# The Power of Stor Telling Strategies in Advancing Reading Ability Among Young Learners: A Systematic Literature Review

Tri Setya Ningsih[1]; Nurul Aini[2]; Sari Hidayati[3]

[1] English Language Education, Faculty of Languages, Arts, and Cultures, Universitas Negeri Yogyakarta, Yogyakarta, Indonesia

[2] Arabic Language Education, Faculty of Graduate, Universitas Negeri Malang, Malang, Indonesia

[3] English Language Education, Faculty of Languages, Arts, and Cultures, Universitas Negeri Yogyakarta, Yogyakarta, Indonesia

## Abstract

It quite a lot of efforts for teachers to create a fun environment in the english classroom, especially for young learners. It's thought that young learners learn in their own unique ways. Teachers must effectively manage and arrange the class since youngsters differ in their traits from one another. Storytelling is one of the most efficient strategies for raising young learners' reading ability in the teaching of languages. For the reason storytelling is entertaining, captivating, and increases students' interest in both hearing the stories and recounting them, it has been shown to be more successful in teaching languages than typical teaching materials. In the meanwhile, reading is an essential part of life as it enhances cognitive function, expands knowledge, and sharpens memory. This study of the literature critically focuses at the storytelling strategies that have been indicated in the literature to be useful for helping young learners advance their reading skills. By examining empirical studies and theoretical frameworks, this review identifies key factors contributing to The impacts of storytelling strategies and Storytelling as a strategy in advancing reading ability. The outcomes from this comprehensive analysis enrich our comprehension of how storytelling influences the diverse aspects of reading skills among young learners.

*Keywords: Storytelling; Reading Ability; Young Learner; A Systematic Review*

## Introduction

Reading becomes one of the most crucial abilities after speaking, listening, and writing. Reading involves a variety of exercises to improve readers' comprehension of written language. There is an abundance of knowledge, information, enjoyment, and even answers to problems for readers. A particular technique in which readers get the author's knowledge in text form is through reading. Mikulecky (2004) asserts that reading is one of the most important language acquisition skills since it affects speaking,

listening, and writing, among other general language abilities. Reading broadens pupils' knowledge and strengthens their capacity for English-language thought.

Millions of English Young Learners students are learning to read as a part of their English language education, and millions of English Young Learners teachers are looking for the most efficient way to teach reading. It's challenging to teach and learn to read. But teaching and learning to read are also not that hard. Reading calls for deliberate effort and specialized education (Fromkin, Rodman, and Hyams, 2007). Enhancing young learners' communication skills in speaking and writing stands as the primary goal of language acquisition, and reading plays a crucial role in advancing this objective. How and when young learners start to read is one of the key educational turning points.

Reading is a receptive speech activity that focuses on seeing and comprehending written texts. It falls within the category of human communication since it offers one means of (written) communication. One of the primary ways to get knowledge is by reading. The capacity to retrieve information from a visually recorded text throughout the reading process is the most crucial aim of language instruction since it enables you to actively utilize the language you are studying in a variety of activities. The problem is how to find and decide the good, effective, and useful strategies in reading.

The approach to learning a foreign language differs between young learners and adults, as young learners possess distinctive, individual traits that set them apart from adults in this regard. These traits include their ability, attitude, and modes of thought, among other things. They also have an impact on how the young learners acquire language. It goes without saying that this affects how the teacher teach young learners. Teachers must be familiar with and comprehend the pupils in order to provide the highest caliber of english instruction. Children between the ages of four and six are considered extremely early learners, Brown (2007). Egan's clarification highlighted that children aged 4 to 5 often embody the mythological educational layer through their drawings, depicting vibrant and vividly realistic environments. Egan (1989). From here, the problem is how to find and decide the good, effective, and useful strategies for young learners in reading. One of strategies using story form is the ideal approach for young learners.

Most of young learners love stories. Stories employ a method of teaching languages that places a strong emphasis on the interaction of young learners with the target language. Teachers should design activities that will support young learners' unconscious language acquisition because they too pick up language in this way. Teachers can utilize tales as a tool to assist students improve their speaking, writing, listening, and reading abilities. Storytelling was considered a learning technique. It is significant for young learners' language development. Stories may be used to help young learners develop language abilities like listening, imagination, and predicitation since they have a meaningful context, naturally occuring repetition, endearing characters, and captivating.

Storytelling, an ancient mode of human communication, serves dual purposes: it entertains while also fostering the promotion of educational content and cultural values. Furthermore, regardless of the age or background of the learners, it is thought to be a very successful educational tool in the development of language abilities, Isbell et al., (2004) and Cameron (2001). It is true that storytelling improves language proficiency more than textbook-based traditional methods because it makes language learning enjoyable, interesting, and contextualized. This, in turn, increases students' interest in speaking, writing, and reading about stories in addition to listening to them, Atta-Alla (2012) and Kim (2010). Additionally, according to Wajnryb (2003), storytelling stands as a highly memorable tool for learners, aiding in the acquisition and retention of vocabulary, grammatical structures, and pronunciation. Engaging students' motivation and interests, storytelling emerges as a pivotal component in language education for young learners.

Certainly, the storytelling technique offers numerous advantages in the foreign language classroom. Among these benefits, the primary advantage of narrating stories to young learners lies in nurturing and expanding their imaginative capacities. They encourage the sharing of experiences, improve

speaking and listening abilities, and hasten the process of learning new words. There are many types of stories, as per Ellis and Brewster (1991), stories are categorized into two main types: content stories encompass traditional, fairy, fantasy, and animal tales, while narratives include rhymes, cumulative stories, and humorous tales. Various activities exist to aid children in comprehending and engaging with these narratives. Pre-story exercises fall into two categories: those that aid with the concept and those that reinforce the material. Additionally, a large number of publishers offer a variety of suggestions for follow-up actions. These gives young learner's work greater significance and provide them more motivation.

Against this backdrop, therefore researchers want to discuss more focused storytelling strategies that help young learners in reading. This study addresses one research question, (1) how storytelling strategies have been identified in the literature as effective in advancing reading ability among young learners?

### Research Method

In undertaking this research, the investigator followed Xiao and Watson's (2019) eight-step systematic literature review process, outlined in *Figure 1*.
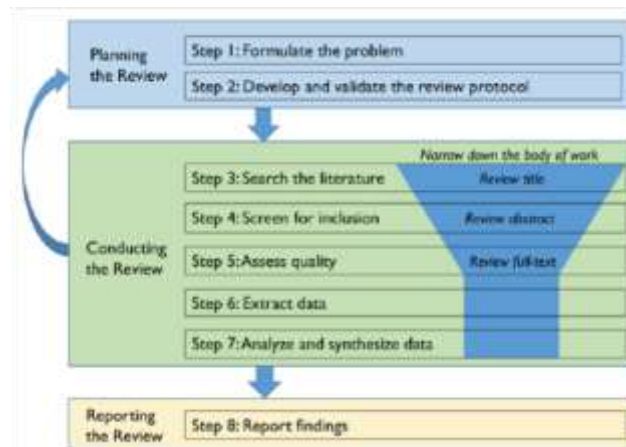


The process encompasses three primary stages and eight distinct steps. Initially, the researcher embarked on the first stage by delineating the necessity for the review and formulating the review protocol. Within this phase, the research objectives, queries, search tactics, inclusion and exclusion criteria, along with synthesis and reporting, were identified. Subsequently, the review commenced by scouring appropriate articles via the Google Scholar database. This particular database facilitated the exploration of peer-reviewed studies or articles penned in English between 2013 and 2023. During the search, the researcher utilized specific keywords such as Storytelling, Reading, Young Learners. Simultaneously, adherence to the inclusion and exclusion criteria outlined in *Table 1* was ensured.

| Inclusion Criteria | Exclusion Criteria |
| --- | --- |
| Research from multiple countries | Research from only one country |
| Published articles from 2013 to 2023 | Unpublished articles from 2013 to 2023 |
| The research focus on Young Learners | The research does not focus on Young Learners |

Following this, a comprehensive reading of all articles was conducted to extract, analyze, and synthesize the data contained within them, addressing the predefined research questions. Ultimately, the review culminated in the tabulation of findings, encompassing references, research titles, and the efficacy of storytelling strategies.

## *Result and Discussion*

### Result

This review curated 15 articles published between 2013 and 2023, meticulously chosen in alignment with the research objectives. The culmination of these findings has been systematically organized and presented in Table 2 for reference and analysis.

| Reference | Research Title | Findings |
|---|---|---|
| (Isik, 2016) | The Impact of Storytelling on Young Ages | • The study found that stories are essential elements of child development as they help in both native and second language acquisitions.<br><br>• The study highlights the value of storytelling and its critical role in raising children.<br><br>• The research also emphasizes the importance of stories in language learning, stressing that practice and repetition are crucial components of language learning, particularly when learning a second language, and that stories offer lots of opportunity for both |
| (Rokhayani, 2017) | Motivating Students of Young Learners through Story Telling in English Class | • The study emphasizes how crucial it is to make learning English fun for young students and to tailor the curriculum and teaching methods to suit their needs and interests.<br><br>• It has been demonstrated that using storytelling in language instruction produces meaningful settings and organic repetition.<br><br>• Provide information on how to teach English to young students in an efficient manner and emphasizes the value of establishing a fun and stimulating learning environment |
| (Lucarevschi, 2016) | The role of storytelling in language learning: A literature review | • The research contributes to the literature by highlighting the significant role of storytelling in improving learners' motivation and language skills<br><br>• This literature review aims to provide an overview about what empirical studies say about the effects of storytelling on the development of language skills.<br><br>• And also give understanding about the role of storytelling in the language classroom |
| (Povey, 2019) | Storytelling in Young Learner EFL Education: From Theory to Practice | • This research stated that Storytelling can make language learning more enjoyable and engaging for young learners, as it involves a narrative that captures their attention and imagination. |

| | | |
|---|---|---|
| | | • Through storytelling, learners can practice and internalize grammar and sentence structure.<br><br>• The research broadening young learners in understanding and appreciation of the word |
| (Stachurska, 2013) | Exploiting storytelling in a young learners' classroom | • The paper discusses several storytelling strategies, including listen and repeat, vanishing cards, rolling the dice, and miming, is covered in this study.<br><br>• The goal of the study was to raise student learning and strengthen the storytelling abilities of the teachers.<br><br>• The research findings may address the impact on language acquisition, student engagement levels, and the efficacy of storytelling strategies in language learning. |
| (Dolzykhova, 2014) | Teaching English through Storytelling to Young Learners | • The research provide the storytelling process in English language instruction is the main goal of the study.<br><br>• Participants in the research come from Norway as well as Ukraine, offering insights into the parallels and discrepancies in their educational experiences and methods.<br><br>• The research focuses on children in the pre-reading period, which is an important stage in language development<br><br>• For other educators and researchers who are interested in this method of teaching languages, the study offers insightful accounts from instructors who have employed storytelling in the classroom. |
| Mutiarani et al., (2015) | The Power of Storytelling in Teaching English to Young Learners | • The study discusses various storytelling techniques and strategies that can be used in the classroom to improve young learners' English proficiency.<br><br>• Emphasizes the value of storytelling in advancing the cognitive and linguistic development of young students.<br><br>• Underlines how storytelling might improve young learners' language skills and cognitive development.<br><br>• Provides valuable insights and strategies for improving English language education for young learners through storytelling |
| (Kalantari & Hashemian, 2015) | A Story-Telling Approach to Teaching English to Young EFL Iranian Learners | • The study indicates that teaching young Iranian EFL learners through the use of storytelling was a successful technique.<br><br>• The study emphasizes how using a storytelling method |

| | | |
|---|---|---|
| | | may improve EFL learners' academic performance as well as their motivation.<br><br>• Furthermore, research demonstrates that the storytelling strategy was successful in raising attitudes and interest. |
| (Vu et al., 2021) | Using Story Retelling to Improve Young Learners' L2 Reading Comprehension | • This research provides a detailed analysis of the effectiveness of storytelling sessions in improving young learners' reading comprehension<br><br>• The study report provides useful advice on how educators may encourage storytelling among students and help them become more proficient language users.<br><br>• The study report may be utilized as a resource by educators and teachers due to the offers insightful information on how to enhance the reading comprehension of young students |
| (Lap et al., 2022) | Using Storytelling: From EFL Teachers' Perceptions to Young Learners' Reading Performance | • This article focus on the relationship between storytelling and motivation in the context of language learning.<br><br>• The use of storytelling by primary English language instructors as a method to improve motivation and language learning may be covered in the article. To investigate the relationship between narrative, motivation, and language education, it probably consults a number of sources on second language acquisition, emotional factors in language learning, and children's literature. |
| (Widodo, 2016) | Engaging young learners of English in a genre-based digital storytelling project | • The research's primary focus is on the application of digital storytelling in the classroom, with a particular emphasis on a genre approach motivated by systemic functional linguistics.<br><br>• Using programs like Photo Story 3, the researchers gave two English instructors ongoing professional training on digital storytelling. Teachers were taught to co-teach students in the process of learning digital storytelling by using the program with them.<br><br>• With an emphasis on a particular linguistic approach, the research sought to investigate the use of digital storytelling in education. The findings came from the students' participation in the process of learning digital storytelling as well as the instructional activities. |
| (Indriani & Suteja, 2023) | Fostering reading interest through digital storytelling for young learners in the early | • The study sheds light on how digital storytelling might support technology-assisted self-access language acquisition, promoting a child's growth in a more understandable and significant way. |

| | | |
|---|---|---|
| | childhood | • It highlights the value of motivation in education and how digital storytelling can be an effective tool for raising reading interest and motivation, particularly for young students who receive incentive from their parents or instructors.<br><br>• In this research shows, digital storytelling can help young students develop a love of reading by giving them access to multimedia authoring tools, letting their imaginations run wild, and promoting critical thinking through in-depth examination of the narrative's content. |
| (Geetali Tilak & Dheeraj Singh, 2019) | The Power of Storytelling in Improving Language of Young Learners | • The use of storytelling as a teaching method, its impact on language learning, and how well it fosters engagement and listening skills are all covered in this study.<br><br>• the results of several research that demonstrate how storytelling helps kids with understanding, vocabulary development, writing, and cultural awareness.<br><br>• The importance of storytelling in encouraging children's creativity and English languageacquisition is emphasized in the study.<br><br>• The study offers a thorough summary of the value of storytelling in classrooms and the advantages it has for developing kids' language and cognitive skills |
| (Satriani, 2019) | Storytelling in Teaching Literacy: Benefits and Challenges | • The results of the study indicated that storytelling had a variety of beneficial effects on students' learning and proposed incorporating it into regular instruction through classroom action research. In order to maximize students' reading and writing abilities, the research also suggested gathering more detailed data and changing instructional strategies.<br><br>• The study sheds light on the possible advantages of using storytelling to teach literacy,particularly to kids from low-income homes. |
| (Onu, 2013) | Teaching English to Young Learners through Storytelling | • The results of the study show that using storytelling to educate young language learners has a number of advantageous effects. It improves listening and imaginative abilities, as well as conversational and interpersonal capabilities.<br><br>• The study shows how the employment of more difficult stories over time advances the linguistic proficiency of first graders. The results also emphasize how crucial contextual cues like body language, intonation, and gestures are for helping early learners comprehend and |

| | | interpret language. |
|---|---|---|
| | | • The study offers insightful information about the efficacy of storytelling as a technique for teaching young students English. It emphasizes the advantages of using storytelling in the classroom, including how it may improve students' motivation and language development |

From various studies on the storytelling strategies in help students reading ability, the researcher summarizes the result and explain from the research article review. There were two highlighted important in this article. The impacts of storytelling strategies, and the Storytelling as a strategy in advancing reading ability.

**The Impacts of Storytelling Strategies**

Numerous studies illustrate the positive impact of well-utilized storytelling techniques on enhancing young learners' reading capabilities. For instance, Povey (2019) highlights storytelling as a pathway to literacy for young learners, encompassing fundamental reading mechanics like line tracking and text comprehension, alongside broader themes and tropes found in various genres. This approach also fosters critical thinking skills. Furthermore, according to Kalantari & Hashemian (2015), implementing storytelling transforms the classroom environment from a mundane setting into a vibrant space teeming with student engagement, participation, and productivity. Using a story to introduce a lesson can also help young learners feel more at ease and give them a chance to grasp a tangible concept before moving on to a related abstract one. Storytelling may be employed in practically any topic, including history and English, depending on the age of the young learners.

Storytelling strategies apparently have a positive impact on the psychology of young learners. for example (Isik, 2016) stated fairy tales have a notable impact on young minds by presenting clear distinctions between good and evil through their portrayal of heroes and villains. These distinct divisions simplify comprehension for children in their early developmental stages, offering tangible contrasts that are easier to grasp than abstract concepts. This explicit identification aids children in forming straightforward associations; for instance, aspiring to emulate the heroic qualities of protagonists for positive outcomes or realizing that negative behaviors often lead to unfavorable consequences, as depicted in story endings.

Therefore, storytelling emerges as a potent instructional strategy integrating aesthetic modes of comprehension. Furthermore, it serves to simplify intricate concepts and render complex language more accessible. Supporting this notion, Vu et al. (2021) underscore the influential role of story retelling in shaping children's behaviors and attitudes; exposure to positive narratives can inspire moral actions in young learners. Additionally, Mutiarani et al. (2015) emphasize how stories facilitate natural repetition, as students, engrossed in storytelling, naturally focus on keywords and encounter new language effortlessly woven into the narratives. This sentiment aligns with Rokhayani's (2017) assertion that storytelling transcends mere textual language, enveloping the entire contextual essence, thereby fostering a more meaningful acquisition of language for children within stories.

Furthermore (Dolzhykova, 2014) stated Storytelling possesses the essential attributes for enhancing and inspiring young learners, as it resonates deeply with the interests of most children and many teachers. Moreover, its appeal lies in its minimal demand for extensive preparation, making it an accessible and effective tool for student engagement and motivation. Both academics and educators are aware of the potential benefits of using storytelling as a pedagogical approach that develops children's critical cognitive and language skills in addition to capturing their imaginations. Story telling technique can develop students' reading ability. With reading, students are able to express and envision. in order to

pique the interest of readers and listeners alike in stories. Utilizing storytelling in education yields numerous advantages, igniting and amplifying students' capacities, especially in reading. Furthermore, this approach has the potential to elevate overall student learning achievements. Stachurska (2013) highlighted that storytelling resonates deeply with young learners, suggesting that integrating storytelling into the learning process holds significant merit.

Indeed,  numerous studies highlight that effective use of storytelling strategies can improve reading abilities in young children. In addition to encouraging a love of reading, storytelling's creative and participatory elements provide the groundwork for important literacy skills including phonemic awareness, fluency, and comprehension. (Yulianawati et al., 2022) showed that the development of both productive and receptive language abilities is aided by the use of storytelling. The reason for this is that storytelling gives the students the chance to actively participate in the activity and apply their language abilities in an entertaining setting. (Lap et al., 2022) assert that storytelling at the primary school level improves reading comprehension and that the curriculum may be structured around stories to pique students' attention and provide them with understandable information.  According to (Rokhayani, 2017) young learners who participate in storytelling groups do better at understanding what they read. The information demonstrated that the students' attitudes toward the teachings and motivation improved in the storytelling class. This is consistent with the findings of Mutiarani et al., (2015) who discovered that storytelling improves academic performance.

Another researchers described that young learners reading motivation might be increased through storytelling. Young learners who like reading and sharing tales with their peers have a variety of benefits, including improved understanding, verbal skills, active engagement, and relaxation (Yulianawati et al., 2022). Students can appreciate the beauty of bravery, compassion, generosity, and similar traits via narrative. This result is consistent with (Vu et al., 2021) explanation, which said that storytelling is seen to be a useful tool for raising students' motivation to acquire the language. The results of all of this study demonstrate that storytelling techniques support children's development of reading comprehension abilities in addition to their reading ability.

## Storytelling as a Strategy in Advancing Reading Ability

The strategis of storytelling that will be discussed in these findings are strategies that can help young learners in their reading abilities. This was obtained from reviewing the research studies described in table 1. A broad range of storytelling techniques are used in educational settings, indicating an understanding that different methods can meet the specific requirements and preferences of young students. Numerous storytelling techniques have been studied in academic study and practice, and each has unique advantages. Researchers employ many narrative forms and structures to examine the function of storytelling in the skill-building process of juvenile students. Variations in narrative forms and formats are crucial for illustrating how young students react to these variations and, as a result, for assisting educators and/or researchers in determining if the format or tale type utilized in the classroom is relevant.

Regarding story-telling kinds, Mutiarani et al., (2015) examined the usage of fairytales (tales with magic and fairies) to look into how storytelling in English might help a group of young people learning English as a second language improve their reading abilities. (Stachurska, 2013) on the other hand, investigated the effects of storytelling on the language skill development of young learners by using one fable, one fairytale, and two folktales (tales that are part of a culture or tradition and are told orally). Fables are short stories that use animals that talk or behave like humans as characters to convey a moral.

While examining how students react to storytelling, it is important to consider the fact that various studies have employed various types of stories, and in demonstrating to us how such disparate kinds of stories are told. (Povey, 2019) described one of storytelling strategies in help young learners in reading ability is choosing a book. Selecting storybooks that will be engaging and appropriate for their students comes next for an educator who has decided to incorporate storytelling and stories into their

lessons. It is important to remember that every environment is unique, and the teacher will need to exercise some judgment in selecting appropriate literature for the particular situation they are working in. When the teacher selects the type of story that suits the group best, she should then prepare appropriate activities. A range of activities supports young learners's comprehension of stories. Pre-story exercises fall into two categories: those that aid with the concept and those that reinforce the material. Additionally, a large number of publishers offer a variety of suggestions for follow-up actions. These gives young learner's work greater significance and provide them more motivation.

This contrasts with study (Dolzhykova 2014), which claims that while storytelling is occasionally used in English language instruction, it is not a highly organized activity. The absence of tales in national curriculum and children's primary school textbooks appears to have significantly reversed this tendency, which accounts for the dearth of readily available resources tailored for narrating stories to young learners during the pre-reading stage. When teachers employ storytelling, they frequently do it by using professionally prepared short stories that they have written in response to their own teaching goals. Although this kind of classroom exercise is obviously efficient, teachers remark that it takes a lot of time. the propensity to over-rely on textbook material, which subtly reduces the value of using storytelling in the classroom.

Thus, it's essential to comprehend the many kinds of stories. Folklore (folk and fairy tales), wonder tales, Pourquoi tales, myths, legends, fables, parables, ballads, hero tales, epics, contemporary fantasy, tall tales, urban legends, and personal stories are among the narrative genres listed by (Vu et al., 2021). While every kind of narrative has benefits of its own, the storyteller must. Teachers should consider themes that relate to the interests or experiences of their students when selecting stories to pique their curiosity. Young learners are more concerned with what interests them or what they have experienced. We must also take the age of the youngsters into account. A good teaching and learning process also depends on the characters in the story. Young learners enjoy stories, cartoons, and animals. Additionally, picking stories with an engaging storyline or a shocking conclusion can help kids recall and appreciate them more, as well as make the language in the stories more remembered. From the findings above the researcher conclude storytelling is an effective and adaptable strategies for improving young readers' ability.

## *Discussion*

Storytelling is a flexible pedagogical technique that integrates knowledge with enjoyment. Young readers can interact with language and acquire critical reading abilities including comprehension, phonemic awareness, and vocabulary through narrative. By creating immersive, contextual environments that allow for both cognitive and emotional engagement, stories help learners become more responsive to the language. Studies such those by Isik (2016) and Rokhayani (2017), which emphasize storytelling's ability to improve language development and encourage young learners, are highlighted in the review.

Storytelling's influence on young learners' cognitive and psychological development is a crucial component. Isik (2016) contends that narrative helps kids understand complex concepts by simplifying them. For young minds, which gain from sharp contrasts, such the beneficial against bad dynamics frequently shown in fairy tales, this simplicity is essential. In addition, children who hear stories told to them can relate to the characters and use the lessons learned to make better moral judgments and decisions in real life.

One big benefit of implementing storytelling in the classroom is that it can spark students' attention and enthusiasm. According to Kalantari & Hashemian (2015) and Vu et al. (2021), storytelling changes the dynamic in the classroom and makes students who would normally be passive learners become engaged learners. Because storytelling is interactive, it gives students a sense of power and motivates them to engage with the content in meaningful ways. Because they are reading for more than

just homework and are actually engaged in the stories being conveyed, pupils end up with stronger reading habits.

By giving young readers context, repetition, and an easy-to-follow narrative framework, stories aid in the development of reading comprehension. Research such as Povey (2019) and Lap et al. (2022) demonstrate the positive effects of storytelling on text comprehension, line tracking, and critical thinking. Because stories are narrative in nature, children can foresee and make sense of the grammatical structures and linguistic patterns found in the text.

The review identifies various storytelling strategies that have been employed to enhance reading abilities. Frequent and structured language, engaging narratives, sympathetic characters, and the incorporation of follow-up exercises to strengthen comprehension are some examples of these tactics. Activities like "listen and repeat," "imitation," and "disappearing cards" are mentioned by Povey (2019) and Stachurska (2013) as useful tools for assisting kids in internalizing language structures. Furthermore, in order to ensure that the information is both interesting and understandable, Mutiarani et al. (2015) stress the significance of choosing stories that are suited to the learners' interests and cognitive levels.

A crucial topic that has been covered is the use of digital tools in storytelling. Digital storytelling, according to Indriani & Suteja (2023) and Widodo (2016), can greatly improve reading comprehension and interest, especially when it incorporates multimedia aspects that encourage creativity and critical thinking. With the use of animations, music effects, and visual cues, digital platforms offer an interactive approach to engage students and make stories more interesting and straightforward to follow.

While there are the advantages in Storytelling, there also disadvantages. Dolzhykova's (2014) review draws attention to the fact that many curricula lack organized narrative exercises. Furthermore, teachers' lack of preparation and dependence on textbook-based resources can lessen the impact of storytelling. The evaluation recommends that in order to address these issues, educators should be properly trained in the art of integrating storytelling into lesson plans so that they are prepared to tell tales in an interesting and instructive way.more captivating and simple to understand

## Conclusion

In conclusion, the systematic literature review on "The Power of Storytelling Strategies in Advancing Reading Ability among Young Learners, concludes by highlighting the significant influence that storytelling has on the variety of ways that early literacy abilities are developed. Because it can be tailored to the many learning styles and preferences of young readers, storytelling is an approach that may be used in any educational setting. Deeper involvement and comprehension are fostered by the interactive aspect of storytelling, whether it be through technology-enhanced approaches, activities, or discussions. Positive interactions are formed between reading and storytelling. Young learners who are told stories have a favorable and joyful experience when they read. This favorable correlation with reading fosters a passion for books and inspires young readers to interact with books on their own. Storytelling fosters a good attitude toward literacy and lays the foundation for a lifelong love of reading by fostering delight and passion. Essentially, storytelling acts as a connection between the written and spoken word, giving young readers a framework to develop the complex abilities necessary for effective reading.

## Conflicts of Interest

The authors declare no conflict of interest.

## References

Agustina Suganda, L. (2016). Teaching Reading for Young Learners in Efl Context. *Jele Journal of English Literacy Education*, *3*(1), 80–88.

Experiences, N. (2014). *Teaching English through Storytelling to Young Learners Ukrainian and Norwegian Experiences*.

Geetali Tilak, & Dheeraj Singh. (2019). The Power of Storytelling in Improving Language of Young Learners. *Journal of Emerging Technologies and Innovative Research*, *6*(6), 79–83.

Huang, H.-L. (2006). The Effects of Storytelling on EFL Young Learners' Reading Comprehension and Word Recall. *English Teaching & Learning*, *30*(3), 51–74.

Indriani, S., & Suteja, H. (2023). Fostering reading interest through digital storytelling for young learners in the early childhood. *Journal of Education and Learning*, *17*(2), 301–306. https://doi.org/10.11591/edulearn.v17i2.18372.

Isik, M. A. (2016). The Impact of Storytelling on Young Ages. *European Journal of Language and Literature*, *6*(1), 115. https://doi.org/10.26417/ejls.v6i1.p115-118.

Izzah, L., & Jakarta, U. M. (2015). *the Power of Storytelling in Teaching English*. *August*. https://doi.org/10.5281/zenodo.1214962.

Kalantari, F., & Hashemian, M. (2015). A Story-Telling Approach to Teaching English to Young EFL Iranian Learners. *English Language Teaching*, *9*(1), 221. https://doi.org/10.5539/elt.v9n1p221.

Lap, T. Q., Thy, N. M., & Thao, L. T. (2022). Using Storytelling: From EFL Teachers' Perceptions to Young Learners' Reading Performance. *REFLections*, *29*(2), 301–324.

Lucarevschi, C. R. (2016). The role of storytelling in language learning: A literature review. *Working Papers of the Linguistics Circle of the University of Victoria*, *26*(1), 24–44.

Menezes, H. (2012). Using digital storytelling to improve literacy skills. *IADIS International Conference on Cognition and Exploratory Learning in Digital Age, CELDA 2012*, *Celda*, 299–301.

Moon, J., & Maeng, U. (2012). A Comparison Study of the Effect of Reading Instruction Using Storytelling and Storysinging. *Proceedings of the 17th Conference of Pan-Pacific Association of Applied Linguistics*, 75–78.

Mudra, H. (2020). Digital Literacy Among Young Learners: How Do Efl Teachers and Learners View Its Benefits and Barriers? *Teaching English with Technology*, *20*(3), 3–24.

Oktaviani, A., & Fauzan, A. (2017). Teachers Perceptions about the Importance of English for Young Learners. *Linguistic, English Education and Art (LEEA) Journal*, *1*(1), 1–15. https://doi.org/10.31539/leea.v1i1.25.

Povey, E. (2019). Storytelling in Young Learner EFL Education: From Theory to Practice. *International Journal*, *4*(August), 1–14.

Prayatni, I. (2019). Teaching English For Young Learners. In *Jurnal Ilmiah Profesi Pendidikan* (Vol. 4, Issue 2). https://doi.org/10.29303/jipp.v4i2.90.

Rokhayani, A. (2017). Motivating Students of Young Learners through Story Telling in English Class By Atik Rokhayani. *The 2nd International Conference on Teaching English for Young Learners (TEYLIN): Indigenous Norms to the Coming Age of One Asia*, *January*, 30–38.

Satriani, I. (2019). Storytelling in Teaching Literacy: Benefits and Challenges. *English Review: Journal of English Education*, *8*(1), 113. https://doi.org/10.25134/erjee.v8i1.1924.

Stachurska, S. (2013). *Exploiting storytelling in a young learners ' classroom*. 165–182.

Temyara, M. A. (2018). *Teachers' Perspectives Toward the Use of Storytelling To Teach Young Learners in Classroom*. *1*(1), 11–15.

Vu, N. N., Lan, P. T. N., & Lien, N. T. H. (2021). Using story retelling to improve young learners' l2 reading comprehension. *Language Related Research*, *12*(3), 25–49. https://doi.org/10.29252/LRR.12.3.2.

Widodo, H. P. (2016). Engaging young learners of English in a genre-based digital storytelling project. *An Unpublished Research Report*, *March*. https://www.englishprofile.org/images/pdf/2015-16_Widodo_CUP_TRP_final_report.pdf.

Yulianawati, I., Nurhadi, *Kardi, & Mayasari, A. D. (2022). Elementary Students Reading Engagement: the Impact of Story-Telling in EFL Reading Comprehension. *Riwayat: Educational Journal of History and Humanities*, *5*(1), 159–167. https://doi.org/10.24815/jr.v5i1.27726.