The effectiveness of using of storytelling technique in improving the English Speaking Skills of beginner pupils

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ABSTRACT

Story telling is an art of converting events into meaningful phrases and sentences. Sometimes stories are told to share information, culture, norms and awareness and sometimes the sole purpose of telling stories is just entertainment. However, storytelling is not just limited to this. It can effectively be used in teaching of English language. Particularly this research is focused on the useful technique of storytelling to develop speaking skills among beginner level students. From Wad Medani English School (GR 1), at El Gezira state, Sudan, thirty students were selected as a sample for this research including both male and female. It was an experimental study with analytical descriptive method. Collected data was run on SPSS and findings were interpreted after gaining results from the software. Statistically significant results were obtained for the students of experimental group which were levels of knowledge (0.005), comprehension (0.010), application (0.004), analysis (0.045), synthesis (0.004), and evaluation (0.035). After this, storytelling technique was adopted by providing schools with the necessary aids. Similar sort of research is also suggested at Sudanese primary schools.

LITRETURE REVIEW

Storytelling technique offers a better understanding of human behaviour to the language learners. Particularly for the students of beginner level, it is not only a way of developing listening skills but it also indirectly helps students in making better their speaking skills. According to Mauro Dujmovic (2006) by adapting this methodology, teacher becomes the storyteller and prepares a performance for his/her students. It also increases the level of interaction for students with their teacher as well as the fellow students. Same is the case with a child that acquires first knowledge from the environment and most of the part of his/her learning is from the listening source.

Barzaq (2009) explained that by listening and telling stories, students also get the know-how of the tenses of the target language and they also learn from the shared values, culture, and personal experiences of others. He also added that it is a technique of knowledge management and information distribution. Safdarain (2013) also in his research explained that when teachers tell stories to their students, students reconstruct those stories and retell them in a new manner to their classmates.

Samantaray (2014) demonstrated six steps of storytelling technique practiced with students. At first steps stories on colourfull pages are hanged on the white board by the teacher. Secondly, he/she makes students’ groups. Thirdly every group takes a paper from the whiteboard. In the fourth step, students develop a certain story within a given timeframe. Fifth is the step where students retell their developed stories to the other group members. And in the sixth and last step, teacher awards the best group.

Cameron (2001:11) says that storytelling can be enjoyable tool for practicing both listening and for verbal expression. Besides, storytelling as a teaching technique has been extensively used in preschools and elementary schools up until university level where the teacher can choose stories from folk tales, guide books, literary tales, real life stories, festivals and mythology.

Rokhayani (2010) holds that with meaningful contexts, natural repetition, engaging characters and interesting plots, stories can be used to develop children’s language skills, such as listening, using their imagination and predicting.

The aim of this study was to examine the effectiveness of using of storytelling technique in improving the English-speaking skills of beginner pupils.

RESEARCH DESING

This experimental study was conducted with analytical methods. Two tests have been performed on the sample of thirty students of Wad Medani English School. The researcher adopted two methods: experimental and analytical methods. As such, two tests have been designed purposively to collect data from (30) pupils of Wad Medani English School. First, a pre-test have been administered (The Magic Fish), followed by program that involves the storytelling technique, and lastly, a post-test is carried out (The Magic Paintbrush), for the experimental group in order to determine the differences between the performances exerted by the pupils in both pre- and post-tests. Besides, a questionnaire will be distributed to (10) English language teachers, as to gather relevant data, and lately for analyses, the gathered data will be analysed by the program of SPSS program, and Bloom Taxonomy, and other relevant analysis tools.

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PROCEDURE
The sample of the study contained two groups. First group contained (15) beginner pupils of both gender from Wad Medani English School (gr1) School, Al-Jazeera State, Sudan (control group), second group contained (15) beginner pupils of both gender from the same class and school (experimental group). The data from students was collected through pre and post-tests. Students were given tests with ten questions related to speaking and listening skills and vocabulary.

To answer the study questions and to examine its hypotheses, the researcher used Statistical Packages for Social Sciences program (SPSS) using the following statistical processing:
- Frequencies and percentages mean and standard deviations.
- Paired samples t-test.
- Benjamin Bloom Taxonomy of (Educational Objectives)

The independent variable was gender (male and female) and years of experiences with three brackets: 1-5 years, 5-10 years and above 10 years.

RESULT AND DISCUSSION
The ultimate objective of this study was to highlight the problems being faced by language learners and instructors and to provide their solutions. Statistical techniques were applied, and the following results were obtained. Table (1) displayed that Mean differences between the scores of the two groups (control-experimental), regarding knowledge, comprehension, application, analysis, synthesis, and evaluation, and the grand total, were as follows: (3.52,3.90), (3.44,4.08), (5.19,5.85), (5.17,5.83), (5.00,5.96), (6.15,6.88), (8.13,8.43), respectively, all are statistically significant , in favor of control group after the purposed test.

Table (1) displays T-test of two independent samples in size, to identify Mean differences in using storytelling technique, in the subject of English language Speaking skills , for grade one pupils (experimental-control groups) in post-test.

<table>
<thead>
<tr>
<th>variable</th>
<th>Comparison groups</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>T-V</th>
<th>p-value</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>post-control</td>
<td>15</td>
<td>3.52</td>
<td>1.66</td>
<td>-2.276</td>
<td>0.027</td>
<td>There were variances between the two groups, in favor of experimental group</td>
</tr>
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<td></td>
<td>Post- experimental</td>
<td>15</td>
<td>3.90</td>
<td>1.37</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Comprehension</td>
<td>post-control</td>
<td>15</td>
<td>3.44</td>
<td>1.57</td>
<td>-2.912</td>
<td>0.005</td>
<td>There were variances between the two groups, in favor of experimental group</td>
</tr>
<tr>
<td></td>
<td>Post- experimental</td>
<td>15</td>
<td>4.08</td>
<td>1.32</td>
<td></td>
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<td>Application</td>
<td>post-control</td>
<td>15</td>
<td>5.19</td>
<td>1.72</td>
<td>2.852</td>
<td>0.005</td>
<td>There were variances between the two groups, in favor of experimental group</td>
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<tr>
<td></td>
<td>Post- experimental</td>
<td>15</td>
<td>5.85</td>
<td>1.74</td>
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<td>Analysis</td>
<td>post-control</td>
<td>15</td>
<td>5.17</td>
<td>1.96</td>
<td>-2.633</td>
<td>0.011</td>
<td>There were variances between the two groups, in favor of experimental group</td>
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<tr>
<td></td>
<td>Post- experimental</td>
<td>15</td>
<td>5.83</td>
<td>1.67</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Synthesis</td>
<td>post-control</td>
<td>15</td>
<td>5.00</td>
<td>1.77</td>
<td>2.170</td>
<td>0.035</td>
<td>There were variances between the two groups, in favor of experimental group</td>
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<tr>
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<td>Post- experimental</td>
<td>15</td>
<td>5.96</td>
<td>1.91</td>
<td></td>
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<td>Evaluation</td>
<td>post-control</td>
<td>15</td>
<td>6.15</td>
<td>1.62</td>
<td>-2.375</td>
<td>0.004</td>
<td>There were variances between the two groups, in favor of experimental group</td>
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<td>Post- experimental</td>
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<td>6.88</td>
<td>1.98</td>
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<tr>
<td>Total</td>
<td>post-control</td>
<td>15</td>
<td>29.41</td>
<td>8.13</td>
<td>-2.033</td>
<td>0.048</td>
<td>There were variances between the two groups, in favor of experimental group</td>
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<td>Post- experimental</td>
<td>15</td>
<td>30.77</td>
<td>8.48</td>
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</table>
CONCLUSION
The sample of 30 beginner level students and 10 teachers from Wad Medani English School were the part of this study, data was collected and run on SPSS. Percentiles and other statistical techniques were also performed. The below mentioned findings prove positive outcomes of storytelling technique on students’ speaking skills.

After going through the whole course of study, it is recommended that storytelling technique should be adapted, particularly for students of beginner level. Ministry of Education should come forward to take steps for providing resources required for this adaption. Particularly in Sudan, the lack of resources availability is observed in many schools. These schools are in dire need of the modern apparatus in order to bring innovation to their traditional teaching methodologies.

SUGGESTIONS
The researchers of same filed are urged to focus primary level students and try to select sample from more than one school in order to delimit this study. Two to three secondary schools at least may be considered as the target population for the upcoming studies in this regard.

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