

Using Storytelling To Enhance Grade-10 Students' Listening Comprehension At A High School

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Abstract- Thanks to globalization and integration, English has become an indispensable tool to connect the whole world. In every area, from business, research, etc. to daily life, English is used worldwide. That is the reason why English proficiency has become one of the most important criteria to consider when recruiting a candidate or promoting an employee.

Understanding the significant role of English, the Ministry of Education has continuously updated the textbooks so that students have modern and constructive materials to study this international language. The new textbooks are written in order to develop all of the four skills, listening, speaking, writing, and reading skills. However, in the teaching process, the author realizes that students encounter a lot of difficulties practicing listening skills.

In general, students cannot recognize some words due to their mispronunciation. Intonation is also a barrier for them to understand. Nevertheless, among the reasons, demotivation is the main cause of unimproved listening skills. At school, teachers have to follow the curriculum; therefore, listening is taught in a traditional way. That means students learn listening lessons passively. When the teachers play the recordings, they listen and do the tasks in the textbooks. According to my observation, the majority of students are not eager to learn listening lessons. Therefore, they just try to fulfill the tasks because they follow their teacher's instructions.

As a teacher, this matter has been my concern for a long time. That is the reason why I have looked for a lot of materials to find ways to get my students involved in listening lessons. I have found that storytelling can be a good way to improve the listening skills of students in general and my students at a high school in particular. Storytelling is interesting not only because of the pictures in it but also because the content of every stage in the story conveys meaningful thought and feeling in which the learners of English expect to get the knowledge and the message behind the story (Brewster, 1991). In addition, storytelling can draw students' attention and interest to the lessons. Storytelling is a social experience because it connects a teller and a listener (Smyth, 2005).

Although storytelling can shed light on the process of teaching and learning listening lessons, it is still necessary to have a formal study in this matter to collect students' feedback so that it can be applied synchronously and effectively. Therefore, the

author would like to conduct the study "Using Storytelling to Enhance Grade-10 Students' Listening Comprehension at a High School".

Index Terms- listening comprehension, storytelling, grade 10

I. INTRODUCTION

The students' attitude toward listening

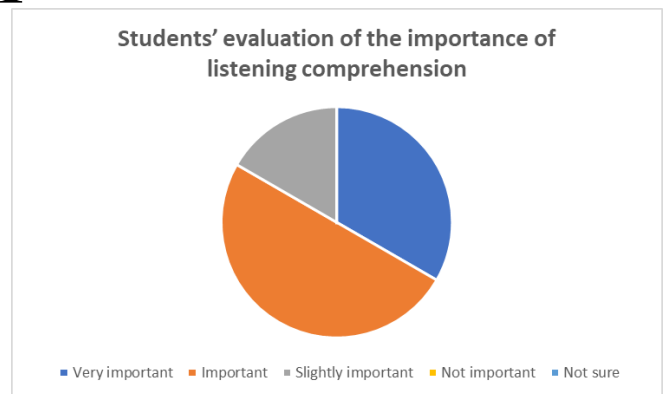


Figure 1.1. Students' evaluation of the importance of listening comprehension in acquiring the English language

The chart illustrates how students thought of the importance of listening comprehension in acquiring the English language. Students seemed to be so sure of the importance of listening comprehension that no one selected the "not sure" option. Also, nobody denied the significant role of listening. Those who claimed that listening comprehension was very important and important accounted for 83.3% in total.

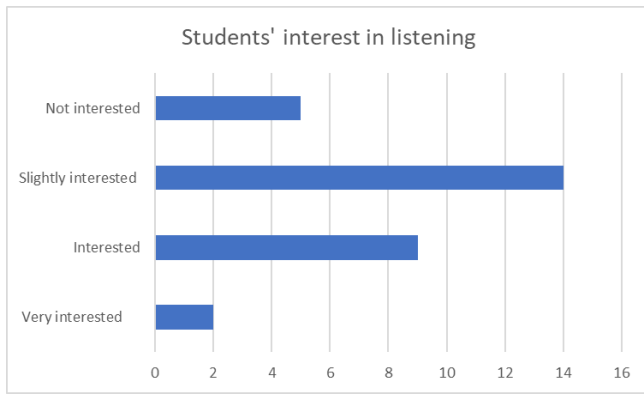


Figure 1.2. Students' interest in listening

According to figure 1.2, about two-thirds of the students said that listening is not interesting or slightly interesting.

Figure 1.3 shows how attentive the students were during listening lessons.

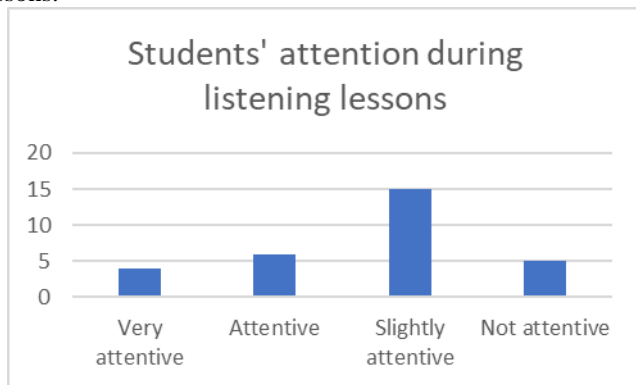


Figure 1.3. Students' attention to listening

Only 13.3% said that they were very attentive in listening lessons. Meanwhile, those who claimed to be inattentive and slightly attentive accounted for a much higher percentage, about 67%.

It could be summarized that most of the respondents did not have a positive attitude toward listening, which could result in a lot of difficulties in listening.

The students' difficulties in listening

The main difficulties of the students in listening could be summarized in table 1.1 below:

Table 1.1. Students' difficulties in listening

Students' difficulties in listening	Number of students	Percentage
I find it hard to understand what I listen to without looking at the scripts.	20	66.7
I can't recognize familiar words when the speakers use different intonations.	20	66.7

I often don't understand the details of the texts I listen to.	21	70
I often lose focused when the listening text is too long.	19	63.3
I don't know how to catch the key words while listening.	21	70
I can't understand the oral text because of new vocabulary items	15	50
I often feel stressed when listening.	19	63.3

As illustrated in table 1.1, students had a number of difficulties in listening. The biggest problems for students were catching the key words while listening (70%) and understanding the details of the listening texts (70%). Other major challenges consisted of recognizing familiar words when the speakers use different intonations (66.7%) and understanding the oral text without looking at the script. How to stay focused while listening to a long text was also a challenge for 63.3% of the students. A similar number of students felt stressed when listening. In addition, approximately half of the research participants claimed that their difficulties came from new vocabulary items. From the data collected, it could be concluded that the lack of interest, practice and limited listening skills were the most important reasons for students' difficulties in listening. Therefore, there was an urgent need for suitable solutions to help students improve their listening.

II. THE EFFECTIVENESS OF STORYTELLING IN ENHANCING GRADE-10 STUDENTS' LISTENING COMPREHENSION

The researcher determined which class would be the control and which would be the experimental group (CG and EG) and had the two groups perform a pre-test before using Storytelling. The pre-questionnaire was then delivered to students in the experimental group in order to obtain information about their attitudes toward listening comprehension lessons while they were taught normally. The researcher employed the Storytelling technique with the EG in the second step. The teacher prepared eight distinct stories to tell in four weeks with the help of the researcher. The stories were chosen based on a number of factors, including the difficulty level, the number and complexity of words used, and the appeal of the topics to tenth graders. Each story's activity sheet was also developed ahead of time, with the goal of assessing the vocabulary learned and the capacity to listen for details. The teacher was in charge of telling the stories. She used photos, PowerPoints, films, and realia to get students to pay attention. After the students had finished listening, the teacher instructed them to complete the activity worksheets. The control group continued to learn in the same manner as before, with no special treatment.

After the four-week research period, the teacher gave both the EG and the CG a post-test to examine the differences in order to evaluate the effectiveness of the storytelling strategy on students' listening capacity. Following the test, the researcher handed the EG students a post-questionnaire to see the difference in their attitudes about the use of the storytelling technique in teaching listening.

Table 1.2 below shows the students' minimum and maximum scores on the two tests.

Table 1.2. Students' minimum and maximum scores on the pre-test and posttest

	Test	Minimum score	Maximum score
Experimental group	Pre-test	4.5	8
	Post-test	6.5	9
Control group	Pre-test	5	8
	Post-test	5.5	8.5

The results in the table above show that both groups improved after learning to listen over time, whether they received treatment or not. The EG, on the other hand, had better results than the CG.

The minimum and maximum scores of the two groups were not statistically different in the pre-test. To be more explicit, the experimental and control groups' lowest scores were 4.5 and 5.0, respectively, while their maximum scores were both 8.0. In the posttest, however, it is clear that the EG's minimum and maximum scores were greater than the CG's. The experimental group's minimum and maximum scores were 6.5 and 9.0, respectively compared with 5.5 and 8.5 for the control group.

Besides the results of the pretest and posttest, students' opinions on the effectiveness of storytelling in improving their listening comprehension were also collected.

Table 1.3. Students' opinions on the effectiveness of storytelling in improving students; listening comprehension

	Number of students	Percentage
It's much easier for me to recall words that I've learned through stories.	20	66.7
I retain the meaning of words learned from stories for a longer period of time.	18	60
When I'm listening, I know how to identify keywords.	18	60
When I'm listening, I'm more focused.	20	66.7
I can recognize the words in different intonations	21	70

The details of the story I'm listening to make sense to me.	19	63.3
When I'm listening to a tale, I frequently guess what'll happen next.	12	40
For me, listening to stories is an enjoyable pastime.	18	60
Listening is something that interests me more.	20	66

Table 1.3 illustrates positive results. Specifically, over two-thirds of the students (70%) said they could recognize the words in different intonations. Storytelling also helped them retain the meaning of new words for a longer period of time. Students were also better at recognizing keywords when listening (60%) and focusing (67.6%), as well as grasping the specifics of the stories more easily (63.3%). Storytelling stimulated the interest in learning to listen in 63 percent of the students. Furthermore, 60 percent of the students said that listening to stories became enjoyable for them.

III. CONCLUSION

Storytelling was found to be beneficial in helping pupils enhance their overall listening comprehension skills based on the data obtained. It aided children in learning vocabulary and pronunciation, improved their capacity to listen to specific details, and required them to use various listening skills in order to comprehend the meaning of stories. Following the research period, students in the experimental groups discovered that using the Storytelling technique made learning the skill more fascinating. They also reaped a slew of other advantages from employing the approach in listening classes.

Some recommendations are proposed to help improve the effectiveness of teaching and learning listening comprehension. To begin with, teachers should clearly describe the benefits of storytelling in learning listening to better encourage students, as many students are unfamiliar with the usage of storytelling in learning hearing. They should also provide clear directions so that students understand exactly what they are expected to accomplish when learning listening through Storytelling in order to maximize the activity's benefits.

Knowing that students may encounter some difficulties at the beginning of the learning period, such as the feeling of stressful if they do not understand the stories, the pressure from listening for long texts, it is advisable for teachers to be careful in choosing stories which are suitable to students' level. Simple and appropriate language, compelling plots, and clear messages may make stories more appealing and less demanding.

Students should be given appropriate things to undertake in order to increase their listening engagement. When using Storytelling, visual aids such as picture illustrations, videos, and realia can be used to make it more interesting for students. This is

also a fantastic approach to get them to become more interested in hearing and hence more attentive.

For some students, learning new vocabulary items can be a major challenge. A story with a lot of new terms makes it difficult to listen and demotivates the audience. As a result, teachers should provide adequate help, such as a dictionary for each story or pre-teach the new challenging terminology to pupils in order to facilitate message understanding.

Digital storytelling, in addition to teacher-led storytelling, could be used. This type of storytelling allows students to visualize the content of stories and includes noises that make them more vivid while also providing a fresh learning experience. More significantly, instead of relying on their teachers, students might continue learning after class hours using digital storytelling.

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