

A study on the Effectiveness of interactive story telling method in improving speaking ability.



(A Classroom Action Research on the Second Grade students of Kadamoni LP in Academic Year 2024-2025).

BY

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ACKNOWLEDGMENT

I would like to express the deepest gratitude to respected Principal Ma'am Mrs Sansita Gogoi who has given me the opportunity to advance the research work and encourage me and extend her possible support towards completion of this research work within the given time frame.

I would also like to thank the entire fraternity of Kadamoni LP, Head Teacher, Assistant Teacher and students of Class II for their kind cooperation and support.

At last but not least I would like to thank Mr Ratan Dey, Priyanka, Kalpita, Nabajyoti, Anisha, Simakhi, Kiranmoyee, Rudra kumara etc for their full support in intervention and completion of the study.

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Date: 26-02-2025

ABSTRACT

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the language. Speaking is one of the language skills that must be taught in LP school based on the ministry of national education's policy. Storytelling technique is a technique that help students' Speaking skill in terms of enriching vocabularies, improving creativities, improving pronunciations and organizing ideas. This research is aimed to answer the questions whether storytelling technique improve the students' skill in speaking, and also to know students' responses after learning speaking through storytelling technique. Therefore, this study entitled "**A study on the Effectiveness of interactive story telling method in improving speaking ability**".

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CHAPTER I

INTRODUCTION

A. Background of the Study

Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. So speaking skill more impact on student growth. Speaking skill not only improve in pronunciation but also in vocabulary, grammar, and listening skill.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the language.

Harmer, as cited in Tarigan, (1990: 12) writes that when teaching speaking, we can apply three major stages, those are:

- 1) Introducing new language
- 2) Practice
- 3) Communicative activity.

Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity.

B) Problem area: During the visit of school it is seen that students of class II can not communicate properly and poor speaking skill.

C) Need of the Action Research: As we know ,stories have always played a significant role in children's growth.Stories not only help in stimulating children's imaginations and understanding of the world but also in developing children's language ability and appreciating literacy. Story telling measures comprehension by asking the students to tell as much as the story as he/she can recall. So the primary reason to recommend story telling in improving speaking skill is that stories are motivating and immensely interesting, can best attract listeners and promote communication.

D)Objectives of the Research study:The objectives are as follows:

- 1)To investigate the impact of story telling in improving speaking skills of beginner.
- 2)To enable students to develop language skills through story telling.

E)Probable causes of the problems:

The probable causes of the problems are :

- 1)Lack of use of proper innovative approach in the teaching learning process.
- 2)Irregular attendance of students.
- 3)Lack of interest of the pupils .

F).Most Probable cause: The most probable causes of the problems are :

Lack of use of proper innovative approach in the teaching learning process.

G)Statement of the problem:

A study on the Effectiveness of interactive story telling method in improving speaking ability of class II Students of Kadamoni LP.

H)Action Hypothesis :

There is a significant difference between the students skills in speaking through story telling technique before and after intervention is given to the students.

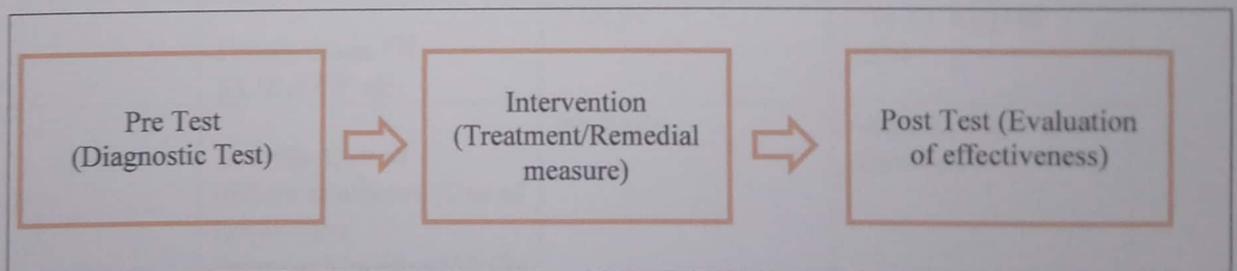
I)Action Research design:

1)Sample:

The 17 nos class II students of Kadamoni LP are selected as sample group of the Action Research.

Procedure:

1)Research Design:Out of the three research design namely Survey design,Experimental design and Quasi experimental design, the investigator selected the Quasi-Experimental design for the study.



Intervention:

The propose interventions are :

- 1)Use of picture ,Mask in story telling.
- 2)Use of ICT in story telling.
- 3)Dramatisation.

Source of baseline data:

- 1) Information collected during school visit and discussion with pupils and teachers.
- 2) As per NAS report 2021.

Tools to be Used for collecting relevant data:

Test items for Pre Test and Post Test

Analysis of data:

- 1) Tabular form
- 2) Graphic form: Column diagram

Schedule of Activities:

Sl no	Activities	Duration	Date
1	Sharing with teachers and students of the target school	2 days	August 1 st Week
2	Holding Pre-test (Diagnostic Test)	1 Days	8 th August 2024
3	Preparation Of Transaction plans	3 Days	9 to 11 August 2024
4	Preparation Of TLM,PPT etc.	3 Days	9 to 11 August 2024
5	Transaction of different stories (Use of innovative approach/method/skills etc).	60 Days	August, September ,October
6	Holding Post Test	1 Day	23-10-2024
7	Data Analysis and Writing Research Report	5 Days	November 2024

C) Research Benefits:

1. For students:

This research is expected to improve students' speaking ability through applying Storytelling method.

2. For teacher:

This study is expected to be useful for the teachers in teaching Language to improve the students' speaking ability.

CHAPTER II

REVIEW OF RELATE LITERATURE

A. The Concept Of Speaking Skill:

Speaking is the important tools in human daily life, how the people interaction to each other. Speaking is making use of words in an ordinary voice, offering words, knowing and being able to use a language expressing one-self in words, and making speech. Therefore the writer infers that speaking uses the word and produces the sound to express ourselves either ideas, feeling, thought and needs orally in an ordinary voice. Furthermore, success in communication often depends on speaking skill.

B. Methodology:

Action Research provide teachers with a systematic way to study the effect of their instrumental practice on students learning. My Action Research was designed to describe the effects of story telling through TLM and ICT devices on students improvement of speaking skills .My goal was to find out how my implementation of story telling through use of TLM and ICT devices effected students improvement of speaking skills.

C. Design of the study:

The methodology used in this study was qualitative in nature. I used this approach because studies allow the researcher to go through a series of steps and interactions, gathering, examination data, comparing prior data to newer data and developing strategies to solve problem etc. The characteristics of qualitative research allowed me to both effectively study my practices and provide for my student's changing needs in the Language classroom.

Procedure:

After receiving approval of principal of DIET, Tinsukia and consent of Head Teacher of the school data collection began with the help of class teacher, teacher trainees of DIET and discussion with student's. Language class usually lasted between 40 to 45 minutes on working days for 12 Weeks. Therefore the duration of story telling never shorter than 45 minutes.

Description of instructions:

I began the study by administering a Pre Test on story telling. (Appendix 1), then I used the data to plan intervention. During the first day and every subsequent day thereafter, I encourage my students to tell story using picture, mask etc as per their choice. I also told my student's to present by dramatization and with the help of other students, but each student's needed to be able to tell story fluently.

I always rewarded the students to complete the story telling activities. Daily I and our teacher trainees presented story with the help of picture, mask or ICT devices for the attraction of the students. At the end of the study I administered the posttest which consisted of same story as the initial assessment. I compared the Pre Test results to the Post Test results.

Instrument of data collection:

The Observation schedule was prepared for data collection .All the data were collected within boundary of my classroom and care was taken to prevent data collection.

Pre Test Item:

Picture story of Goat

A copy of the Pre Test item can be found under the heading appendix 1

Post Test item:

Post Test items were similar to Pre Test items to assess the students speaking ability after the intervention ended.

Students work sample:

Through out the study students were asked to tell different story provided them daily .

Methods of data analysis:

My Action Research was designed to investigate the effect of story telling on improving students speaking ability. I considered it necessary that my finding be accurate and trustworthy. Triangulations of findings on students speaking ability was provided through Pre ,Test Post Test and students work sample, Video tapping etc.

We can reflect the data by the following table and column diagram .

Roll no	Percentage of Pre test(%)	Percentage of Post test(%)
1	25%	75%
2	25%	75%
3	50%	100%
4	25%	75%
5	50%	100%
6	25%	75%
7	25%	75%
8	25%	100%
9	50%	100%
10	50%	75%
11	25%	100%
12	25%	100%
13	50%	75%
14	25%	75%
15	25%	100%
16	50%	100%
17	25%	100%

Table of Pre Test and Post Test Analysis

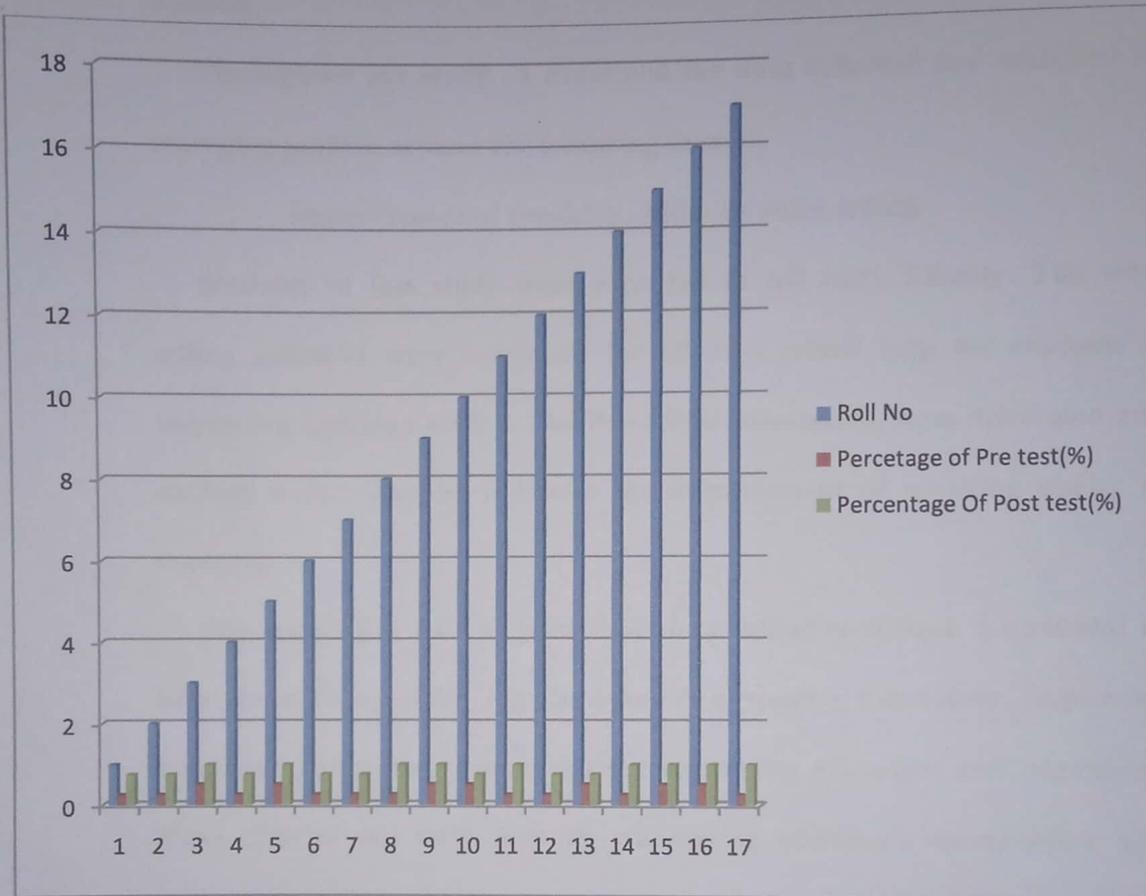


Fig: Bar diagram of Pre Test and Post Test contrast.

CHAPTER III

Result: Data analysis is an attempt by the researcher to summarize the data that have been collected in a dependable, accurate reliable and correct manner.

Throughout my study , I examined the data collected and searched for emerging pattern around the following theme:

Improvement of speaking ability by story telling

Students in this study were expected to tell story fluently. The story telling activities were continued for 30 days which help the students in improving speaking ability. The Pre & Post assessment, class discussion and student work samples indicates the improvement of speaking ability of students.

Summary: The data suggest that story telling technique contributes to help student's speaking skill in terms of enriching vocabulary, improving creativity ,improving pronunciation, improving grammar and organizing ideas. Stories not only help in stimulating children's imagination and understanding of the world but also in developing children's language ability.

CHAPTER IV

A. Conclusions

Based on the data analysis, the researcher found that storytelling technique can improve students' skill in speaking. As the result from the pre-test and post-test mean scores which were given. The improvement of students was very good. Then, it is also proved by examining the hypothesis that the score of Post Test is higher than Pre Test. It means that there is significant difference of achievement between Pre Test and Post Test.. The data also showed that students felt that storytelling technique could help them in speaking. Most of them also responded that they attempt to use storytelling technique in their daily speaking.

B. Suggestion

After conducting this study, the writer proposed some suggestions that would be useful for teachers and other researchers who are interested in using storytelling technique to improve students' skill in speaking for their study or teaching:

1. For the teachers:

Correct choice of teaching technique can make the teaching and learning process not only run well but also interesting and enjoyable. Enjoyable teaching and learning activities help students receive the material more effectively and efficiently; it also makes the teacher more focus on the necessary things needed for the class. Storytelling technique is a technique which lead students to be more independent; thus it is good to be applied in small classes as well as the big ones. It is simple, fun and arousing creativity. That's why, it is recommended for teacher to apply it in their class.

2. For the students:

Storytelling is a simple technique which is used for speaking activities. It is not only helpful in the teaching and learning process in the classroom. Storytelling is also useful in other speaking activities to generate and organize ideas, opinion and thoughts. So, the researcher suggests that all students learn how to use it.

3. For the other researchers:

a. This study discusses the use of storytelling technique in teaching Language to improve the students' skill especially in speaking. It was conducted on lower primary school students. The researcher hopes that this technique can be applied by other researchers in different levels of students.

b. Considering that this study still has any lack and it is just one of the efforts in increasing students' skill in speaking, so the researcher hopes that the findings of this study will be used as a starting point of the future research on similar problems.

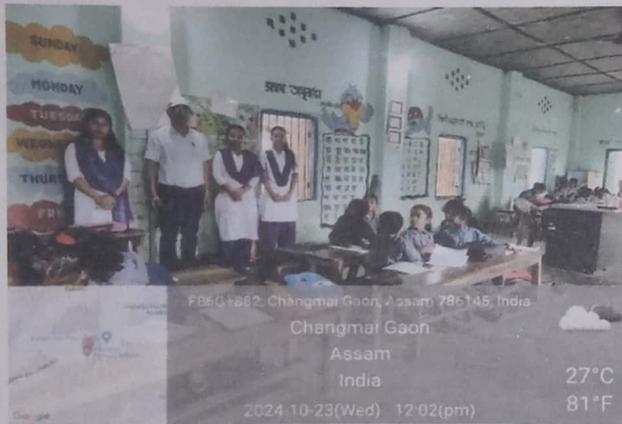
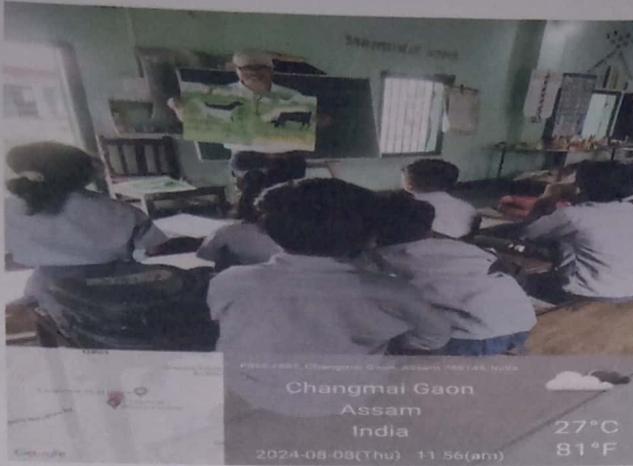
SCOREPOINT	DESCRIPTION
Score4	<ul style="list-style-type: none"> * Responseisfluent * Storysequenceanddetailsenhancedbyvocabularyandcorrect use of complex grammar * Responseisfreeoferrorsthatcauseconfusion
Score3	<ul style="list-style-type: none"> * Responseismostlyfluent * Storysequenceanddetailsprovidedbybasicvocabularyand simple grammar * Responsemayhavesomeerrors,butthesebecauseonlylimited confusion
Score2	<ul style="list-style-type: none"> * Responsehaslapsesorhesitationsthatinterferewithstoryflow * Minimumofstorysequenceanddetailsprovidedbybasicuse ofvocabulary and grammar * Responsehaserrorsthatcauseconfusion
Score1	<ul style="list-style-type: none"> *Responsehasmanylapsesorhesitationsthatinterferewith story flow

	<ul style="list-style-type: none"> * Responsemaybeonlyonewordor sentence * Responsemayhavelittleornogrammaticalstructure
Score0	<ul style="list-style-type: none"> * Responseisunintelligible;or * Responseisinnativelanguage;or * Studentrefusestospeak

Appendix 1

Table 1 :Speaking Test Scoring Form (Story Telling)

Appendix 2



Appendix 2



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