

AN ANALYSIS OF TEACHERS' STRATEGIES IN IMPLEMENTING STORYTELLING TECHNIQUE FOR ENGLISH LEARNING AT MAN 2 MODEL MEDAN

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ABSTRACT-This reserach aims to analyze the strategies used by English teachers in implementing storytelling techniques in English learning at State Islamic Senior High School (MAN) 2 Model Medan. The background of this study is based on the low communicative ability of students caused by teaching methods that are still conventional and teacher-centered. Storytelling techniques are seen as an innovative approach that can improve students' language skills through communicative, expressive, and meaningful contexts. This study uses a descriptive qualitative approach with four English teachers at MAN 2 Model Medan who have implemented storytelling in teaching and learning activities as research subjects. Data were collected through observation, in-depth interviews, and documentation, then analyzed using the interactive model of Miles, Huberman, and Saldaña (2018) through three main stages: data reduction, data presentation, and drawing conclusions. The results of the study show that teachers apply three main strategies in implementing storytelling: (1) planning strategy, which includes selecting stories according to the theme, learning objectives, and student ability levels; (2) implementation strategy, with the use of expressions, intonation, and supporting media such as images, videos, and gestures to attract students' attention; and (3) evaluation strategies, in the form of retelling activities, discussions, and communication-based performance assessments. Supporting factors for the implementation of storytelling include student enthusiasm and school support, while inhibiting factors include limited time, large student numbers, and variations in language abilities.

Keywords: Teachers' Strategies, Storytelling Technique

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students' ability levels; (2) implementation strategy, using expressions, intonation, and supporting media such as pictures, videos, and gestures to attract students' attention; and (3) evaluation strategy, in the form of retelling activities, discussions, and communication-based performance assessments. Supporting factors for the application of storytelling include student enthusiasm and school support, while inhibiting factors include time constraints, large class sizes, and variations in language ability.

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INTRODUCTION

English language learning at the Madrasah Aliyah (Islamic Senior High School) level still faces various challenges, particularly in fostering effective communication skills and student motivation. In the context of MAN 2 Model Medan, many students have passive skills: they understand grammar theory but lack confidence in speaking and expressing ideas in English. This condition is often caused by a teacher-centered approach, with an emphasis on memorization and written practice rather than on real-life communication contexts.

One approach considered effective in addressing this problem is the storytelling method, or storytelling technique. Storytelling allows students to learn language naturally through engaging, meaningful, and communicative story contexts. This method not only trains speaking skills but also supports the development of vocabulary, sentence structure, intonation, and comprehension. According to Harmer (2020), storytelling can stimulate students' imaginations, strengthen linguistic memory, and increase active participation in language classes.

Furthermore, in the madrasah context, storytelling can be adapted to Islamic religious and moral values, for example through exemplary stories of the Prophet, morally charged folktales, or inspirational narratives about everyday life. Thus, storytelling not only improves language competence but also shapes students' moral character.

However, the success of storytelling implementation depends heavily on the teacher's strategy. Many English teachers still face challenges in activity planning, media selection, time management, and student engagement. Furthermore, differences in teaching styles, large student populations, and limited facilities pose additional challenges to effectively implementing storytelling.

Therefore, this research is crucial to analyze how English teachers at MAN 2 Model Medan implement storytelling techniques in their teaching, the obstacles they face, and how they overcome them. The results of this analysis are expected to provide an empirical overview of creative, contextual, and student-centered teaching practices.

THEORITICAL REVIEW

1. Storytelling in English Language Learning (ELT) Understanding Storytelling

Storytelling in the context of language learning is the activity of conveying stories orally with the aim of developing language skills and fostering emotional engagement in students. According to Cameron (2020), storytelling is an effective medium for helping students understand the meaning of language in a real-life context because it involves elements of imagination, interaction, and emotion.

Wright (2019) emphasized that storytelling is one of the most natural forms of human communication, so using storytelling in language learning can help students understand narrative structure and meaning in authentic communication situations. In English language teaching, storytelling includes activities such as reading or listening to stories, retelling, role-playing, and creating narratives based on personal experiences.

Through storytelling, students learn not only grammar and vocabulary, but also socio-cultural aspects, intonation, expression, and critical thinking skills. Therefore, this method is considered relevant for implementation in character-based schools such as madrasas, where moral values and social context are also part of the educational goals.

2. The Purpose and Benefits of Storytelling in ELT

The main purpose of storytelling in English teaching is to:

1. Develop students' speaking and listening skills.
2. Increase imagination and creativity in expressing ideas.
3. Strengthen vocabulary and sentence structure contextually.
4. Cultivate students' motivation and confidence to communicate.

According to Ellis and Brewster (2014), storytelling provides a number of benefits, including:

- **Linguistics:**enrich vocabulary and sentence patterns.

- **Affective:** grow motivation and self-confidence.
- **Cognitive:** improve critical thinking skills and narrative comprehension.
- **Social:** encourage collaboration and interaction between students.

3. Types and Strategies of Storytelling in Learning

In the context of English classes, teachers can apply several types of storytelling, including:

1. **Traditional Storytelling:** using folk tales, fables, or legends.
2. **Personal Storytelling:** using personal experiences of students or teachers.
3. **Digital Storytelling:** using audio-visual media such as video or animation.
4. **Interactive Storytelling:** involve student participation in the storyline through discussion or role play.

Common strategies used by teachers in implementing storytelling (Tompkins, 2021) include:

- **Pre-Storytelling:** The teacher introduces the topic, vocabulary, and context of the story.
- **While-Storytelling:** The teacher conveys the story with expression, intonation, and supporting media (pictures, music, video).
- **Post-Storytelling:** Students are asked to retell, write a summary, discuss, or create a new version of the story.

Thus, storytelling not only functions as a means of entertainment, but also as an active learning strategy that demands student participation.

4. The Role of Teachers in Implementing Storytelling

Teachers act as facilitators, motivators, and language models in storytelling. According to Richards and Rodgers (2020), teachers must be able to design storytelling activities that are appropriate to students' ability levels, provide a clear linguistic context, and create a fun learning environment.

The role of the teacher includes:

1. **Learning designer:** choose stories that are relevant to the lesson theme and the students' language level.
2. **Storyteller:** convey with interesting intonation, expression and gestures.
3. **Motivator:** foster students' self-confidence to participate actively.
4. **Evaluator:** assess students' language skills and comprehension through follow-up activities such as retelling, discussion, or narrative writing.

In madrasah settings, teachers also play a role in integrating Islamic values into storytelling activities, such as honesty, responsibility, and empathy. Thus, storytelling becomes a learning tool that focuses not only on language competence but also on character development.

5. Communicative Approach to Language Teaching (CLT)

Storytelling aligns with the principles of Communicative Language Teaching (CLT), an approach that emphasizes the use of language as a means of communication, not simply as an object of memorization. According to Richards (2006), CLT encourages meaning-based learning in which students actively participate in interactions, dialogue, and use language for concrete purposes.

In the context of storytelling, CLT is realized through:

- Pair work and group discussion activities when retelling the story.
- Use of authentic materials such as videos, songs, or folk tales.
- Performance-based assessments such as role play or oral presentation.

Thus, storytelling can be considered as a real implementation of CLT because it provides opportunities for students to use English in communicative and meaningful contexts.

2.4 Previous Research Results

Several previous studies have shown the effectiveness of storytelling in English learning:

1. **Yunus & Zakaria (2019)** found that storytelling significantly improved students' speaking skills at the high school level.

2. **Nuraini (2023)** stated that storytelling increases students' activeness and motivation to learn in project-based learning.
3. **Sari (2022)** examined the implementation of digital storytelling in secondary schools and found improvements in pronunciation and vocabulary.
4. **Rahmawati (2020)** highlights the importance of the teacher's role in adapting story media to the students' cultural context to make learning more effective.
5. **Mahfud (2021)** emphasized that storytelling in madrasahs can be used to integrate Islamic moral values into language learning.

These findings strengthen the relevance of this research in the context of MAN 2 Model Medan, which combines language learning with character and religiosity education.

RESEARCH METHODS

This study used a descriptive qualitative approach. This approach was chosen because the aim of the study was to describe and analyze in depth the strategies used by teachers in implementing storytelling techniques in English learning at MAN 2 Model Medan.

According to Creswell (2018), qualitative research focuses on a holistic understanding of social phenomena through direct interactions between researchers and participants in their natural environments. Therefore, this approach is relevant for describing teachers' teaching practices, the challenges they face, and how they empirically manage storytelling-based learning.

This research is not intended to test hypotheses, but rather to gain an in-depth understanding of learning processes and strategies in a real context.

1. Location and Time of Research

This research was conducted at Madrasah Aliyah Negeri (MAN) 2 Model Medan, located at Jl. Willem Iskandar Pasar V, Medan Estate, Percut Sei Tuan District, Deli Serdang Regency, North Sumatra. MAN 2 Model Medan was chosen as the research location because it is a leading madrasah that applies an innovative learning approach and has experienced English teachers.

2. Subjects and Objects of Research

Research Subjects

The subjects of this study were English teachers at MAN 2 Model Medan who implement storytelling techniques in their learning. The number of participants was determined using purposive sampling, which involves deliberately selecting participants based on specific criteria relevant to the research objectives (Sugiyono, 2022).

The criteria for teachers who are used as research subjects are:

1. Teaching English for at least two years at MAN 2 Model Medan.
2. Have you ever used or are currently implementing storytelling in learning?
3. Willing to participate actively in interviews and observations.

Research Object

The object of this research is the teacher's strategy in implementing storytelling techniques in English learning, including the planning, implementation, and evaluation stages.

3. Data Collection Techniques

To obtain valid and comprehensive data, researchers use three main data collection techniques, namely:

a. Observation

Observations were conducted directly in English classes to see how teachers applied storytelling techniques.

This observation focuses on the following aspects:

- Teacher preparation before teaching (planning storytelling activities).
- The process of implementing storytelling in class.
- Student response and involvement during the activity.
- Teacher evaluation after storytelling activities.

Researchers used structured observation sheets to systematically record teacher and student activities.

b. In-depth Interview (In-depth Interview)

Interviews were conducted with English teachers and, when necessary, the head of the English program at MAN 2 Model Medan.

The interview technique used was semi-structured, with open-ended questions so that respondents could provide in-depth and reflective answers.

Example of main questions:

- How do you plan storytelling activities?

- What strategies are used to attract students' attention?
- What obstacles often arise in implementing storytelling?
- How do you assess the success of storytelling in class?

c. Documentation

Documentation is used to collect supporting data, such as:

- Learning Implementation Plan (RPP).
- Storytelling materials and media used.
- Notes on teacher evaluation or reflection results.
- Photos or videos of learning activities (with school permission).

4. Research Instruments

Qualitative research instruments serve as a guide for data collection. In this study, the researcher acts as the key instrument, assisted by:

1. **Observation Guide**– contains indicators of teacher and student behavior during storytelling.
2. **Interview Guide**– includes a list of open-ended questions related to teacher strategies, constraints, and reflections.
3. **Documentation Sheet**– to record relevant documents and learning media.

All these instruments will be tested for clarity and readability through limited trials before being used in the main data collection.

5. Data Analysis Techniques

Data analysis was carried out qualitatively interactively according to the Miles, Huberman, and Saldaña (2018) model, which consists of three main stages:

1. Data Reduction:

Selecting, focusing, and simplifying data from observations and interviews to obtain information relevant to the research focus.

2. Data Display (Data Presentation):

Organize data in narrative, tabular, or matrix form to make it easier for researchers to see patterns and relationships between categories.

3. Conclusion Drawing and Verification:

Drawing temporary conclusions which are then verified repeatedly through data triangulation until valid and consistent findings are obtained.

6. Data Validity Test

Data validity is guaranteed through triangulation techniques, namely comparing data from various sources and methods to ensure the accuracy of the information (Creswell, 2018).

The types of triangulation used include:

1. **Source Triangulation:** comparing information from teachers, documents, and observation results.
2. **Triangulation Method:** comparing the results of observations, interviews, and documentation.
3. **Time Triangulation:** conducting data collection at different times to see the consistency of respondents' behavior and answers.

RESULTS AND DISCUSSION

MAN 2 Model Medan is one of the leading madrasahs in North Sumatra Province, committed to integrating Islamic values with modern academic learning. The madrasah has four active English teachers, two of whom have implemented storytelling as a communicative approach to language teaching.

Research Data Description

Research data was collected through three main sources: classroom observations, English teacher interviews, and documentation of lesson plans and learning media.

Each data source is presented in thematic form according to the research focus.

Examples of subsections that can be developed:

- **Data from Class Observation**
 - Description of storytelling activities in class
 - Student response and participation
 - Opening, core, and closing learning strategies
- **Data from Teacher Interviews**
 - Teachers' perceptions of storytelling
 - Story preparation and delivery techniques
 - Obstacles and solutions in implementation
- **Data from Documentation**
 - Lesson Plan Excerpt
 - Example of story text used
 - Media or learning aids

Analysis of Teacher Strategies in Implementing Storytelling

This section analyzes the findings based on field data and theory in Chapter II.

Use thematic coding from interview and observation results with the Miles, Huberman & Saldaña (2018) model.

Example of an analysis framework:

Main Theme	Subtheme	Empirical Evidence	Interpretation
Planning Strategy	Selection of story topics and vocabulary	Teachers adapt stories to curriculum themes and student ability levels.	Curriculum-based planning and strategies and student interests
Implementation Strategy	Expression techniques and use of media	The teacher uses animated videos and expressive gestures.	Multimodal storytelling strategy increases students' attention
Evaluation and Reflection	Performance-based assessment	Students are assessed through retelling activities using the CLT principle.	Evaluation is carried out

Supporting and Inhibiting Factors

Describe the internal and external factors that influence storytelling success.

- **Supporting Factors:**
 - Principal support for innovative learning
 - Students' enthusiasm for the story
 - Availability of multimedia facilities
- **Inhibiting Factors:**
 - Limited class hours
 - Large number of students
 - Diverse levels of language ability

Each factor is linked to the results of observations and interviews to demonstrate the validity of the findings.

Discussion

1. **The suitability of teacher strategies with storytelling theory (Cameron, 2020; Tompkins, 2021).**

Explain that teachers at MAN 2 Model Medan apply pre-, while-, post-storytelling according to the theoretical model.

2. The relationship between storytelling and the communicative approach (Richards, 2006).

Discuss that teachers use storytelling as a meaningful communication medium.

3. Integration of character values in story-based learning (Mahfud, 2021).

Explain how stories with moral and Islamic values strengthen students' character formation.

CONCLUSION

This section will contain the conclusions after the research is completed. As a template:

1. English teachers at MAN 2 Model Medan apply storytelling strategies through planning, implementation, and evaluation stages that are oriented towards a communicative approach.
2. The main supporting factors for the success of storytelling are teacher creativity, school support, and student involvement.
3. Inhibiting factors found include limited time, facilities, and uneven student abilities.
4. The application of storytelling has been proven to increase students' motivation and activeness in learning English.

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