The Impacts of Story-retelling Activities on the Kindergartener's Activation of the Communication Strategies

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Abstract	Many experts undeniably acknowledge the effectiveness of story-retelling activities in improving many aspects of learning. This case study investigates how story-retelling activity impacts the student's communication strategy. The study involved a teacher and a five-year-old student at an Islamic kindergarten. Data was gathered through direct observation and interviews. The teacher's activity in telling a story and the student's retelling activity were recorded. Then, the utterances produced by the teacher and the student were transcribed and compared based on the SNAP procedure proposed by Strong. The assessment had four criteria: story length, error type, comprehension type, and story grammar. The assessment explained to what extent the student understood the story told by the teacher. With his understanding, the student struggled to deliver the story using a communication strategy. It was found that the student's story length was 27% of the teacher's story length. He made four types of errors, performed 83% factual type comprehension, fulfilled all components in the story grammar, and applied both avoidance and compensatory communication strategies. The results of research data analysis show that retelling activities have triggered the implementation of communication. From a language education perspective, communication strategy is part of communicative competence.
Keywords	Retelling; Communication Strategy; Impact

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1. INTRODUCTION

Storytelling and retelling activities are common practices in educational settings. Many studies have proven that storytelling activities can be very beneficial in learning. It contains many indirect advisory speech acts that teach morals and values. Children who often hear stories will be familiar with abstract story structures; therefore, giving them a story with a normal structure will help them identify the parts of the story more easily (Bower, 1978; Geva & Olson, 1983; Fitiriana, 2018; Kristanti & Pangastuti, 2019; Retnowati, 2021). It even confirms that children who are exposed to listening to stories at an early age will show good progress in their reading skills. Storytelling helps children improve various language competencies, such as reading (Olson, 1982; Malcom et al., 2020; Nurbaeti et al., 2022), understanding characters, and changing roles. By retelling stories, students can develop "spoken language"—the skill of using words to manage cognitively challenging situations. Retelling stories is a strategy for increasing children's comprehension, the concept of story structure, and the complexity of spoken language. Found that retelling was effective as a reading strategy for young ESL learners (Blank & Frank, 1971; Gambrell et al., 1991; Han, 2005; Rifqi Fauzi et al., 2016) proves that the practice of retelling can increase the quality and quantity of retelling for proficient and less proficient readers. A retelling of stories has also long been used to examine the semantic and syntactic aspects of a child's language performance in kindergarten. They are trying to improve students' writing skills by using language techniques. Language is a kind of memory technique to make meaning through language. In this sense, it is also similar to the principle of storytelling, which is useful when used in the educational process.

Despite its benefits, retelling fairy tales can be difficult, especially for kindergartners. It is the language production activity that mediates higher-order cognitive processes, including remembering, paying attention, and other mental processes (Oller & Krashen, 1988; Fodor, 1998; Cardenas, 2008; Swain & Lapkin, 2011; Valian, 2015; Kawar et al., 2023). Students are involved in two processes at once: comprehension and production. One of the things that is useful in understanding is language input. A strong emphasis on exposure and input is key to understanding. Several input forms, such as input to language processors and input to language learning mechanisms, consist of whatever mechanisms are needed to produce a new representation. Exposure is necessary to develop judgments about what students have observed and conceptualized. According to the Krashen input hypothesis, comprehensible input should be provided one level above the learner's current level of linguistic proficiency. Teachers usually provide stories in written or oral form as input. For young learners, teachers must choose the best way to provide input. When telling stories orally, the teacher ensures students' understanding by choosing words that are easy to understand and presenting stories interactively. Alternatively, the teacher can immediately check student understanding by asking questions while telling the story.

The complexity of the text is one of the sources of students' difficulties in retelling stories. Other factors influencing a child's ability to retell a story are age and gender, presentation method, intelligence, and story structure (Bower, 1978; Blank & Frank, 1971; John et al., 2003; Ferreira, 2010). The second process of retelling a story is language production. This is a multicomponent multistage process. One of the proposed retelling assessment methods is the Strong Narrative Assessment Procedure. It focuses on identifying four components in the text, namely the grammar of the story, the length of the story, the type of error, and the type of understanding. Assessment can be oriented to the extent to which students understand the stories heard or read. Retelling a story also requires the skill to communicate what has been understood. Storytellers must apply complex mental processes to remember ideas and communicate them. In overcoming all difficulties, a successful storyteller must apply a communication strategy.

Communication strategy is a device used by speakers to overcome the difficulties they face in expressing the intended meaning (Canale & Swain, 1980; Azevedo & Corder, 1983; Bongaerts & Poulisse, 1989; Tarone & Allwright, 2004; Ardianto, 2016; Hassan et al., 2021). Verbal and nonverbal

strategies can be used to compensate for impaired communication due to insufficient performance or competency variables. Defines a systematic technique a speaker uses to express his meaning when faced with difficulties. Communication strategies are an important part of first and second language acquisition. L1 speakers and L2 learners deal with their referential problems in much the same way. Furthermore, he observes that first-language acquisition strategies are similar to those used by adults in second-language learning contexts.

It is interesting to investigate kindergarten students' strategies for retelling despite their limited linguistic abilities. The implications of the findings will be useful for educational practice (Dornyei, 1995; Dickinson & Porche, 2011; Hulme et al., 2020; Diehm et al., 2020). Asserts that, as part of a learning strategy, communication strategies can be taught. Discoveries in learning and communication strategies gave birth to a new approach to teaching known as "strategy-based instruction" (SBI). Potential benefits of instruction based on communication strategy. Several studies on communication strategies have been conducted previously) found that students with high language skills apply more strategies than those with low, finding several communication strategies in discussion assignments and some of the dominant communication strategies used in speaking assignments. As far as the author knows, no research has discussed the communication strategies used in retelling stories, especially in the context of the first language. The studies mentioned earlier are in the context of second language acquisition for adult learners.

However, based on first and second language, learners apply communication strategies as part of the speaker's communicative competence. This research will discover the types of communication kindergarten students apply in storytelling performances. It implements a strategy taxonomy that classifies communication strategies into two types: avoidance, which consists of two subtypes, and compensation, which consists of thirteen. Based on the above explanation, this study explores a story retold by a Kindergarten student. The first is to identify how students understand the stories heard. Second, identify the communication strategies used by students in the retelling. The investigation will provide evidence of the student's story comprehension and struggles to retell the story by activating various communication strategies.

2. METHOD

The main aim of this research is to explore communication strategies in storytelling performances. This case study involves one of the participants, a five-year-old Al-Hikmah Islamic Kindergarten student. The performance is carried out in a formal atmosphere. Students listen to stories told by teachers who tell stories interactively. The teacher repeats, emphasizes, and provides questions and illustrations to ensure students understand the story. The story is about Bilal Bin Rabbah, a popular figure well-known to Muslims. Students adapt to retell the story after the teacher finishes telling the story. This research took one student's performance as a sample. This research investigates language phenomena that occur in certain situations. This occurred in a classroom context where a five-year-old student with a limited linguistic repertoire had to remember a story he had just heard.

The data in this research was obtained through direct observation, recording, and interviews. Data collection was carried out in steps: first, observing and taking notes from the teacher when telling an interactive story to a group of students in class; second, observing and recording one of the students retelling the story; third, transcribing and encoding audio-visual recordings into written text. Some information about non-verbal aspects is recorded to clarify the meaning. Interviews were conducted with Al-Hikmah Islamic Kindergarten teachers to obtain further information. Story errors assessed include (a) sequence errors, (b) misinterpretations, (c) substitutions, (d) ambiguous references, (e) embellishments, (f) image references, and (g) repetition, as seen in the following picture. And table.

This research identifies the type of understanding of five-year-old Al-Hikmah Islamic

Kindergarten students based on whether the students' speech is factual or inferential compared to the teacher's. The data analysis steps were carried out in two stages, namely 1) assessing the retelling based on four criteria. Begin by arranging the transcription in a table to identify story grammar, length, errors, and comprehension; and 2) all the data is used to identify students' communication strategies in retelling stories using Dornyei's communication strategy criteria.

3. FINDINGS AND DISCUSSIONS

Results

Four main data from the story-retelling assessment are presented in this section: story length, story errors, understanding, and story structure.

Long Story

The number of teacher and student utterances is calculated based on T-units and then compared to identify the length of the story. Students produce 36 T-Units, while teachers produce 133 T-Units. That is, students earn 27% compared to teachers. In telling stories, the teacher makes an introduction for class preparation. He gets students to pay attention by giving specific instructions and asking students to make a circle. The teacher shows a book with pictures and a short text under the pictures. The teacher starts telling stories after all students show readiness. After telling the story, the teacher also followed up by asking some questions to the students, especially about what they felt and had learned from the story. Teacher remarks in class preparation and follow-up activities are not counted as part of the story; therefore, they are not counted in the story length. In student performance, students did not carry out class preparation and follow-up activities, so all student remarks were taken into account in the length of the story.

Error Type

Story errors are classified into seven categories. However, in this study, only four categories were found: sequencing errors, misinterpretations, substitutions, and embellishments.

Table 1. Types of errors

Error Type	Data
Order error	Serving order S: *Whipped - crushed by a boulder* Caned - overturned a boulder Order of presentation of T *Crushed by a boulder* – whipped overturned a boulder - flogged
Misinterpretation	- S said "If it's thin" Bilal is thin; T said (bilal) big body (Bilal big body) - S said, " *Then Bilal was crying. The call to prayer sounds bad* ." (Bilal is crying. His voice during the call to prayer turns ugly. T said, " *Bilal can't make the call to prayer anymore*" (Bilal can't say the call to prayer);
Replacement	- S said, " *Bilaal pretended to convert to Islam*" (Bilal pretended to convert to Islam) - *T said, "Bilal converted to Islam secretly"* (Bilal converted to Islam) - *S said, "Bilal is drying in the desert."* Bilal is drying in the desert - *T said Bilal dipped in hot sand* Bilal dipped in hot sand
Ambiguous reference	-
Jewellery	S said, "Abu Bakr then bought Bilaal *Then Bilal was given to drink, given to eat* "(Bilal was then bought by Abu Bakr.

Error Type	Data
	Then Bilal was given a drink, fed,
	T said, " *Finally, Abu Bakr paid the Muslims with one tubyah.*" (Finally, Bilal, who was Muslim, was paid by Abu Bakr with one tubyah)
Image Reference	-
Repetition	-

The student presented a different order in describing how Umayah tortured Bilal. He said that Bilal was whipped and crushed by a big rock; in the teacher's version, Bilal is hit by a large rock and whipped. However, a different order would not interfere with understanding the overall story because the information illustrates the same point: the act of hurting Bilal.

Students misrepresent characters, Bilal. The teacher started his speech by saying, " *Okay, it turns out that Bilal doesn't look like a child; Bilal is a person from Habsyi, has a big body, black skin, and curly hair* ." He is a native of Abyssi. He was tall, black, and had curly hair. The student's speech did not include several details about Bilal's physical characteristics. The student said, "Little Bilal and curly hair," referring to Bilal. In this case, the students omitted several statements, including Bilal's statement that he was different from other children, that he was from Abyssi, that he had a large body, and that he had dark skin.

Students also cannot understand how to use Black Seed. It concerns "the Abyssal physical characteristics, which include a large body and black skin." The student thought that Bilal was thin. This may be related to the suffering that Bilal experienced. The student has been shown to relate the skeletal description to Bilal's plight, detailed in many stories and includes being whipped, dried in heat, crushed with stones, and tortured. So, the idea of thinness when describing the body is influenced by sadness. It could be that the student could not process Bilal's beginnings as a Habsy. The depiction of Bilal's form is overshadowed by other stories, which are easier for students to understand because they do not yet understand the postures of the Habsy people. Another misinterpretation of data is shown in the student's expression, " Bilal is crying. His voice when the call to prayer becomes ugly," which is interpreted from a source who says, "Bilal cannot call to prayer." In the storytelling program, the teacher describes Bilal's sad feelings when the Prophet Muhammad died. When the call to prayer arrived, Bilal could not carry it out. The teacher uses the phrase " *cannot* afford." He showed Bilal's sad expression when he said the first part *of the call to prayer*, "Allahu Akbar.........." in a very slow, trembling voice. In the students' interpretation, Bilal's voice turned ugly. It can be seen that the student focused on the teacher's expression and voice when demonstrating Bilal calling the call *to prayer*.

In case of substitution errors, students replace the teacher's phrase "Bilal converted to Islam secretly" with "Bilal pretended to convert to Islam." The substitution takes on a very different meaning. The teacher seemed to have anticipated students' confusion about the *secret word* "secretly" by using the word three times and providing more illustrations to make students understand its meaning. One thing to note is that the words *pretend* and surreptitiously *"secretly"* have a similar form, word reduplication. Another substitution error was identified in the student's expression, "Bilal is drying in the desert," to replace the teacher's statement, "Bilal is dipped in hot sand." Although student utterances are not similar in meaning to teacher utterances, they are a more common occurrence. The act of sunbathing in the desert seems easier to find than the act of dipping oneself in the hot sand.

Embellishment errors were found when students added unnecessary information. The student said, "Abu Bakr then bought the Bilal. *Then Bilal was given a drink given to eat.* "Abu Bakr then bought Bilal. Then Bilal was given a drink and fed, while the teacher said, " *Finally if Abu Bakr pays a Muslim with one tubyah.*" Finally, Abu Bakr, a Muslim, pays Bilal with a tubyah. In the teacher's story, there is no information that Bilal was given food and drink. But in another part of the story, Umayah gets angry when he discovers that Bilal has converted to Islam. He tortured Bilal. He was not given a drink or food. The student did not mention this when illustrating Bilal's suffering when Umayah hurt him. In turn, it adds information in this section.

Story Understanding

Students generate six inferential understandings and 30 factual understandings. This means that 83% of students' utterances reflect factual understanding. Inferential understanding is shown in the table below.

Table 2. Inferential Understanding

No.	Student sentence	Teacher's sentence
1	*Bilal is thin*	*Bilal is from Habsy*
	Skinny Bilal	*He has a large body and black skin*
		Bilal from Habsy
		Big body, dark skin
2	*Bilal pretended to convert to Islam.*	*Bilal turned out to convert to Islam secretly*
	Bilal pretends to convert to Islam.	Bilal converted to Islam secretly
3	*Keep drying in the desert.*	*Bilalnya dipped in hot sand*
	Then (he) dried in the desert	*The next day, it sun-dried again*
		Bilal was dipped in hot sand
		He was drained again the next day
4	*Then Bilal was given to drink and fed*	*How do you feel, kids? Give a drink? Fed?*
	Then Bilal was given a drink and food	How does it feel, student? Was given a drink and given food?
5	*(Abu Bakr) saved Bilal*	*Bilal is safe and does not work with Umayah anymore*
	(Abu Bakr) saved Bilal	Bilal is safe
6	*The call to prayer sounds bad.*	*Bilal was no longer able to call to prayer*
	His voice for remembering prayers became ugly	Bilal could no longer bear the call to prayer

Based on these data, students conclude each part of the story told by the teacher. Concluding that Bilal was thin comes from the fact that Bilal was cruelly tortured. The teacher illustrated in detail how Umayah hurt Bilal. The student could hardly imagine that a big man could be treated so badly. The student used the feign of 'pretend' to steal 'sneakily' probably because he wasn't familiar with the word sneaky. Students combine the two facts to conclude that 'then (she) was drying up in the desert.' The teacher didn't mention 'desert'; he only mentioned 'hot sand' and 'dry.' He used the word 'dip'. The conclusion may be based on students' knowledge that the story occurs in Saudi Arabia, so deserts are common there. The teacher did not mention that Abu Bakr gave Bilal food and drink. The conclusion can be drawn from another part of the story where Umayah abuses Bilal. He was very thirsty but was given neither water nor food. Drinks and food are important aspects of Bilal's rescue. The student was also identified as making references by changing the topic of conversation, such as "(Abu Bakar) saved Bilal." Students focus on the actor who saved Bilal, while the teacher focuses on Bilal's condition, who survived. The students concluded that Bilal's voice became ugly when he made the call to prayer because the teacher imitated Bilal's call to prayer with a trembling and soft voice.

Story Grammar

This section describes the grammar of student stories, which consist of seven components. Students' fulfillment of the grammar of the story must be compared with the teacher as the source text, as shown in the table below.

Table 3. Grammar of the Story

Part	Components of Story Grammar	Student	Teacher
First part	Arrangement	Bilal, Umaya, Abu Bakr, Mecca	Bilal, Umaya, Abu Bakr, Mecca
	Starting Event	Bilal converts to Islam	Bilal converts to Islam
	Internal Response	Umaya is angry	Umaya is angry
	Plan	Umaya asked Bilal to leave Islam	Umaya asked Bilal to leave

Part	Components of Story Grammar	Student	Teacher
		by hurting him, but Bilal refused	Islam by hurting him, but Bilal refused
	Test	Abu Bakr bought Bilal from Umaya	Abu Bakr Buys Bilal from Umaya
	Consequence	Bilal is free	Bilal is free
	Reaction	Bilal can carry out Islamic teachings freely	Bilal can carry out Islamic teachings freely
The second part	Arrangement	Prophet Muhammad, Bilal	Prophet Muhammad, Bilal
	Event initiation	Prophet Muhammad died	Prophet Muhammad died
	Inner response	Bilal was very sad	Bilal was very sad
	Plan	-	-
	Test	-	-
	Consequence	His voice turned ugly	He could no longer bear the call to prayer
	Reaction	-	Bilal continued to fight (in an Islamic way) until the end of his life.

Students give a storyline similar to the teacher's presentation. The teacher presented two stories at once about Bilal. The first is the story of Bilal's conversion to Islam, and the second is Bilal's stopping to call the call to prayer. Students fill in all the elements needed in the first part of the story, while in the second part, only four components are fulfilled.

Storytelling is done in a very interactive way. The teacher invites all students to participate in continuing the story, answering questions related to their feelings, the meaning of terms, and the actions students might take in certain situations. Students give very limited verbal responses, like yeah… no… ehm…. The teacher identifies most of the nonverbal responses, such as facial expressions such as smiles, eye contact, and nods. He uses repetition techniques to impress students and pay attention to the teacher's expressions.

Types of Communication Strategy

Students demonstrate different communication strategies in retelling stories. Data were obtained by identifying various types of evidence, such as from observation, interviews, and content analysis on student manuscripts. Avoidance strategies consist of ignoring and avoiding the topic. Abandonment leaves an unfinished message. This is shown in " *Bilal Bin Rabbah is a... from Umayah.* " Bilal bin Rabbah is a... from Umayah. The missing word is a *slave*.

Topic avoidance is avoiding topic areas or concepts that create language difficulties. Students avoid making detailed descriptions of events or people, as in describing Bilal, the student only mentioned that Bilal was thin and had curly hair. In the teacher's narrative, Bilal has a stocky body, dark skin, and curly hair. The student avoided mentioning Bilal's skin. Another avoidance topic was identified when the teacher explained Umaya. Umaya is described as powerful, rich, powerful, and powerful. Umaya was not explained in the student's speech. He only said names. In class observation, students indicated their understanding by nodding and making satisfied expressions. The student understands the story's details but avoids mentioning them due to the limited production capacity of the vocabulary.

Compensatory strategies are applied when speakers use other means to compensate for their lost knowledge, such as convoluted, approximations, word-making, multi-word words, prefabricated patterns, neo-linguistic signals, literal translation, foreign, pleas for help, stalling time, or time gain strategies, and code-switching (Hollich et al., 2000). This classification was originally intended to describe the language of second-language learners. This study uses a classification since students are brought up in their native language community, namely Sundanese, while at school, they use

Indonesian as their second language. It was found that students did not apply all types of strategies. Students' Compensation strategies are estimates, requests for help, and stalling or gaining time. The compensation approach strategy uses alternative terms that are close in meaning to the target term. Students replace the word ' *idol* ' with ' *statue, '* which means statue, and ' *secretly* ' with ' *secretly,'* which means secretly.

Student speech: *Umayah told him to say just once, what... Umayah* **statue** (Umayah ordered (Bilal) to say just once, what... statue)

Teacher's words: *then I will lighten your punishment. You can still be a Muslim, but say the name of my idol (my God,* only one, my God, only one).

That disciple was not familiar with the word ' *worship* '. Instead, he was familiar with the word *'statue.'*

Student Story: *Then he met the prophet Muhammad to convert to Islam secretly* (Then he met the prophet Muhammad to convert to Islam secretly)

Teacher's speech: *Bilal converted to Islam secretly* (It turned out that Bilal converted to Islam secretly)

The student doesn't know the word ' *secret' yet*. The teacher anticipated this by saying the word ' *secretly'* three times in the form of descriptions and questions. Students apply call strategies for help with pauses, eye contact, and body language. This happened when he got stuck. The teacher then helps him by asking stimulating questions such as "Who came, what happened, why." This way, students can survive telling the story until it's finished.

Stalling or stalling strategies use fillers or hesitation to buy thinking time. Students do so by using the word ' *continue* '.

Then, Bilal read the Koran (*Then* Bilal read the Koran)

Then, yesterday, we were told to call to prayer (we were told to call to prayer)

Then, when the prophet Muhammad died, Bilal could no longer call to prayer (Then when the prophet Muhammad died, Bilal could no longer call to prayer)

The expression 'then' is used with a slight pause. Students need time to think before moving on to the next story session. Students also demonstrate their ability to extract interactive stories into monologue retellings. The teacher's lengthy dialogues with his students, which aim to convey the concept of ' *secretly, '* are expressed simply by using his own words ' *secretly.'*

Teacher's speech:

Q: *It turns out that Bilal secretly converted to Islam. Does that mean that Umayah found out or not? Hidden hide?* (It turns out that Bilal secretly converted to Islam. Does that mean Umayah was found out or not? Hiding, found out?)

S: *No* (No)

Q: *If you hide like this, will you be found out*? (OK, if you hide like this, will you be found out?)

S: *No* (No)

T: *No, that's called hide and hide* because Umayah found out about hiding it for a long time

Student speech

S: *Bilal pretended to convert to Islam* (Bilal pretended to convert to Islam)

S*: Then he met the prophet Muhammad to convert to Islam secretly.* (Then he came to the prophet Muhammad to convert to Islam secretly)

The student illustrated Bilal's conversion to Islam in two words, ' *secretly'* and '*pretend.'* These two words are not found in the teacher's speech. One of the words, '*secretly,'* is synonymous with the teacher's word, ' *secretly.'* The student made a sword selection mistake. In other words, ' *pretend'*. Another example below illustrates that the teacher makes a long monologue, but the students can only take the most important part of the story.

Teacher's speech

Teacher's speech: *Abu Bakr said to Umayah. Umayah, why did you torture Bilal? He's a Muslim. Do not want to leave Islam. Then it's my brother. Abu Bakr said. I will pay When. How much does it cost? Then the most expensive only. One ubiyah said umayah. One ubiyah is said by many people. What did Abu Bakr say? Not even one Umyah, I will pay a hundred Umyah to free Bilal. By Allah, I am willing, said Abu Bakr. Finally, Abu Bakr, a Muslim, paid Bilal with one tuber* (Abu Bakr said to Umayya. Umayah, why did you torture Bilal? How much did it cost? Then the most expensive one. One ubiyah was said to be umayah. One ubiyah was said by many people. What did Abu Bakr say? Not even one Umbyah, I will pay one hundred Umbyah to free Bilal. By Allah, I am willing, said Abu Bakr. Finally, Bilal, who converted to Islam, was paid by Abu Bakr with one Umbyah)

Student sayings

Student sayings: *Abu Bakr saved Bilal. Bought one tuber*. (Abu Bakr saved Bilal. Bought one umbyah).

The teacher begins with a long dialogue conveying how Bilal was saved. He was focused on how Bilal was bought. There is a negotiation for the fee, one tubyah. Students take the essence of the illustration, namely, the acts of saving, buying, and spending.

Discussion

Retelling involves two activities at once: language comprehension and language production. It offers a lot of information from a pedagogical point of view. Students' understanding of stories they have heard or read can be proven through retelling. This is similar to the "think aloud" strategy, which urges teachers to make students aware of hidden comprehension processes. Effective think-aloud teachers have been shown to impact student progress positively. Retelling stories allows students to demonstrate their learning and enhances their understanding. This study provides evidence of students' knowledge of teacher stories, and the communication techniques students use to deal with their comprehension challenges.

Understanding of student stories

The story retelling assessment that applies the SNAP procedure in this study has provided important clues to students' story comprehension. The first criterion is the length of the story. Students can only produce 27% of the sentences produced by the teacher. However, he can demonstrate his ability to extract the most important information that makes up the story. Student speech contains 71% lexical density. Lexical density is closely related to readability because it appears to be one of the factors that can determine the linguistic complexity of a written text (Lees & Chomsky, 1957; Miller & Jocelyne Fernandez-Vest, 2011; Waruwu et al., 2019; Sujatna, 2019; Zhou et al., 2023). The higher the lexical density, the more complex and difficult a text can be understood. However, To rejected Halliday's proposal. He found that high lexical density does not imply complexity, especially in spoken discourse containing many formulaic chunks. Another indicator of complexity is sentence length. Students displayed an average sentence length of 4.3, which is less than eight words, indicating that the sentence has the potential to be fully understood. Students tend to simplify the proposition that is considered the most representative.

For example, the teacher's story says: " *Umayah is a powerful person because he has money, is strong, he is powerful, and the strong person is Umayah." Day and night, Bilal continues to work for Umayah. But Bilal didn't complain. One day, Bilal heard that there was Islam in Islam, and everyone recovered from each other*.

Umayah is a strong person. Day and night, Bilal continues to work for Umayah. But Bilal did not complain. One day, Bilal heard that there is Islam and everyone loves each other. Finally, Bilal met the Prophet, Muhammad'. In the student's story, it is only stated very simply: ' *Then he met the prophet Muhammad.'* Then he met the Prophet Muhammad.' The six propositions, in that case, have not materialized as outputs. Bilal's meeting with the Prophet Muhammad SAW, which later changed his life, caught the students' attention. Bilal's motivation to meet the Prophet Muhammad is only briefly mentioned in the teacher's speech, while Umayah and Bilal are mentioned as additional information. Based on the data, the language produced by students is less than that of the teacher in terms of the length of the stories. This seems to reflect the students' low understanding of the story. However, students demonstrated their ability to extract the most important information on the topic presented by the teacher. The student successfully narrowed down a large amount of material to key points to recreate the story he had heard using the most relevant arguments. Students apply transformational techniques. Further explanation of the other components of the SNAP procedure in the story retelling assessment is needed to identify students' story comprehension.

Another component of the SNAP procedure is student error and understanding. These two components must contribute to understanding the extent to which students understand the story. Students make four types of mistakes: sequence, misinterpretation, substitution, and embellishment. However, the impact of the error does not detract from the story's overall message. When reserved, the sequence 'Caned - overturning a boulder' may present a different picture, but the effect is the same: Umaya's bad treatment of Bilal. Using the word 'thin' instead of 'big body' can create contradictory perceptions in other contexts. However, this change is understandable because the teacher emphasizes Bilal's suffering in another part of the story.

The same case with 'dried in the desert' for 'dipped in hot sand' conveys a similar message. One fatal error is the use of 'pretend' instead of 'secretly.' The full statement says, 'Bilal pretended to convert to Islam.' In other parts, students use other words synonymous with 'secretly.' From this data, it can be concluded that the student understood what the teacher meant by '*sneaking.'* He just used the wrong word. The student realizes his understanding of different transformations. This transformation effectively forms various physical structures by rearranging, removing, adding, or replacing words in the inner structure (Lees & Chomsky, 1957; Farid et al., 2022). This example provides evidence that students use whatever data they take from the input to convey the meaning they get. This fact supports the idea that sentence processing aims to extract the message. Once a communication is received, the original form of a word or sentence is often lost. Depending on the speaker's capabilities, the message will change as it repeats. Complex shapes or structures obtained as input may be simplified to produce emergent structures. This fits with the theory that telling stories aloud helps children understand concepts such as story structure and the complexities of spoken language. Another piece of evidence shows how structural aids influenced children's dictations of original stories in retelling stories.

The next proof of student understanding is the grammar of the story. Based on the story's grammatical order (Griffith et al., 1986; Bower, 1978; Yunita et al., 2019; Sianturi et al., 2020), there are seven components in a story; namely, setting, initiating events, internal responses, plans, efforts, consequences, and reactions. The retelling in this study is two stories that coincide. The first is about Bilal converting to Islam. Only the last part he missed, namely the 'reaction' component, tells about a character's emotions, thoughts, and actions at the end of the story. Students on the consequence component showed another misunderstanding. The fact that students can do story grammar well must be related to the application of storytelling to teach various types of subject matter. Children who often hear stories will be familiar with abstract story structures; therefore, giving them stories with normal structure will help them identify the parts of the story more easily). Based on the description, it can be said that students show a good understanding of the story. Children who can produce only a few single words can understand the spoken sequence of those single words. Given its limited linguistic repertoire of only 27% of the input text, it can pinpoint key information that builds a story. He can convey the

meaning and message of the story. The next discussion is about how students can convey their understanding. He had to apply a certain strategy. One of them is a communication strategy.

Student communication strategy

These findings inform that students apply two communication strategies: avoidance and compensation. With their limited language skills, students are faced with retelling. He struggles to recall and communicate his memories to his teachers and peers. He had to survive in a situation like this. Students avoid explaining detailed information about actions, characters, and places. He chooses the most important part of the story that can represent the message of the story. He employs a topic-avoidance strategy. This strategy was also applied by a boy with a language disorder who struggled with literacy (Damico et al., 2008). He avoided reading some of the difficult parts of the reading assignment. These strategies helped him overcome literacy limitations and survive in social action. Halawachy & Ahmed identified that learners apply verbal and nonverbal avoidance in language production. Silence is part of nonverbal avoidance, which may be a preparation for further communication (Halawachy & Ahmed, 2011).

This study found that students implemented three of the thirteen proposed compensation strategies: estimating, asking for help, stalling for time, or getting time. This shows that students have not used most of the strategies. Other strategies, such as convoluted, multipurpose words, currency word fabrication patterns, and non-linguistic signals, demand higher competence than the three strategies implemented by students. It is easier for students to find synonyms for words than to describe words to negotiate their meaning. In negotiating meaning, he needs more stock of words. The strategy of calling for help and time-gaining is also commonly applied by children in daily communication. The context of the situation can support students in implementing this strategy.

While the student retells, the teacher remains close to him, ready to help and provide comfort. When experiencing a deadlock, students use fillers, unclear expressions, or show certain facial expressions to invite the teacher and other friends to help (Dornyei, 1995; Denny, 2015; Masithoh et al., 2018). It is reported that the level of proficiency of learners influenced the use of communication strategies, with learners with higher proficiency using more guesswork and detours. In comparison, learners with lower proficiency used more avoidance strategies. It means the more skilled the learner, the more communication strategies they will employ. The limitations of the communication strategies students apply indicate their lack of language competence. Storytelling activities can stimulate students to activate strategies and improve them as well. Careful instructions can be prepared to improve students' communication strategies because communication strategies can be taught. A new approach to teaching known as "strategy-based instruction" (SBI) may provide a way to teach strategies. Teachers can concentrate on specific storytelling modalities to develop students' understanding and communication skills. Stories are suggested as a potential strategy for generating insights that guide and ultimately enhance educational practice. This prompted a wide-ranging investigation into the educational culture of systems deserving of tenacity in educational practice.

4. CONCLUSION

Studies of students' storytelling performance have explained two main questions. First is the extent to which students understand the story. The second is the communication strategy applied by students. Assessment of students' story comprehension was carried out using the SNAP procedure. It was found that students carried out story length on 27% of the teacher's language input, made four kinds of errors, made 83% of factual understanding, and fulfilled the seven grammatical components of the story. This means that the students' comprehension performance is not too high. Low story length implies a limited word stock. The mistakes made by students are not fatal mistakes that can deviate from the story's purpose. The high level of factual understanding compared to inferential understanding shows that

students take more information from the teacher. He doesn't make many conclusions that require a more complicated process. The student's ability to fulfill the seven grammatical components of the story shows that he can retrieve the most needed information to build the story. Story grammar is the main construct that makes a story a story. What students lack are detailed descriptions of places, characters, and events.

Identification of communication strategies based on Dornyei's classification shows that students apply two avoidance strategies and three compensation strategies. This is only 38% of the available strategies. Low use of strategy, however, can help students tell a story that is in line with the story's purpose. These findings can provide an overview of student's ability to understand stories and the strategies they apply. A low level of understanding parallels a low level of strategy use. This is in line with Masithoh, who found that students with high language skills apply more strategies than students with low language skills.

The ability to use communication strategies is part of communicative competence. This study suggests that improvement of communication strategies should start in language teaching because these strategies can be taught. Retelling activities can be oriented towards increasing understanding and communication strategies. An overview of five-year-old Kindergarten students' story comprehension and communication strategies can be valuable data for further study. Comparing data with students of various levels can be a prospective cross-sectional study to explain student understanding and development of communication strategies.

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