The Impacts of Storytelling On Secondary School Students' Speaking Ability

Thien Nguyen Minh[1*], Linh Nguyen Thuy[2]

[1]*Faculty of Foreign Languages, Dong Nai Technology University, Dong Nai Province, Vietnam*
[2]*Thanh Hoa Secondary School, Long An Province, Vietnam*

Abstract: **The paper has been conducted for the point of testing the viability of using Storytelling at Thanh Hoa Secondary School. Students are divided into two groups called Experimental Group and Control Group. The Experimental Group are instructed speaking skill with Storytelling while ordinary way is still applied within the Control Group. Both groups ought to take the Pre-test and Post-test. After that a set of survey included 8 questions is used to examine students' states of mind, points of view towards speaking and Storytelling. While the study gives a few suggestions for teachers and researchers in common, it is not free from limitations. The limitations are found within the information collection disobedient and the number of strategies to be taught.**

Keywords: **Storytelling, speaking ability, speaking performance.**

1. Introduction

A. Rationale

Speaking is considered one of the most critical skills, particularly in learning English as a foreign language. It may be perfect way to specific the learners' ability amid learning English process. By speaking, individuals are able to examine or raise their opinions approximately occasions happening around the world. In this manner, students are frequently assessed their success in English language learning on how well their change on speaking the language.

Speaking in a foreign language is very difficult and competence in speaking takes a long time to develop. As stated by Ur (2000), speaking included all other skills of knowing that language. Speaking is a crucial part of second language learning and teaching, it is an art of communications and one of 4 productive skills, that must have mastered in learning foreign language. Good speaking skills are the act of generating words that can be understood by listeners.

The Storytelling method incorporates the four communicative skills along each session and it coordinating nearly two communicative aptitudes in each movement. Storytelling as a learner centered method takes into a check student's characteristics such as the age and conceptual level of learners, their needs and interest, their language level and past language - learning experience (Dinamika Ilmu, 2016).

In language classroom, Storytelling is necessary to develop students' speaking ability. However, speaking skill is one of essential skills and it is also the most difficult skill to develop.

According to Kartiah, Rahman, & Jabu (2014), there are some common problems that the students at secondary school face with during learning English speaking. The first problem is that the environment does not support the students to speak English frequently. Second, students do not want to talk or say anything because they suffer from a fear of making mistakes. Third, students have low motivation to learn English, which may be one of the main difficulties of teaching speaking.

B. Aims of the study

This study aims to use Storytelling to improve speaking performance for secondary students at Thanh Hoa Secondary School. The specific objectives of the study are:

- To investigate the students' attitude towards using Storytelling in speaking lessons.
- To suggest way to use Storytelling to encourage the secondary students at Thanh Hoa Secondary School in speaking lessons.
- To examine how secondary school students' speaking performance may be improved when applying Storytelling on speaking lesson.

Research questions:
The study will answer for two following research questions:
1. How does Storytelling affect EFL secondary students' speaking accuracy?
2. How does Storytelling affect EFL secondary students' speaking fluency?

2. Literature Review

A. The Nature of Speaking

Little Wood (1981) states that verbal communication is two-way forms between the speaker and the audience and it includes the profitable skill of speaking and the responsive skill of understanding (or listening with understanding).

Furthermore, Richards and Renandya (2002) states that effective verbal communication requires the capacity to use the language appropriately in social interactions that includes both verbal and nonverbal communication such as signals, body languages, and expressions are needed in passing on messages straightforwardly.

For the most part, spoken language could be an essential

*Corresponding author: nguyenminhthien0910@gmail.com

situation. We speak more than we write, that is why spoken language ought to be instructed at first. Learning to speak a foreign language requires information of the language and its application in each specific situation. Subsequently, the instructor ought to teach learners with a certain degree of accuracy and fluency in understanding, responding and in communicating thoughts within the spoken language.

B. Storytelling

A Storytelling could be a visual and realistic display that portrays the relationships between realities, terms, and thoughts inside a learning assignment. (Hall and Strangeman, 2002). Storytelling is as graphs or outline of written or verbal statements. In some cases, it referred to as information maps, concept maps, story maps, cognitive organizers, progress organizers, or concept graphs. They incorporate semantic maps, semantic feature analysis, cognitive maps, story maps, surrounded diagrams, and Venn graphs (Kim et al., 2004).

Storytelling incorporate words, pictures or symbolic patterns (conceptual, various leveled, patterned and sequential). They show verbal, visual, and coherent learning styles. Storytelling have diverse lay outs but they ordinarily have a comparative purpose. They portray the relationships between realities and figures or key concepts and concepts inside a learning assignment.

Storytelling can be classified either in terms of their design or their function. Functionally, Storytelling can be gathered into two categories: those that portray fundamental information structures (whole-to-part, cause/effect, etc.) and those that serve specialized needs (extend planning, objective setting). For the language classroom, the most common capacities are:

- Describing
- Comparing and contrasting
- Classifying
- Sequencing
- Cause and effect
- Decision making

1) Types of Storytelling

There are a wide assortment of designs for delineating the same fundamental information structures, but all serving the same fundamental reason of visually uncovering to learners how the information is organized. According to Bromley (1999), a few common designs include: Clock, Cluster/Word Web, Describing Wheel, E-Chart, Fact and Opinion, Five W's Chart, Flow Chart, Four-Column Chart, Goal-Reasons Web, Hierarchy chart, Idea Wheel, KWL/KWHL Chart, Ladder, Observation Chart, Persuasion Map, Planning Chart, Progress Report, Sequence Chart, Spider Map, Step-by-Step Chart, Story Map, T-Chart, Time Line, Tree Chart, Venn Diagram.

Previous researches related on the effect of Storytelling on Students' skill Studies have shown that meaningful learning can be assisted through the use of Storytelling. Students who used Storytelling as a learning strategy performed better than the students who used underlining (Amer, 1994), note-taking (Reinders, 2011), discussing with co-students (Chularut, De Backer, 2004), or outlining (Robinson & Kiewra, 1995).

McElroy and Coughlin (2009) state that there were several examples of Storytelling for how professor can apply cognitive learning theory to their classroom teaching of counter analysis using Storytelling. Storytelling also can be used in all phases of learning from brainstorming ideas to present findings. They can be used individually or in large group.

Hall and Strangeman (2002) believed that different varieties of Storytelling improve their effectiveness for learning. The following six Storytelling have great utility in the classroom because they correspond to six common patterns into which most information can be organized: descriptive patterns, time-sequence patterns, process/cause-effect patterns, episode patterns, generalization/principle patterns, and concept patterns. Storytelling provide speakers with new approaches to speak that build on their schema and extend their knowledge.

3. Methodology

A. Instruments of Data Collection

1) Tests

Tests were managed to investigate the students' speaking capability, and at that point are utilized to gather information approximately subjects' capacity and information of the second language. Of course, in order to give concise results tests must be well outlined to degree students' capacity. A good test ought to have five main characteristics: validity, reliability, discrimination, practicality and backwash.

In order to satisfy all the criteria for a good test, in this study the tests were taken from the Test PET Tests, which is additionally known as Preliminary English Test. It is thought to be reasonable for the participants' level of language capability. At the time of the study, their English capability was at rudimentary level, so basic speaking assignments were chosen to be more suitable for the subjects by specialists and therefore considered to be well developed, reliable and valid.

2) Questionnaire

In survey research, a questionnaire is an instrument that is comprised of a set of questions to be asked to the participants of the survey. Questionnaires usually ask questions that elicit ideas and behaviors, preferences, traits, attitudes and facts.

In this research the questionnaires are delivered after introducing the Storytelling to students in order to investigate their attitudes towards Storytelling.

B. Data Collection Procedures

In the first week of September, 80 students in two groups took part in the Pre-test before beginning the first semester of the academic school year. These tests scores were accumulated and the examined to recognize the students' speaking proficiency.

The treatment of Storytelling on the Experimental Group endured for 12 weeks. all students in two groups were required to take the Post-test. And the test scores from these tests were collected and examined to compare with the score of pre-test to find out how effective Storytelling were to the advancement of students' speaking performance.

After doing the post test, the students were piloted with the surveys, which were pointed to assemble information almost students' attitude toward Storytelling.

C. Analytic Procedure

1) Test scores

The scores from the pre-test and post-tests were collected and at that point tested by Microsoft Excel to compare the cruel, standard deviation to work out whether the Storytelling may move forward students' speaking execution.

2) Questionnaire data

The survey consisted of 8 questions which points at explore the students' opinions almost learning speaking, troubles in learning speaking, benefits and necessities of utilizing Storytelling in speaking.

4. Results and Findings

A. Results

1) Students' attitudes towards using Storytelling in speaking lesson

The answer of the Question 1 "*What difficulties have you ever had during learning speaking?*" can be seen clearly within the chart, the number of students have troubles since of having no ideas or organizing ideas are the biggest with 25 students. The number of students choosing Lacking of information is positioned the moment with 21 students. *Feel embarrassed and anxious and Fear of making mistake* could be a choice in turn of 15 students and 10 students. There are only students choose other troubles in speaking English. As a result, the instructor must discover the effective ways to help the students overcome their issue particularly within the viewpoint of information and ideas.
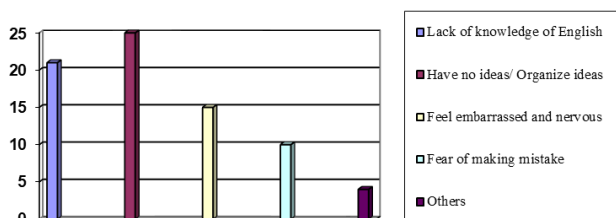

Fig. 1. Students' difficulties in learning speaking English

The students' answer for the question 2 is shown in the figure 2 "*In your opinion, what is the benefits of Storytelling in English speaking lessons?*". From the chart below, 31 students think that Storytelling helps them remember the topic easily. There are 25 students who state that Storytelling help them feel interested and motivated. The students who choose *Organizing the ideas logically/ Focusing on important ideas* and *Creating a summary for a topic* share the same number of 23 students. The *Others* option for benefits of using Storytelling in speaking has the smallest number with only 3 students.
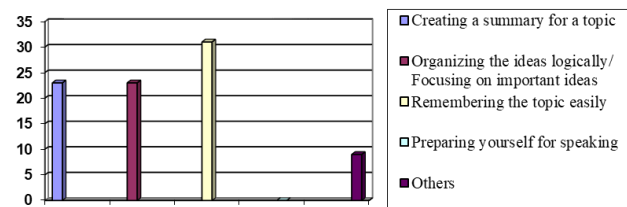

Fig. 2. The benefits of using Storytelling in learning speaking English

When students were asked the question "*Do you feel more interested and motivated when you learn speaking with Storytelling?*" Most of students say "Yes" with the proportion 77.5%. The rest of students think that they do not feel interested or motivated when they speak with Storytelling.
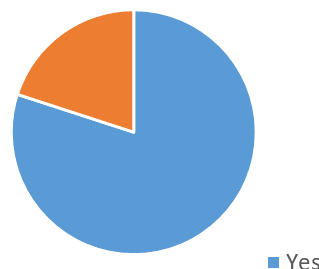

Fig. 3. Students' feeling about the motivation and interest of using Storytelling

In this section, questionnaire is utilized as the most tool of the finding and discourse. From the data, finding was displayed and examined in order to reach the points of the investigating. The results reflect the reality of utilizing Storytelling in educating speaking at Thanh Hoa Secondary School. The effectiveness of Storytelling in speaking lesson was also tended to in detail. Subsequently, the issue will be conducted to demonstrate how utilize of Storytelling may improve the secondary students' speaking performance.

2) The effects of Storytelling on students' speaking performance

Before the treatment, there was a Pre-test. The result has presented as the following table:

Table 1
The Pre-test result of two groups

Score　　　Number of students	below 5 points	From 5 to 6 points	From 7 to 8 points
Experimental Group	2	32	6
Control Group	1	31	8

The common English speaking test was conducted before the treatment. 40 students in each group had to part within the same speaking test. The test was based on the PET speaking format (Preliminary English Test) which is for secondary students. This test includes four parts. In the first part students got to present themselves with a few basic questions and Part 1 of the lasts around 2-3 minutes. During Part 1 the instructor inquired students a few simple questions to find out more about students such as around their studies, where they lived or what hobbies or interface they have. Part 2 of speaking test endures almost 2-3 minutes. The analyst described a situation to students and their partner and gave them both a few visuals. They had to share their opinions with their accomplice around the assignment and attempted to make a decision. Part 3 of the speaking test exam lasts almost 3 minutes. The instructor gave them a color photo and inquired them to conversation almost it on their claim for almost 1 minute. Part 4 of the speaking test

endures approximately 3 minutes. The analyst inquired students and their accomplice to talk about something based on the subject within the earlier Part 3 assignment. In generally, the experimental group and control group had about the same result, but in detail the control group's result displayed higher scores within the number of students who got the score from 7 to 8 (2 students). Therefore, the level of the unbalance might be expectable since the ability of speaking English in two groups was the same at the beginning of the research.

From the two tables below, it can be simple to compare the mean and SD in two groups. They show that the scores in test bunch have been decreased. After utilizing Storytelling technique a few of the students have overcome their issues in speaking, the students cannot speak certainly since they do not have ideas or they do not know how to associate the ideas within the speaking topic, a few students feel awkward since of missing vocabulary, others feel fear as making mistakes. In this manner, they need motivation to speak.

The table also shows the results of the pre-test and post-test and calculates the *Mean* and the *Standard deviation* of score from the lessons making up the experimental group and control group. The mark of experimental group had gradually increased from 5.625 to 6.125 with the mean and the *Standard deviation* had from 0.80 to 0.93. It shows that the *Mean* in experimental group was 0.5 but the Mean in control group was lower that was only 0.025. And the *Standard deviation* in Group 1 was 0.13 but the *Standard deviation* in group B was only 0.02. The score of the experimental group was increasing. With this score of the result, it is clear that the experimental group's speaking ability has a gradual development. In conclusion, the results of *Experimental Group* were improved because of using treatment effectively in Storytelling. We make a comparison to *Control Group* the results of the post test is not much improved. It is difficult to realize whether students' speaking ability was improved or not because the two results in Pre-test and Post-test are nearly same.

Table 2
Mean and SD in the Pre English speaking test

Group	Group 1	Group 2
Number of students	40	40
Mean	5.625	5.825
SD	0.80	0.90

Table 3
Mean and SD in the Post English speaking test

Group	Group 1	Group 2
Number of students	40	40
Mean	6.125	5.85
SD	0.93	0.92

We utilize chart to show long data row. Within the figure 4, the score of the Experimental Group indicate the enhancement over the period of the study. The chart showed that the result of members had expanded steadily with the average number 0.5. These scores too show that the lowest score within the first test was 4. The different between the highest and the lowest score decreased, as did the conveyance around the mean. This indicates a significant drop within the contrast between the

highest and lowest score, suggesting an advancement within the weaker scoring students. It is clear, at that point that, according to the chart scores, the exploratory gather progressed and profited by the work done amid the exploratory period. It described the results which students had learnt well in the treatment since of showing Storytelling strategy. It implies that Storytelling appeared made students follow it to investigate the subject speaking more effectively.
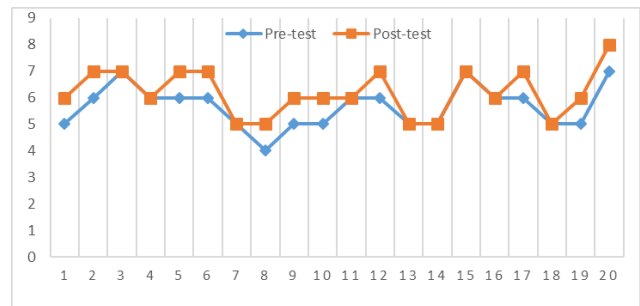

Fig. 4. Scores in experimental group before and after using Storytelling

The figure 5 depicted the scores in the Control Group within the Pre-test and Post-test. As can be seen, the result is about the same and unchanged. Looking at the advance chart by member, we found that they had unaltered designs. Most scores advanced relentlessly and kept their speed with the same level. The result recommended that the Control Group might maintain and did not increment the speaking performance. These results showed a trend that the participants' speaking performance were slowly slower than their speaking utilized Storytelling.
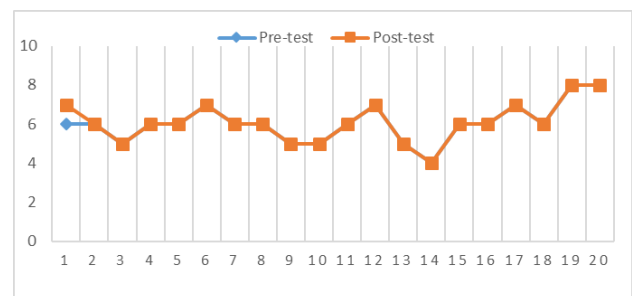

Fig. 5. Scores in control group before and after using Storytelling

In experimental group, the number of students with the score below 5 points was decreased from 2 to 1, while that one was remained in Control Group. From 5 to 6 points in Experimental Group, there were 32 participants in Pre-test, but this number was decreased 21 participants in Post-test. The development was significantly increased three times in Experimental Group in Post-test from 6 participants to 18 participants. In the Control Group, the number of students who got scores from 5 to 6 or from 7 to 8, was slightly changed. It is sure that the rate low points of participants in the Experimental Group were improved. In the course, the using Storytelling had increased in the Experimental Group from 6 to 7 points of participants with 30% rate of point but in the Control Group the point of participants was only increased 2.5%. We only carried out participant to compare to recognize the higher and the lower of two groups. It means that the educator often teaches students by

simple method made them bored and lower results. It does not motivate them studying well. While in the Experimental Group, the teacher used Storytelling to improve their speaking performance. So students were easy to carry ideas interesting.

Table 4
The number of students in Pre-test and Post-test results of two groups

Group / Score	Experimental Group		Control Group	
	Pre-test	Post-test	Pre-test	Post-test
Below 5 points	2	1	1	1
From 5 to 6 points	32	21	31	30
From 7 to 8 points	6	18	8	9

The results of the test were verified by the T-test. The T-test verification helps us determine whether the standard median deviation in two different groups can incidentally occur or not. In the T-test verification, we have to find out the "p" value which is incidental probability. As can be seen in the Table 5, the Mean of the Experimental Group was increased 0.5 points and $p = 0.006 < 0.05$ proved this result occurred meaningfully and it did not happen incidentally. We analyzed similarly to the Control Group, the Mean of the Experimental Group was increased 0.025 points and $p = 0.451 > 0.05$ proved this result occurred incidentally.

In conclusion, the results of the Post-test in Experimental Group were higher, that was important, but it might not be deduced within the Control Group.

Table 5
The incidental Probability (p) in Pre-test and Post-test results of two groups

	Experimental Group		Control Group	
	Pre-test	Post-test	Pre-test	Post-test
Mean	5.625	6.125	5.825	5.850
SD	0.80	0.93	0.90	0.92
p	0.006		0.451	

B. Findings

The following part summarizes the main finding obtained from the data collection instruments used in this study including the tests and questionnaires.

1) Students' speaking performance

In common, there was contrast within the scores the students accomplished within the Pre-test and Post-test, of which test items were chosen from the speaking test of PET exam. The results of Experimental Group were higher than those of Control Group. The difference appeared to be steady since there were about no contrast found in Pre-test and Post-test in Control Group. Be that as it may, the majority of scores in both groups were organized in average scores (from 5 to 6), the reason may be from the test's difficulty level. The students were not utilized to adapting with this kind of test and not practicing speaking routinely; this led to the moo score results of both groups.

2) Students' attitude to speaking with Storytelling

The data collection included surveys was utilized to gather information on the students' attitude to speaking. The discoveries of information analysis of this instrument can be summarized as follows:

- The students continuously thought that speaking was truly critical in their learning English process. In their opinion, the missing of information of English and were

considered the most trouble in learning speaking.
- The number of respondents within the survey who thought the use of Storytelling may progress their speaking capability were in expansive portion (75%). About all of the students considered the importance of adjustment of suitable learning methodologies into their learning language.

3) Students' improvement in speaking with Storytelling

The findings of the display study recommend that the advancement within the students' speaking performance. The enhancement happened in contrast degree of speaking. The students accomplished higher scores on Post-test than those on Pre-test in Experimental Group. Additionally, the results obtained from the training of Storytelling were sensible successful.

5. Discussion and Conclusion

For the first research question, it is simple to recognize that there were a huge number of students feel curious about speaking lesson utilizing Storytelling. The results of the survey shows that students felt spurred when they were instructed speaking with Storytelling.

The answering for the second research question, there was not a significant difference found in the performance of the Control Group after presenting conventional speaking strategy in eight weeks. One conceivable clarification is that with only eight speaking activities, it may not be sufficient for any treatment to make a contrast in overall speaking execution as measured by such a test. Language learning, especially speaking, may be a process that takes time before any kind of significant results can be seen in learners' performance.

As to the second research question, a significant difference was found between within the Experimental Group on Post-test. With the recurrence in Storytelling application, students within the experimental group got a recognizable improvement. It was troublesome to progress students speaking performance. In this case, applying Storytelling played a really critical role in expanding the participants' speaking execution. The examination of Storytelling and the results taken from the tests makes Storytelling - with an expansive numbers of diverse sorts - conceivable to be connected in arrange to improve students' speaking execution.

However, it is additionally a challenge task for teachers who have to manage huge measure classes. It is not simple to have each student in a lesson take part within the learning activities and to make students useful from speaking. With classes that have a blended level of students, it is better to require group work during speaking for the participation among the individuals of the groups. Instructors ought to utilize distinctive types of Storytelling to compose and plan speaking lessons. Another vital thing is that the instructors ought to select appropriate Storytelling based on the topics of the lessons, the learners' level and the language difficulty.

The significance and recurrence of applying speaking to revise students' speaking should be completely secured. Based on the analyzed results of the tests, one can effectively realize that the students' speaking execution has been continuously

improved after the mediation of Storytelling. As speaking exercises are exceptionally simple to plan and conduct, they can be managed very viably by both experienced teachers and inexperienced ones. Instructors can get ready speaking activities with Storytelling in progress and it ought to be balanced base on the learners' level.

In summary, the research in this thesis sought to decide the effects of Storytelling on speaking advancement. Another aim of the research was to discover the part of in applying Storytelling in order to achieve ideal results. The research supports the idea that applying Storytelling frequently is really effective in improving learners' speaking performance. The evidence is that the Experimental Group made a remarkable increase on the Post-test in comparison with the result from the Control Group. Indeed, in spite of the fact that the treatment groups just gained light increases in speaking performance, it is still worth giving Storytelling to Secondary school learners. The reason for this is often that the benefits of Storytelling were highlighted by the evidence that the Mean increments in speaking Post-test for test group. Additionally, interesting and clever speaking activities with Storytelling really made excitement for learners.

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