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Storytelling Method to Enhance Learning Interest in Indonesian Language Learning

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ABSTRAK
Penelitian ini bertujuan untuk menganalisis penerapan metode Storytelling dalam meningkatkan minat belajar siswa pada pembelajaran Bahasa Indonesia di kelas VI SD Negeri 2 Tugu Harum serta mengidentifikasi faktor pendukung dan penghambatnya. Penelitian menggunakan pendekatan kualitatif deskriptif dengan subjek siswa kelas VI dan guru Bahasa Indonesia. Data dikumpulkan melalui observasi pembelajaran, wawancara mendalam dengan kepala sekolah, guru Bahasa Indonesia, dan siswa, serta dokumentasi. Data dianalisis secara tematik melalui pengodean, kategorisasi, perbandingan antarsumber, dan triangulasi. Hasil penelitian menunjukkan bahwa Storytelling yang dilaksanakan melalui pemilihan cerita kontekstual, penggunaan media visual sederhana, penyampaian ekspresif dan interaktif, diskusi, refleksi, serta evaluasi berkaitan dengan peningkatan perhatian, partisipasi, rasa ingin tahu, dan kesenangan belajar. Persentase indikator yang diamati meningkat dari rentang 15–30% pada kondisi awal menjadi 80–95% pada tahap kedua. Faktor pendukung meliputi kreativitas guru, respons siswa, dan dukungan sekolah, sedangkan hambatan utama berupa keterbatasan waktu dan media visual. Temuan ini menunjukkan bahwa Storytelling dapat menjadi strategi pembelajaran Bahasa Indonesia yang kontekstual dan partisipatif di sekolah dasar.

Kata Kunci: *Minat Belajar; Storytelling; Bahasa Indonesia; Sekolah Dasar; Kualitatif Deskriptif*

ABSTRACT
This study aims to analyze the implementation of the Storytelling method to enhance students' learning interest in Indonesian Language learning in Grade VI at SD Negeri 2 Tugu Harum and to identify its supporting and inhibiting factors. The study employed a descriptive qualitative approach involving Grade VI students and their Indonesian Language teacher. Data were collected through classroom observations, in-depth interviews with the principal, the Indonesian Language teacher, and students, and documentation. Data were analyzed thematically through coding, categorization, cross-source comparison, and triangulation. The findings indicate that Storytelling, implemented through contextual story selection, simple visual media, expressive and interactive delivery, discussion, reflection, and evaluation, was associated with improvements in attention, participation, curiosity, and enjoyment. The observed indicators increased from a baseline range of 15–30% to 80–95% at the second implementation stage. Supporting factors included teacher creativity, student responsiveness, and school support, while the main constraints were limited instructional time and visual media. These findings suggest that Storytelling can function as a contextual and participatory strategy for Indonesian Language learning in primary schools.

Keywords: *Learning Interest; Storytelling; Indonesian Language; Primary School; Descriptive Qualitative*

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1. INTRODUCTION

Basic education should cultivate active, communicative, and meaningful learning experiences, yet Indonesian Language lessons at the elementary level can still become teacher-centered when instructional activities rely heavily on explanation, textbook use, and note-taking. In the present study context, initial observations identified low attention, limited participation, and boredom among Grade VI students. Conceptually, this represents a gap between the expected characteristics of Indonesian Language learning—active participation, communication, and meaningful language use—and classroom practices that provide limited opportunities for students to engage with language through authentic interaction. Research on educational storytelling indicates that narrative-based approaches can support affective, linguistic, and social outcomes when storytelling is integrated with purposeful learning activities rather than used only as entertainment (Maureen et al., 2022; Wu & Chen, 2020). Indonesian Language learning also requires instructional planning that is aligned with curriculum competencies and classroom needs (Adib et al., 2024; Meliza et al., 2024). The selection of learning methods should also reflect students' characteristics and the intended learning outcomes (Alifah, 2024).

Recent studies further show that storytelling and digital storytelling are increasingly used to support literacy and language learning. A systematic review of 57 studies found that educational digital storytelling has been implemented across primary, secondary, and higher education and has generated affective, cognitive, linguistic, academic, and social outcomes, while also emphasizing the need for careful pedagogical design (Wu & Chen, 2020). In Indonesia, Purnama et al. (2022) identified digital storytelling as a promising approach for making learning experiences more engaging and communicative, while Kristiawan et al. (2022) showed that local-culture-based digital storytelling could strengthen motivation and engagement among Indonesian learners. Likewise demonstrated that collaborative genre-based digital storytelling can engage primary school learners in story development, revision, and presentation. These findings establish a broader state of the art, but most studies emphasize digital storytelling, English learning, literacy development, or early childhood contexts rather than the use of teacher-led Storytelling in Indonesian Language learning to strengthen learning interest among upper-primary students (Ferdiansyah, 2024).

Indonesian Language learning requires students to develop listening, speaking, reading, and writing as interconnected competencies. Storytelling can provide a bridge among these skills because students listen to narratives, respond to questions, reconstruct events, retell stories, identify vocabulary, and express interpretations. Evidence from Maureen et al. (2022) indicates that structured oral and digital storytelling activities can support early literacy development, while Ng et al. (2023) found that augmented storytelling can increase primary students' interest in literacy. The Indonesian context also demonstrates the value of local and culturally familiar narratives for meaningful learning (Kristiawan et al., 2022; Purnama et al., 2022). Therefore, the relevant issue is not simply whether stories are enjoyable, but how storytelling is structured so that narrative engagement becomes part of the Indonesian Language learning process. The importance of maintaining students' attention and interest through varied learning experiences is also supported by research on interactive learning media in Indonesian educational contexts (Waruwu & Sitinjak, 2022).

The novelty of this study lies in examining a teacher-led, interactive Storytelling sequence as an integrated Indonesian Language learning strategy, linking contextual narrative selection, expressive delivery, questioning, discussion, retelling, and formative assessment with observable changes in students' learning-interest indicators. Unlike studies that primarily investigate digital storytelling products or literacy outcomes, this study focuses on the pedagogical process through which conventional classroom interaction is transformed into a more participatory learning experience. Accordingly, this study aims to analyze how the Storytelling method is implemented in Indonesian Language learning, describe changes in students' attention, interest, curiosity, and enjoyment, and identify the supporting and inhibiting factors that shape its implementation. The study is expected to contribute contextual evidence for developing adaptable storytelling practices in elementary Indonesian Language instruction (Ferdiansyah, 2024; Quah & Ng, 2022; Sabari & Hashim, 2023).

The implementation of the Storytelling method in Indonesian Language learning for Grade VI

students was organized through structured, communicative, and dynamic stages. At the initial planning stage, the teacher mapped the Indonesian Language learning competencies targeted in the lesson, particularly listening comprehension, oral communication through retelling and responding to questions, reading comprehension of narrative content, and vocabulary development. The mapping was conducted by aligning the lesson objectives and assessment indicators with the narrative sequence: students were expected to identify key information and characters after listening, explain the sequence and message of the story, use new vocabulary in context, and retell the story orally or in writing. The teacher then selected narratives that were relevant to students' social and cultural experiences, following the principle that familiar contexts can strengthen engagement and meaning making (Kristiawan et al., 2022; Purnama et al., 2022).

The transformation was reflected in the observed learning-interest indicators. Rather than repeating the pre-action description, the findings focus on changes across attention, active participation, curiosity, and enjoyment after the storytelling sequence was introduced. The narrative delivery, interactive questioning, discussion, and retelling activities created repeated opportunities for students to listen, respond, interpret, and communicate, which is consistent with evidence that storytelling can support engagement when learners are active participants in the narrative process (Maureen et al., 2022; Ng et al., 2023; Quah & Ng, 2022).

The success and dynamics of implementing the Storytelling method were influenced by a combination of supporting and inhibiting factors. The main supporting factor was the teacher's pedagogical creativity, including variation in vocal intonation, articulation, facial expression, questioning, and the use of simple visual props. This support was reinforced by students' responsiveness to contextual narratives, the principal's support for learning media, and the availability of reading materials and local stories that could be adapted to students' experiences. These conditions are consistent with research showing that storytelling becomes more engaging when narrative content is meaningful, learners are actively involved, and teachers integrate appropriate media and interaction into the activity (Ferdiansyah, 2024; Kristiawan et al., 2022; Sabari & Hashim, 2023).

The implementation also faced specific operational constraints, particularly limited instructional time, limited variety of visual media and storybooks, and differences in students' responsiveness. These constraints required teachers to adapt the duration and sequence of activities, prioritize essential language competencies, and use simple materials available in the school environment. This adaptive response is important because systematic reviews have noted that the effectiveness of storytelling depends not only on the narrative itself but also on pedagogical design, teacher roles, available resources, and the learning context (Quah & Ng, 2022; Wu & Chen, 2020).

To overcome these operational limitations, teachers and the school have made adaptive and contextual efforts. To anticipate time constraints, teachers implement precise time-management strategies by dividing the storytelling sequence into several concise segments that are directly integrated with language-learning exercises. Meanwhile, to address the lack of modern visual media, teachers use their creativity to develop learning media from recycled materials and utilize the surrounding school environment as supporting elements for the narratives. In addition, collaboration among teachers in developing thematic story modules has become an effective solution for enriching the variety of teaching materials without placing an excessive operational burden on the classroom. The synergy between teaching creativity, flexible classroom management, and the optimization of local resources has proven capable of maintaining the effectiveness of the Storytelling method. Thus, the technical challenges encountered in the field do not merely constitute obstacles but instead encourage pedagogical innovation that strengthens the positive impact of the method in transforming students' interest, engagement, and academic achievement in Indonesian language learning at SD Negeri 2 Tugu Harum.

The implementation of storytelling in Indonesian language learning is not limited to listening to stories but can be integrated with various relevant language activities. After the storytelling activity, teachers can guide students to identify vocabulary, reconstruct the storyline, answer questions based on the story, retell the story in their own words, or express opinions about the characters and events contained in the story. Such integration provides students with opportunities to gradually develop their language abilities through active and communicative activities.

Flexible learning management is also an important aspect of implementing the storytelling

method. Teachers can adjust storytelling techniques according to classroom conditions, such as the use of intonation, facial expressions, body movements, and variations in voice to maintain students' attention. Under certain circumstances, teachers can also provide opportunities for students to participate in storytelling through role-playing activities, simple dialogues, or retelling specific parts of the story. Thus, the learning process can take place in a varied manner without being entirely dependent on complex learning media.

Stories related to students' everyday lives tend to be more easily accepted because students can connect the content of the stories with experiences they have encountered. For example, teachers can use stories about friendship, family, the school environment, environmental cleanliness, honesty, responsibility, or the lives of people in the surrounding community. The use of local folk tales can also be an effective alternative because, in addition to developing language skills, such activities can introduce local culture to students. Thus, Indonesian language learning does not only function as language-skills instruction but also as a means of preserving culture and developing students' character.

Once the story has been selected, the teacher prepares an engaging way to deliver it. In Storytelling activities, the teacher's ability to use intonation, facial expressions, body movements, and voice variations is an important factor that can influence students' attention. Teachers should avoid delivering stories in a monotonous tone because this can cause students to become bored quickly. Conversely, changes in intonation at certain points, the use of expressions appropriate to the characters, and simple movements can help students develop a mental image of the story being told. In this way, students do not merely listen to the story but seem to enter the situation depicted in it. After the story has been delivered, the activity continues with discussion and question-and-answer sessions. Teachers can ask students to identify the characters, setting, plot, conflict, and message contained in the story. Students can also be asked to explain the story again using their own words. Retelling activities are highly beneficial for developing speaking skills and students' understanding of the text they have heard. In addition, teachers can determine the extent to which students understand the information that has been presented.

These activities can also be developed in the form of group work. Students can be divided into several small groups, with each group receiving a specific task, such as reconstructing the sequence of events, determining the characters' traits, identifying the moral message, or creating a different ending to the story. Through group activities, students have opportunities to communicate and collaborate with their peers. Students who were previously passive may also be encouraged to participate because the activities are conducted in a more relaxed and less intimidating atmosphere.

In terms of speaking skills, students can be given opportunities to retell the story using simple sentences according to their individual abilities. This activity can be conducted individually or in groups. Teachers can provide assistance in the form of keywords, simple pictures, or sequences of events as guidance for students who still experience difficulties in telling the story. Such forms of assistance can be gradually adjusted so that students are given opportunities to practice expressing ideas independently.

Writing activities can also be integrated into the storytelling method. Students can be directed to rewrite parts of the story they have heard, create an alternative ending, construct sentences based on newly discovered vocabulary, or write down the message contained in the story. These activities can be adjusted according to the grade level and abilities of the students. At lower grade levels, activities may involve completing sentences or writing simple words, whereas at higher grade levels, they can be developed into paragraphs or simple narrative texts.

In addition to technical aspects, the sustainability of the storytelling method requires teachers to be prepared to design story materials that are appropriate to the learning objectives. The stories used should be related to the competencies that are intended to be developed so that storytelling activities remain within the framework of Indonesian language learning. Preparing story materials gradually and systematically can also help teachers adjust the level of difficulty to students' abilities. Therefore, storytelling can be positioned as one alternative learning approach that can be developed creatively according to the needs and conditions of the school environment.

Based on the discussion above, the implementation of the Storytelling method in Indonesian language learning needs to be carried out systematically so that its benefits can be maximally

experienced by students. Teachers are not only required to be able to deliver stories effectively but also to connect the stories with predetermined learning objectives. Thus, storytelling activities do not stop at listening to stories but become an integral part of the learning process that can improve students' knowledge, skills, and attitudes.

One aspect that needs to be considered is the selection of story materials. The materials used should be adapted to students' developmental levels and abilities. Stories that are too long and use difficult language may cause students to lose their attention. Conversely, simple and engaging stories that are related to students' lives are easier to understand. Teachers can select folk tales, fables, stories about everyday life, or stories related to the school environment. Appropriate material selection can make students feel that the learning activities they participate in are closely connected to their lives.

In addition to story selection, the way teachers deliver the stories is also an important factor. Teachers need to use voice intonation, facial expressions, and body movements that correspond to the content of the story. Differences in voice between characters can make the story feel more vivid. Teachers can also pause at certain points to build students' curiosity. When students become curious about what will happen next, their attention becomes more focused, allowing the learning process to proceed more effectively.

In Storytelling activities, students should also be given opportunities to become the main participants in the learning process. Teachers can ask students to retell the story in turn. This activity can be conducted individually or in groups. For students who lack confidence, teachers can first give them opportunities to tell the story within small groups. Once students become more accustomed to the activity, they can be encouraged to perform in front of the class. This approach can help reduce fear and increase students' confidence in communicating. Role-playing activities can also serve as an extension of the Storytelling method. Students can be assigned specific characters from the story and then act out those characters. Through this activity, students not only understand the content of the story but also learn to express emotions, use language appropriately, and cooperate with their peers. Role-playing can also create a more enjoyable learning atmosphere because students can learn while engaging in creative activities.

The implementation of the Storytelling method can also provide students with opportunities to develop critical thinking skills. After the story has been delivered, teachers can ask questions that do not merely inquire about the content of the story but also require students to provide reasons or opinions. For example, teachers can ask students about a character's actions and ask them to explain whether the actions were appropriate or inappropriate. Teachers can also ask students to provide solutions to problems experienced by the characters. In this way, students learn to analyze an event and express opinions based on their understanding.

In addition to critical thinking, the Storytelling method can help develop students' creativity. Teachers can ask students to create new stories based on pictures, change the ending of a story, create new characters, or continue an unfinished story. Such tasks provide students with freedom to use their imagination. This creativity is important because students do not merely learn to receive information but also learn to generate new ideas.

In its implementation, teachers also need to pay attention to language use. The stories presented should use language that is easy for students to understand while still introducing new vocabulary. When unfamiliar words appear, teachers can explain their meanings through the context of the story. Thus, Storytelling activities can simultaneously enrich students' vocabulary. The greater the vocabulary students possess, the easier it becomes for them to express their thoughts and feelings orally and in writing.

Support from the school is also essential for the success of this method. Schools can provide appropriate reading materials, develop reading corners or simple literacy spaces, and provide teachers with opportunities to conduct innovative learning activities. Such support does not necessarily have to involve expensive facilities. Providing storybooks, pictures, story cards, and a comfortable learning environment can already assist teachers in implementing Storytelling activities. Such support demonstrates that improving the quality of learning is a shared responsibility.

Parents can also be involved in activities related to Storytelling. For example, students can be assigned to listen to or read stories with their parents at home and then retell the stories at school.

This activity can establish a connection between learning at school and learning activities at home. Furthermore, parental involvement can help develop reading and storytelling habits from an early age.

Although it offers many benefits, the Storytelling method still has several limitations. Not all students have the same level of concentration. Some students may become easily distracted or may not be interested in certain stories. Therefore, teachers need to introduce variations in storytelling activities. Stories can be interspersed with questions, simple games, pictures, or group activities. Such variations are necessary to keep students active and prevent them from becoming bored during the learning process.

Teachers also need to evaluate the implementation of the method. Evaluation should not only be conducted to determine students' learning outcomes but also to identify the strengths and weaknesses of the activities that have been carried out. Teachers can record which parts of the lesson successfully attracted students' attention and which parts were less effective. The results of the evaluation can then be used to plan subsequent learning activities. Through continuous evaluation, the implementation of Storytelling can develop and be adjusted to meet students' needs.

Ultimately, the Storytelling method can serve as a learning strategy that provides students with a more meaningful learning experience. Stories can connect learning materials with real-life situations, making it easier for students to understand the information presented. Through listening, speaking, discussion, role-playing, and writing activities, students can develop various skills simultaneously.

Therefore, teachers are expected not merely to use Storytelling as an additional activity but to integrate it with various Indonesian language learning materials. With proper planning, appropriate story selection, the use of simple media, and active student involvement, this method can create a more engaging learning environment. Limited facilities and instructional time may indeed pose challenges, but teacher creativity can serve as a solution to ensure that learning remains effective.

Thus, the implementation of the Storytelling method can contribute to improving students' learning interest, language abilities, creativity, self-confidence, and social skills. Students not only acquire knowledge from stories but also learn to understand the life values contained within them. Learning through stories is expected to create an active, communicative, and enjoyable classroom atmosphere. When implemented consistently and adapted to students' conditions, the Storytelling method can serve as an effective approach to supporting the achievement of Indonesian language learning objectives.

2. METHODS

This research uses a descriptive qualitative approach combined with field research because it is suitable for describing and interpreting the implementation of Storytelling and changes in students' learning interest under natural classroom conditions. Participants comprised Grade VI students, the Indonesian Language teacher, and the principal as key informants. Data were collected through classroom observation, in-depth interviews, and documentation. The data were analyzed thematically by organizing evidence around the implementation stages, learning-interest indicators, and supporting or inhibiting factors. Source triangulation and technique triangulation were used to compare information obtained from students and school informants with classroom observations and documentation, thereby strengthening the credibility of the interpretation.

The research was conducted at SD Negeri 2 Desa Tugu Harum, Belitang District, East OKU Regency, South Sumatra Province, in April 2026. The selection of the research location was based on initial findings indicating an issue regarding students' lack of interest in learning the Indonesian language subject.

3. RESULTS AND DISCUSSION

The research findings and discussion are presented in detail according to the research focus, namely the implementation of the Storytelling method, changes in student learning interest indicators, and factors influencing them.

Implementation of the Storytelling Method in Indonesian Language Learning

Findings obtained through field observations and interviews with the Indonesian Language teacher at SD Negeri 2 Tugu Harum indicated that the Storytelling method was implemented through five systematically arranged steps to optimize students' cognitive and emotional engagement (Saidah et al., 2025). These steps include: (1) Selection of Relevant Narratives: The teacher selects local folklore and daily life narratives aligned with learning outcomes. (2) Visual Media Preparation: Utilizing storyboards, flashcards, and simple props. (3) Interactive Delivery: The teacher narrates with expressive intonation, eye contact, and lively facial expressions. (4) Discussion and Reflection: Interactive Q&A regarding story morals, character analysis, and real-life connections. (5) Learning Evaluation: Assessing student understanding through oral feedback and retelling assignments.

Improvement in Student Learning Interest Indicators

Research findings indicate that the implementation of the Storytelling method produced a significant positive impact on improving student learning interest. Based on a comparison of observations before and after the method was applied, increases were observed across four primary learning interest indicators, as presented in Table 1.

Table 1. Percentage of Student Learning Interest Indicators Before and After Storytelling Instruction

Indicators of Learning Interest	Baseline Condition (Pre-Action)	Implementation Stage-1	Implementation Stage-2
Attention & Class Concentration	25%	60%	**90%**
Interest & Active Participation	20%	55%	**85%**
Curiosity (Asking/Answering)	15%	50%	**80%**
Feeling of Pleasure & Enthusiasm	**30%**	**70%**	**95%**

The increase across all four indicators suggests that the contribution of Storytelling was not limited to momentary attention. Attention and class concentration rose from 25% at baseline to 90% at Stage 2, interest and active participation from 20% to 85%, curiosity from 15% to 80%, and pleasure and enthusiasm from 30% to 95%. The pattern is consistent with prior research, although the present study differs in its emphasis on teacher-led Indonesian Language learning. Maureen et al. (2022) found that structured oral and digital storytelling activities could support literacy development; Ng et al. (2023) reported increased literacy interest through augmented storytelling; and Kristiawan et al. (2022) found increased motivation and engagement through local-culture-based digital storytelling among Indonesian learners. Ferdiansyah (2024) similarly showed that primary students could engage in collaborative story development, while Purnama et al. (2022) synthesized Indonesian early-childhood evidence showing that digital storytelling can make learning more enjoyable, interesting, communicative, and dramatic. Yang et al. (2022) likewise showed that digital storytelling can create authentic and meaningful language-learning opportunities, while Suyanti et al. (2022) reported increased interest in elementary students' storytelling activities. The present findings extend this literature by showing how a non-digital, teacher-led storytelling sequence can be integrated with listening, speaking, reading comprehension, vocabulary, and retelling activities in an Indonesian Language classroom.

Qualitative Reflection of Narrative Learning

In-depth interview results with one student reinforced the quantitative findings above. As expressed by a Grade VI student:

> *"Indonesian language class used to be boring because we only read textbooks and took notes. But after the teacher used storytelling with cute pictures, we became curious about the rest of the story*

and happy to answer questions."

The student interview provides qualitative support for this interpretation: the student contrasted the previous textbook-and-note-taking routine with the greater curiosity and willingness to answer questions during storytelling. This perception is compatible with the broader literature indicating that narrative learning can create stronger affective engagement when learners encounter meaningful stories and opportunities to participate. Wu and Chen (2020), in a systematic review of 57 educational digital-storytelling studies, identified affective, linguistic, academic, and social outcomes, while Quah and Ng (2022) emphasized the importance of design features and learner participation in educational storytelling. Sabari and Hashim (2023) likewise found recurring evidence that digital storytelling can support language learning when activities are connected to purposeful language practice. The present study therefore interprets the observed increase as a process of engagement created by the combination of narrative relevance, expressive delivery, interaction, and follow-up language activities rather than by storytelling as a passive listening technique alone.

Conceptual Framework for Enhancing Learning Interest

The conceptual relationship between the implementation of the Storytelling method and the increase in student learning interest is depicted in the following framework:

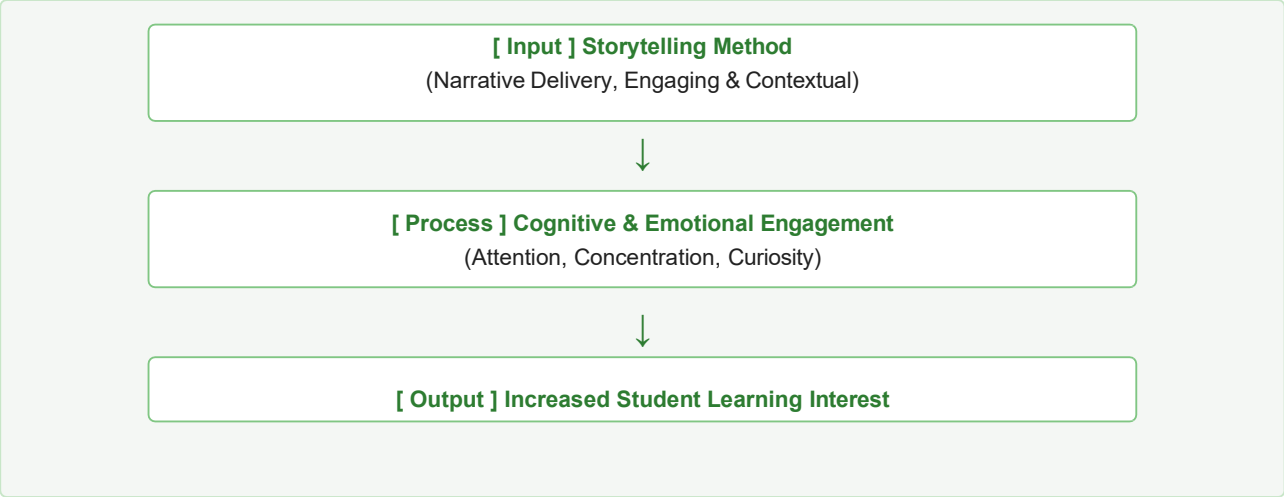

Figure. 1. Conceptual Framework Diagram of the Relationship Between Storytelling and Learning Interest

Supporting and Inhibiting Factors

The qualitative analysis identified supporting and inhibiting conditions that help explain the observed changes. Supporting conditions included high student responsiveness, principal support for visual media, teacher skill in vocal modulation and articulation, and access to story materials that could be connected with students' experiences. Inhibiting conditions included limited instructional time, limited storybooks and visual resources, and differences in responsiveness among students accustomed to passive learning. These findings correspond with the literature: Purnama et al. (2022) emphasized the importance of appropriate technological and instructional support; Ferdiansyah (2024) highlighted structured story development and collaborative participation; and Quah and Ng (2022) identified design and implementation challenges that should be considered when storytelling is incorporated into educational settings. The findings also support the practical insight from Kristiawan et al. (2022) that culturally familiar narratives can reduce distance between learning content and students' lived experiences.

4. CONCLUSION

This study concludes that the implementation of Storytelling in Grade VI Indonesian Language learning at SD Negeri 2 Tugu Harum was associated with increased attention, active participation, curiosity, and enjoyment. The method was implemented through contextual story selection, simple media preparation, expressive delivery, interactive questioning, discussion, reflection, and evaluation. The descriptive indicators increased from 15–30% at baseline to 80–95% at the second implementation stage. The study contributes theoretically by reinforcing the view that learning interest can be supported through the interaction of narrative relevance, teacher-mediated engagement, and active student participation. Practically, the findings indicate that Storytelling can be integrated with listening, speaking, reading, and writing activities even in resource-limited classrooms.

The findings are limited by the single-school, single-grade context, the descriptive qualitative design, the absence of a comparison group, and the use of classroom indicators that were not subjected to inferential testing. Future research should therefore examine Storytelling across multiple schools and grade levels, compare it with other instructional methods, and use mixed-method or experimental designs to test its effectiveness more rigorously. Future studies may also investigate how different storytelling formats—oral, digital, multimodal, or collaborative—affect distinct dimensions of language learning and student interest.

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