A Systematic Review of Storytelling Strategy in Empowering Speaking Skill in EFL Classrooms

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Abstract
Language educators aim to promote speaking skill because speaking skill is one of the productive skills that make foreign language learners create meaningful conversations and dialogues with the target language. Speaking skill is highly significant. Additionally, enhancing speaking skill requires actively involved students, and for that, language instructors need to use some tools and strategies. There are different methods and strategies for promoting speaking skill, such as story-telling strategies. Story-telling strategies aim to have communication and discussions in the class via narrating stories. Additionally, the story-telling method involves the students practicing their communication skills. Thus, this research paper explores the values of story-telling strategies in the EFL classroom. The present study, a qualitative research design was implemented, and the data was collected from secondary sources such as research articles. For analyzing the data, a systematic analysis was implemented. Results demonstrated that story-telling was highly sufficient in improving speaking skill including teaching vocabulary. It enhances the capacity of acquiring new vocabulary, fostering pronunciation. It also enables the learner's imitation skill, expanding the learner's communication, including their criticality. In brief, story-telling strategies help language learners to improve their speaking skill. Classroom.

Keywords; Language teaching, speaking skill, story-telling, foreign language, motivation.

1.Introduction

Language is the mean of communication. Human beings use language in order to talk about their needs. Therefore, meaningful communication is conducted with language. The English language has four skills: reading, writing, listening and speaking. In many languages, speaking is primary, and priority has been given to speaking skill. The demonstration of speaking is a verbal correspondence that people use to share data or associate with someone else during an appropriate circumstance. Furthermore, the capacity to talk is urgent for conducting everyday exercises. Additionally, for students, communication ability is essential since it helps them comprehend the substance and the sentiments that others give to them. Students can collaborate with others and offer their perspectives and opinions through this expertise. Also, because an element of 21st-century communication is an important skill, the classroom is focused on teaching language to students. Speaking anxiety is a form of stress that someone may feel when dealing with public speaking (Blöte et al 2009). This research paper focuses on improving speaking skill in a foreign language. There are several ways to develop speaking skill. One of them is the storytelling strategy. Storytelling is the way of using short stories, novels, and books to enhance speaking skill. The history of storytelling belongs 30,000 years ago (Yılmaz et al 2019). The evidence of the drawing from the walls of caves shows that at that moment, human beings have found their way of narrating actions. Stories can support people in understanding, practicing, and respecting different traditions and culture (Fog et al, 2005). Storytelling has been applied as a method of making communication and conversation. Storytelling makes the people read about themselves, including

their lifestyle. In literature, storytelling has also been used to teach and narrate actions. The current study has three primary goals. The first one is to explore the role of storytelling strategies in improving speaking skill in EFL classrooms. . The second one is to determine how storytelling affects the learners' speaking skill. The third one highlights the importance of using storytelling in language teaching. The present study deals with the foreign language learners' problem with expressing themselves in a foreign language. Some factors affect them, such as fear of making mistakes, high anxiety, and stress. Furthermore, the EFL learners do not have enough vocabulary to talk about their needs.

This research paper aims to answer the following inquiries:

1. What are the roles of storytelling strategies on empowering speaking skill in EFL Classrooms?

2. How storytelling strategies direct the learners to be a critical thinker?

The scope of this study is to improve speaking skill and make language learners control their level of stress, shyness, and anxiety. It also focuses on how storytelling helps the teachers and the learners to acquire a foreign language. Additionally, this study is essential for both the learners and the teachers. It detail, how storytelling can help the teachers and students improve their speaking skill by applying and practicing what they have learned in the classroom. It also contains how storytelling has been used in teaching a foreign language.

2.Methodology

2.1 Research Design

This research paper aims to explore the role of storytelling in improving speaking skill in the EFL Classroom. The previous studies had been taken into consideration. The design of this paper is a qualitative research design. Qualitative' methods are employed to address the experiences, significances, and perspective about a specific topic (Hammarberg et al., 2016).

2.2 Search Strategy

Shojania and Bero (2001) defined a search strategy as the hierarchical organization of the key terms used to accurately search a database by integrating the main ideas of the research topic. Various data bases such as Google Scholar, JSTOR, ERIC, Science Direct, ProQuest, SpringerLink, and PsycINFO,were utilized to find articles and books about how storytelling strategy can hinder EFL Learner's speaking skill. The phrases and keywords included in the abstract were among the many search terms that were taken into account by the search strategy. "Foreign language", "the role of storytelling in speaking class" "speaking skill", and "storytelling", "Vocabulary and storytelling "are some of them. An inventory of pertinent literature was compiled using these terms, phrases, and appropriate combinations. In general, more current studies were preferred, however older and iconic ones could still be used due to their values.

Inclusion and Exclusion Criteria

The researcher developed a set of search parameters that allowed for the retrieval of 578,0
 articles from the search engines using a combination of the key terms and phrases listed above. In order to work with a manageable number of articles, these numbers had to be limited to a manageable quantity. In order to discover the working sample articles, different inclusion criteria were applied during the article search so that only a select number would be retained for use in drawing study conclusions. Although abstracts might be in any language, articles had to be written in English. 1110 articles were eliminated following this criteria. Another criterion for selection was that the researchers were in need of full access to the articles either through a library or a simple Google search. Here, the articles reduced from 5320 to 658. Then, the articles had to be published within the past 6 to 10 years. This was done using the publication date filter in Google

Scholar, ending up with 140 documents. The next selection criteria was checking the type of document-only research articles, review papers, and journal articles to be included. After applying this criterion, the articles were reduced to 92. Gain, the articles were screened further and this time the researcher chose articles in Psychology, Humanities, Arts, and Social Sciences subjects from the various search engines where 50 articles were left. The last selection criteria would be to make sure that the specific field in the article was linguistics and Applied linguistics. The researcher was left with 36 articles by the end of this stage. Twenty of them was used for the data. Table 2.1 shows the reviewed studies.

Table 2.1 The Reviewed Researches

Article NO	Author (s)	Article Title	Research Design	Year of Publication
Article 1	Roney	*Storytelling in the Classroom: Some Theoretical Thoughts*	Qualitative	1996
Article 2	Yang and Wu	*Digital storytelling for enhancing student academic achievement, critical thinking, and learning motivation: A year-long experimental study*	Quantitative and Qualitative	2012
Article 3	Davidhizar and Lonser	*Storytelling as a teaching technique*	Qualitative	2003
Article 4	Bopp	*Storytelling as a teaching technique*	Qualitative	2008
Article 5	**Altun**	*The role of storytelling on students speaking skills*	Qualitative	**2020**
Article 6	Langellier	*Communication as storytelling*	Qualitative	2005
Article 7	Lucarevschi	*The role of storytelling on language learning: A literature review*	Qualitative	2016
Article 8	Gusdian	*Facilitating Proper English Pronunciation in Storytelling By Virtue of Hijaiyah Sound Mediation*	Quantitative and Qualitative	2020
Article 9	Collins	The use of traditional storytelling in education to the learning of literacy skills	Quantitative and Qualitative	1999
Article 10	Soleimani and Akbari	*The effect of storytelling on children's learning English vocabulary*	Quantitative and Qualitative	2013
Article 11	Chaney	*Teaching Oral Communication in Grades K-8*	Quantitative and Qualitative	1998

Article 12	Lenhart	*Incidental vocabulary acquisition from listening to stories: a comparison between read-aloud and free storytelling approaches*	Quantitative and Qualitative	2018
Article 13	Mason	*Vocabulary acquisition through storytelling*	Qualitative	2005
Article 14	Zuhriyah	*Storytelling to improve students' speaking skill*	Qualitative	2017
Article 15	Nair and Yunus,	*Using Digital Storytelling to Improve Pupils' Speaking Skills in the Age of COVID 19*	Quantitative and Qualitative	2022
Article 16	Lim, Zakaria. and Aryadoust	*A systematic review of digital storytelling in language learning in adolescents and adults*	Qualitative	2022
Article 17	Julaihah	*The Effect of the Storytelling Method on the Public Speaking Skill of Cadets Surabaya Aviation Polytechnic*	Quantitative and Qualitative	2022
Article 18	Khodabandeh	*The Impact of Storytelling Techniques through Virtual Instruction on English Students' speaking Ability*	Quantitative and Qualitative	2018
Article 19	Yılmaz and Ciğerci	*A brief history of storytelling: from primitive dance to digital narration.*	Quantitative and Qualitative	2019
Article 20	Kirsch	*Using storytelling to teach vocabulary in language lessons: Does it work?*	Quantitative and Qualitative	2016

3.Communicative Language Teaching

In the twenty-first century, speaking skill is essential in the classroom. That is why teaching language, especially speaking, should be taken into consideration. Most of the human beings can speak. Thus, speaking in the target language is critical and active students who study language focus on speaking with the target language. Speaking is known as the capacity to chat or communicate a progression of ideas familiarly. Zuhriyah (2017) The activity of making conversation

expects no less than two people to be led. The people assume the jobs of the individual talking and tuning in. While speaking, one must effectively convey one's thoughts so that the listener can understand the message being conveyed and provide an appropriate response to what is understood. There are many types of methods of teaching. Communicative Language Teaching (CLT) is one of them. CLT means speaking in the way of competence. CLT is different from the Grammar Translation Method (GTM). GTM focuses on contexts and learning about the language. However, CLT focuses on making conversations, and communicating (Littlewood, 2014). The speaking skill is the integration of knowing the language and applying the features. For example, speakers articulate suitable words to share their thoughts. Furthermore, they pay attention to pronunciation and grammar rules to be sure about the correctness of the massage. Oral communication studies also reinforce learning new words and combining these words according to grammar rules. By repeating and saying these words, the language learners promote their pronunciation. With this, they will be highly confident. It also encourages listening, reading, and writing skills (Chaney et al 1998).

3.1 Storytelling Motivation

There is a strong relation between storytelling and motivation. Motivation is as an intentional force pushing an individual to do or not do an action. Storytelling has been used as an encouraging method for making learners speak with the target language. Thus the students can increase their participation. They gain the desire to be a part of the actions. They will be more motivated to read different stories and tell stories. They used to speak the target language because the stories were written in English. With storytelling, the students learn morals, and with that, they will be motivated to personal development. Storytelling expands their thinking and their behavior. Bopp (2008) storytelling gives self-confidence to the learners. The students are highly confident when they read and tell a story. Additionally, storytelling inspires the learners to speak. They capture different ideas and concepts. That is why storytelling makes the learner produce a new point of view. In this way, they will be optimistic and thoughtful. The classrooms are full of activities because storytelling encourages learners to do activities. In this way, the teacher's role is to guide the students rather than teach them. In brief, based on the previous studies, it has been found that storytelling needs to be a part of language classes. It needs to be used as a motivating tool.

3.2 Storytelling and Technology

Storytelling is the process of telling or narrating a story with different actions, and it involves the class practicing the target language. Storytelling requires group work and a calm environment. When a story is narrated, most of the students in the class are silent, and they are relaxed and motivated to speak and have discussions. The storytelling technique helps language learners to think deeply. Thus the learners start imagining the actions and the events. The characters send messages to the readers. Nair and Yunus (2022)The readers learn from the characters. When they learn, they start to speak and talk about the story. They control their shyness, fear, stress, anxiety, and confidence when they speak. In this way, the students improve their speaking skill. The students interact with their classmates, and they communicate with each other. In short, storytelling is a way of interaction and communication. It is characterized as "somebody who communicates in a language, the action applied to speak with individuals consistently is known as talking" (Greene 1996 p. 23). While talking, individuals use dialects to convey their ideas and feelings. They are bestowing data to the audience utilizing these dialects. MacLeod and Davidson (2007) define storytelling as the oldest form of instruction. It is a straightforward but effective method for helping understudies in sorting out a mysterious and confusing universe of involvement through the creation of storylines. Digital storytelling is one of these practical approaches to mixed media production. Digital storytelling is a social act that involves telling stories with low-cost advanced cameras, non-direct composing tools, and PCs to create short

mixed-media stories—a modern expression of the old art of storytelling. Since the beginning of time, storytelling has shared information, insight, and values. Stories have taken various structures, and they have been adjusted to each progressive medium that has arisen, from the campfire circle to the cinema and, presently, the PC screen(Lim, Zakaria, and Aryadoust, 2022.) Digital storytelling has caught the creative mind of the two understudies and educators, and the demonstration of making meaningful stories has raised the experience for understudies and instructors. Digital storytelling crowds are seen as listeners and students who can cooperate and shape the story. Khodabandeh (2018).The adaptable and dynamic nature of digital storytelling, which embodies aural, visual, and tangible components, uses many mental cycles that support gaining from verbal semantic to spatial, melodic, relational, intrapersonal, naturalist, substantial kinesthetic. Digital storytelling works with the union of four student-centered learning techniques: learner commitment, reflection for profound learning, project-based learning, and the possible integration of innovation into guidance (Robin, 2008).

3.2 Computer-Aided Language Learning

Innovation might deliver students with a safe, few compromising, profoundly inspiring climate to foster communication skills. Ehsani and Knodt (1998) emphasize that computer-aided language learning (CALL) offers a student-centered and exploratory approach instead of a teacher-centered exercise-based approach. One PC-based, the student-focused approach is advanced narrating. In real-life situations, students can tell their stories, taking advantage of available innovation everywhere in the homeroom to communicate their feelings and sentiments (Arias et al 2010). In this way, digital stories combine traditional methods of storytelling. Digital stories have many uses, including telling individual stories or historical events and informing or teaching about specific topics. For instance, arithmetical stories can be narrated to showcase particular events and create a camera obscure. Thus, variety with the adaptability of the related topics permits an advanced level to squeeze hooked on numerous regions with educational programs. Besides, advanced stories get their power from winding around pictures, music, and account voice together, subsequently giving profound aspects and striking tone to characters, circumstances, and experiences. Also, contend that the enlivened photos of the computerized story quickly include students in the advancement of the story ad add to making interest that prompts fixation. Moreover, the philosophical idea of advanced narrating will make a functioning learning process for students. Computerized stories can be precious in fostering the language learners' receiving sound abilities in case suitably chosen; meanwhile, advanced books with a series of actions will more often be visual, intuitive, and reiterative. Furthermore, Collins (1999) claims that due to the "interchange between composing, talking, and tuning in, advanced narrating can assist students with learning the language." Since advanced narrating utilizes spoken accounts, the language learners acquire the ability to listen to the sounds and the voices that are available in their surroundings. And then, hey record their portrayals on numerous occasions, they might upgrade their oral capability.

4. Results and Discussions

4.1 The Role of Storytelling Strategies on Teaching Vocabulary

Kirsch (2016) specified that storytelling could deliver new vocabularies to the learners. In his study, he explored that storytelling expands the capacity to save the new words that the learners capture while reading and listening to the series of actions. He emphasized that storytelling is an effective method for teaching and learning new words. Listening to stories accelerates learners' acquisition of new words because it provides opportunities to practice new words in various contexts. Moreover, Mason (2005) claimed that students would be inspired from improving vocabulary by combining storytelling with other physical activities. (Lenhart et al 2018) researched about how storytelling is implemented to teach children a foreign language.

They found that children learn a new language more quickly by imitating the sounds when they are exposed to the stories. Aside from that, stories can elicit emotional responses in students because affection strongly influences their cognition and activities. Then it creates favorable conditions for learning new words in the target language. Many studies show that storytelling can aid in memorization (Soleimani and Akbari, 2013). Learners gain more receptive and productive vocabulary by negotiating the meaning of words in stories than those exposed to display input. Furthermore, because a story has a structure, it makes it easier for the learners to recall the meaning of a word. Stories provide learners with context for the words they are learning. When it comes to learning vocabulary, context is critical in assisting students in comprehension. Stories provide learners meaningful context for learning new vocabulary. Due to the plots of the stories, teachers can quickly contextualize vocabulary, and students are more likely to understand and remember words. In short, it has been found that storytelling has a very valuable role in teaching and learning new words.

4.2 The Impact of Storytelling Strategies on Developing Oral Communication Skills

Storytelling can improve the learner's pronunciation while the teacher and the learners read stories (Gusdian et al 2020). Storytelling makes teaching and learning activities more enjoyable and engaging. Educators can benefit from storytelling because it requires various skills, including speaking, listening. In addition, many repetitions during the storytelling will give the students more practice to promote their pronunciation. However, the scholars have distinguished storytelling from reading aloud. The storyteller will actively explore their ability to make the listeners understand the story by controlling their voice, pitch, tone, rhymes, and gestures during the storytelling because it requires more physical movement than before. The benefits of the storytelling technique on the students' pronunciation skills can be seen in this study. There are numerous techniques and media available for teaching English vowel sound pronunciation. One of them is reciting aloud a short story. A short story is a narrative text that is limited to a single unique or single effect to which every detail is subordinate and can be read in one sitting of one-half hour to two hours. Lucarevschi (2016) based on his study and the students' perceptions of storytelling strategy in developing their pronunciation skills, the findings revealed that most of the students had positive attitudes toward the storytelling technique, which sparked their pronunciation. The students' motivation to learn pronunciation had increased, and the classroom environment had become alive and less boring.

4.3 The Benefits of Storytelling Strategy on Motivating Students to Be a Critical Thinker

Students talk and communicate about the story they read by implementing the storytelling strategy. Engaging people and breaking down barriers are critical processes. Telling stories in some form is necessary to accomplish these goals. According to Peterson and Langellier (2005), students who are encouraged to use storytelling positively impact their intellectual, social, and emotional development. Students learn to listen, participate in, and understand narrative discourse as they engage in storytelling, paving the way for more sophisticated use of language, reading, and writing in their everyday lives. Perhaps being verbally proficient can help a student communicate effectively and successfully. Stories are essentials to express one's thoughts and feelings accurately in everyday communication. Students are encouraged to use their imaginations by telling and listening to a well-told story. Roney (1996) believes that storytelling fosters the development of the imagination, fostering problem-solving abilities. As a result, cultivating imagination can enable students to consider novel and inventive ideas. Moreover, Altun (2020) stated that storytelling can educate by conveying truths. The students criticize the characters. However, storytelling can also educate by encouraging people to think for themselves and create their truths. When people come up with interpretations and back them up with reasons, they engage in critical thinking. When different people collaborate to create responses to stories, they learn problem-

solving, self-reliance, respect for diversity, and the habit of cooperation skills. Students are constantly asked thought-provoking questions in interactive storytelling activities in the classroom. They must distinguish and choose between different options for the characters and events in the stories. Interactive storytelling activities require students to engage in a complex cognitive process (Yang and Wu, 2012). The content of the story chosen is also significant for learner's development, especially when it comes to teacher preparation. Exciting stories with meaningful lessons should be introduced to students in class. Then the students can interact with what happens in the stories, and the stories should be relevant to their lives. Thus, critical thinking ability promotes curiosity, which aids in gaining a deeper understanding of the problem under study. Furthermore, influential critical thinkers are naturally curious about various topics and have diverse interests. In short, is found the story telling strategies have significant role in directing the learners to be critical thinker (Davidhizar & Lonser, 2003).

5.Conclusion and Recommendations

This paper examined the role of the storytelling strategy in enhancing speaking skill in EFL classrooms. Storytelling strategy was one of the most effective strategies that have been used in EFL classes. Storytelling makes the more active in doing practices and applying their acquired knowledge. In brief, storytelling has a significant impact on empowering speaking skill. It has the power to promote pronunciation, learn new vocabulary, and communicate with the target language. As a result, students are more interested in doing the activities of narrating stories, making conversation, and gaining more desire to speak the target language. As a result, language learners are more encouraged to improve their speaking skill. Thus, storytelling strategy enriches the interests and desires of language learning regarding performing the knowledge that they have acquired. Based on the findings of the present study, the researcher recommends that language instructors need to implement the strategies of storytelling in their classes because a large number of scholars have highlighted the value of storytelling in EFL class. In addition, storytelling has prompted a lot of students' speaking skill. Therefore, the researcher recommends that language teachers include storytelling in their syllabus. The researcher also recommends that the teachers use short stories as teaching tools. Finally, the researchers need to research the impacts of storytelling strategies to find more about their value.

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مراجعة منهجية استراتيجية رواية القصص في تطوير مهارة التحدث في فصول اللغة الإنجليزية كلغة أجنبية

الملخص

يهدف معلمو اللغة إلى تعزيز مهارة التحدث لأن مهارة التحدث هي إحدى المهارات الإنتاجية التي تجعل متعلمي اللغة الأجنبية ينشئون محادثات وحوارات هادفة مع اللغة المستهدفة. مهارة التحدث مهمة للغاية. بالإضافة إلى ذلك ، يتطلب تحسين مهارة التحدث مشاركة الطلاب بنشاط ولهذا ، يحتاج مدرسو اللغة إلى استخدام بعض الأدوات والاستراتيجيات. هناك طرق واستراتيجيات مختلفة لتعزيز مهارة التحدث ، مثل استراتيجيات سرد القصص. تهدف استراتيجيات سرد القصص إلى إجراء اتصالات ومناقشات في الفصل من خلال سرد القصص. بالإضافة إلى ذلك ، تتضمن طريقة سرد القصص الطلاب الذين يمارسون مهارات الاتصال الخاصة بهم. وهكذا ، تستكشف هذه الدراسة البحثية قيم استراتيجيات سرد القصص في الفصل الدراسي للغة الإنجليزية كلغة أجنبية. الدراسة الحالية نفذت تصميم بحث نوعي وتم جمع البيانات من مصادر ثانوية مثل المقالات البحثية. لتحليل البيانات ، تم تنفيذ تحليل منهجي. أظهرت النتائج أن رواية القصص كانت كافية للغاية في تحسين مهارة التحدث بما في ذلك تدريس المفردات. يعزز القدرة على اكتساب مفردات جديدة ، وتعزيز النطق. كما أنه يمكّن المتعلم من مهارة التقليد ، ويوسع من تواصل المتعلم ، بما في ذلك مدى حرجته. باختصار ، تساعد استراتيجيات سرد القصص متعلمي اللغة على تحسين مهارات التحدث لديهم.

الكلمات الرئيسيه; تعليم اللغة ، مهارة التحدث ، رواية القصص ، اللغة الأجنبية ، التحفيز

پێداچوونهوهیهکی سیستهماتیکی ستراتیژی چیرۆکبێژی له بههێزکردنی کارامهیی قسهکردن له پۆلهکانی زمانی بیانی

پوخته

پهروهردهکارانی زمان ئامانجیان بهرزکردنهوهی کارامهیی قسهکردنه چونکه قسهکردن یهکێکه لهو کارامهییانهی که وا له فێرخوازانی زمانی بیانی دهکات گفتوگۆ و دیالۆگی مانادار لهگهڵ زمانی ئامانج دروست بکات. کارامهیی قسهکردن زۆر گرنگه. سهرهڕای ئهوهش، بهرزکردنهوهی کارامهیی قسهکردن پێویستی به خوێندکاره چالاکهکان ههیه، بۆ ئهوهش، ڕاهێنهرانی زمان پێویسته ههندێک ئامراز و ستراتیج بهکار بهێنن. شێواز و ستراتیجێک جیاواز ههیه بۆ بهرزکردنهوهی کارامهیی قسهکردن، وهک ستراتیژی چیرۆک وتن. ئامانجی ستراتیجی چیرۆک گێڕانه بۆ پهیوهندی کردن و گفتووگۆ له پۆلدا له ڕێگهی گێڕانهوهی چیرۆکهکانهوه. سهرهڕای ئهوهش، شێوازی چیرۆک گێڕانهوه ئهو قوتابیانه دهگرێتهوه که ڕاهێنان به شارهزایی پهیوهندیهکانیان دهکهن. بهم شێوهیه، ئهم توێژینهوهیه بههای ستراتیجهکانی چیرۆک وتن له پۆلهکانی زمانی بیانی دهکۆڵێتهوه. توێژینهوهکهی ئێستا، دیزاینێکی توێژینهوهی کوالێتی جێبهجێکرا، وه داتاکه له سهرچاوهی لاوهکی وهک وتارهکانی توێژینهوه کۆکرایهوه. بۆ شیکردنهوهی داتاکان، شیکردنهوهیهکی سیستماتیک جێبهجێکرا. ئهنجامهکان دهریانخست که چیرۆک وتن زۆر بهسوودن له باشترکردنی کارامهیی قسهکردن لهوانه فێرکردنی وشهکان وه توانای پهیداکردنی وشهی نوێ بهرز دهکاتهوه. ههروهها کارامهیی لاسایکردنهوهی فێرکاربه هێز دهکات.. به کورتی، ستراتیجی چیرۆک وتن یارمهتی فێرخوازانی زمان دهدات بۆ باشترکردنی کارامهیی قسهکردنیان.

وشه سهرهکیهکان; فێرکردنی زمان، کارامهیی قسهکردن، چیرۆک گێڕان، زمانی بیانی، هاندان.