

ABSTRACT

Many believe that learning English in written form is not easy as in spoken form. It is considered as a difficult skill to be learnt, especially for young learners. Good teacher's technique that fulfills students' need made writing activity fun and easy. This research has made to prove whether storytelling has positive impacts on students learning narrative writing. Storytelling has been chosen as a method to see in what ways it does to improve students' narrative writing skill in organization, vocabulary, sentence structure and language system. Storytelling and independent reading were used as media to see how students' acquire English language better. This research used pre and post-test data to the students of *I Can Read Permata Hijau*. It's an action research where the researcher also a teacher. To gather the data, observation was conducted to see students' progress and behavior in learning narrative writing and journal was made to give more comprehensive detail. Out of 11 students, only 6 students have valid data. The result shows that storytelling improved students' ability in organization, vocabularies and sentence structure. But it does not affect to language system in terms of spelling, punctuation and capitalization. In terms of tenses consistency which also in language system, 2 students have improved while 1 student has no improvement. In conclusion, storytelling improved students' ability in sequencing, vocabulary, sentence structure, and language system and gained students' interest to write

Keywords: *Storytelling, Independent Reading, Narrative Writing*