



**LEARNERS AND TEACHERS PERSPECTIVES ON THE IMPLEMENTATION OF
STORYTELLING STRATEGY IN TEACHING NARRATIVE TEXT**

THESIS

*Submitted to Tarbiyah Faculty and Teacher Training UIN-SU Medan
as a Partial Fulfillment of the Requirements for the Magister Program*

(M.Pd)

By:

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**UNIVERSITAS ISLAM NEGERI
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MAGISTER PROGRAM**

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH SCIENCE AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

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State Islamic University of North Sumatra Medan
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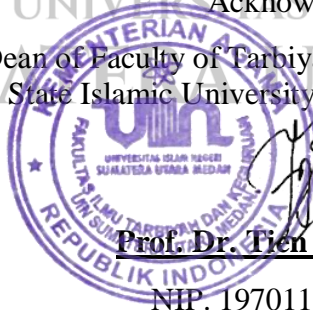
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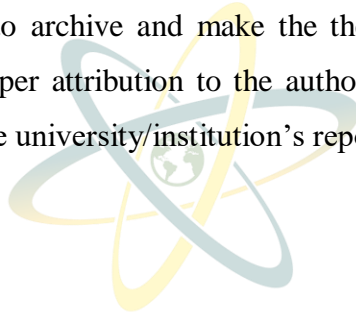
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Hereby declare that this thesis entitle “Learners and Teachers Perspectives on the Implementation of Storytelling Strategy in Teaching Narrative Text” is my original work, produced under the guidance and supervision of Dr. Muhammad Dalimunthe, S.Ag, S.S, M. Hum. as advisor 1 and Prof. Dr. Tien Rafida, M.Hum. as advisor 2, in partial fulfilment of the requirements for the master's degree in English Education at faculty of Tarbiyah Science and Teacher Training. State Islamic University of North Sumatra Medan.

I confirm that:

1. The research presented in this thesis is the result of my independent investigation, and all the sources used for gathering information have been properly cited and acknowledged.
2. Any contributions made by others to this work, including ideas, data, images, or written materials, have been appropriately referenced and credited.
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I welcome constructive criticism and corrections to this thesis, as I am aware that it is still far from flawless. Ultimately, my aspiration is for this thesis to be of benefit to those who engage with it within the field of education.

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ABSTRACT

The purpose of this study was to investigate learners and teachers perspectives on the implementation of storytelling strategy in teaching narrative text. Five different data collection instruments were used in the investigation, which employed a case study framework that was analyzed by qualitative design: learners' questionnaire, teachers' questionnaire, teachers' interview, observation and documentation analysis. The dataset included questionnaire responses from N = 60 individuals and three teachers as a participants were chosen for interviews using purposive sampling. Seven keys discoveries came from the investigation: teachers' experience of story telling, challenges of storytelling, useful aspects of the strategy, teachers' feelings towards the strategy, changes in the strategy, need more teacher training on new methods, and learners' interaction. Benefits that students saw included affective, cognitive and psychomotor aspects and challenges that they perceived included technical issues and a sense of compositional anxiety. One of the most important aspects of this investigation was the awareness of storytelling strategy, which demonstrated openness to a variety of viewpoints. The detailed discussion highlighted the benefit of accepting a variety of perspectives in the educational environment and advanced in learners and teachers perspectives on the implementation of storytelling strategy in teaching narrative text.

Keywords: Storytelling Strategy, Learners and Teachers Perspectives, Teaching Narrative Text, English as Second Language

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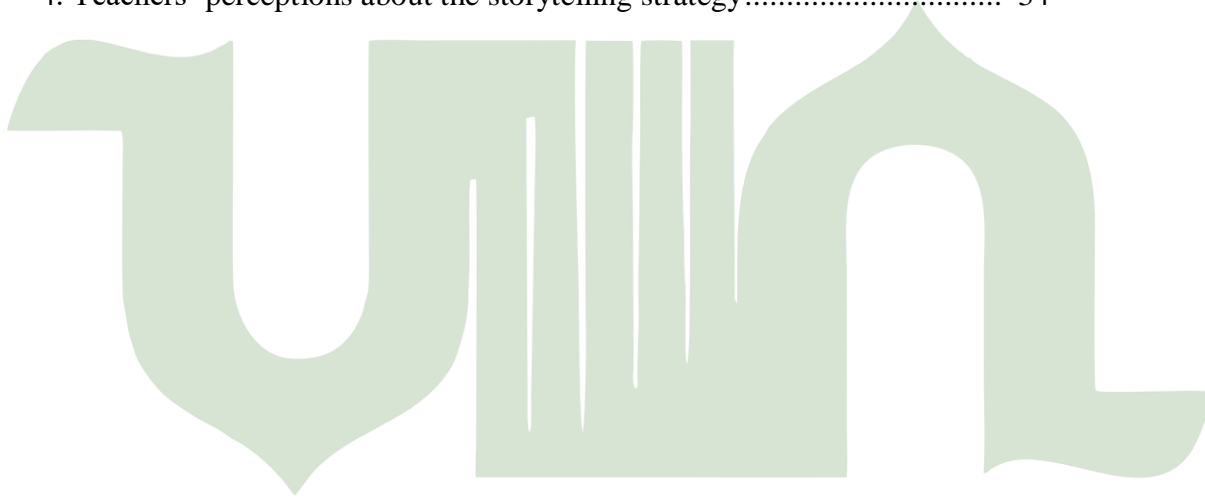
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