.

b. Teachers should provide guidance to students, especially in terms of learning interest so that hidden abilities can emerge.

2. Suggestions for students
   a. Students should realize the importance of mastering English for their future.
   b. Learners do not need to be afraid of making mistakes when speaking English
   c. Learners should practice speaking English more

3. Suggestions for further Researchers
   This research focuses on teaching English speaking in the first grade of MA-Tatbiyatus Shibyan Sumber Papan. The researcher believes that this research is still limited and incomplete, so the researcher hopes that there will be further researchers who can find good speaking teaching and obtain a complete picture.

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