
Application of Storytelling Methods in Happyo Subjects to Improve Japanese Speaking Skills

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Abstract

This research raises the theme of the effectiveness of storytelling methods in the teaching of happyou subjects. The research problem focused on students' speech skills before and after using storytelling methods, differences in students' abilities before and after using storytelling methods, whether storytelling methods can improve japanese speaking skills, how students respond to happyou teaching using storytelling methods. This research aims to describe the effectiveness of storytelling methods against happyou learning subjects. From theoretical studies, it is known that storytelling is an oral activity designed to be listened to in many situations, involving the listener to participate. Storytelling is a productive oral language skill, in the form of speaking skills. In happyou learning that uses storytelling methods, students have a very important role. Because in the learning process students are required to actively speak, while teachers as mediators. From the theories obtained, it is known that fairy tales are grouped into four large groups, namely animal fairy tales, ordinary fairy tales, jokes or anecdotes, and fairy tales. Fairy tales can also come from personal stories, fictitious stories, love stories, ghost stories, and others. The research method used is quasi experiment, which focuses on one class studied. The research instruments are tests (pretest and posstest), questionnaires, and interviews. The research was conducted at the Japanese Literature and Culture Study Program of Darma Persada University Jakarta. The students studied were 4th semester students, with a research sample of 26 people. The data analysis technique in this study uses software SPSS version 16 00. By analyzing the results of pretest and posstest values, T-tests, and correlations. Based on the results of the analysis of this study, it is known that the ability to speak before using the storytelling method is sufficient with the average score obtained (65.72) the smallest value of 30 and the largest is 90. The research instruments are tests (pretest and postest), questionnaires, and interviews. The research was conducted at the Japanese Literature and Culture Study Program of Darma Persada University Jakarta. The students studied were 4th semester students, with a research sample of 26 people. The data analysis technique in this study uses software SPSS version 16 00. By analyzing the results of pretest and postest values, T-tests, and correlations. Based on the results of the analysis of this study, it is known that the ability to speak before using the storytelling method is sufficient with the average score obtained (65.72) the smallest value of 30 and the largest is 90. The data analysis technique in this study uses software SPSS version 16 00. By analyzing the results of pretest and postest values, T-tests, and correlations. Based on the results of the analysis of this study, it is known that the ability to speak before using the storytelling method is sufficient with the average score obtained (65.72) the smallest value of 30 and the largest is 90. But after using the storytelling method, the student's speech ability is relatively good, with the average score obtained (72.17), the lowest score 40 and the highest score (93). From the results of the analysis of pretest and postest value data it can be known that storytelling methods are effectively applied in the teaching of happyou subjects.

Keyword : Learning, storytelling, happyou, , speaking, speaking skills

Introduction

In the science of language we know four language skills that must be possessed, namely: speaking, listening, reading, and writing, in Japanese is often called 四技能 (yon gino). These 4 language skills, namely: speaking, reading, writing and listening, are all an integral series in language learning. Of the 4 language skills, the author is very interested in the ability to speak. One of God's greatest gifts to man is the ability to speak. The ability to express his heart with a sound is ejected from his mouth. Speaking has distinguished humans from other creatures. Tigers can roar, cats can meow, dogs can bark. However, he could not speak and tell stories to his friends Talking can be associated with storytelling, because storytelling is still part of telling stories. As stated by (Taufina and Khairoes, 2019) Storytelling is able to develop children's speech skills in school with the following steps: a) learners set their sitting position, b) children pay attention to teachers, c) students are motivated to listen to stories, d) children are given the opportunity to give the title of the story, e)

listen to the title of the story, f) start storytelling, g) after the completion of storytelling the child gives the conclusion of the content of the story, h) The teacher completes the conclusion of the story of the learner. humans. By speaking, man reveals himself, organizes his environment and ultimately creates human cultural buildings (Rahmat, 2007: 1).

Talking can be associated with storytelling, because storytelling is still part of telling stories. As stated by (Taufina and Khairoes, 2019) Storytelling is able to develop children's speech skills in school with the following steps: a) learners set their sitting position, b) children pay attention to teachers, c) students are motivated to listen to stories, d) children are given the opportunity to give the title of the story, e) listen to the title of the story, f) start storytelling, g) after the completion of storytelling the child gives the conclusion of the content of the story, h) The teacher completes the conclusion of the story of the learner.

From some of the above statements, we can understand that speaking has an important role in communicating, both with individuals and many people. Especially when we speak in public, both in seminar places, in front of classes, in front of meetings, and others. This of course requires technique, how to speak correctly in public. We must know the tricks of public speaking, so that what we say, the sentence is neatly arranged. No words are wasted, and will lead to minor sins. Simple things such as we have to speak in front of guests at our child's birthday event or things that determine our career such as presenting project proposals or about our products in front of a number of business partners or prospective buyers. As stated (Tarigan, 1998) in (Harianto, 2020) explained that the factors that affect speech consist of: (1) Pronunciation (2) Intonation (3) Word choice (3) The structure of words and sentences (4) The systematics of speech (5) The content of the conversation (6) How to start and end the conversation. (7) Appearance (movement) and self-mastery.

In learning speech skills there are various methods, including storytelling methods, speech, role play, interviews, live conversations, discussions, presentations, and others. Storytelling method or storytelling is one method to improve speech skills. Because through storytelling, students are required to be able to tell free stories and come up with ideas using Japanese in front of the class. By practicing public speaking, it can be applied in real life, and to tell that they must have courage. Because lately in the community sought leaders or people who are influential and have intelligence in terms of speaking (Hendrikus, 2007: 17).

According to Rosalina (2016) Storytelling is considered suitable to be applied in Indonesian learning with the aim to improve students' speech skills with the reason: (1) Storytelling provides psychological and linguistic experiences to students according to interests, levels of development and needs of students while being fun for students. (2) Storytelling can develop the potential of students' language skills through hearing then reciting it with the aim of training students' skills in conversing to convey ideas in oral form.

(3) Storytelling is a fun activity and not boring. Storytelling provides a certain amount of knowledge and experience.

Based on the above statement can be concluded that through storytelling a person can express himself and can develop ideas in his head, Meluai storytelling also makes an activity not boring. Storytelling also makes one's knowledge grow.

In order for someone to dare to speak in public, of course, requires some tricks, so that we are able to speak in front of a crowd. As stated in <https://lifestyle.bisnis.com/read/20181207/219/867197/6-teknik-agar-sukses-berbicara-di-depan-umum>, there are 6 tricks of public speaking including: (1) master the entire audience (2) Master the emotions of the audience (3) Repeat the important things (4) The motivational relationship with what the audience wants (5) Entertain the audience (6) tell about the benefits of what you are talking about. From the 6 tricks of speaking, the author can conclude that for us to be able to speak in public, in this case Japanese. Not only able to talk to the other person, but also need to be able to speak in front of a crowd. This is because the situation speaks not only through people, when we meet or deliver a speech with a Japanese audience, we must dare to speak Japanese. As in happyo courses in Japanese kaiwa. Happyo or in Indonesian is a presentation is a course that teaches students how to speak in public. The ability to speak Japanese in public is very lacking, many students who when it comes to speaking in front of the class are not confident. Therefore, the author tries to look for books, research articles, blogs on the internet that discuss the method of learning the ability to speak in this case public speaking. Then the author reads several articles, books related to storytelling, the author is interested in storytelling methods, because through storytelling methods will improve students' ability not only in speech problems, but they will also read more from a wide variety of literature. Therefore, the author tries to look for books, research articles, blogs on the internet that discuss the method of learning the ability to speak in this case public speaking. Then the author reads several articles, books related to storytelling, the author is interested in storytelling methods, because through storytelling methods will improve students' ability not only in speech problems, but they will also read more from a wide variety of literature. In accordance with the meaning, storytelling is interactive, the listener

listens to the story being told, then let the story be enjoyed by the listener (Aaron Shepard, in www.AaronShep.com/storytelling). Many parts of our lives have to do with stories. There are stories in the morning newspapers, stories at breakfast that entertain us when we go to work, stories from advertisements I see and hear, stories in songs we listen to, stories from our students, when we're teachers, about why they haven't collected assignments, stories we watch on television (both fiction and nonfiction), even stories in books we read. There are endless stories we face every day (Christie & Misson, 1998: 104). Storytelling (Nafa and Haryanto, 2021) is a learning technique to communicate creatively in English learning. In this study the storytelling method is applied to Japanese subjects, namely happyou course.

In storytelling methods, students are required to tell free stories, and come up with ideas about various things using Japanese. The story material can be about personal experiences, fairy tales, real life, and others. This is so that students get used to talking and writing by spilling their ideas into a story, and the results are presented in front of the class. In storytelling methods, students are required to tell free stories, and come up with ideas about various things using Japanese. The story material can be about personal experiences, fairy tales, real life, and others. This is so that students get used to talking and writing by spilling their ideas into a story, and the results are presented in front of the class. The material can be taken from textbooks, the internet, magazines or newspapers. And this was stated by Fakhrudin (2003: 10) stated that despite all that, the story has the power, function and benefits as a medium of communication, as well as methods in building the personality of children. How to tell stories is an element that makes the story interesting and liked by children.

Actually storytelling methods are often used in teaching English for beginner learners. In learning using storytelling methods, usually the teacher who tells the story and the student who becomes the listener. However, in the teaching of happyou for happyou courses, the story is not the teacher but the student who tells the story. Because the author thinks that in the teaching of happyou teachers who tell stories, students will not be able to speak, but only become passive listeners. In addition, in English learning, the students are elementary school children, but Japanese learners are adults. Another reason is because happyou courses put more emphasis on the ability to speak in public. So that if students are storytelling, it will make the ability of students to tell stories increasing, so that the ability to speak in public will also increase.

Based on some of the above, this is why the author conducted research on the application of storytelling methods in happyou subjects to improve the ability to speak Japanese. The authors hope that this research can be useful not only for teachers, but also for learners. Because storytelling methods are not only for speaking skills, but can also be applied to dokkai courses / reading comprehension, chukai / hearing, making up / sakubun, and other subjects. Storytelling methods can be packaged well and applied to all subjects related to the 4 language skills. Based on some of the above, this is why the author conducted research on the application of storytelling methods in happyou subjects to improve the ability to speak Japanese. The authors hope that this research can be useful not only for teachers, but also for learners. Because storytelling methods are not only for speaking skills, but can also be applied to dokkai courses / reading comprehension, chukai / hearing, making up / sakubun, and other subjects. Storytelling methods can be packaged well and applied to all subjects related to the 4 language skills.

Research on storytelling methods has been done by many researchers before. However, what distinguishes this research from previous research is the learning technique by freeing students to tell stories about various things, and when during presentation or storytelling in front of the classroom, the way of speaking is directed to the ability to make speech contest.

Theoretical Studies

Pengertian Storytelling

Before discussing the meaning of storytelling, the author will first discuss the meaning of storytelling. Stories are an excellent medium. A well-told story can inspire action, foster cultural appreciation, emotional intelligence, expand children's knowledge, or simply cause fun. Listening to stories helps them understand their world, and how they relate to other people (Raines and Isbell, 2002: 7).

. Storytelling is an art of storytelling that can be used as a means to instill values in children without the need to tutor the child (Asfandiyar, 2007: 2). Storytelling is a creative process for children which in its development, always activates not only intellectual aspects but also aspects of sensitivity, subtlety, emotion, art, fantasy power, and children's imagination which not only prioritizes the ability of the left brain but also the right brain.

According to Aliyah (2011: 17) storytelling can be a motivation to develop the power of consciousness, expanding the child's imagination. The teacher's task is so that the storytelling method delivered is memorable and seems fun for students when applied in the teaching and learning process in the classroom. The delivery of the teacher must be interesting, so that by itself in the student will

arise a pleasant impression on the storyline of a fairy tale delivered by the teacher. According to Ruhan (2007: 8) children will talk to themselves if fantasizing after hearing fairy tales, from listening to fairy tales children will imagine themselves and tell stories with others. Indirectly the storytelling process will have an effect in improving children's speaking skills.

In Happyou's learning with the storytelling method students can use voice and body movements to help other students understand the story. Intensive and frequent eye contact between students who tell stories with other students as listeners can be made. All of this will lead to 'real' and 'natural' communication between students as storytellers and other students as listeners. This is very different from listening to regular tapes, where students act as listeners (Morgan & Rinvoluceri, 1983). Because here it is not only the teacher who is active, but the students must be active too. In this learning, students have a very important role, because they must actively speak in front of the class and the teacher as a mediator. Because the role of the teacher here is: (1) Give examples of correct storytelling. (2) Correct the mistakes made by each student who comes forward to tell the story. Especially when there is the use of the wrong vocabulary and make the arrangement of sentence patterns that are not correct. (3) Giving story themes to students, especially students who cannot and are confused about choosing a story theme.

From the statement above, that basically the meaning of storytelling and storytelling are the same. Storytelling and storytelling are both speaking skills that can improve a person's ability to speak. Storytelling is telling a fairy tale, that is, a story that did not really happen, especially about strange ancient events to the listener. Based on this understanding, storytellers are required to be able to utilize physical facilities in the form of sound-producing tools optimally. In fact, if the storytelling is done in front of an audience, he is also required to be able to use other physical means.

Storytelling techniques

Many parts of our lives have to do with stories. There are stories in the morning newspaper, stories at breakfast that cheer us up as we go to work, stories from advertisements we see and hear, stories in songs we listen to, stories from our students, if we are teachers, about why they haven't collected assignments, stories we watch on TV (both fiction and non-fiction), even stories in books we read (Christie & Misson, 1998: 104). In storytelling there are several important things that need to be considered, namely how we should tell stories, so that our stories can be understood by others.

There are three stages in storytelling, namely preparation before the storytelling event begins, when the storytelling process takes place, until the storytelling activity is completed (Bunanta, 2009:37). Here are the steps: the first stage, preparation before storytelling. The first thing to do is to choose a book title that is catchy and easy to remember. Linguistic studies prove that the title has a contribution to the memory of the story. Through the title, the audience and readers will take advantage of background knowledge to process the content of the story top-down.

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Tompkins and Hosskisson (1995:129-131) present four steps in storytelling in relation to improving speaking skills. Here is the explanation.

- Selection of stories Traditional stories or folk tales are usually chosen for storytelling activities, but it is possible to choose other suitable literature. The main consideration in choosing a story is choosing a story that is liked, recognizable and easy to tell. Morrow (Tompkins and Hosskisson, 1995:129) provides a list of considerations for story selection, namely: (1) the story is simple, has a coherent plot (2) The beginning, middle and end of the story are clear, (3) have an easy-to-understand theme (4) characters / The characters presented are not too many (5) contains dialogue (6) uses repetition (7) uses language that is easy for children to catch.
- Preparation for storytelling Students plan and practice their story before presenting it. They don't have to memorize it in order to tell stories effectively. It is better for them to choose a story that they already know and then read it again to make them better understand the characters and important events in a coherent sequence. Students can also choose which part of the story is interesting to emphasize, repeat or even use different voices in order to make the story told more interesting and memorable for the listener. Students should also prepare a good introduction to introduce the story before starting the storytelling activity itself.
- Adding Properties / Props Students can use several techniques to make the story more lively, one of which is using props or properties. Some of the props that can be used are pictures pasted on a flannel board, dolls or puppets, or objects that stand out in the story, such as hats, balls, boxes, and so on.

- Students tell the stories that have been prepared to their classmates or the teacher can also divide the class into several small groups so that more students can tell stories at one time.

Meanwhile, according to Burn (2001:30) provides ten guidelines for telling stories or telling stories effectively, namely: (1) We are all storytellers (2) Use your enthusiasm, reality and personal experience and don't focus on technique. (3) Use your intelligence, integrity and ethics (4) The story you bring must be appropriate (5) Make your story come true (6) Outline the story (7) Practice the story in your mind. (8) Bring your story to others (9) Watch your listeners (10) be flexible.

Based on the descriptions above regarding storytelling techniques, the author can conclude that in learning using storytelling, so that storytelling activities are interesting, it is necessary to have techniques so that storytelling is interesting and not boring. A storyteller / storyteller must pay attention to the sequence when going to tell a story. A storyteller also needs to prepare the property so that when telling stories in front of the class for students, or storytellers who will tell stories in public places can provoke enthusiasm from the audience.

Definition of speaking

The definition of speaking according to Brown and Yule in (Tambunan, 2017). Speaking is the ability to pronounce the sounds of language to express or convey thoughts, ideas or feelings orally. According to Tarigan (2008) in Elysa (2018) that speaking is the ability to pronounce articulation sounds or words to express, express thoughts, ideas and feelings. The same thing was also expressed by Harlock who argued that speaking is a form of language that uses articulation or words used to convey meaning. According to O'Malley (1996) in (Elysa, 2018) explains that speaking is the delivery of intent by the speaker to obtain the desired effect from the listener. Meanwhile, according to the purpose of speaking is to communicate, in order to convey thoughts effectively, the speaker must understand the meaning of everything he wants to communicate.

Speaking is one of the four aspects of language competence. Overall these four aspects are listening, speaking, reading, and writing. Between one aspect with another aspect there is a mutual relationship. Harris argues that speaking is a productive language skill that involves linguistic aspects (pronunciation, vocabulary, and structure) and non-linguistic aspects (who is the other person, the setting, the event, and the purpose) (Slamet, 2007:206) in (Nurwida, 2016).). Still according to Slamet (2007:29) in (Nurwida, 2016) the purpose of learning to speak in these early classes can be formulated as follows.

- Learn to produce your own thoughts and feelings in real, polite and clear language.
- Train children to produce their thoughts, feelings, and desires in simple language that is good and right.
- Students are able to express words with the correct pronunciation.
- Students are able to pronounce or say sentences with reasonable intonation and according to the context.
- Students are able to interact and establish relationships with other people verbally.
- Students have satisfaction and pleasure in speaking

From some of the statements above, the author can conclude that speaking is a person's skill in conveying something about something. Speaking is one of the most important language skills among the 4 speaking skills.

Research Method

This type of research is a quasi-experimental (quasi-experimental). In this study, the researcher tried to meet the experimental criteria by conducting a pre-test and post-test to measure the gain from the test treatment and already had a control class. In this study, the authors did not use a control class, so only one class was studied. The research design that I will use is the Pre-test and Post-test group. In this design, observations were made twice, namely before the experiment and after the experiment. Observations made before the experiment (01) are called pre-test, and observations after the experiment (02) are called post-test.

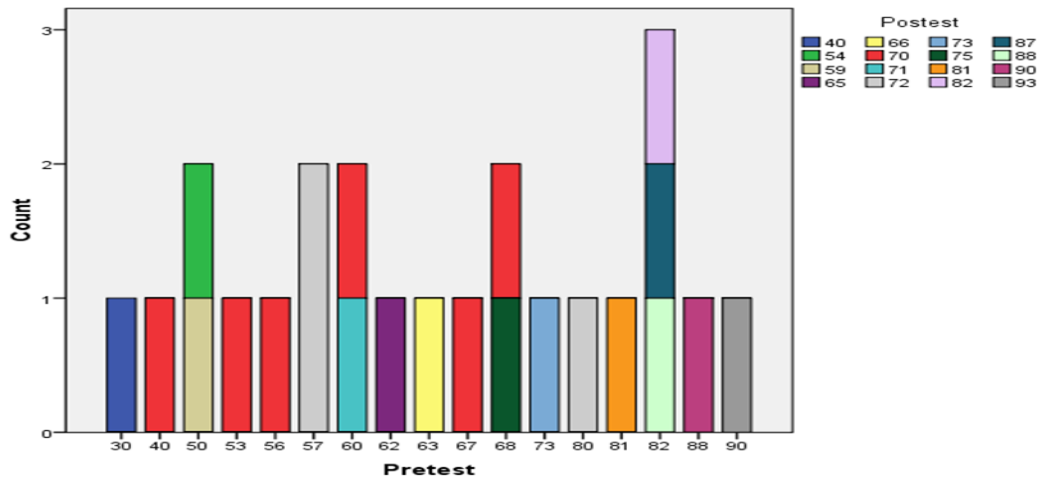
The pre-test was carried out at the beginning before this experiment, the author gave a test in the form of an oral test. The oral test is in the form of individual presentations in front of the class, using different themes. After the treatment, the writer gave another test with the same question. After the pre-test and post-test are carried out, the effectiveness of the experiment and treatment will be seen.

Results And Discussion

At the time of the pretest the theme that the author gave each student was different. Among them are: Family, friends, things you like, dreams, hobbies and others. The theme given during the posttest is the same.

The following are the results of the pretest and posttest data processing that have been processed using SPSS 16.00.

Graph of Pretest and Posttest Score Results



The graph above shows a significant increase. At the time of the pretest the lowest value of 30 increased to 40, and vice versa the highest value at the time of the posttest also increased from 90 to 93.

Based on the graph above, the writer can conclude that the storytelling method is very effective in using Happyou's course. This can be seen from the scores obtained by students before and after using the storytelling method, the scores obtained by students have increased.

Pretest and Posttest scores

Tabel (2)

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	23	30	90	65.17	15.526
Posttest	23	40	93	72.17	11.800
Valid N (listwise)					

In table number (1) in the pretest section of 23 students, the lowest score obtained by students is 30, and the highest is 90. The average score obtained is 65.17. Meanwhile, when the final test (posttest) was given, the smallest score obtained by students was 40, and the highest was 93. The average score obtained was 72.17. From the results of the data above, the author gives an interpretation that after learning the Happyou course using the storytelling method, the students' speaking ability increases.

Discussion

The themes given at the pretest, treatment and protest were very diverse. This is done so that students' abilities will develop if the themes presented are varied. The themes given during the pretest included: Family, hobbies, goals, things you like and various things. Then during the treatment, the themes given were: free themes, fairy tale themes, hobbies (all students were made the same theme, namely hobbies), experiences (good and bad). Then the theme given during the posttest was the same as the pretest theme.

The points that the author scores from happyou scores during treatment: (1) The content of the story (2) The sentence patterns used, whether the arrangement of sentence patterns/bunpou used is correct or has many errors (3) Storyline (4) Students' ability in developing themes the story becomes an interesting story material. (5) Students' self-confidence in dealing with the audience. (6) Property

From the various themes given during the pretest, treatment and posttest, there was progress in students' ability to speak Japanese in public. Students are able to string sentence patterns into interesting and varied sentences. Then the students were able to develop the theme of the story into an interesting theme. However, it is not only the ability to speak Japanese that has improved. During the research, the writer found several things, both good discoverers and bad things.

The following are the findings during the research:

- There are some students who are generally very good at speaking Japanese, and are very confident. The writer found one student whose pronunciation and speaking style in Japanese were similar to Japanese people.

- The author found students who at the beginning of the study were not confident, did not want to come to the front of the class because they were embarrassed to have to speak Japanese in front of the class. However, after several treatments, the student began to dare to come forward and learn to speak Japanese in front of his classmates. These students can develop the themes that the author gives, into an interesting story.
- There is 1 student who is indicated to be autistic, the student is very quiet and does not want to join his friends. However, after several treatments and seeing the rest of their friends practice speaking in Japanese in front of the class, the student began to dare to come forward and practice storytelling in front of the class. Although not as good as other friends in developing Japanese sentences. Selama melakukan penelitian ini ada beberapa kendala yang dihadapi penulis, diantaranya adalah:
- Students who are the object of research are still in the middle of the 1st semester, so the sentence patterns used are still very basic.
- Many students are not confident in speaking Japanese in front of the class, so it makes the teacher have to force the students to come forward to the class. So that students seem to be forced to come to the front of the class. As a result, the content of the story that is conveyed sometimes becomes unattractive.
- Due to time constraints, sometimes not all students can come forward to tell stories in front of the class, so it will be continued in the following week.
- Even students' language acquisition is sometimes a problem, many students make the text for happyou/presentation directly translated from Indonesian into Japanese. So that makes the sentence strange, and requires the teacher to correct it.

Conclusion

Based on the discussions in this study, the authors can conclude:

- The speaking ability of Darma Persada University students before using the storytelling method is sufficient. This can be seen from the results of the pretest, namely 65.17, with the lowest score of 30, and the highest score of 90. The weakness of the students during the pretest was due to lack of self-confidence, and lack of story development.
- The speaking ability of Darma Persada University students after using the storytelling method is in good category. This can be seen from the average posttest result, which is 72.17, with the lowest score being 40 and the highest score being 93.
- There are differences in student abilities before and after using the storytelling method. Before using the storytelling method, the ability of Darma Persada University students was in the sufficient category (65.17), while after using the storytelling method the abilities of Darma Persada University students were in the good category (72.17).
- The storytelling method can improve the speaking skills of Darma Persada University students.

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