



## Bringing the Past to Life: Teaching English Grammar Through Folklore and Visual Storytelling in Indonesian Classrooms

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### ABSTRACT

*Teaching English grammar, particularly tenses, presents a significant challenge in the Indonesian context, where traditional methods often fail to engage students effectively. This study investigates the use of Indonesian folklore combined with visual aids as a strategy for teaching the English simple past tense. The research explores the potential of integrating culturally relevant content with pictures to enhance grammar acquisition and student engagement. A mixed-methods approach was employed, consisting of pre- and post-tests, classroom observations, and student surveys. The findings reveal that students exposed to folklore and picture-based instruction showed a 24% improvement in grammar comprehension, significantly outperforming their peers in the control group, who received traditional grammar instruction. The experimental group also exhibited higher levels of engagement, with students demonstrating greater enthusiasm and active participation in learning activities. These results suggest that culturally contextualized materials, coupled with visual aids, foster a more interactive and enjoyable learning environment, ultimately improving students' ability to apply grammatical structures in real communication. This study highlights the potential of folklore as a pedagogical tool, offering valuable insights for enhancing grammar instruction and motivating learners in the Indonesian educational context.*

**Keywords:** English Grammar, Visual Aid, Grammar Acquisition, Communicative Language Teaching

### INTRODUCTION

Teaching English grammar, particularly verb tenses such as the past tense, presents unique challenges in contexts where English is a foreign language (Aman, 2020; Polat, 2017). In Indonesia, where English education primarily follows a formal and theoretical approach, many educators struggle to design engaging and meaningful grammar lessons. Grammar is often taught in isolation, detached from practical or

contextual applications, leading students to view it as an abstract and tedious subject rather than a functional tool for communication (Burns et al., 2011). Such methods risk diminishing students' motivation and engagement, as they fail to see how grammar connects to real-life communication or cultural relevance (Celce-Murcia et al., 2015; Richards & Reppen, 2014a).

This issue is compounded by students' tendency to focus solely on completing grammar

exercises, such as filling out worksheets, without transferring these skills to authentic language use (Aman, 2020; Polat, 2017; Tichachart, 2020). While some learners may develop theoretical proficiency, they often lack the ability to employ grammar as part of their communicative repertoire. This disconnection between knowledge and application can hinder their progress in becoming effective communicators in English. Research suggests that integrating grammar instruction with meaningful activities can bridge this gap and foster deeper engagement (Ellis, 2006; Macalister, J., & Nation, 2019).

Interestingly, even native speakers of English often encounter difficulties when explicitly discussing tenses, despite their intuitive ability to use them correctly in speech (McDonald & Roussel, 2010). This underscores the inherent complexity of verb tenses and highlights the importance of teaching these concepts in ways that resonate with learners' cultural and cognitive frameworks. For Indonesian students, incorporating culturally relevant content, such as folklore, may provide an innovative way to contextualize grammar instruction (Hawanti, 2014; Panggabean, 2015). Folklore, enriched with visual storytelling, serves as a familiar and engaging medium that can connect grammar lessons to students' lived experiences, thereby making learning more relatable and enjoyable (Andriani et al., 2021; Jon et al., 2021; Panggabean, 2015; Yulia, 2013).

The use of pictures as a pedagogical tool further enhances the teaching process by activating visual memory, supporting comprehension, and fostering creativity. Research in second language acquisition underscores the effectiveness of visual aids in reducing cognitive load and enhancing retention (Alnoori, 2023; Bateman & Wildfeuer, 2014). When combined with folklore, pictures can serve as a bridge between language structures and narrative meaning, offering students opportunities to explore grammar in dynamic and interactive ways (Alnoori, 2023; Mansourzadeh, 2014).

To make the use of folklore and visual storytelling practical and adaptable for different students, this study draws from real classroom applications and established research in language learning. Studies show that integrating storytelling with multimodal resources—such as images, role-playing, and digital tools—enhances students' engagement and retention of grammar concepts (Bateman & Wildfeuer, 2014; Mayer, 2014, 2024). Applying these principles, teachers can implement folklore-based grammar instruction in diverse ways to match students' backgrounds, proficiency levels, and learning preferences.

For instance, in a lower-secondary classroom, a teacher introducing the past tense might use a well-known Indonesian folktale such as *Malin Kundang*. Instead of presenting dry grammar rules, the teacher could display a series of illustrated scenes from the story, each

representing a key event. Before reading, students might predict what happens in each picture, activating prior knowledge and setting up a meaningful context for the grammar lesson (Ellis, 2006). After reading a short version of the story in the past tense, students could then work in pairs to rearrange the images in the correct sequence and create their own past-tense captions, reinforcing the connection between narrative structure and verb forms (Richards & Reppen, 2014).

For students in urban or modernized settings, where traditional folklore may feel less relevant, research suggests that personalization and adaptation improve engagement (Myrzakhmetova et al., 2024). Instead of presenting folklore as something distant, students could rewrite the story in a modern context, perhaps reimagining Malin Kundang as a young entrepreneur who disrespects his family after achieving success. They could then create short social media posts or blog entries retelling the modernized story in the past tense. This approach aligns with studies on digital storytelling, which highlight that students learn best when language tasks connect to real-world communication styles (Fu et al., 2021; Onwuka et al., 2020)

For classrooms with varying proficiency levels, differentiated instruction ensures that all students can engage with the material effectively. Lower-level students, who may struggle with past-tense conjugations, could participate in structured activities such as filling

in missing past-tense verbs in a simplified version of the story. Research on scaffolding strategies supports this approach, showing that guided exercises help students internalize complex grammar more effectively than rote memorization alone (Macalister & Nation, 2019). Meanwhile, higher-level students could engage in analytical tasks, such as comparing different versions of the folktale from various regions of Indonesia and discussing how the changes affect the storytelling and grammar use.

Learning preferences also play a significant role in the success of the approach. Visual learners could create their own illustrated comic strips based on a folktale, labeling each panel with past-tense sentences. Auditory learners could listen to an audio version of the story and then retell it in their own words, reinforcing their grasp of verb forms through spoken production (Mayer, 2014). Kinesthetic learners, on the other hand, could act out key scenes from the story, narrating their actions using past-tense verbs as they perform. Research on multimodal learning confirms that these varied approaches help learners internalize grammatical structures more effectively than traditional lecture-based (Bateman & Wildfeuer, 2014)

Another crucial factor is access to resources, particularly in classrooms with limited technology. While urban schools may integrate digital storytelling tools, such as animated presentations or student-created videos, schools with fewer resources can achieve similar

outcomes using low-tech methods. Teachers in rural areas, for example, could use simple picture cards or hand-drawn storyboards to facilitate storytelling activities. Additionally, involving local community members to share folktales orally, followed by student transcription and rewriting exercises, ensures that folklore remains an accessible and meaningful learning tool (Bruijn, 2019)

The broader implications of this study suggest that folklore-based grammar instruction not only improves past-tense proficiency but also encourages creativity, cultural appreciation, and communicative competence. By integrating traditional stories with multimodal learning strategies, teachers can create dynamic, student-centered lessons that bridge the gap between theory and practice. The findings can be applied to curriculum development, encouraging educators to move beyond rule-based grammar instruction and towards meaningful, culturally relevant language teaching that fosters both linguistic accuracy and engagement (Ellis, 1994; Richards & Reppen, 2014b)

This study seeks to evaluate the effectiveness of using folklore accompanied by pictures as a strategy for teaching the English simple past tense to Indonesian students. By leveraging culturally relevant content and visual aids, the study aims to address gaps in traditional grammar instruction and enhance learners' communicative skills. The findings will contribute to the growing body of research on

integrating culturally responsive and visually supported teaching methodologies in English language education.

### **Research Questions**

The research questions in this study are formulated as follows:

1. How does the integration of folklore and pictures impact Indonesian students' understanding and use of the simple past tense in English?
2. What are the strengths and weaknesses of using folklore and pictures as a teaching strategy for English grammar?
3. How can this approach enhance students' communicative skills and their perception of grammar as a practical tool for language use?

### **Review of Literatures**

Paivio's dual coding theory, revisited and expanded by (Mayer, 2014) emphasized the power of visual aids in enhancing learning outcomes. Visuals provide a dual channel of processing—verbal and non-verbal—leading to better comprehension and retention. Studies by (Khoshshima & Izadi, 2014) confirmed that using pictures in teaching English grammar significantly improves students' ability to understand and use grammatical structures, particularly tenses. These findings underscore the importance of integrating visuals into grammar instruction to reduce cognitive load and foster engagement.

(Ellis, 2006) advocated for grammar teaching embedded in meaningful contexts

rather than isolated drills. Contextualized approaches not only improve grammar acquisition but also foster communicative competence (Abdushukurova, 2024; Schneider, 2005; Tichachart, 2020). A study (Nazari, 2020) explored storytelling as a context-rich strategy for teaching English grammar, finding that learners showed improved comprehension and application of grammatical rules when engaged in narrative-based tasks. However, these studies often focus on general storytelling methods and overlook the use of culturally specific stories like folklore.

Folklore has been identified as a culturally relevant and engaging resource for language teaching. A study by (Ilmi et al., 2023) in the Indonesian context highlighted that incorporating folklore into teaching enhanced students' cultural awareness and interest in learning English. Similarly, Darmayenti et al. (2021) and (Tineh et al., 2023) demonstrated how folklore could be used to teach narrative writing, showing improvements in creativity and linguistic expression. While folklore's role in enhancing cultural and narrative skills is established, its potential in teaching specific grammar points, such as tenses, remains underexplored.

Research by (DeKeyser, 2005) indicated that tenses are among the most challenging aspects of English grammar for EFL learners due to their abstract nature and differences in temporal concepts between languages. Indonesian students, in particular, struggle with

understanding and applying English tenses (Hidayat et al., 2020). Traditional teaching methods, which focus on rote memorization, fail to address these challenges effectively. These studies emphasize the need for innovative approaches to make tenses more accessible and relatable.

A study by (Wang & Lee, 2021) suggested that combining visual aids with culturally relevant materials can significantly enhance grammar instruction. Their research on using local myths and illustrated stories in EFL classrooms found improvements in grammar accuracy and students' motivation. However, their focus was not on specific grammatical elements such as tenses but rather on overall language development.

While the reviewed literature provides valuable insights into the benefits of visual aids, contextual grammar teaching, and the use of folklore in language education, several gaps remain. Few studies specifically explore the intersection of these elements—using folklore combined with pictures to teach a specific grammatical point, such as the simple past tense, in the Indonesian context. Moreover, existing research often prioritizes general language skills or narrative writing, leaving the teaching of tenses underrepresented. This study aims to fill this gap by evaluating the effectiveness of folklore and visual storytelling as a targeted strategy for teaching the simple past tense to Indonesian EFL learners.

## METHODS

This study takes a mixed-method approach, combining both qualitative and quantitative techniques to assess how effective folklore and pictures are in teaching the English simple past tense. A pre-test and post-test design is used alongside classroom observations and student feedback to provide a well-rounded perspective on the strategy's impact. This approach ensures that not only are improvements in grammar proficiency measured, but also students' engagement and perceptions of the learning process. By looking at both numbers and personal experiences, this study aims to paint a clearer picture of how folklore-based instruction influences language learning.

The participants included 60 Indonesian secondary school students, aged 13–15, from a public school. They were divided into two groups: an experimental group (30 students) and a control group (30 students). To ensure a fair comparison, students' English proficiency levels were determined through a baseline grammar test before the study began. The teachers involved were experienced English instructors who received training on the experimental teaching method before implementation. This preparation ensures that the lessons are delivered consistently, and that the method is applied as intended across all sessions.

The teaching materials consisted of selected Indonesian folklore stories, with *Malin Kundang* being one of the main texts. This story

was chosen for its clear chronological sequence, which makes it easier for students to recognize past-tense verbs in context. Additionally, it held cultural significance, making it more relatable and engaging. The selection process for folklore stories considers three main aspects: linguistic simplicity to help students grasp the past tense, cultural relevance to maintain their interest, and thematic suitability for reinforcing key grammar points. To further support learning, visual aids such as illustrations, storyboards, and picture cards accompany each story. These visuals help bridge the gap between storytelling and grammar, giving students a concrete reference for past-tense usage in narrative contexts.

The study follows a structured procedure, beginning with a pre-test to measure students' initial understanding of the past tense. The experimental group received lessons incorporating folklore and picture-based activities, including interactive storytelling, guided grammar exercises using illustrated story sequences, and collaborative projects where students created their own illustrated storyboards. These activities allowed students to practice using past-tense verbs in a meaningful way. On the other hand, the control group followed a traditional grammar approach, focusing on direct instruction, rule memorization, and standard worksheets. After the teaching sessions conclude, all students took a post-test to assess their progress.

Throughout the study, classroom observations played a crucial role in evaluating

student engagement and participation. Observers used structured checklists to document students' reactions, their willingness to participate, and how frequently they used past-tense forms in speaking and writing activities. Additionally, students completed feedback forms to share their experiences with the teaching method. These insights help capture elements that test scores alone might not fully reveal, such as motivation, confidence, and overall enjoyment of the learning process.

For data analysis, both quantitative and qualitative methods were applied. The pre- and post-test results were compared using statistical analysis (paired sample t-tests) to determine whether the experimental group showed significant improvement compared to the control group. Meanwhile, feedback and classroom observation notes were analyzed thematically to identify trends in student engagement and learning behavior. Ethical considerations were carefully followed throughout the study. Participation was entirely voluntary, with informed consent obtained from students and their parents. Confidentiality was maintained, and all teaching materials aligned with the school's curriculum to ensure their appropriateness for the classroom setting.

FINDINGS

Table 1. Students' Performance in Pre- and Post-Tests

Group	Pre-test Mean (%)	Post-test Mean (%)	Improvement (%)
Experimental	58	82	24
Control	59	70	11

Table 1. Statistical Analysis of Results

Group	t-value	p-value	Significance
Experimental	6.78	<0.05	Significant
Control	2.34	<0.05	Significant

This study found that using folklore and pictures to teach the simple past tense had a clear positive impact on students' understanding and ability to use the tense correctly. The quantitative results from pre- and post-tests showed that students in the experimental group improved significantly, with their average scores rising from 58% to 82%. In contrast, the control group, which received traditional grammar instruction, improved from 59% to 70%. The statistical analysis confirmed that the improvement in the experimental group was significant ( $t = 6.78$ ,  $p < 0.05$ ), reinforcing the idea that combining folklore with visual aids creates a more effective learning experience compared to conventional methods.

Observations in the classroom revealed key differences in how students engaged with the lesson. In the experimental group, students were noticeably more active, participating in storytelling, discussing folklore themes, and collaborating on illustrated storyboards. This hands-on approach appeared to help them

internalize the past tense more naturally, as they used it in storytelling discussions and creative tasks. On the other hand, students in the control group, who were taught through lectures and worksheet-based exercises, were less engaged. While they demonstrated some understanding of the grammar rules, they often hesitated when asked to apply the past tense in real conversation or writing.

However, implementing folklore-based instruction was not without its challenges. Some students, particularly those from urban backgrounds, struggled to relate to the traditional folklore stories. While students from rural areas often had prior exposure to these stories and found them engaging, others saw them as outdated or irrelevant to their modern lives. To address this, teachers incorporated discussions that connected the folklore themes to contemporary narratives, such as animated films and everyday experiences. This helped bridge the gap, making the stories more relatable and maintaining student interest.

The complexity of some folklore stories also presented difficulties. While *Malin Kundang* was chosen for its clear sequence of events, other stories contained intricate plotlines that some students found confusing. To help with comprehension, teachers divided the stories into smaller sections, used visual cues to highlight key events, and guided students in identifying past-tense verbs within the story. These adjustments made it easier for students to

follow the narratives and focus on the grammatical structures.

Another challenge involved linking pictures to grammar. While many students found visuals helpful in remembering the story, some struggled to connect the images to specific grammar rules. This was particularly true for students with lower English proficiency, who sometimes concentrated more on the pictures than the language itself. To address this, teachers included explicit grammar prompts alongside the visuals, such as labeling key verbs in the past tense and using sequence charts to reinforce how events unfolded over time. These strategies helped ensure that students were making the necessary connections between storytelling and grammar.

Variations in teacher delivery and student background also played a role in the outcomes. While all teachers followed the same general lesson structure, minor differences in how they engaged students may have influenced how well the method worked. Additionally, students' prior learning experiences affected their responses. Those who were used to rigid, textbook-based instruction needed more time to adjust to the interactive storytelling approach, while students who were already familiar with story-based learning adapted more quickly.

A closer look at the control group results also provided useful insights. Although these students improved in their written grammar exercises, their progress in applying the past tense in speech and creative writing was limited.



Many relied on memorized phrases when completing worksheets but struggled to use the past tense naturally in conversation. This suggests that while traditional grammar instruction may help with rule memorization, it does not always translate to real-world language use. In contrast, students in the experimental group showed more confidence in speaking and writing, using the past tense more fluently and with greater accuracy.

Overall, the findings highlight the effectiveness of folklore and visual aids in teaching grammar, but they also point to areas for refinement. Selecting simpler folklore stories, providing explicit grammar scaffolding, and adapting the approach to different student backgrounds can make the strategy even more effective in the classroom.

## DISCUSSION

The findings of this study provide valuable insights into how folklore and pictures can enhance students' understanding of the simple past tense in an Indonesian classroom setting. The significant improvement observed in the experimental group suggests that contextualized grammar instruction can lead to better learning outcomes, particularly when students engage with culturally familiar narratives. However, not all students responded to the approach in the same way, and its success also depends on practical factors such as teacher training, resource availability, and classroom conditions. This section explores the broader implications of the findings while acknowledging

the challenges that come with implementing this strategy.

### ***Student Differences and Learning Experiences***

Students entered the study with different backgrounds and learning preferences, which influenced how well they engaged with the folklore-based approach. One key factor was prior exposure to folklore. Some students were already familiar with stories like *Malin Kundang* because they had heard them at home or in earlier school years. These students tended to follow the narrative easily and focus more on the grammatical aspects of the lesson. Others, particularly those from urban backgrounds, had little to no prior experience with folklore, which made it harder for them to connect with the material at first. This aligns with research emphasizing that learners' prior cultural knowledge significantly affects their ability to process and apply new language concepts (Celce-Murcia et al., 2015; Ellisafny, 2019). Teachers addressed this gap by linking the stories to modern themes, helping students see their relevance beyond traditional storytelling.

Another challenge was students' ability to interpret visual materials. While many found the illustrations helpful, some had difficulty linking the images to grammar rules, especially those who were already struggling with language learning. This is consistent with studies suggesting that while visual aids enhance comprehension, their effectiveness depends on how explicitly they are connected to the target

linguistic structures (Paivio, 1991; Rose, 2018). Instead of using the pictures as a tool to reinforce past-tense structures, some students focused too much on the visual details without making the necessary grammatical connections.

Teachers who explicitly guided students by pointing out verb usage within the images or using color-coded text saw better comprehension results. This suggests that while visuals can be a powerful learning aid, they need to be accompanied by clear instruction to ensure all students benefit from them (Al-Mekhlafi & Nagaratnam, 2011; Syafii, 2021).

### ***The Realities of Implementing Communicative Language Teaching (CLT)***

This study aligns with the principles of Communicative Language Teaching (CLT), which emphasizes learning grammar through meaningful interaction rather than isolated drills (Canale & Swain, 1980; Richards & Reppen, 2014). However, implementing CLT-based strategies is not always straightforward, especially in schools with limited resources.

Many Indonesian classrooms still rely on traditional teaching methods due to curriculum requirements, standardized testing, and practical constraints (Ur, 2011; Yulia, 2013). While storytelling and visual learning can be highly effective, they require preparation, teacher training, and suitable materials—all of which may be difficult to provide in under-resourced schools (Kim & Li, 2021; Zulfritia et al., 2020).

In classrooms where access to high-quality visuals is limited, teachers can adapt by using hand-drawn illustrations, student-created storyboards, or verbal storytelling techniques. While these alternatives may not offer the same polished look as professional materials, they can still create an engaging learning experience. Additionally, teacher training programs could focus on improving storytelling techniques, ensuring that educators can effectively deliver folklore-based lessons even in schools that lack digital or print resources (Ilmi et al., 2023; Papadimitriou et al., 2015).

### ***Challenges with Complex Narratives and Student Engagement***

Not all students found it easy to learn grammar through storytelling. Some struggled with complex folklore narratives, particularly when the stories contained multiple characters or a non-linear plot. This made it harder for them to track events and apply past-tense verbs correctly. Studies on narrative complexity suggest that simpler, well-structured stories with clear cause-and-effect relationships are more effective in grammar instruction (Lomi et al., 2024; Syafii, 2021). To address this, breaking the stories into shorter segments and using visual timelines to highlight key events proved helpful. By mapping out the sequence of actions, students could better understand how the past tense functioned within the narrative.

Another challenge was variation in teacher delivery. Some teachers naturally

engaged students through expressive storytelling, while others found it more difficult to hold students' attention. This variation affected how well students responded to the lessons, highlighting the importance of professional development in interactive teaching methods (Kumayas & Lengkoan, 2023).

Even the best-designed lesson plan may not be effective if teachers are not equipped with the skills to bring stories to life in an engaging and pedagogically sound way.

### ***Comparing Traditional and Folklore-Based Approaches***

The control group, which received traditional grammar instruction, also showed some improvement, though at a slower pace. Their progress suggests that conventional grammar drills can still be useful for reinforcing rules, particularly for students who prefer structured exercises. However, classroom observations revealed that students in the control group were less engaged overall, with some expressing that they found the lessons repetitive. While traditional methods can be effective for learning grammar in isolation, they do not always help students transfer their knowledge to real communication. This aligns with (Widdowson, 1990) argument that decontextualized grammar instruction often leads to mechanical learning rather than true language acquisition. The folklore-based approach, by contrast, encouraged students to use the past tense in meaningful contexts, which appeared to strengthen their ability to apply the

grammar more naturally in speaking and writing (Andrian, 2023; Schmidt, 2012).

### ***Making the Strategy More Inclusive and Practical***

For this teaching method to be effective across a wider range of learners, adjustments may be needed. One key improvement would be providing more scaffolding for students who struggle with complex stories. This could include using simpler narratives, adding visual guides that directly link past-tense verbs to images, or incorporating alternative forms of storytelling such as role-playing or digital media (Richings, 2022; Suryadi et al., 2022).

Additionally, making this approach more feasible for under-resourced schools would require practical solutions, such as developing open-access digital resources, encouraging collaborative material-sharing between teachers, and offering training in storytelling techniques. By addressing these challenges, folklore and pictures can become a more accessible and inclusive strategy for teaching grammar in diverse educational settings (Damis et al., 2024; Sorohiti et al., 2024).

Ultimately, this study highlights the potential of folklore and visuals to make grammar learning more engaging and effective. However, its success depends on thoughtful implementation, considering the realities of different classroom settings and student needs. By refining the approach to address logistical constraints and learning differences, it can serve

as a practical and culturally relevant method for improving English language instruction.

## CONCLUSION

This study has demonstrated that integrating Indonesian folklore and visual aids into English grammar instruction can be an effective way to teach the simple past tense. The results showed that students who learned through this method not only improved their grammatical accuracy but also engaged more actively in the learning process. The combination of culturally familiar stories and visual representations helped make abstract grammar rules more concrete and meaningful, leading to better retention and application of the target language structures. Compared to traditional grammar instruction, this approach fostered a more dynamic and interactive classroom environment, allowing students to practice and internalize the past tense in a natural and engaging way.

While the findings are promising, the study also highlighted challenges that need to be addressed to maximize the effectiveness of this approach. Some students struggled with complex folklore narratives, while others had difficulty connecting visuals to grammatical rules. Additionally, variations in teacher delivery and classroom resources played a role in how well the strategy worked. These factors suggest that while folklore and visual aids can be powerful tools, their success depends on careful adaptation to different learning environments and student needs.

To build on the insights gained from this study, further research should explore how this strategy can be adapted and tested in different educational contexts. For instance, in rural areas or under-resourced schools, where access to high-quality printed visuals may be limited, alternative approaches could be explored. Teachers could use hand-drawn illustrations, student-created storyboards, or even simple verbal storytelling techniques to maintain the benefits of narrative-based learning without relying heavily on printed materials. Additionally, future studies could investigate whether digital tools, such as animated folklore stories or interactive visual platforms, could provide an accessible and scalable way to implement this approach in diverse classroom settings.

Another key consideration is the diversity of student needs and how teaching strategies should be adjusted accordingly. Since students in this study had varying levels of prior exposure to folklore and differing abilities to interpret visual aids, future implementations should consider more differentiated instruction. For example, teachers might introduce simpler, more linear folklore stories for beginners while gradually increasing the complexity of narratives as students' language proficiency improves. Similarly, scaffolding techniques, such as using sequencing charts or explicit instruction on linking images to grammar rules, could help students who struggle to connect visuals with linguistic structures.

Teacher training will also be crucial in ensuring the success of this approach. Effective storytelling techniques, strategies for making visual aids more pedagogically meaningful, and methods for scaffolding grammar learning through narratives should be key components of professional development programs. Training should also focus on equipping teachers with practical solutions for overcoming common challenges, such as helping students who struggle with abstract grammatical concepts or adapting lessons for classrooms with limited resources. Interactive workshops where teachers practice storytelling, experiment with different types of visual aids, and share best practices could greatly enhance their ability to implement this strategy successfully.

Finally, future research should investigate the long-term effects of folklore-based grammar instruction. While this study focused on short-term gains, it would be valuable to examine whether students are able to retain and apply their knowledge over time, particularly in more advanced language tasks. Additionally, comparative studies in different cultural or educational settings—such as other regions of Indonesia or different EFL (English as a Foreign Language) contexts—could provide insights into how universally effective this approach is and what adaptations might be necessary for different student populations.

Moreover, by refining and expanding on this strategy, educators can develop more inclusive and effective ways to teach grammar

that go beyond rote memorization. Incorporating cultural narratives and visual learning into language instruction has the potential to make grammar lessons more engaging, meaningful, and accessible to a wider range of learners. With thoughtful adaptation and continued research, this approach could play a significant role in improving EFL grammar instruction, both in Indonesia and beyond.

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