

## **CHAPTER II**

### **LITERATUR REVIEW**

This chapter presents a review of theories and studies relevant to the research. It consists of five main sections: (1) the definition and components of speaking skills, (2) the role of storytelling in language acquisition, (3) storytelling as a teaching method in second language acquisition, and (4) previous research related to the use of storytelling in developing speaking skills.

#### **A. Definition and components of speaking skills**

Speaking is one of the four essential language skills and is often regarded as the most important indicator of communicative competence. Brown (2001) defines speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information. In the EFL context, speaking enables learners to use the target language for real communication, which is crucial for academic and professional success (Nunan, 1999).

Scholars generally agree that speaking proficiency consists of five core components: fluency, accuracy, pronunciation, vocabulary, and grammar (Richards, 2008). Fluency refers to smooth and continuous speech with minimal hesitation, while accuracy concerns the correct use of language forms. Pronunciation ensures intelligibility through appropriate sounds, stress, and intonation. Vocabulary provides the lexical resources to convey ideas effectively, and grammar organizes sentences into meaningful structures. These elements are interrelated; successful communication requires a balance between fluency and accuracy, supported by adequate pronunciation, vocabulary, and grammar.

## **B. The role of storytelling in language acquisition**

Storytelling is widely acknowledged in second/foreign language education as a potent pedagogical tool that facilitates multiple aspects of language acquisition, including listening, vocabulary growth, fluency, and speaking confidence. It draws on several established theories in SLA (Second Language Acquisition), which help explain why storytelling can be effective in enhancing student's speaking skills.

One foundational theoretical framework is Krashen's Input Hypothesis. According to Krashen, learners acquire a second language most effectively when exposed to comprehensible input that is slightly beyond their current competence level ( $i + 1$ ). Storytelling naturally provides rich, contextualized language input that listeners hear narrative discourse containing new vocabulary, structures, intonation patterns, and pragmatic features, but embedded in a meaningful context that aids comprehension. This aligns with studies showing that storytelling increases exposure to varied forms of the target language in ways more engaging than traditional drills Ghafar, Z. N. (2024).

Bruner's Narrative Theory complements this by highlighting the central role of stories in human cognition. According to Bruner (1990), narrative is a primary mode of thought through which individuals make sense of experience and construct meaning. In language education, storytelling enables learners to organize their knowledge linguistically and culturally. When students listen to and retell stories, they are not merely reproducing language; they are also structuring experiences, sequencing events, and expressing intentions key elements of communicative competence. This narrative process allows learners

to practice coherence, cohesion, and fluency in ways that mechanical drills cannot achieve.

In practice, storytelling facilitates both receptive and productive skills. Students acquire input when listening to stories and strengthen output when retelling, dramatizing, or discussing them. Research shows that storytelling enhances speaking sub-skills such as fluency, pronunciation, and vocabulary retention, while also boosting learners' confidence and motivation (Ghafar, 2024). For instance, studies integrating storytelling into EFL classrooms demonstrate improved oral performance when learners actively participate in narrative tasks, compared to traditional grammar-translation methods.

In relation to this study, storytelling through narrative experience aligns with both theoretical frameworks. Personal experience stories provide comprehensible and meaningful input, as emphasized in Krashen's Input Hypothesis, while enabling students to organize and express ideas through structured narratives in line with Bruner's Narrative Theory. Through this approach, storytelling functions not only as a pedagogical technique but also as a cognitive tool that supports the development of English-speaking skills among vocational students.

### **C. Storytelling as a Teaching Method in Second Language Acquisition**

Storytelling has long been recognized as a powerful pedagogical tool in language learning because it integrates cognitive, social, and cultural dimensions of communication. Bruner's Narrative Theory emphasizes that humans make sense of the world primarily through narratives, which function as a mode of thought distinct from logical-scientific reasoning (Bruner, 1990). In the context

of language acquisition, storytelling provides learners with meaningful, contextualized input that promotes comprehension and retention. Unlike decontextualized grammar drills, narratives present language in authentic sequences, enabling learners to infer rules, patterns, and functions naturally.

One of the central principles of Bruner's theory is that learning is most effective when new knowledge is presented in a narrative form that connects with prior experiences. This principle aligns with Krashen's Input Hypothesis, which posits that language acquisition occurs when learners are exposed to comprehensible input slightly above their current proficiency (Krashen, 1985). Storytelling provides this input by embedding linguistic structures in familiar plots, characters, and cultural references, making language both accessible and engaging.

Furthermore, storytelling fosters active participation and interaction. Learners are not passive recipients of input but co-constructors of meaning, retelling and reshaping stories in their own words. This process enhances fluency, vocabulary expansion, and communicative confidence. In vocational education, where students must prepare for real-world communication, storytelling becomes particularly relevant. By combining Bruner's emphasis on narrative cognition with communicative practice, storytelling emerges as an effective method for improving speaking skills and overall language acquisition.

#### **D. Previous Researches**

There are several related studies conducted by the researchers. The first research was conducted by (Makhliyo & Qizi, 2024) entitled "*Enhancing English Speaking Skills in Primary Classes (3rd and 4th) as a Foreign*

*Language*". Makhliyo and Qizi (2024), in their study *Enhancing English Speaking Skills in Primary Classes (3rd and 4th) as a Foreign Language* published in the *Golden Brain Journal*, applied Krashen's Input Hypothesis to develop speaking skills among young learners. Using role-playing and discussion activities, they found significant improvements in student's fluency and confidence when provided with comprehensible input in a supportive environment. While the study offers valuable insights into early language acquisition, its focus on primary students leaves open the question of how similar methods could be applied to older learners, particularly vocational students. This gap highlights the need to examine narrative-based approaches such as the Telling Story Teaching Method for enhancing practical speaking skills in vocational contexts.

The second research was conducted by (Silviyanti et al., 2022) entitled *"The Magic of Storytelling: Does Storytelling through Videos Improve EFL Student's Oral Performance?"*. This Silviyanti et al. (2022) examined the use of video-based storytelling with 19 drama students at Syiah Kuala University. Learners created fables and myths using smartphones, and their performance was assessed through observation and interviews. Results showed weaknesses in attire, communication skills, and visual engagement, with students struggling to maintain eye contact and recall scripts. While the study demonstrated that technology can support oral performance, it also emphasized the importance of practicing in front of real audiences to build confidence. The authors recommend future research with larger samples and varied teaching approaches to strengthen the effectiveness of storytelling in EFL contexts.

The third research was conducted by Pratiwi & Rohmadi (2021) entitled *“Pragmatic Approach to Indonesian Speaking Skills for Student Vocational High Schools”*. This journal aims to evaluate investigated the role of a pragmatic approach in enhancing speaking skills at the vocational level. Using a descriptive qualitative method with interviews, observations, and notes, they found that the approach encouraged active learning and improved student’s communicative abilities. However, the study did not compare this method with other approaches or integrate technology, and its findings were limited to qualitative data. The authors suggest broader research with larger samples and mixed methods to better evaluate its effectiveness, particularly in relation to cultural aspects of speaking.

The fourth research was conducted by Tifani & Regina (2020) entitled *“Improving Student’s Confidence in Speaking by Storytelling Technique Through Webtoon”*. This journal evaluates how story telling through webtoon can increase student’s confidence in speaking. The research was conducted at SMA Negeri 5 Pontianak Utara with 32 students in class X IPS 3 using the classroom action research method in two cycles. Data was collected through observation, field notes, and questionnaires. The results showed that this technique increased student’s engagement in English speaking and gave positive responses. The research offers an approach that can be applied in learning to speak. The study also calls for exploration of the use of other technologies and for researchers to examine the effect of duration and frequency of intervention on student’s confidence.

The fifth research was conducted by Merizawati et al. (2023), in *Enhancing Student's Speaking Proficiency Through Storytelling Method at Education College of Togo Ambarsari Bondowoso*, explored the effectiveness of storytelling in improving student's English-speaking skills. Using qualitative data from student performances and interviews, the study found that storytelling significantly enhanced speaking proficiency while increasing motivation and engagement. The method fostered an interactive learning environment, though the authors recommend further research with quantitative approaches, broader contexts, and varied age groups to strengthen the findings.

Previous researches have demonstrated that incorporating storytelling techniques into learning processes has a significant positive impact on student's speaking abilities. The use of digital learning methods, such as video media and webtoons, has been found to effectively engage students and enhance their interest in improving their speaking skills. For instance, prior studies have utilized these multimedia tools as supplementary aids to bolster student's oral communication proficiency. Moreover, in one of earlier research conducted at a vocational high school, the implementation of a pragmatic approach emphasizing discussion and interaction in everyday activities was shown to further develop student's speaking capabilities. It is the aspiration in current study, students will directly employ the storytelling method to enrich their speaking skills through active participation in storytelling activities.

#### **E. Conceptual Framework**

This study is grounded in the assumption that language learning is most effective when it is situated in meaningful and relevant contexts. The

independent variable of this research is the use of the Telling Story teaching method through narrative experience storytelling, while the dependent variable is student's English-speaking skills, measured in terms of fluency, accuracy, confidence, and coherence.

Bruner's Narrative Theory serves as the first theoretical foundation, emphasizing that human cognition is inherently organized through narratives. When students engage in storytelling based on personal experiences, they not only acquire vocabulary and grammatical structures but also develop the ability to organize ideas logically and coherently. As a result, storytelling functions as an effective pedagogical tool for promoting structured oral communication.

In addition, Krashen's Input Hypothesis provides a complementary framework, asserting that language acquisition occurs when learners are exposed to comprehensible input in a low-anxiety environment. Narrative experience storytelling offers such input in a natural and engaging manner while simultaneously encouraging spoken output through retelling, interaction, and performance. This approach aligns with the communicative objectives of English instruction, particularly in vocational education, where students require practical, fluent, and confident speaking skills.