Improvement in Students' Speaking Proficiency by Using Cooperative Storytelling Strategy-A study

Dr. Shaikh Ejaz Ahmed Abdul Quddus

Masumiya College of Education

Abstract

Speaking is the first way to communicate with others in the social community. Furthermore, the success in learning a language at first can be seen from the ability of the learner's speaking. However, it is difficult for the second language learners to speak the foreign language, especially English. There are a lot of reasons why they face difficulties in speaking, such as lack of ideas to tell, lack of vocabularies to express the ideas, lack of the exposure to speak, and lack of the interesting teaching method or technique that can motivate them to speak. Thus, this research implements Cooperative Storytelling Strategy to Improve Speaking proficiency of the students of grade IX and X in Matoshri Urdu High School, Alamgirl, Ahmednagar. This research is a collaborative classroom action research whose main purpose is to know whether or not storytelling strategy can improve the students' speaking skill. Meanwhile, the specific purpose consists of describing: (1) To implement storytelling strategy in IX and X grade students at our School to improve their speaking skill. (2)To enhance their confidence in speaking skill and create fluency in speaking. The data of this research is collect from the observations done by Storytelling contest and Speaking test. The result shows that there is an improvement in students' speaking proficiency after the implementation of storytelling strategy. The speaking test result in cycle two explains that the students' speaking aspects get good progress. Storytelling improves their comprehension, fluency, vocabulary, grammar, and pronunciation. Thus, it can be said that storytelling strategy can improve students' speaking skill.

Key words: Storytelling, Speaking Skill, Proficiency, Strategy, and Collaborative

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1. *Introduction:*

Language is a system for the expression of feelings, ideas and emotions. Its primary function is for interaction and communication. Language is used by human to know and understand each other.

There are four skills in learning English language, they are listening, speaking, reading and writing. Speaking is very important because speaking and human being cannot be separated from each other. Speaking is used to express ideas and to communicate to people in civilized world. Students' speaking problem can be solved by giving a lot of opportunities for practicing in English either in the classroom or outside of classroom. Practicing speaking English in the classroom should be interested with appropriate technique to make students speaking skill fluent and the process of learning enjoyable. One of the techniques used in teaching speaking is cooperative story telling. In order to build the bridge, in the speaking activities, the teacher must give them practice opportunity for purposeful communication in meaningful situation. It means learning to speak in a second language will be facilitated when learners are actively engaged in communication.

One method used to improve communicative skills in a real context of the language is storytelling. Harmer (1998) proposed that teaching speaking must be focus on the real language use. For that reason, speaking as a productive skill on second language theories is considered as fundamental as the other skills when learning a language. According to Peck (1989) using the storytelling method learners are exposed to new vocabulary, real context, expressions and pronunciation to be used in oral production. Besides, storytelling method empowers and motivates learners to improve their speaking skill by presenting a tool that is not commonly used in India in English classes. Speaking in English teaching is referred as an interactive process of constructing meaning that involves producing, receiving and processing

information (Brown, 1994; Burns & Joyce, 1997). Furthermore, Richards (1990) states that the mastery of speaking skill in English is seen as a priority for many EFL learners across the world because learners often evaluate their success in language learning based on how well they have improved in their spoken language skill. Consequently, different approaches have been implemented in order to increase the performance of the speaking skill in EFL learners, especially for young learners.

This action research study is designed to improve students' speaking proficiency by using cooperative story telling strategy. The storytelling guides teachers to tell personalized stories to the learners in their foreign language (English) in this case, cooperative storytelling strategy has been implemented by language teachers all over the world especially in the field of teaching English as a foreign language. This powerful foreign language teaching method empowers teachers to improve Students' Speaking proficiency. The researcher observed the same problem and decided to study the problem" Improvement in Students' Speaking Proficiency by Using Cooperative Storytelling Strategy-A study.

2. Problem of the study:

"Improvement in Students' Speaking Proficiency by Using Cooperative Storytelling Strategy-A study."

3. Operational Definitions:

i) **Improvement**: Better than something else.
ii) **Proficiency**: a high degree of skill.
iii) **Cooperative**: working together, relating to.
iv) **Strategy**: a careful plan for achieving a particular goal.

4. Objectives of the research:

i) To know ability of speaking in English among secondary school students.
ii) To implement collaborative storytelling technique among secondary school students.
iii) To study efficacy of collaborative storytelling among secondary school students.

5.Assumption of the study:

i) Secondary student generally hesitate to speak in English.
ii) Collaborative storytelling is an effective tool for development of speaking ability.
iii) Secondary school students have less opportunity to speak in the class.

6. Hypothesis of the study:

i) Research Hypothesis: There will be significant improvement in English speaking among secondary school students after implementing collaborative storytelling method.
ii) Null Hypothesis: There will be no significant improvement in English speaking among secondary school students after implementing collaborative storytelling method.

7. Need of the study:

i) This study will provide evidences for implementation of collaborative storytelling technique for improvement of speaking skill.
ii) Speaking skill has great importance in modern age this study helps for improvement in speaking skill among secondary school students.

8. Importance of the study:

This action research proposal is designed to improve students' speaking proficiency using cooperative storytelling strategy. The results of this research is expected to be useful for the English teachers of Ahmednagar district Secondary School especially English teacher can manage classroom activities communicatively by using cooperative storytelling strategy . For students, it can motivate them to try to speak English as often as possible, so that they can improve their ability in speaking skill.

SpeakingSkill has acquired great importance along the history of English teaching since it is referred as an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994; Burns & Joyce, 1997). English has become primordial worldwide for it has become a lingua franca. Therefore, it is the main source for communicating in many fields. Richards (1990) states that the mastery of speaking skill in English is seen as a priority for many EFL learners across the world. Moreover, he adds that learners consequently often evaluate their success in language learning as well as the effectiveness of their English course based on how well they feel they have improved in their spoken language skill. Brown (2007: 237)states that social contact in interactive language

functions is a key in which it is not what you say that counts but how you say it, what you convey with body language, gestures, eye contact and other non- verbal message.

9. Methodology of the study:

For the present research the researcher has used experiment method.

10. Sample of the study:

The sample of present study is 20 students from Matoshri Urdu High School Ahmednagar, 10 students from IX standard and 10 students from X standard for experimental study.

11. Tools of the research:

i) Data collection tool: For data collection rating scales are used.

ii) Statistical tool: For data analysis Mean and Percentile statistical tools are used.

12. Action Plan

First cycle of the action research implemented in the following way:

Action Research on Improving Students' Speaking Proficiency in Using Cooperative Storytelling Strategy:

Action Plan				
Focus	*Improving students' speaking proficiency in IX and X Grades Using Cooperative storytelling strategy*			
Why	*To implement storytelling strategy in IX and X Grades students at our school to improve their speaking skill.* To enhance their confidence in speaking skill and create fluency in speaking.			
S.N.	**What**	**How**	**Who**	**When**
1	**Preparation of plan**	**By writing Proposal**	DR. Shaikh Ejaz Ahmed	**July 16 to 19**
2	**Implementation of action plan**	**Cooperative storytelling strategy**	DR. Shaikh Ejaz Ahmed	**July 20 to August 10**
3	**Data collection**	**Rating scales, Mean,percentile**	DR. Shaikh Ejaz Ahmed	**August 11 to September 4**
4	**Report writing**	**Typing**	DR. Shaikh Ejaz Ahmed	**September 5 to October 20**

12.1. Action Plan Implementation:

After, submitting the action plan, the researcher started the action pre speaking test. First, the researcher selected 10 students from IX grade and 10 students from X grade, who are studying Linguistics as major. The researcher prepared the questions for speaking test. Especially, the researcher designed two types of questions for speaking test: General introduction and picture description. The researcher decidedto test following criteria through speaking test.

a. Comprehension
b. Vocabulary
c. Grammar
d. Pronunciation

12.2 The researcher administered pre-test and analyzed the result of pre-test as follows:

The result showed that the students scored 33.2% in comprehension, 32.8% in vocabulary, 31.6% in grammar, 26% in fluency and 21% in pronunciation aspect in speaking pre-test.

After that the researcher implemented the Cooperative Storytelling technique to improve their speaking proficiency. First, the researcher divided them into five groups in equal number. The researcher presented them a video of a short story. After watching the video, the researcher asks them to tell the same story in groups in chain. The students discussed in groups and told the story in chain. They told and retold the story in chain. The researcher presented the video of new story every day for a week. The researcher realized that they were motivated to speak with their friends. Then the researcher changed the presentation of the story. Second, the researcher broke down the story into five parts and provided a part of the story for each groups and asked them to read the given parts of the story in their own groups. After the completion of the reading parts of the story in each group, the researcher asked all groups to combine every part in correct order and create a story. After combining a whole story,the researcher asked them to tell the story in chain in a circle. The researcherchanged the story every day and the researcherpresented the written form of the parts of stories for a week.

12.3 The researcher administered post-test and analyzed the result of post-test as follows:

The result showed that the students scored 58.8% in comprehension, 60% in vocabulary, 54.8% in grammar, 51.30% in fluency and 45.60% in pronunciation. I found that the students' speaking proficiency was increased through the use of cooperative story telling technique.

13. Observation

After the implementation of the storytelling technique to develop their proficiency for two weeks, the researcherconducted the story telling contest to observe their speaking proficiency. The students participated in the contest and they were able to tell stories that they had heard before. The researcheralso administrated post speaking test to measure their speaking skill. Finally, the researcheranalyzed the result and found that they improved their speaking proficiency. After using this technique, the researcherfound that many students were motivated to speak English in and out of the classroom with their friends. The shy students also started to speak English in the classroom. The researcheradministered post-test

14. Conclusion

After analyzing the result obtained in the post speaking test, the researcherfound that cooperative storytelling helped for improvement, the researcherwill continue the techniques and the researchershares this idea with his fellow teachers andhis colleagues in the school. The researcherfollows the action plan in the school as in his action research proposal. The researcheraim is to improve the students' speaking proficiency. As the researcherconducted his research, the researcherfound the result as he assumed. The interventions the researcherapplied in his students really increased the participation in the speaking activities.

Reference

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