# The Effectiveness of Humorous Stories to Teach English Speaking Skills

**Mai Lany Sudarno Putri**

Universitas Negeri Surabaya
lanysudarn05@gmail.com

**Fahri**

Universitas Negeri Surabaya
fahri@unesa.ac.id

## Abstrak

Penelitian ini membahas apakah cerita humor dapat membantu siswa kelas 11 SMA Labschool meningkatkan kemampuan speaking mereka. Tujuan dari penelitian ini merupakan untuk mengumpulkan data dari pre-test maupun post-test dan mengetahui perbedaan skor setelah diberi treatment. Populasi dari penelitian ini adalah sebanyak 90 siswa, diantaranya adalah 21 siswa dari kelas 11 IPA 1, 19 siswa dari 11 IPA 2, 20 siswa dari kelas 11 IPA 3, serta 30 siswa dari kelas 11 IPS. Penelitian ini menggunakan metode pre-experimental dengan pendekatan kuantitatif. Data diperoleh dengan menggunakan pre-test dan post-test. Hal tersebut bertujuan untuk menguji apakah terdapat perbedaan yang signifikan antara pre-test dan post-test. Berdasarkan hasil pengolahan data, nilai rata-rata pre-test siswa adalah 60.80, namun nilai rata-rata post-test siswa adalah 70.75. berdasarkan table 4.5, nilai signifikansi (2-tailed) adalah 0.000 atau dibawah 0.05, yang berarti bahwa terdapat perbedaan signifikan antara pre-test dan post-test. Yang mana, hipotesis alternatif diterima dan null hipotesis ditolak. Dengan kata lain, menggunakan cerita humor terdapat perbedaan signifikan pada kemampuan speaking siswa kelas 11 IPA 3 SMA Labschool UNESA.

**Kata Kunci:** Cerita Humor, Kemampuan speaking, Efektivitas, Meningkatkan kemampuan speaking siswa.

## Abstract

This study examined if humorous stories might help students in SMA Labschool at UNESA's eleventh grade improve their speaking abilities. The goal of this study is to collect empirical data on the variations in speaking test scores between students who were taught using humorous stories. There were 90 students make up the overall population of this study, with the following breakdown: 21 students in class XI-IPA 1, 19 students in class XI-IPA 2, and 20 students in class XI-IPA 3, 30 pupils in IPS class XI. This study employed a pre-experimental research design. Through the use of pretest and posttest, the data was gathered. It aimed to determine if humorous stories bring any differences in students' scores. According to test results, the students' pre-test mean score was 60.80, but their post-test mean score was 75.70. According to table 4.5, the significance value (2-tailed) for this occurrence is $0.000 < 0.05$. Therefore, Ha is approved whereas Ho is disapproved. In other words, using humorous stories has a significant influence on the speaking skills of 11th grade students of SMA Labschool UNESA.

**Keywords**: Humorous Story, Speaking Skill, Effectiveness, Improving Students' Speaking Skill

## INTRODUCTION

English is very important for students since it can help them to understand other subjects. As we know that there are some terms in some of subjects adapted from English language. Beside that, the importance of learning English for students are they will more confident when they are talking with foreigner to increase their chance to make a lot of friends from around the world. Learning English also can make students broaden their network and it can help them when they are in the world of profession one day.

One of the most important skills that students have to master is English speaking skill. It is because speaking skills is one of the most important skill. Students also need to socialize to the other people, learn something about their environment, or maybe they want to know more about themselves. According to Harmer (2011:31), students speak for three major reasons: first, because "they want to say something," it means that students intend to speak with their friends, their teacher or others. Second, students talk for "such communicative purposes." In terms of speak, what has been said will be the result of what has been spoken. Third, students want to "express their feeling or their request." It means that when students asking for help or giving any commands to their friends or other people, they have to select the language expression they will use.

According to Geghamyan (2015), having a good speaking skill is very important to influence students' enthusiasm for learning. It can be concluded that students who are able to speak English will be more eager to learn which will be able to increase their knowledge in the world of education.

Students need to master speaking skill because when they are learning something new, they have to know more information about it. The planet is home to several tongues. As the official international language, English is used. Nobody can dispute the fact that English is one of the most crucial keys to unlocking the door to success in all aspect of life and the only language that genuinely connects the globe. In order to learn English, everyone in the globe is working really hard.

According to Trifena (2020) as an international language, English has a very large function and role. Besides enriching knowledge, learning languages might be fun for some students. Rintaningrum et al. (2017) stated that learning English is very advantageous especially for students since foreign languages can have a significant influence on learners' future preparation. According to Singh (2017), the diversity in each country's language may be harmonized through English. As a result, learning English is important.

Most of us already know that one of the most important foreign languages that people should learn is English. That's because English is Lingua Franca. The definition of Lingua Franca according to Seidlhofer (2011:7) is the use of language as a multicultural communication rather than officially applying to native-speaker standards. Due to its widespread use around the globe, English is regarded as a lingua franca. As a lingua franca, English is also used for academic and professional speaking needs. However, the facts on the ground show that many students often feel inferior when speak in English. A lot of students find it difficult to speak in English outside of the classroom.

A common problem faced by students when speaking English is a lack of confidence because they do not practice what they have learned. Most of students feel afraid or nervous, this is proven when students are asked to present articles or speak in front of the class. It is because they do not master the English speaking skills and seldom ever engage with people in English because it is not their first language in everyday life. According to Fitri, Zola, Ifdil, (2018), environmental influences are one of the causes of a lack of self-confidence. They are not used to speaking English, either in or out of the classroom. In this problem, researcher used the technique of telling humorous stories to students to find out whether after being given this treatment, students' speaking scores increased.

According to Caleb Warrer and A. Pater McGraw (2015), Humor helps increase enjoyment also creativity, facilitate coping, and reduce the perceived intensity of negative life event since humor is described as the characteristic that makes anything seem amusing or hilarious; comicality; it may also be used to describe a sensation or mental state in Webster's New World Dictionary (1996: 157). Humor must be funny, but it's important to keep in mind that humor's comedic characteristics are only its symptoms. "Funny" here refers to humor and actions that make others laugh. The way to use humorous stories is to replace the learning text with a humorous stories that matches the text taught, in this case it is recount text. But with a note that humorous story must be in accordance with the culture around students or phenomena that are happening so that students are easier to understand.

Irnawati Ismail (2017) stated that teaching with humorous stories can make students more interested, but it can also increase the closeness of the relationship between students and teachers. This is because humorous stories are not boring and the delivery is always cheerful because it is impossible to tell humorous stories in a lack of enthusiasm.

In Hamka, Sudjoko (2001) Humor has the power to accomplish all intentions and aims in every aspect, to entertain, to stimulate the mind, to boost intelligence, to make people put up with things, and to aid in the understanding of any complicated issues. It may also operate to do all of these things. As a policy tool or a revitalizing tool to help students focus their attention for extended periods of time, our society has really recognized some of the roles of comedy. When faced with a challenging topic, students seek out humor that is relevant to the issue. Humor also serves as an attractive approach to explain things. The conceptions of superiority or degradation appear to be the most constrained. They are quite good at handling gratification, motivation, sarcasm, and laughing at tragedy, but they struggle to deal with whimsical gibberish, puns, incongruities, and ardor.

Several facts in the field show that some students' problems in speaking come from lack of courage, lack of vocabulary, and not being used to using English, so it is too difficult for them to speak. Based on the things mentioned previously, the researcher was interested to do a research related to speaking skill at SMA Labschool UNESA Surabaya. The researcher wanted to know whether humorous stories can help students unwind and laugh, which can open up a dialogue on touchy subjects and provide new perspectives on a dispute.

## METHODS

This research used quantitative design, in order to meet the criterion for investigating correlation, causes, and effects. This study's design utilized a pre-experimental approach. The researcher employed a pre-experimental approach in

order to assess how well humorous stories improved the speaking abilities of SMA Labschool students in the eleventh grade. There was one class involved in this research and there will be one group. The group was tested to a pre-test and a post-test. The pre-test and post-test treatments will each involve a humorous storie. For the pretest and posttest designs in this study, the researcher only employed one group or class to evaluate the efficacy of the therapy. The population of the study was all of the students of eleventh graders of SMA Labschool UNESA and the sample was 20 students in class XI-IPA 3.

**Table 1. Population**

| PRE-TEST | TREATMENT | POST- TEST |
|----------|-----------|------------|
| $O_1$ | X | $O_2$ |

This study employed a pre-experimental research design. To determine whether telling humorous stories helped students' speaking skills develop, researchers evaluated how well they spoke before the intervention. Researcher in this study evaluated students' speaking skills based on a set of criteria. Students' speaking skills were evaluated using a modified David P. Harris rubric score. The requirements for a rubric that focuses on speaking abilities include grammar, vocabulary, fluency, pronunciation, and overall text structure of recount text.

Researcher used Arikunto's table of criteria from 2009 to construct the standards for student scores. Student scores are classified in the table below:

**Table 2. Standard for Students' Score**

| Value | Criteria |
|-------|----------|
| 80-100 | Excellent |
| 66-79 | Good |
| 56-65 | Sufficient |
| 40-55 | Fairly Sufficient |
| <39 | Poor |

To gather the information, the researcher used the right approach and collected research-related information. The information needed to complete the research aim was gathered by the researcher using data collecting techniques. An oral exam was used in this study to collect data on speaking ability. Five times the exam was given: once before the first meeting, three times throughout the therapy, and once after the last meeting for the post-test. To acquire the information, the following steps were taken:

1. Pre-test
   Eleventh grade students of SMA Labschool UNESA was given a pretest in form of oral test to assess their speaking skill before giving the treatment. And after that, students given an oral explanation about recount text. The result was recorded. There were 2 students who got Fairly Sufficient category, 13 students got

Sufficient category and 5 students got Good category.

**Figure 1. Pre-test Chart**
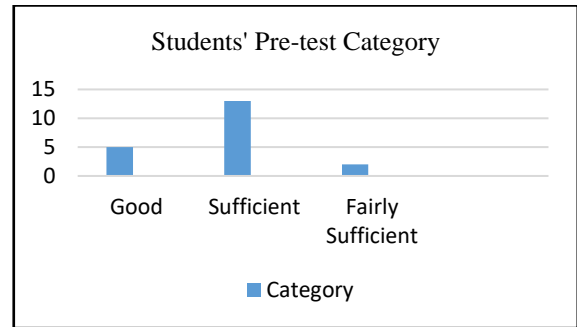


2. Treatment
   After the students were getting the result of pre-test, students received treatment using humorous stories. The treatment was conducted in three meetings.

3. Post-test
   Students who received treatment from the researcher then took the post-test. The post-test was administered during the most recent meeting. After treatment, a post-test was given to determine the pupils' final grades. To see if there are any significant changes between students before and after being exposed to amusing stories, pre-test and post-test scores were compared. There were 2 students got Sufficient category, 11 students got Good category, and 7 students got Excellent category.

**Figure 2. Post-test Chart**
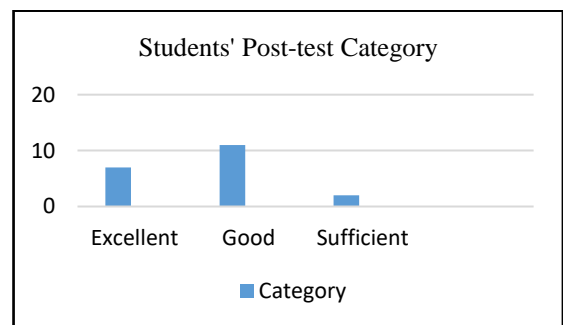


Researcher also determined the hypothesis as follows:

Ha : There is significant difference for the pre-test and post-test humorous stories at eleventh grade students' of SMA Labschool, UNESA.

H0 : There is no significant difference for the pre-test and post-test humorous stories at eleventh grade students' of SMA Labschool, UNESA.

**RESULTS AND DISCUSSION**

A pretest was completed before to the procedure. Each student was allowed 2-3 minutes to perform during the

speaking portion of the pre-test, which was administered to the class. In the speaking portion of the exam, you had to relate a story about a place or a person. Five criteria were used to evaluate student performance on one topic (a recount text): vocabulary, grammar, fluency, pronunciation, and understanding. Each component received a score.

**Table 3. Students' Pretest Mean Score**

| N | Mean | Std. Deviation | Std. Error of Mean |
|---|------|----------------|--------------------|
| 20 | 60.80 | 5.863 | 1.311 |

The results of the pre-test score, mean, standard deviation (SD), and standard error (SE) were displayed in Tables 4.1 and 4.2. The pretest's mean score was 60.80, with the greatest score being 70 and the lowest being 50. Scores for students were determined by five criteria: bad, reasonably sufficient, sufficient, good, and outstanding. 13 pupils had an sufficient category, 5 students had an good category, and 2 students had a fairly sufficient category.

**Table 4. Students' Posttest Mean Score**

| N | Mean | Std. Deviation | Std. Error of Mean |
|---|------|----------------|--------------------|
| 20 | 75.70 | 6.814 | 1.524 |

The post-test had a maximum score of 86 and a minimum score of 65. The five criteria used to determine the student's performance were low, reasonably sufficient, sufficient, good, and exceptional. There were 2 pupils who met the criteria for sufficient, 11 with a good category, and 7 with an excellent category. Seven pupils failed to get a score of 77 or below, according the data gathered. The SMA Labschool UNESA's passing grade criterion (KKM) was only attained by 13 pupils.

**Table 5. Hypothesis Test**

| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference Lower | 95% Confidence Interval of the Difference Upper | t | df | Sig. (2-tailed) |
|---|---|------|----------------|-----------------|-------|-------|---|----|-----------------|
| Pair 1 | Pre test - Post test | -14.900 | 4.179 | .934 | -16.856 | -12.944 | -15.946 | 19 | .000 |

The researcher utilized SPSS 25 to validate the hypothesis test findings before testing it. The significance value (2-tailed) of this instance is $0.000 < 0.05$, as indicated in table 7. Ha is, thus, approved whereas Ho is disapproved. In other words, employing humorous stories as a tactic has a considerable impact on the capacity of SMA Labschool 11th grade students to speak since there is significant difference of the pre-test and post-test score.

Several researchers examined humorous stories in a variety of different functions. Some of the researchers used humorous stories to develop reading skills, increase vocabulary, develop relationships between teachers and students in classrooms, etc. whereas this study focused on the effectiveness of humorous stories in enhancing students' speaking skills. This study applied a quantitative method that consists of a pretest, treatment and posttest. Then this study revealed that humorous stories can make students' speaking skill increased by looking at the difference between the pretest and posttest scores. The researcher collected and examined the pre and post test data from the experimental class using the formula and SPSS 25 and came to some important conclusions that could help with this investigation. Evidence that students' speaking skills have improved will be discussed in this section. The results revealed that using humorous stories helped students communicate more fluently than previously on average.

According to the test findings, the pre-test mean score for the students was 60.80, while the post-test mean score was 75.70. This means that after given the treatment, the students' speaking abilities improved. This is in line with Hamka's findings, "humorous stories have an important role in achieving learning objectives because humorous stories are entertaining so students can stimulate their minds to learn more, especially in learning speaking skills because it is a very important skill for students to master."

Findings by Isnawati Israil showed us that "using humorous stories can increase student learning motivation, as well as foster closeness between students and teachers," this is along with the researcher's findings that humorous stories can improve students' learning skills because they are more interested in learning because the material below is quite interesting. However, it needs to be underlined that, humorous stories conveyed in class must be in accordance with the surrounding culture and what is currently happening so that students become interested.

**CONCLUSION**

One of the crucial 21st-century abilities is the ability to speak. For people to speak efficiently, they must master many languages, notably English. The mastery of their native tongue is in addition to this. Multiple tongues can be found on the globe. English is utilized since it is the world's official language. There is no denying the fact that English is one of the most important keys to success in all facets of life and the only language that truly unites the world. In order to improve the speaking skills of pupils in the eleventh grade at SMA Labschool UNESA, this study used humorous stories. Pre-experimental research design

characterizes this investigation. The t-test was used to assess the data.

According to the data analysis in the previous chapter, the SMA Labschool UNESA students in the eleventh grade had a mean pre-test score of 60.80, a standard deviation of 5.863, and a standard error of 1.311; the highest mean post-test score was 86, and the lowest score was 65, with a standard deviation of 6.814, and a standard error of 1.524. The data's significant value was less than 0.05, or Sig.(0.000) 0.05, therefore Ho was first rejected before being approved as valid. It implies that telling humorous stories to pupils might improve their speaking skills.

The researcher drew the conclusion from this study that the teaching method by inserting humorous stories that are appropriate to the culture or daily life of students can improve students' speaking skills. The purpose of inserting this humorous story was to build a cheerful, not tense and fun atmosphere so that students feel comfortable, relaxed and not bored and build closeness with the teacher. The limitations used in inserting humorous stories in learning to speak English included humor that is not coercive, educative, culturally appropriate, and easy to understand. In addition, the insertion of humorous stories was also considered very useful for students. These benefits included learning English so it was not boring, learning English was more interesting, exciting and more varied.

The researcher would like to offer some advice to English teachers, the students at SMA Labschool UNESA, and other researchers based on the findings presented above and the study that had been undertaken.

1.  For English Teacher

    English teachers should be able to improve strategies, methods, or instructional aids to pique students' interest in learning English, particularly speaking. The comedy tale method is a different tactic that English instructors at SMA Labschool UNESA may employ to boost their students' speaking confidence. Because they lack ideas for the topic, students find it difficult to begin speaking while speaking is being taught. Therefore, teachers must employ creativity in the classroom to encourage students to come up with some idea.

1.  For Students

    The researcher encourages students to convey their thoughts more actively in order to become more enthusiastic about speaking English. Your skill will improve with practice. By viewing a video, reading a book, or listening to the radio, you may improve your thoughts in many different ways.

2.  For other writers

    It is suggested that other researchers who are curious in carrying out the same research using the comedy narrative method read more books, papers, and journals regarding humor speaking ability, however they may also apply the humor story technique in other abilities like reading. The results can also be used as a guide for additional in-depth study on a different subject matter or on other aspects of English language proficiency.

# REFERENCES

Afifah, N. and Lestari, D. (2019) 'Video Clips to Enhance The Development of The Students' Speaking Skill', *Linguistic, English Education and Art (LEEA) Journal*, 3(1), pp. 61–76. doi: 10.31539/leea.v3i1.893.

Putra, A. D. N. M. and Savitri, W. E. (2018) 'Analysis on the Use of Guideline on Students' Esc Meeting', *Retain*, 06(01), pp. 87–94. Available at: https://jurnalmahasiswa.unesa.ac.id/index.php/retain/article/view/23330.

Wael, A., Asnur, M. N. A. and Ibrahim, I. (2018) 'Exploring students' learning strategies in speaking performance', *International Journal of Language Education*, 2(1), pp. 65–71. (Muñoz Julio & Ramírez Contreras, 2018)doi: 10.26858/ijole.v2i1.5238

Trifena, Regina. (2020). Title The Importance of Learning a Foreign Language: Learning English. 1. 1-5.

Croxton, R. (2014). The role of interactivity in student satisfaction and persistence in online learning. *Journal of Online Learning and Teaching*, *10*(2), 314.

Muñoz Julio, W., & Ramírez Contreras, O. (2018). Transactional Communication Strategies to Influence Pre-service Teachers' Speaking Skill. *GiST Education and Learning Research Journal*, *16*(16), 33–55. https://doi.org/10.26817/16925777.424

Croxton, R. (2014). The role of interactivity in student satisfaction and persistence in online learning. *Journal of Online Learning and Teaching*, *10*(2), 314.

Muñoz Julio, W., & Ramírez Contreras, O. (2018). Transactional Communication Strategies to Influence Pre-service Teachers' Speaking Skill. *GiST Education and Learning Research Journal*, *16*(16), 33–55. https://doi.org/10.26817/16925777.424

Croxton, R. (2014). The role of interactivity in student satisfaction and persistence in online learning. *Journal of Online Learning and Teaching*, *10*(2), 314.

Christie, C. (2016). Speaking spontaneously in the modern foreign languages classroom: Tools for supporting successful target language conversation. *Language Learning Journal*, *44*(1), 74–89. https://doi.org/10.1080/09571736.2013.836751

Iio, T., Maeda, R., Ogawa, K., Yoshikawa, Y., Ishiguro, H., Suzuki, K., Aoki, T., Maesaki, M., & Hama, M. (2019). Improvement of Japanese adults' English speaking skills via experiences speaking to a robot. *Journal of Computer Assisted Learning*, *35*(2), 228–245. https://doi.org/10.1111/jcal.12325

Loewen, S., & Isbell, D. R. (2017). Pronunciation in face-to-face and audio-only synchronous computer-mediated learner interactions. *Studies in Second Language Acquisition*, *39*(2), 225–256. https://doi.org/10.1017/S027226311600044

Yates, L. (2017). Learning how to speak: Pronunciation, pragmatics and practicalities in the classroom and beyond. *Language Teaching*, *50*(2), 227–246. https://doi.org/10.1017/S0261444814000238

Ziegler, N. (2016). Synchronous Computer-Mediated Communication and Interaction. *Studies in Second Language Acquisition*, *38*(3), 553–586. https://doi.org/10.1017/S027226311500025X

Apriandari, Tessa. (2019). "Improving Students' English Vocabulary Through The Use of Riddles Technique". Ar-Raniry State Islamic University Banda Aceh.

W, John. Creswell. (2014). "Research Design: Qualitative, Quantitative and Mixed Methods Approaches", *SAGE Publications*, Inc.

Wickens, C.D., & Mccarley, J.S. (2008). *Applied attention theory. New York*: Talor & Francis group.

Worthen, J.B., & Deschamps, J.D. (2008). Humor mediates the facilitative effect of bizarreness in delayed recall. British journal of psychology, 99, 461-471. [35]

Zwaan, R.A., & Singer, M. (2008). Text comprehension. In A.C. Graesser, M.A. Gernsbacher & S.R. Goldman (Eds), *Handbook of Discourse Processes, (pp. 83-117).* London: Lawrence Erlbaum Associates.

Abdulmajeed, R. K., & Hameed, S. K. (2017). Using a Linguistic Theory of Humour in Teaching English Grammar. *English Language Teaching,* 10(2), 40. https://doi.org/10.5539/elt.v10n2p40

Alhmadi, N. S. (2014). English speaking learning barriers in Saudi Arabia: a case study of Tibah University. *Arab World English Journal,* 5(2), 38–53.

Alrabai, F. (2014). Motivational practices in English as foreign language classes in Saudi Arabia: teachers beliefs and learners perceptions. *Arab World English Journal*, 5(1), 224–246.

Israil, I. (2017). Thesis: "Humor as One of the Teacher Communication Strategies to Enhance Students' Interest in EFL Classroom", State University of Makassar

Alrabai, F. (2016). Factors Underlying Low Achievement of Saudi EFL Learners. International Journal of English Linguistics, 6(3), 21. https://doi.org/10.5539/ijel.v6n3p21

Banas, J. A., Dunbar, N., Rodriguez, D., & Liu, S. J. (2011). A review of humour in educational settings: Four decades of research. Communication Education, 60(1), 115–144. https://doi.org/10.1080/03634523.2010.496867

Dornyei, Z. (2007). Research Methods in Applied Linguistics (Oxford Applied Linguistics)- Oxford University Press, USA (2007).pdf.

Jellick, M. (2015). Cultural Introductions by Way of Storytelling. English Teaching Forum, 53(3 PG-35–37), 35–37. Retrieved from https://search.proquest.com/docview/1773216368?accountid=10673 NS -

Miao Yee Clare, C., Renandya, W. A., & Qiu Rong, N. (2019). Demotivation in L2 classrooms: Teacher and Learner Factors. LEARN Journal: Language Education and Acquisition Research Network, 12(2), 64–75.

Mokhtar, N. H., Halim, M. F. A., & Kamarulzaman, S. Z. S. (2011). The effectiveness of storytelling in enhancing communicative skills. Procedia - Social and Behavioral Sciences, 18, 163–169. https://doi.org/10.1016/j.sbspro.2011.05.024

Rafada, S., & Madini, A. (2017). Effective Solutions for Reducing Saudi Learners' Speaking Anxiety in EFL classrooms. Arab World English Journal, 8(2), 308–322. https://doi.org/10.24093/awej/vol8no2.22

Sahar Ali, F. (2018). The Use of Humour in EFL Classrooms: Comparative Conversational Analysis Case Study. Arab World English Journal, 9(2), 262–282. https://doi.org/10.1017/CBO9781107415324.004

Samantaray, P. (2014). Use of Story Telling Method to Develop Spoken English Skill. International Journal of Language & Linguistics, 1(1), 40–44.

Hasan, M., Islam, A., & Shuchi, I. (2021). Using mobile-based formative assessment in ESL/EFL speaking. Journal of Languages and Language Teaching, 9(1), 117-125. doi:https://doi.org/10.33394/jollt.v9i1.3449

Irmawati, D. K. (2016). What Makes High-Achiever Students Hard to Improve Their Speaking Skill?

Journal of English Educators Society, 1(2), 71. https://doi.org/10.21070/jees.v1i2.442

Isda, I., Purwati, P., & Imran, I. (2021). The effect of using blended learning model on enhancing students' speaking skill in senior high schools. Journal of Languages and Language Teaching, 9(1), 92-98. doi: https://doi.org/10.33394/jollt.v9i1.2921

Izzah, L & Hadi, M. . (2019). Engaging Learners with theInternet of Things (loT): GenZ's Perspectives. Educational Initiatives Research Colloquium. Retrieved from https://www.researchgate.net/profile/Mohd-Asnorhisham-Adam/publication.pdf

Jatiyasa, I, W. (2019). Implementasi humor dalam pembelajaran di STKIP agama Hindu Amlapura. Jurnal Mitra Pendidikan, 3(1), 65–80.

Khorashadyzadeh, A. (2014). Why to use short stories in speaking classes? *International Journal of Foreign Language* Teaching in the Islamic World, 2(1), 9–15. Retrieved from https://www.semanticscholar.org/paper/IJLT-Why-To-Use-Short-Stories-in- Speaking-Classes-Khorashadyzadeh/ff11c97ca343c43e0fa4102e5bfc7065828984fe

Kalantari, F. & Hashemian, M. (2015). A story-telling approach to teaching English to young EFL Iranian learners. *Journal of English Language Teaching,* 9(1), 221–234. https://doi.org/https://files.eric.ed.gov/fulltext/EJ1087083.pdf

Listiyaningsih, F., Rukmini, D., & Sutopo, D. (2020). Digital literacy via readers' responses towards humor presented in "9GAG memes." *English Education Journal,* 10(2), 214– 224

Ma, Q., and Sin, C. H. (2015). Teaching young learners English vocabulary with reading- based exercises in a real classroom situation. Porta Linguarum, 23, 125–138. https://doi.org/http://www.ugr.es/~portalin/articulos/PL_numero23/8%20%20MA%20Q ing.pdf

Maryam, S. (2020). Utilizing communicative language games to improve students' speaking ability. *Journal of Languages and Language Teaching*, 8(3), 251-263. doi: https://doi.org/10.33394/jollt.v8i3.2733

Mazaozi, S. (2013). Analysis of Some Factors Affecting Learner's Oral Performance University of Mohamed http://www.paaljapan.org/resources/proceedings/PAAL10/pdfs/hyesok.pdf