

Enhancing Students' Speaking Proficiency through Storytelling Strategy

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ABSTRACT--*This study was conducted based from the results of the preliminary/survey which revealed that students need to enhance their speaking proficiency skills. Through this, the researcher further conducted a study to investigate the root causes of the problems and to provide a mechanism to overcome these pressing situations through storytelling strategy. The subjects were the twenty-eight (28) BEE third year students enrolled in English 22- Interactive English subject at College of Education. The objective of the study was to enhance students' speaking proficiency skills through storytelling. The research design of the study was the application of Classroom Action Research (CAR) following the four steps: planning, implementation, observation and reflection. For the data collection, the following instruments were used i.e speaking test, observation and interview. The data were analyzed using qualitative and quantitative methods. Storytelling as a strategy was employed following the corresponding four-step procedure. Deciding on the teaching materials to be used, organizing of members from each group, providing video clips of story to be viewed and retelling in a form of chain and teaching students how to translate gathered responses from interviewee's native language to second language(English) to be narrated and shared in the class. The overall result showed that students' speaking proficiency skills were improved from pre to post intervention activity showing that story telling as a medium is an effective tool in oral communication skills of students. Furthermore, students' speaking skills were found significantly different before and after the use of viewing and interviewing. The results of the study encouraged language instructors to strengthen the performance task as a component in evaluating the students' communication skills which is considered a critical dimension to address. By providing varied modes of speaking activity such as debates, storytelling, extemporaneous and others, students are being trained as public speakers. Thus, enabling them to develop language fluency, comprehension, pronunciation, grammatical accuracy and vocabulary.*

Keywords--*Speaking Proficiency, Storytelling Strategy*

I. INTRODUCTION

In teaching learning process, communication is a basic human need. As espoused by Manera (2019), it is for this reason that students choose different and creative ways to communicate. Some even use verbal and non-verbal cues to share his or her feelings and aspirations.

English language is an essential tool in the field of education. It is considered the primary source of communication. It is also a language where large number of countries using it as medium of communication in order to impart ideas and thoughts with others. English language is a bridge to different aspects. Even in the

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internet, majority of the websites are written and created in English. Other languages often give the option to translate the site in English, press, different newspapers; books are written in English than in any other languages, wherever you go in the entire world English language is the key to transfer information through macro skills. There are two receptive skills in language learning; reading and listening while writing and speaking are considered to be the productive skills and merged for efficient and effective communication. The productive skill in the oral mode that a human needs to learn in life is speaking. Therefore the exposure of students in the speaking skill is through story, the learners' preference most in teaching and learning process in the classroom since it enables learners not only to be entertained but learned the language as well (Shepard 2017). However, Malana (2019) said that writing is a skill that anyone can learn. Although we cannot all be great, we can all write well enough to handle situations we encounter in college or on the job, she added.

To motivate students in learning process, one among the string needed is storytelling. This would give chances to students tell vicarious experiences and even discoveries of real life situation. This would still help them discover their inner self as they tell story. It is a method to help the students to knowledge, literacy, imagination and sense of creativity as well as critical thinking.

Storytelling helps students learn to understand each other's differences. Students can listen to stories from other people and learn to empathize with those who live in different environments. Students can connect their own experiences to the ones they are learning about and then move on to create their own stories. Storytelling encourages students to tell their own stories orally, in writing, and in pictures. Literacy learning, which includes these three media, can be more engaging for students who have struggled to understand how words relate to their lives. (Lidiyatul 2015)

Story telling promotes original form of teaching and fostering emotional intelligence through bringing out self-confidence among students. It enriched learners' vocabulary and acquiring new language structures that would help students in learning process. This would be a great challenges among language teachers when digging out the best among his or her students. But this art of teaching would be very helpful to the introvert type of students.

Studies holistically believe that storytelling would be a guiding strategy to boost learners' interest and confidence in learning process.

At this juncture, this study conceived to look into the effectiveness of storytelling strategy to enhance students' speaking proficiency skills. It is in this way that the teacher would guide her students and help bringing out the best for the students.

II. OBJECTIVE OF THE STUDY

The objective of the study is to enhance students' speaking proficiency skills through storytelling strategy.

III. RESEARCH METHOD

The research design employed was Classroom Action Research (CAR). In this study, the researcher implemented storytelling strategy to enhance the students' speaking proficiency. Following Kemmis and McTaggart's model (1988) the researcher implemented the action in the form of intervention activities namely:

planning, implementation, observation and reflection. This study conducted at College of Education. There were 28 third year students involved who are taking Bachelor of Elementary Education enrolled in the subject Interactive English.

IV. DATA GATHERING PROCEDURE/S

Preliminary/Survey Study

It was conducted in January 2019. The purpose of survey study was to find out the actual classroom scenario in the teaching and learning process so that the researcher can design appropriate action plan to help the students enhance their speaking proficiency. In this phase, the researcher had an informal talk with the students, grouped them randomly to describe the pictures (picture description) from their book. The action was done in three –day classroom observation to gather data on students ‘performance in speaking proficiency.

The following are the steps in conducting this research.

Planning

In doing such fundamental step was to prepare the needed things in doing the study from preliminary/survey study until the end. The researcher also managed the time and determined about how many meetings that she needed in doing the study. In this stage, the researcher made the preparation of planned activities. In the preparation, storytelling procedures was included, syllabus, instruments and technique of collecting data.

In relation to the first preparation, storytelling procedures was included, the researcher planned to implement four steps in conducting storytelling activities. These were 1) deciding on the teaching materials to be used, 2) organizing of members from each group, 3) providing video clips of story to be viewed and retell in a form of chain, 4) teaching students on how to translate gathered responses from interviewee’s native language to second language (English) to be narrated and retell in front of the class.

In this study, the researcher taught the subject and observed the conduct of action research. The researcher designed the syllabus of Basic Education Curriculum as the guide in making instructional activities. The focused was storytelling strategy in speaking class. The syllabus covered the specific objectives, teaching techniques, and assessment procedure.

Implementation

The intervention was the activity applied by the researcher in the class. The researcher used multi- media instruction and conventional strategy. The researcher discussed to the students the procedures on how to do retelling. Students retell the story of “The Tale of the Peter Rabbit” based from the video clip being viewed. The students retell the interviewees ’responses gathered by the students during the conduct of interview through storytelling strategy.

Observation

The researcher observed the implementation of intervention activities such as speaking test, the used multi- media instruction and conventional strategy.

Reflection

The researchers analyzed the data and get the findings.

V. DATA COLLECTION

The data was collected using some instruments such as speaking test, observation and interview. The guide questions used in speaking test was. The responses of the students in pre – assessment speaking test was audio video recorded for accurate data and rated using modified rubrics. The observations was done by the researcher from the start of students’ narration after viewing the video clip of the story “The Tale of the Peter Rabbit” using storytelling strategy was included. The interview conducted by the students from the two interviewees’ responses having opposite lifestyle and educational attainment, one was poor with low profile and the other was successful professional. The gathered interviewees’ responses translated from their native language to the second language (English) through storytelling.

The exercise was done through pre – test and posttest. This research used a pre-test to get the authenticity of the data collected. It was held to know the students’ speaking proficiency level before implementing the intervention activities.

Pre- test was applied to the students before the conduct of intervention while posttest was given after applying the intervention activities. The purpose of the said activities above was to know the improvement/progress of students speaking proficiency performance using storytelling strategy during the teaching learning process.

VI. DATA ANALYSIS

To analyze the data, the researcher used qualitative and quantitative research. The researcher compared the results of the speaking test, observation and interview. In assessing the students’ speaking performance, the researcher applied the modified analytical scoring rubric. Speaking skills was assessed by the researcher at the same time as subject instructor. The covered of the speaking skills was comprehension, fluency, grammar, pronunciation, and vocabulary.

The computation of the students’ score used the following formula:

$$\text{Students' Speaking Score} = \frac{\text{score obtained}}{4(\text{ language elements})}$$

Using the computation above, the students score ranged from 1 to 5. The researcher organized the students’ score into five categories. These were 1) 1.0 to 1.49 was categorized as *poor* speaking performance, 2) 1.50- 2.39 was categorized as *fair* speaking performance, 3) 2.40- 3.29 was categorized as *good* speaking performance, 4)3.30-4.19 was categorized as *very good* speaking performance, 5) 4.20-5.0 was categorized as *excellent* speaking performance.

Table 1. The Analytical Scoring Rubric for Speaking Performance

No.	Speaking Skills	Score	Description
1	Comprehension	5	Knowledgeable to perform all advanced- level tasks with linguistic ease, confidence and competence
		4	Aware to perform all superior level but cannot sustain performance at the level across a variety of topics
		3	Have little understanding of the topics
		2	Could not express ideas from the topics clearly
		1	No understanding of the topics

2	Fluency	5	Able to speak without any hesitation or break in a sentence
		4	Hesitates or pauses at a few places in a few sentences but fluency is not seriously affected
		3	Hesitation is shown in almost every sentence. Ends sentence half way and then repeats it
		2	Hesitates a lot, message is not very clear. Lot of repetition of sentences
		1	Shows a lot of hesitations, speech is not clear
3	Grammatical Accuracy	5	Grammar is correct
		4	A few grammatical errors. Meaning is not affected
		3	One or two major errors which affect the meaning
		2	Almost every sentences contains grammatical error
		1	A lot of grammatical errors are made meaning the message is not clear
4	Pronunciation	5	All words are clearly and correctly pronounced
		4	One or two words are incorrectly pronounced but the meaning is not affected
		3	A few words are incorrectly pronounced but the meaning is not affected
		2	One or two words which are mispronounced and the meaning affected
		1	Most of the words are incorrectly pronounced
5	Vocabulary	5	Uses extensive vocabulary
		4	Uses varied vocabulary
		3	Uses adequate vocabulary; some word usage irregularities
		2	Uses limited vocabulary
		1	Uses not understandable vocabulary

VII. RESULTS & DISCUSSIONS

The result of the survey study (picture description) showed that the students made mistakes on speaking proficiency skills namely comprehension, fluency, grammar, pronunciation, and vocabulary. The comprehension of the students was *fair* which means that the students had no idea about the picture being presented (mean rating 1.86). In addition, the vocabulary speaking performance of the students was *fair* with a mean rating of 1.64 which indicates that the use of vocabulary was not clear. The fluency speaking performance of the students was *fair* (mean rating 2.07) which means lot of hesitations, speech was not clear. Numerically, 1.5 was the lowest (mean rating 1.5) the students' grammar was *fair* which speaks a lot of grammatical errors meaning the message was not clear. In general, students speaking performance was good. Students had few mistakes in pronunciation but the meaning is not affected as manifested by 2.86 mean rating.

Table 1. Survey Study (Picture Description)

Speaking Proficiency Skill	Mean Score	Description
1. Comprehension	1.86	Fair
2. Vocabulary	1.64	Fair
3. Grammar	1.5	Fair
4. Pronunciation	2.86	Good
5. Fluency	2.07	Fair

As indicated in Table 2 the speaking performance of the students in comprehension with a mean rating of 2.14, Vocabulary mean rating of 1.96 and fluency mean rating of 1.71. Seems the students did not understand the topics and they had limited vocabulary, and they showed hesitations, speech was not clear. Expectedly the speaking performance was *fair*. In addition, Pronunciation (mean rating 3.29) and the grammar skill improved from *fair* to *good*.

Table 2: Pre – Assessment Test (Speaking Test)

Speaking Proficiency Skill	Mean Score	Description
1. Comprehension	2.14	Fair
2. Vocabulary	1.96	Fair
3. Grammar	3.26	Good
4. Pronunciation	3.29	Good
5. Fluency	1.71	Fair

Table 3 shows the effectiveness of the intervention activities to enhance the speaking performance of the students from *fair* to *good* and from *good* to *very good*. Meaning, the awareness of students to perform in superior level in retelling the story, students used extensive vocabulary, they used grammar correctly, One or two words was not pronounced correctly but the meaning is not affected, Students hesitated to practice proper pausing in sharing the information from the video being viewed through storytelling but fluency is not seriously affected,

Table 3: Post Assessment 1(Viewing)

Speaking Proficiency Skill	Mean Score	Description
1. Comprehension	3.25	Good
2. Vocabulary	3.22	Good
3. Grammar	3.30	Very Good
4. Pronunciation	3.86	Very Good
5. Fluency	3.86	Very Good

The result of the post assessment through interview was improved from *very good* to *excellent* which implies that the comprehension of the students met the advanced- level tasks with linguistic ease, confidence and competence, students used extensive vocabulary, Grammar was used correctly, and they exercised correct and proper pronouncing of words. They performed fluency in the delivery of responses from interviewees through storytelling.

Table 4: Post Assessment 2 (Interview)

Speaking Proficiency Skill	Mean Score	Description
1. Comprehension	3.93	Very Good
2. Vocabulary	4.43	Excellent
3. Grammar	4.36	Excellent
4. Pronunciation	4.21	Excellent
5. Fluency	4.07	Very Good

Table 5. Results of Pre and Post Test (Viewing)

Rahayu & Eripuddin (2015) assert that using movie / video in teaching helped the students to be motivated and actively involved in speaking activity, minimized the students' passiveness in the process of teaching and learning to speak. Line graph shows that intervention activity using video clips was effective in enhancing the speaking proficiency skills of the students. This can be seen from the result of pre and posttest that the comprehension skill of the students improved from (mean score 2.14) to (mean score 3.25), vocabulary (mean score 1.96) to (mean score 4.43) grammar (mean score 3.26) to (mean score 4.36) pronunciation (mean score 3.29) to (mean score 3.86) fluency (mean score 1.71) to (mean score 3.86).

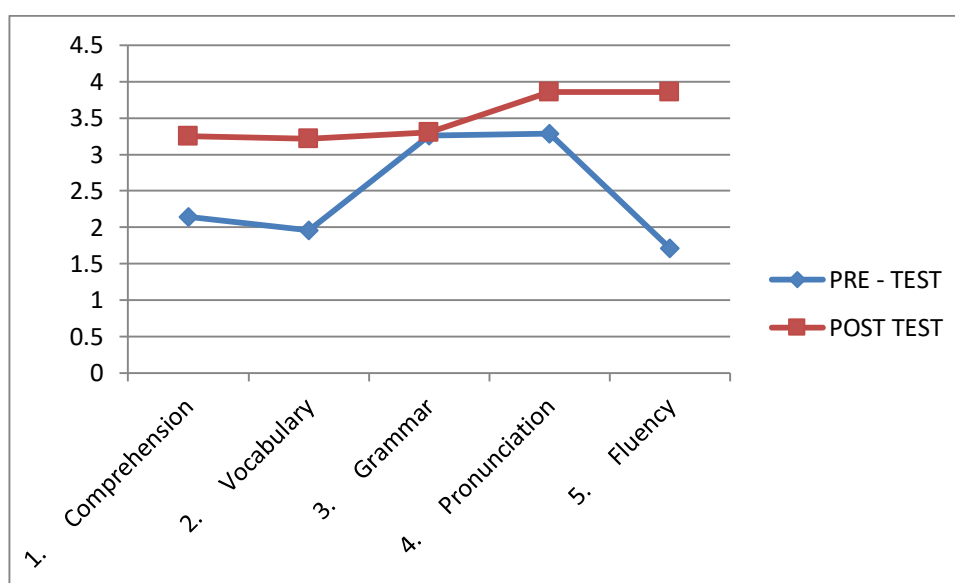


Table 6. Results of Pre- Post using Intervention Plan (Interview)

The result conforms to the study of Muzammil (2017) who stated that storytelling is imperative to elevate learners' speaking ability. Sharma (2016) asserts that speaking proficiency using cooperative storytelling strategy

improved comprehension, fluency, vocabulary, grammar and pronunciation the learners. Correct grammar really connotes students' intelligences as stated by Calanoga (2019). Line graph indicates interview activity through storytelling strategy improve more the speaking proficiency skills of the students. This can be viewed from the result of pre and posttest that the comprehension skill of the students improved from (mean score 2.14) to (mean score 3.93), vocabulary (mean score 1.96) to (mean score 4.43) grammar (mean score 3.26) to (mean score 4.36) pronunciation (mean score 3.29) to (mean score 4.21) fluency (mean score 1.71) to (mean score 4.07).

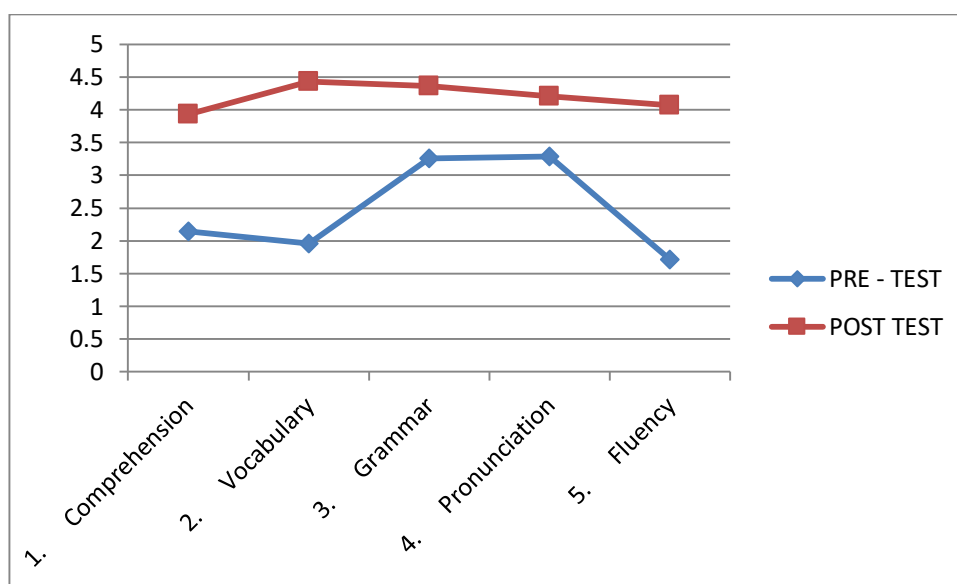


Table 7: Comparison Between the Pre and Post Results

Intervention	Alpha	P-value	Decision	Interpretation
Viewing	0.05	0.022	Ho is not accepted	Significantly Different
	0.05	0.0027	Ho is not accepted	Significantly Different

The data above explain the difference between the pre and post results obtained in the study. Since the P-values (0.022 and 0.0027) for both interventions are less than the level of significance (alpha-0.05), then students' performance before and after is significantly different. It can be said that when viewing and interviewing were employed as intervention to the speaking proficiency of the students, it yields a significant difference implying that students gained improvement in their ability to speak. Similarly, the findings also suggest that as there is adequate exposure of students to various communication enhancement activity, they tend to develop their confidence and eventually overcome their stage fright. In fact, according to Shepherd (2017), he emphasizes that students' engagement in speaking through story telling enables them not only to be entertained but also to learn the language well. This therefore shows that there is a necessity to continuously acquaint and involve students to any form/genre of public speaking as a tool to develop the oral communication skills of students.

VIII. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings, using storytelling strategy enhances students' speaking proficiency performance and it can be effective in teaching English. It helped the students to develop their communication skills, boost their confidence and made them enjoy and motivated in teaching learning process. Storytelling may help the reader to develop English materials related to pedagogical activities in storytelling strategy. The study also entailed that students do have different intelligences and their learning attributes is one among the big factor that teachers or instructors need to develop. The pedagogical approaches are imperative way to address the needs of the students.

English teachers/ instructors should set an effective time considering the time allotted for every activity. Therefore, English instructors are expected to share the approach through teacher's forum such as in service training and workshop. English instructors should implement speaking English as a medium of instruction during class hour or even outside the school premises to develop fluency in terms of speaking the language.

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