

Integrating Local Folktales into Storytelling Practice to Foster Students' Speaking Performance in Junior high school

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Introduction Background Of This Study:

Ideal Condition

1. Students are able to communicate ideas confidently in English.
2. Students have sufficient vocabulary to express information orally.
3. Students can speak fluently, accurately, and comprehensibly.
4. Speaking activities provide meaningful and communicative practice.
5. Learning activities encourage active student participation.
6. Storytelling can support students' speaking development through meaningful communication.

Actual Condition

1. Many students still experience difficulties in speaking English.
2. Students have limited vocabulary and low self-confidence.
3. Students are afraid of making mistakes when speaking.
4. Opportunities for speaking practice in the classroom are limited.
5. Students are less engaged in speaking activities.
6. Local folktales have not been widely integrated into storytelling activities to improve speaking performance.

Research Background

Research Gap

Previous Research

This Research

Theoretical Gap

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| <ul style="list-style-type: none">Previous studies support storytelling as a meaningful speaking activity (Akhter, 2021). | <ul style="list-style-type: none">Applies Communicative Language Teaching (CLT) and Constructivism as theoretical foundations. |
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Contextual Gap

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| <ul style="list-style-type: none">Most previous storytelling studies used foreign fairy tales or general stories.Limited studies integrate local cultural content into English speaking instruction (Gustianing, 2022; Ilmi et al., 2021). | <ul style="list-style-type: none">Uses Indonesian local folktales as storytelling materials.Conducted in an Indonesian EFL classroom context (SMPN 1 Sukodono). |
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Empirical Gap / Evaluation Gap

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|---|---|
| <ul style="list-style-type: none">Storytelling has been proven to improve speaking skills, confidence, and engagement (Whayuni et al., 2021; Swari, 2022).Limited evidence regarding the effectiveness of local folktale-based storytelling on students' speaking performance (Gustianing, 2022; Ilmi et al., 2021). | <ul style="list-style-type: none">Investigates the effectiveness of local folktale-based storytelling on students' speaking performance.Uses a quantitative one-group pretest-posttest design to measure speaking improvement. |
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Research Objective & Research Question

RESEARCH OBJECTIVE:

To investigate the effectiveness of integrating local folktales into storytelling activities to improve junior high school students' speaking performance.

Specifically, this study aims to:

1. Measure students' pre-test and post-test speaking performance scores.
2. Examine whether there is a significant improvement in students' speaking performance after the implementation of local folktale-based storytelling.
3. Determine the effectiveness of local folktales in enhancing students' speaking performance.

Variables:

Independent Variable → Local Folktale-Based Storytelling

Dependent Variable → Students' Speaking Performance

RESEARCH QUESTION:

How effective is local folktale-based storytelling in improving junior high school students' English speaking performance?

NOVELTY OF THIS STUDY:

1. Integrates local folktales into storytelling activities.
2. Focuses on speaking performance of junior high school students.
3. Applies CLT and Constructivism as theoretical foundations.
4. Conducted in an Indonesian EFL classroom context.
5. Combines language learning with local cultural preservation.

Methodology

Research Design

Quantitative Pre-Experimental
One-Group Pretest–Posttest

Population

All 8th grade students
SMPN 1 Sukodono

Sample

30 students — Class VIII J
Purposive Sampling

Instrument

1. Speaking Performance Test (Pre & Post-Test)
2. Oral Speaking Task (Descriptive Text-Based Test)
3. Max Score = 100
4. Speaking Assessment Aspects: Fluency, Pronunciation, Vocabulary, Grammar, Comprehensibility

Data Analysis

1. Descriptive Statistics
2. Shapiro-Wilk Normality Test
3. Wilcoxon Signed Rank Test ($p \leq 0.05$)
4. Significance Level ($\alpha = 0.05$)

Research Procedure

Step 1

PRE-TEST

(22 April 2026)

1. Speaking performance pre-test
2. Descriptive text-based speaking task
3. Students described a Timun Mas character picture orally
4. Speaking performance measurement before treatment
5. Assessment aspects: vocabulary, pronunciation, fluency, grammar, and comprehensibility

Step 2

TREATMENT 1

(27 April 2026)

1. Introduction to descriptive text
2. Introduction to storytelling using local folktales
3. Teacher demonstrated storytelling using Timun Mas folktale
4. Students identified characters, settings, and important information through LKPD
5. Students practiced and performed storytelling in groups
6. Teacher provided feedback on students' speaking performance

Step 3

POST-TEST

(04 May 2026)

1. Speaking performance post-test
2. Descriptive text-based speaking task
3. Students described a Keong Mas character picture orally
4. Final speaking performance measurement
5. Scores compared with pre-test results

Design: O₁ (Pre-Test) → X (Local Folktale-Based Storytelling Treatment) → O₂ (Post-Test)

Results: Normality Test & Hypothesis Testing

Table 1. Tests of Normality

	K-S Statistic	df	Sig.	S-W Statistic	df	Sig.	Result
Pre-Test	.230	30	.000	.926	30	.039	Not normal
Post-Test	.201	30	.003	.921	30	.028	Not normal

Pre-test → The Sig. value of the pre-test was 0.039. Since $0.039 < 0.05$, the pre-test data were not normally distributed.

Post-test → The Sig. value of the post-test was 0.028. Since $0.028 < 0.05$, the post-test data were not normally distributed.

Table 2. Wilcoxon Signed Rank Test Result

	Negative Ranks	Positive Ranks	Ties	Z-value	Sig. (2-tailed)
Post-Pre	0	30	0	-4.786	0.000

Since the significance value was 0.000 ($p < 0.05$), H_0 was rejected and H_1 was accepted, indicating that storytelling through local folktales had a significant positive effect on students' speaking performance.

Discussion

Findings	Previous Studies	Interpretation
$p = 0.000 < 0.05$	Whayuni et al.	Significant improvement after storytelling
Mean score: 71.93 → 88.70	Rahmawati et al.	Better speaking performance
Higher confidence & participation	Fitriani & Susiati, Andi et al.	Students became more active in speaking
Positive effect of local folktales	Ilmi et al., Istiqomah et al., Tinambunan et al.	Supports meaningful and culturally relevant learning

Therefore, storytelling through local folktales significantly improved students' speaking performance in descriptive text.

Conclusion & Recommendation

CONCLUSION

1. Storytelling through local folktales significantly improved students' speaking performance in descriptive text.
2. The Wilcoxon Signed-Rank Test showed a significance value of 0.000 ($p < 0.05$), indicating a significant difference between the pre-test and post-test scores.
3. Students' mean speaking score increased from 71.93 (pre-test) to 88.70 (post-test), with all students showing improvement (positive ranks = 30).
4. Storytelling activities enhanced students' fluency, pronunciation, vocabulary, grammar, comprehensibility, confidence, and classroom participation.
5. The integration of local folktales not only improved speaking skills but also promoted students' cultural awareness and engagement in learning.

RECOMMENDATION

1. For English Teachers: Use storytelling through local folktales as an interactive strategy to improve students' speaking performance.
2. For Students: Practice storytelling regularly to develop speaking skills, confidence, and English communication ability.
3. For Schools: Support the integration of local culture into English learning by providing opportunities and resources for storytelling activities.
4. For Future Researchers: Conduct studies with larger samples, a control-group design, different educational levels, or other English language skills to further examine the effectiveness of storytelling through local folktales.

Thank You

