



The State of Libya

University of Zawia

Postgraduate Studies and Training Centre

Department of English

**An Investigation of the Effectiveness of using a Storytelling Technique
to teach Speaking skills for Learners at University of Zawia**

**A Dissertation Submitted in Partial Fulfillment of the Requirements
for MA Degree in Applied Linguistics**

Submitted By

Hanan Mohammed Ali Geleem

Supervised by

Dr: Fahiema Zekri Alagahwash

2025

Declaration

I am Hanan Mohammed Ali Geleem , hereby declare that this dissertation titled “An investigation of the Effectiveness of Using a Storytelling technique to teach Speaking Skills for Learners at University of Zawia” is my original work and has not been submitted, either in whole or in part, for any degree or diploma at any other university or academic institution.

All sources of information, data, and quotations used in this thesis have been properly acknowledged and cited.

Signed: _____

Date: _____

Abstract

This study investigates the effectiveness of using storytelling technique to enhance speaking skills among EFL learners at University of Zawia and explores students' attitudes toward the use of this technique in language instruction. The research was motivated by the persistent challenges Libyan university students face in acquiring oral fluency and communicative competence in English. The study adopted a pre-experimental, one-group pre-test/post-test design involving 25 second-semester female students from the Faculty of Education. Data were collected through oral performance tests conducted before and after the intervention, and a structured, closed-ended questionnaire measuring students' attitudes. The statistical analysis, using paired samples t-tests, revealed significant improvements in students' pronunciation, grammar, vocabulary, fluency, and comprehension following the storytelling sessions. The most notable gains were in vocabulary and pronunciation, where students progressed from limited, unclear speech to more accurate and intelligible communication. The questionnaire results showed overwhelmingly positive attitudes toward using storytelling, with participants acknowledging its role in boosting confidence, expanding vocabulary, and making speaking more enjoyable. These findings support previous research and suggest that storytelling is not only an effective pedagogical technique for speaking development but also a motivating and learner-centered approach. The study concludes by recommending the integration of storytelling into EFL curricula and further investigation using larger, more diverse samples and mixed-method approaches.

Dedication

This dissertation is dedicated with deepest love and gratitude to my beloved parents, who instilled in me the values of education, hard work, and perseverance.

To my supportive family, for their patience, encouragement, and prayers throughout this journey.

And to every student who dares to speak in a language that is not their own, may your voices always be heard and your stories always be told.

Acknowledgements

First, I am deeply grateful to Allah, the Most Merciful, for granting me the strength, patience, and determination to complete this thesis. I would like to express my sincere appreciation to my supervisor, Dr. Fahima Algahwash, for her invaluable guidance, constructive feedback, and continuous support throughout the stages of this research. Her encouragement and academic insight helped shape this work and contributed significantly to its completion.

I owe an enormous gratitude to the University of Zawia for giving me such an opportunity to complete and accomplish my dream of becoming an MA holder. Huge credit also goes to the Head of the English Department and to all the professors who have been a helping hand and taught me throughout the journey of my MA.

Special thanks are due to the Faculty of Education at University of Zawia , particularly the Department of English, for providing the environment and support necessary to conduct this study. I am also grateful to the students who participated in the research and willingly shared their time and experiences.

Contents

Declaration	I
Abstract	II
Dedication	III
Acknowledgements	IV
Contents.....	V
List of Tables.....	VIII
List of Abbreviations.....	IX
CHAPTER ONE: INTRODUCTION	1
1.0 Introduction	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem	2
1.3 Aims of the Study.....	3
1.4 Research Questions	3
1.5 Significance of the Study	3
1.6 Methodology	4
1.7 Organization of the Dissertation	4
CHAPTER TWO: LITERATURE REVIEW	5
2.0 Introduction	6
2.1 Speaking Skill	6
2.1.1 Definition of Speaking Skill	6
2.1.2 Components of Speaking	7
2.1.3 Teaching Speaking Skill	9
2.1.4 Speaking Difficulties	10
2.2 The Concepts of Storytelling	12
2.2.1 Definition of Storytelling.....	13
2.2.2 The Purpose of Storytelling	14
2.2.3 Types of Storytelling	15
2.2.4 Elements of Storytelling	16
2.2.5 The Characteristics of Storytelling	17
2.2.6 The Advantages and Disadvantages of Using Storytelling	18

2.3 Teaching Speaking Skills by Using Storytelling Technique	19
2.4 Procedures of Using Storytelling Technique	20
2.5 Previous Studies	21
2.6 Summary of the Chapter	23
CHAPTER THREE: METHODOLOGY	24
3.0 Introduction	24
3.1 Research Design.....	24
3.2 Data Collection Instruments.....	25
3.2.1 The Test	25
3.2.2 The Questionnaire.....	26
3.3 Pilot Study	27
3.4 Validity and Reliability	27
3.5 Participants and Sampling of the Study	28
3.6 Procedures of Data Collection	29
3.6.1 The Test	29
3.6.2 The Questionnaire.....	31
3.7 Preparing Data for Analysis	31
3.8 Summary of the Chapter	32
CHAPTER FOUR: DATA ANALYSIS AND RESULTS.....	33
4.0 Introduction	33
4.1 Analysis of Students' Speaking Test	33
4.2 Students' Attitudes Responses to the Questionnaire Statements.....	41
4.3 Summary of Results	44
4.4 Summary of the Chapter	45
CHAPTER FIVE: DISSCUSSION AND CONCLUSION	46
5.0 Introduction	46
5.1 Discussion	46
5.1.1 Discussion of the Pretest and Post test Result	46
5.1.2 Discussion of the Students' Questionnaire Findings.....	48
5.3 Conclusion of the Study	49
5.5 Limitations of the Study.....	51
5.6 Suggestions for Future Research.....	52

5.7 Summary of the Chapter	52
References	53
APPENDICES.....	1
Appendix A: Speaking Assessment Rubric	1
Appendix B: Questionnaire on Students' Attitudes Toward Storytelling	2

List of Tables

Table (1): Results of the reliability test for the study questionnaire (Cronbach's Alpha)	28
Table (2): Comparison of Pronunciation aspect and Comprehension Before and After Intervention	33
Table (3): Comparison of Grammar aspect and Comprehension Before and After Intervention.....	34
Table (4): Comparison of Vocabulary aspect and Comprehension Before and After Intervention	36
Table (5): Comparison of fluency aspect and Comprehension Before and After Intervention.....	37
Table (6): Comparison of Comprehension Before and After Intervention.....	38
Table (7): The effectiveness of using storytelling technique to teach speaking skill for adult learners in terms of errors reduction	39
Table (8): Students' attitudes toward using storytelling technique in teaching speaking skills.....	41
Table (9): Mean and standard deviation of the responses of students' attitudes toward using storytelling technique in teaching speaking skills?	43

List of Abbreviations

Abbreviation	Full Term
EFL	English as a Foreign Language
CLT	Communication Language Teaching
SPSS	Statistical Package for the Social Sciences
SD	Standard Deviation
T-test	Student's t-distribution Test (used for comparing pre- and post-test data)
MA	Master of Arts

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter includes the background of the study, statement of the problem, aims of the study and research questions. It explains the significance of the research. Moreover, a brief methodology of the study and the organizations of the dissertation are introduced in this chapter.

1.1 Background of the Study

In contemporary Libyan universities, it is obvious that many students struggle with their speaking skills in English. According to Chancy (1998:3), "speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of context. Speaking is a crucial part of second language learning and teaching ". Fulcher (2003) considered speaking as the verbal use of language to communicate to others. This indicates that the mastery of speaking skill in English is a priority for many second-language learners. According to Richards (2008:19), "speaking is a primary basic skill to tell and share ideas in communication". Thus, speaking is one of the language skills that must be learned to start communication.

In terms of teaching speaking skills, speaking is referred as an interactive process of constructing meaning that involves producing, receiving and processing information. Harmer (1998) proposed that teaching speaking skill must focus on the real language use. Moreover, Hughes (2002), stated that the teaching of speaking depends on the existence of a classroom culture of speaking and that classroom needs to become talking classroom. It can be inferred that during the classroom process, the most active one is not only the teacher, but also the students. According to Sembiring (2019) foreign language learners need to have a chance to develop their speaking skill by being exposed to a situation where the aim is on using the language for communicating meanings as efficiently and economically as possible. The lack exposure to a real English setting affects the language input.

These difficulties can be linked to traditional teaching methods that fail to engage learners effectively. To address this, educators should explore various innovative techniques to enhance language acquisition. There are many techniques for improving speaking skills, such as role-play, discussions, and interactive activities. Among these, storytelling has gained prominence as a technique due to its numerous benefits.

Nurhikma (2022) defines storytelling as the art of narrating a story to an audience, utilizing words, sounds, and movements.

Moreover, storytelling fosters a dynamic environment that encourages communication between the storyteller and the audience (Samantaray, 2014). By engaging in storytelling, students can develop their speaking skills, as it allows them to practice language in a contextualized and meaningful way. Research indicates that storytelling can significantly enhance language skills, particularly in speaking and vocabulary acquisition. For instance, Mello (2001) demonstrated that storytelling improves fluency and vocabulary in early literacy.

In the context of EFL learning, storytelling serves as a valuable technique to shift students' focus from form to meaning, promoting more effective communication (Sepahvand, 2014). Consequently, many educators and researchers have examined the effectiveness of storytelling techniques to improve oral communication skills. Mokhtar et al. (2011) suggest that storytelling can be utilized in various ways to enhance students' speaking abilities.

Given this background, the present study aims to explore the effectiveness of the storytelling techniques in improving speaking skills among EFL students in the English Department, at the Faculty of Education at University of Zawia.

1.2 Statement of the Problem

It has been observed that Libyan EFL university instructors often neglect the use of storytelling techniques in teaching speaking skills. This oversight may contribute to the challenges students face in developing effective English communication abilities. Consequently, many students complete their university studies without the proficiency needed for successful verbal interactions in English.

As a teacher trainer in the Faculty of Education, I have noted similar trends in my observations of classroom practices. Supporting this, Mello (2001) emphasized that storytelling not only engages students but also significantly enhances their speaking skills and overall language proficiency. Mello also indicated that students who participate in storytelling activities demonstrate improved fluency, vocabulary, and confidence in their speaking abilities, underscoring the need for innovative teaching methods in EFL contexts. As there are little researches about the use and the effectiveness of storytelling techniques in Libyan context, this study is going to fill this gap by investigating the effectiveness of using a storytelling technique to teach speaking skills for learners.

1.3 Aims of the Study

This study has two main aims which are as follow:

- .Examining the effectiveness of using storytelling to teach speaking skill.
- .Investigating g students' attitudes toward using a storytelling technique in teaching speaking skill.

1.4 Research Questions

To achieve the aims of this study, the following researches questions are formed:

1. Is there any significant difference between the students' level in speaking before and after they were taught by using storytelling technique?
2. What are the students' attitudes towards using storytelling technique in teaching speaking skill?

1.5 Significance of the Study

This study emphasizes the importance of understanding the attitudes of Libyan EFL university instructors and students towards the use of storytelling techniques in language teaching and learning to enhance students' speaking skills. By investigating these attitudes, the research aims to provide valuable insights that can inform educators about the potential effectiveness of storytelling as a pedagogical tool.

The findings of this study may equip EFL instructors with practical knowledge on how to integrate storytelling into their teaching practices, thereby fostering a more engaging and effective learning environment. Additionally, the research seeks to identify the challenges that students may face when implementing storytelling techniques in the classroom. By addressing these challenges, the study offers actionable suggestions to help overcome obstacles, ultimately leading to improved speaking skills among students.

Overall, this study contributes to the broader discourse on innovative teaching methods in EFL contexts, highlighting storytelling as a viable strategy for enhancing communication skills and enriching the learning experience in Libyan universities.

1.6 Methodology

A quantitative method was employed for this study. A pretest and a posttest were conducted to measure the effectiveness of storytelling techniques in enhancing speaking skills. Additionally, a close-ended questionnaire was utilized to assess students' attitudes towards using storytelling techniques in language learning.

The sample consisted of 25 purposively selected EFL undergraduate students from the Faculty of Education at Zawia University. This selection aimed to gather sufficient data regarding the research question. The data obtained from the questionnaire were analyzed using descriptive statistics with help the Statistical Package for the Social Sciences (SPSS V27), with results organized and presented in tables according to specific classifications (see Chapter 3). The quantitative data from the pretest and posttest was also analyzed using paired samples t-test to evaluate the effectiveness of the intervention. Moreover, the content of the responses was described and categorized into key themes in relation to the literature review, providing a comprehensive understanding of the findings.

1.7 Organization of the Dissertation

This dissertation consists of five chapters. The first chapter is the introductory chapter which presents the overview of the nature of the problem that would be discussed in this research. Then, it expresses the statement of the problem, the research questions, the aims of the research, the research methodology. Chapter two introduces the literature review which presents a clear review of speaking skill and storytelling. In addition, it

offers some previous studies that has dealt with this problem. In the third chapter, the methodology and the tools which were used to collect and analyze the data were presented. The fourth chapter is data analysis, where the quantitative data were analyzed. Chapter five is the discussion and conclusion which discusses the results and findings and outlines the conclusion also points out limitations of the study and offers some recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides detailed review of the literature related to speaking skills and storytelling. The first section discusses the various facets of speaking skills, including definitions, components, methods for teaching, and the challenges faced in the teaching and learning process. The second section focuses on storytelling, covering its definition, purpose, types, elements, characteristics, advantages and disadvantages, procedures for implementation, and the integration of storytelling techniques into teaching speaking skills. Finally, the third section addresses previous studies related to these topics.

2.1 Speaking Skill

Speaking is one of the important of four skills namely listening skill, speaking skill, reading skill, writing skill. On other side speaking is the ability to produce words in language practice.

According to Brown (2004), speaking is one of the four essential language skills, alongside listening, reading, and writing. The literature provides various definitions of speaking. The following sections are devoted to define speaking, identify the components of speaking, give some information about teaching speaking and speaking difficulties.

2.1.1 Definition of Speaking Skill

According to Chancy (1998:3), "speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of context. Speaking is a crucial part of second language learning and teaching". Moreover Richards (2008:19) describes speaking skills as "a necessity for most EFL learners," emphasizing that learners must be compelled to develop practical speaking abilities, as this significantly influences their overall language mastery. While Brown added (as cited in Parmawatic, 2018) added that speaking as "an interactive process of constructing meaning that

involves producing, receiving, and processing the speech sounds as the primary instrument." This highlights the collaborative nature of speaking.

Harmer (2001:20) further elaborated that "speaking occurs when two people engage in conversation, and they are aware that they are doing so for a meaningful purpose." This definition underscores the intentionality behind spoken interactions. According to Ladousse (as cited in Nunan, 2003), speaking is characterized by the ability to express oneself in various situations, report actions or events using precise language, and communicate a sequence of ideas fluently.

Additionally, Luoma (2004:16) notes that "speaking is a challenging skill for learners to master, particularly in a foreign language, and developing competence in speaking takes considerable time." From the explanation above, it can be inferred that speaking is the process of producing, receiving, and processing information based on the participants occurs and purpose in daily life. It is also one of difficult skill for students to master.

2.1.2 Components of Speaking

According to Nurhikma(2022), the components of speaking are critical aspects that influence the success of communication and interaction. Without mastering these components, effective communication may be hindered. Other researchers, such as Leong and Ahmadi (2019) also Sari and Kusumawati (2019), highlighted accuracy, vocabulary, pronunciation, fluency, and coherence as essential components of speaking skills. Additionally, Mehrabian's work on verbal, paraverbal, and nonverbal communication provided valuable insights into how these elements contribute to effective communication.

In order to understand that in details it is necessarily to mention Vanderkeven's work, as cited in Nurhikma (2022), who stated that there are three main components in speaking: the speakers, the listeners, and the utterances.

The first component is speaker. Speakers play a vital role in the communication process, as they are the individuals who produce sounds to express opinions or feelings to the listeners. Without speakers, the exchange of ideas and emotions would not occur, rendering communication ineffective. On the other hand, listeners are equally important; they are the recipients of the speaker's thoughts and feelings. If there are no listeners, speakers would have to resort to writing to convey their messages, which alters the nature of interaction. The last component is utterances, which refer to the words or

sentences produced by speakers, are essential for articulating opinions. In the absence of utterances, both speakers and listeners would rely on non-verbal cues, such as gestures or signs, to communicate, which may lead to misunderstandings.

Mulasari (2015) further elaborates on the components of speaking that can serve as indicators of effective communication. Among these components, fluency and accuracy are particularly significant. Fluency refers to the ability to speak smoothly and effortlessly. It encompasses the capacity to convey thoughts without hesitation, allowing for a natural flow of conversation. Fluency is characterized by the speaker's ability to articulate ideas without frequent pauses or disruptions. Accuracy, on the other hand, involves the correct use of language structures, which includes vocabulary, grammar, and tenses. The ability to use these elements accurately is crucial for clear communication, as it ensures that the intended message is conveyed without ambiguity.

Furthermore, Mujizat (2016) stated that effective oral communication relies on several key components. The first component is pronunciation, which involves the production and identification of sounds, stress patterns, and intonation in English. Good pronunciation is essential; without it, listeners may struggle to understand the speaker, complicating the communication process. Consequently, pronunciation plays a central role in both academic and social contexts, enabling students to participate and integrate successfully within their communities.

The second component is grammar. A solid understanding of grammatical patterns is vital for language learners, as it provides the framework necessary for constructing sentences correctly. Students should familiarize themselves with grammatical features such as modifiers, prepositions, and clauses to enhance their speaking abilities. The third aspect is vocabulary, which is a critical element in teaching and learning speaking skills. Language learners must select appropriate words for specific situations to ensure their speech is meaningful. Understanding the importance of context and word formation is essential, as it allows students to adapt their language to fit various grammatical contexts.

Fluency is another important component, defined as the ability to speak spontaneously and eloquently without excessive pauses or hesitation markers. Fluency involves responding coherently within conversations, using linking words and phrases, and maintaining comprehensible pronunciation and intonation. It is closely linked to

accuracy, which refers to the mastery of phonological elements, grammar, and discourse.

Finally, comprehension encompasses the understanding and interpretation of spoken language. It reflects students' proficiency in discussing a range of topics, ideally with the ease and smoothness of native speakers (Ibid, 2016). In conclusion, pronunciation, grammar, vocabulary, fluency, and comprehension are essential and complementary components in developing students' speaking skills. These elements support one another in achieving effective communication. Consequently, they serve as instruments for the scoring rubric in this study, with each aspect having a scoring scale to measure learners' speaking skills. The collected scores provide valuable data for the study. (See appendix A).

2.1.3 Teaching Speaking Skill

Teaching speaking skills in a language classroom is distinct from teaching other skills like listening, writing, and reading. It is crucial for developing real communication skills, which are essential for effective interaction in various contexts (Sayin, 2015). Speaking involves habit formation, as it requires learners to engage in consistent practice to build fluency and confidence. This process is not just about conveying information but also about interacting with others, understanding nuances like tone and context, and adapting to different social and cultural settings.

Consistent practice is vital for mastering spoken English. It helps learners develop automatic responses and fluency, which are crucial for effective communication (Sayin, 2015). Activities such as role-plays, debates, and storytelling sessions are effective in enhancing speaking skills by creating a real-life environment where students can express themselves freely (Kayi, 2006). These interactive approaches not only improve fluency but also boost language retention by integrating new vocabulary and grammar into conversational contexts (Brown & Nation, 1997).

The importance of speaking skills is underscored by their impact on student engagement and overall success. Good communication involves not just speaking fluently but also understanding others and being understood (Davies & Pearse, 2000). Effective teaching of speaking skills requires creating an environment that supports real-life communication and authentic activities, which can be achieved through methods like Communicative Language Teaching (CLT) and collaborative learning (Atay et al., 2009). By incorporating these approaches, teachers can help students become active

participants in language use, enabling them to engage in meaningful conversations and interactions

According to Hornby (1995), teaching involves providing instruction to individuals to enhance their knowledge and skills. In this context, teaching speaking means equipping students with the ability to communicate effectively using verbal and non-verbal symbols across various contexts. Chancy (1998) emphasized that the primary goal of teaching speaking should be to improve students' communicative skills, enabling them to express themselves and utilize the language proficiently. Consequently, English teachers must adopt creative approaches in their teaching methods to foster an engaging atmosphere that enhances students' speaking abilities, pays attention to the components of speaking, and makes lessons more stimulating.

According to Brown (2001), there are six categories of oral production that teachers can implement in the classroom. The first category, imitative speaking, involves practicing specific language elements, such as intonation or vowel sounds, often through drilling activities that do not focus on meaningful interaction. The second category, intensive speaking, goes beyond imitation and includes activities designed to practice grammatical aspects of the language, which can occur in self-initiated or pair work formats. Responsive speaking, the third category, entails providing meaningful replies to questions or comments. The fourth category, transactional speaking, focuses on conveying or exchanging specific information, often occurring in dialogues. Interpersonal speaking, the fifth category, also takes place in dialogue but is aimed at maintaining social relationships rather than merely transmitting information. This type of conversation can be more challenging for learners due to the inclusion of slang, ellipsis, and casual registers, which may lead to misunderstandings. Finally, extensive speaking is characterized by monologues, where advanced students are called upon to give oral reports, summaries, or short speeches. Each of these categories can be tailored to align with the students' levels and abilities, facilitating a comprehensive approach to developing speaking skills.

2.1.4 Speaking Difficulties

Students often encounter significant challenges when engaging in speaking activities in the classroom. According to Richards (2006), learners frequently struggle to present a positive self-image, leading them to avoid situations that require verbal interaction. This tendency can disadvantage for students; as effective conversational skills are crucial for

communication. Hatch, as cited in Richards (2006), highlighted that second language learner's benefit from having a wide range of topics available to facilitate meaningful conversation. Initially, learners may rely on familiar subjects to ease into discussions. Juhana (2012) further identified several barriers to speaking in English classes, including fear of making mistakes, shyness, anxiety, lack of confidence, and insufficient motivation.

Thorbury (2005) categorized the difficulties faced by learner-speakers into three main factors. The first is the knowledge factor, where learners struggle to speak due to inadequate understanding of the language's grammatical and vocabulary components. The second factor is the skills factor, which refers to the learners' inability to automate their knowledge, leading to challenges with fluency. Affective factors, such as low self-confidence or lack of motivation, further hinder fluency. Brown (2001) added that certain characteristics of spoken language contribute to the difficulties in speaking. For instance, clustering allows for fluent speech in phrases rather than word by word, helping learners organize their thoughts. Redundancy in language offers speakers the chance to clarify meaning, while reduced forms, including contractions and elisions, can pose challenges for learners who may develop a stilted, bookish speaking style. Performance variables, such as hesitations and pauses, are inherent in spoken language, allowing for natural thought processes during conversation. Additionally, familiarity with colloquial language, including idioms and phrases, is essential for effective communication.

The rate of delivery is another critical aspect of fluency, where teachers must assist learners in achieving an acceptable speed of speech. Furthermore, stress, rhythm, and intonation are vital characteristics of English pronunciation that convey significant meaning. Lastly, interaction is essential; learning to speak in isolation diminishes the richness of conversational negotiation. The challenges outlined are prevalent in English classrooms, and it is essential for educators to identify and implement effective strategies to address these issues (Bygate, 1987). This involves not just speaking quickly but also ensuring that the speech is coherent and understandable. Stress, rhythm, and intonation are fundamental elements of English pronunciation that convey substantial meaning beyond the literal interpretation of words (Roach, 2009). These aspects of pronunciation can change the tone and intent of a message, making them critical for effective communication. For instance, a slight change in intonation can turn

a statement into a question, while stress can emphasize certain words over others (Wells, 2006). Teachers should emphasize these aspects to help learners develop a more nuanced understanding of English pronunciation.

Interaction is another essential component of language learning, particularly for speaking skills. Learning to speak in isolation can diminish the richness of conversational negotiation, as it lacks the dynamic exchange and adaptation that occurs in real conversations (Long, 1981). Interaction allows learners to engage in spontaneous communication, respond to unexpected questions, and adapt their speech based on feedback from others (Gass & Varonis, 1985). Educators must create opportunities for learners to engage in interactive activities, such as role-plays, group discussions, and debates, to foster a more immersive and effective learning environment.

The challenges outlined above are prevalent in English classrooms worldwide, and it is crucial for educators to identify and implement effective strategies to address these issues. This might involve incorporating technology to provide personalized feedback on pronunciation, using authentic materials to enhance engagement, and designing lessons that promote active participation and interaction among learners (Chapelle, 2003).

2.2 The Concepts of Storytelling

According to Bruner (1991), storytelling is a fundamental way humans make sense of the world, as it allows us to convey complex ideas and emotions in a relatable and memorable way. One of the key concepts in storytelling is the structure of the narrative. This often includes elements such as plot, character, point-of-view, setting, and theme (Gottschall, 2012). Plot provides the structure, characters drive the plot, and point-of-view influences how the story is told. Themes are the central ideas explored in the narrative. For example, the hero's journey, as described by Campbell (1949), is a common structure where a protagonist embarks on a transformative journey, facing challenges and emerging changed.

Engagement techniques are also crucial in storytelling. To immerse the audience, storytellers use techniques such as creating tension, building suspense, and using conflict as friction (Gottschall, 2012). Nested loops, where multiple stories are layered, can also be effective for conveying complex ideas (Herman, 2009). Visual storytelling, which combines narrative with visual elements, can further enhance engagement by providing a multisensory experience (Kress & van Leeuwen, 2006). The power of

storytelling lies in its ability to connect with people on an emotional level. As noted by Denning (2005), storytelling can simplify complex concepts by using relatable narratives and clear language. This makes it an effective tool for communication in various contexts, from education to business. By leveraging storytelling techniques, educators and communicators can create more engaging and memorable experiences for their audiences.

2.2.1 Definition of Storytelling

Storytelling is a narrative account of real or imagined events that serves as a medium for learning about life, ourselves, and others. It is a unique technique for enhancing understanding, respect, and appreciation of different cultures among students. Dyson & Genishi (in Lucarevski, 2016) suggested that storytelling involves employing narrative structure, vocalization, and dramatic imagery to communicate effectively with the audience. This process utilizes mental imagery to receive both verbal and non-verbal feedback, engaging the audience on multiple levels.

Soleimani & Akbari (2013) defined storytelling as the art of conveying stories through words and actions to engage an audience. Samantaray (2014: 41) further emphasized that storytelling involves sharing events through words, images, and sounds, often incorporating improvisation and expressiveness. This process can motivate students to explore their own expressiveness, enhancing their ability to communicate thoughts and feelings articulately. Fikriah (2016: 90) asserts that storytelling is "a highly effective way of coding knowledge in oral cultures, because it made them more memorable and easily passed on to others". Barazaq (2009:6-7) defined storytelling as "a knowledge management technique, away of distributing information ,targeted to audiences with a sense of information". Moreover, Wang & Lee (2007) asserted that storytelling is an excellent verbal activity to help learners imagine and creates plot. It also encourages them in building up details, plot prediction, and drawing conclusion.

In summary, storytelling is an improvisational art form that motivates students to explore their expressions. Through speaking, students can enhance their skills and enjoyment of stories in the classroom, making storytelling a fundamental skill that English learners should acquire.

2.2.2 The Purpose of Storytelling

Storytelling is one of the oldest forms of human communication, utilized for entertainment and the promotion of education and cultural values.

According to Ellis & Brewster (1991), there are several objectives for employing storytelling techniques in speaking classes. The first objective is to motivate students to develop positive attitudes towards the foreign language and language learning. Each story contains a moral message that can be interpreted as either negative or positive. If the message is negative, the teacher should advise students not to emulate it; conversely, if it is positive, the teacher should encourage students to adopt those behaviors. The second objective is to exercise students' imagination. Students can become personally involved in a story as they identify with the characters and attempt to interpret the narrative and illustrations. This engagement allows them to relate fantasy and imagination to their real-world experiences. Such imaginative experiences help develop their creative powers, enabling them to make sense of their daily lives. The third objective is to enhance students' ability to share social experiences. Storytelling is not only enjoyable but also helps build students' confidence and encourages social and emotional development. It provokes shared responses of laughter, sadness, excitement, and anticipation among listeners. The fourth objective is to allow teachers to introduce or revise new vocabulary and sentence structures. This can be achieved by exposing students to language in varied, memorable, and familiar contexts, enriching their thinking and gradually integrating new language into their speech. The fifth objective is to improve students' other skills in various aspects, such as listening, grammar, vocabulary, and concentration. When using storytelling techniques in speaking classes, teachers should be fair in choosing the storyteller, rotating the role so that every student has the opportunity to share a story. Additionally, listeners can enhance their listening, grammar, vocabulary, and concentration through the storyteller's narratives (Ibid,1991).

Moreover, Samantaray (2014) asserts that storytelling can serve several additional objectives in teaching English skills. These include enhancing students' confidence in speaking skills, developing problem-solving abilities, teaching narrative structure and descriptive practices, improving pronunciation and intonation, and encouraging interaction and cultural sharing.

2.2.3 Types of Storytelling

There are different types of stories that storytellers can choose to share with their audience. According to Fitria (in Hatimi, 2023), storytelling can be categorized into two main types: oral and written storytelling. In oral storytelling, students are not limited by their writing abilities, allowing them to use vocabulary that is most accessible to them. This form of storytelling encourages spontaneity and immediate engagement with the audience. In contrast, written storytelling enables students to reflect more deeply than with oral storytelling, as they can revise and expand their responses in a more thoughtful manner.

On the other hand, Jenkins (2022) identified six types of storytelling. The first is written storytelling, which is the most common way to convey narratives. This form encompasses various styles and expressions, ranging from poetry and prose to short stories and novels, as well as genres like epic, stage, mystery, thrillers, and nonfiction to fantasy.

The second type is oral storytelling, which has long been a part of human history, allowing people to pass important information orally from one generation to the next. The third type is artistic performance, where storytellers historically performed on stage, often in epic musical settings, to entertain audiences. Today, storytellers can be found in diverse venues, including restaurants, theaters, senior centers, and museums.

The fourth type is visual storytelling, which has been integral to human culture for thousands of years through mediums like paintings and drawings. In the modern world, movies and TV series represent the most prevalent forms of visual storytelling. The fifth type is digital storytelling, a relatively new form that combines traditional storytelling with multimedia elements, such as images and videos, to create engaging narratives. Digital stories can be shared through various media, including photography, audio recordings, video recordings, and animation.

Finally, trans media storytelling utilizes multiple media platforms to narrate stories across different formats, creating a more immersive experience for the audience (Ibid, 2022). Each of these types demonstrates the diverse ways in which stories can be told, reflecting the evolving nature of storytelling in various contexts.

2.2.4 Elements of Storytelling

Storytelling is an integral part of our daily lives, enriching our imagination by introducing new concepts and perspectives. According to Goonawardene (2022), several key components contribute to effective storytelling. Central to any narrative is the plot, which outlines the essence of the story. It encompasses the motivations, challenges, and goals that characters pursue, shaping the audience's experience and guiding them through the narrative's twists and turns.

Characters are the lifeblood of the story, embodying various motivations, traits, and psychological complexities. Their actions drive the plot forward, influencing its progression and the audience's engagement. The theme, which encapsulates the core message of the story, profoundly affects how the plot is interpreted. It enhances character development, providing deeper insight into their motivations and fears, thereby enriching the overall narrative.

Dialogue serves as the medium through which characters interact and connect with the audience. Thoughtful choices in language and tone are essential for creating resonance with the intended listeners, ensuring that the story is both relatable and impactful. Similarly, a narrative's melody evokes familiarity and emotions, helping the audience anticipate the story's direction and accept its unfolding.

From a design standpoint, décor refers to the visual elements that enhance the story. It can range from modern to minimalist styles, but should not be overly complex, maintaining clarity and focus. The element of spectacle introduces unexpected twists or memorable moments that captivate the audience, as highlighted by Aristotle, who emphasized that spectacle should enhance rather than overshadow the storyline (Ibid, 2022).

In addition to these elements, Nurhikma (2022) highlighted several considerations for effective storytelling. The setting can significantly influence the experience; stories can be told in various environments, both indoors and outdoors. The sitting position of the listener and narrator is also important; both should adopt comfortable yet engaging postures to maintain interest and connection throughout the narrative.

Using language familiar to the audience aids comprehension and strengthens the connection to the narrative. It is equally important to vary vocal intonations in line with the story's events to keep the narrative engaging and dynamic. Furthermore, narrators

should vividly describe characters, bringing them to life for the audience, while effectively conveying their emotional states to create an immersive experience.

Effective voice modulation enhances interest and prevents monotony, ensuring that the storytelling remains captivating. Keeping listeners attentive and engaged is crucial for a memorable storytelling experience. Finally, avoiding spontaneous remarks can help maintain the narrative flow, allowing storytellers to focus on coherence while encouraging creativity and improvisation within the established story structure. Together, these elements and techniques create a rich and engaging storytelling experience that resonates with audiences (Ibid, 2022).

2.2.5 The Characteristics of Storytelling

In storytelling there are some characteristics that must be known by students before show up their story in front of the audience. According to Samantary (2014), one of the primary features of storytelling is its ability to provoke curiosity. This intrigue encourages listeners to engage more deeply with the narrative, fostering a sense of wonder and exploration. Additionally, storytelling evokes students' imagination and interest in language skills, allowing them to visualize concepts and ideas while enhancing their linguistic abilities.

Another important characteristic as Samantary (2014), mentioned is that storytelling builds vocabulary, comprehension, and story sequencing. As students listen to and participate in storytelling, they naturally absorb new words and concepts, which aids in their overall understanding of language. Moreover, storytelling improves listening and oral communication skills, as it requires active engagement and participation from the audience. This interactive and cooperative process not only enhances language development but also fosters a sense of community among listeners.

Samantary (2014), also added that storytelling aids memory retention, helping listeners to remember information and experiences more vividly. By binding listeners together through shared narratives, storytelling creates a sense of connection and camaraderie. As an art form, it serves as an enjoyable tool for practicing language learning skills and verbal expressions, making the learning process more engaging.

Furthermore, storytelling employs various language conventions to make the narrative vivid and immersive. This use of descriptive language and stylistic elements captures the audience's attention, allowing them to fully experience the story. Ultimately,

storytelling has the unique ability to help listeners forget their troubles, providing an escape and a moment of joy.

From this explanation above, it is clear that storytelling possesses characteristics that students must master before presenting their own stories to an audience. Understanding these traits not only enhances their storytelling abilities but also enriches their overall communication skills.

2.2.6 The Advantages and Disadvantages of Using Storytelling

Storytelling technique has many advantages in learning and teaching .According to Davies (2007), some examples include the development of language skills, as students learn about language through the practice of telling stories in class. Additionally, storytelling triggers their own ideas, encouraging them to produce imaginative narratives. Students also learn how to arrange words into sentences and subsequently retell these stories in spoken form. Moreover, storytelling can construct a vivid imagination, transporting students into a fantasy world during their daydreams, which positively impacts mental health. It is also entertaining and exciting, which is a crucial aspect of learning; when learners are enjoying themselves, they become more engaged and motivated to learn.

In addition, Gail de Voss' book, as cited in Zuhelmi (2023), outlined thirteen benefits of storytelling. These include helping individuals search for self-identity, assisting in the development of system values, establishing a sense of belonging, aiding emotional release, and fostering imagination. Storytelling serves as an entertaining aid, creates bonds between the storyteller and the audience, and aids in developing listening skills. It also helps maintain traditions by sharing folktales, myths, legends, and other cultural narratives, aiding in the remembrance of cultural stories and assisting in the oral exhibition of language. Furthermore, it aids in the development of discrimination skills for listeners when choosing books and stories to read.

However, even the most popular techniques have their deficiencies. Storytelling also faces disadvantages, such as instances where some audience members struggle to connect with the narrative or find it challenging to engage cognitively with the performance. Another weakness is the difficulty of crafting and successfully conveying a tale. Nevertheless, these challenges can be addressed as storytelling is an art; like all

arts, it requires training and experience. However, anyone who is willing to take the time to find the right story and learn it can be a successful storyteller (Ibid, 2023)

2.3 Teaching Speaking Skills by Using Storytelling Technique

Storytelling serves as an effective approach for teaching speaking skills. Munawroh, as cited in Sabila (2022), highlighted that when children listen to stories, they cultivate a sense of structure that later aids their understanding of more intricate literary works. The incorporation of literature in foreign language education has significantly risen in recent years. Additionally, Cameron (2001) endorsed storytelling as a technique for developing language skills through context, props, and various visual aids. This method enhances students' comprehension, fluency, vocabulary, grammar, and pronunciation.

Storytelling is considered one of the original forms of teaching, remaining the sole instructional method in certain societies. Almond, as referenced in Sabila (2022), noted that storytelling is particularly popular with beginners. It contributes positively to building students' confidence, contextualizing language, and fostering empathy for different characters. Despite efforts to replicate or modernize it such as electronic storytelling on television live oral storytelling remains timeless. A simple narrative continues to serve as the foundation of teaching art. Whether colloquial or literary, straightforward or elaborate, storytelling showcases the full spectrum of language in a uniquely engaging manner.

Listeners benefit from experiencing spontaneous, unrefined speech. While absorbing stories, children develop a structural understanding that enables them to grasp more complex literary narratives. Based on these findings, storytelling is a valuable tool for enhancing language learning, engaging students, fostering interaction, and making the educational experience enjoyable. Furthermore, Brown (2001) identified several types of classroom speaking activities, including imitative, intensive, responsive, transactional, interpersonal, and extensive, all of which are explained in detail. This illustrates that storytelling relates to various speaking activities.

Storytelling requires both a storyteller and an audience, allowing learners to take on both roles. They must perform their stories while also responding to others' narratives. This activity encourages learners to practice imitative speaking as a preparatory step before storytelling. Subsequently, students are motivated to respond as attentive audience members. Additionally, storytelling positively impacts learners' speaking

skills, as it teaches them to speak with appropriate gestures and intonation, paving the way for extensive speaking practices (Mujizat, 2016). Similarly, (Maylia et al, 2020) asserted that storytelling offers numerous benefits for teaching speaking skills, such as encouraging students to be imaginative, conveying moral messages, and training them to develop and memorize English language constructs, thereby enhancing their speaking abilities and concentration.

Given these insights, storytelling can be effectively implemented not just in speaking classes but also across various subjects. Teachers can utilize it as a creative method to engage with diverse topics in the classroom.

2.4 Procedures of Using Storytelling Technique

There are three steps involved in teaching using the storytelling technique, adapted from Fitria (in Hatem, 2023). The first step is Pre-Storytelling. In this phase, the teacher begins the class with an introduction to the lesson objectives and content, ensuring that students understand what they will study. The teacher familiarizes students with storytelling by focusing on the main idea and supporting them throughout the process. To enhance engagement, the teacher asks students to watch a simple monologue narrative video and encourages them to reflect on the story they observe.

The second step is While Storytelling. During this phase, students learn about story structures, which include the plot, point of view, setting, characters, and ending. The teacher provides students with guiding questions to facilitate understanding. Additionally, discussions are encouraged both before and after storytelling to support students' storytelling abilities.

The final step is After Storytelling or Post-Storytelling. Here, students retell the stories independently in class, and the teacher offers feedback once they have finished sharing their narratives.

There are several guidelines that apply to storytelling in general, as mentioned by Rahmatun nisa (2022:28). First, choose a story that you enjoy, which enables you to use words you like and communicate enthusiasm to your audience. Second, look for a simple, direct story with a clear plot and few characters. Third, select a story that retains its meaning even when translated into your own words. Fourth, memorize only the

refrains or phrases that have a special effect. Finally, narrate the story aloud to your friends or classmates in your own words in front of the class.

2.5 Previous Studies

Several studies have been conducted on the use of storytelling techniques in teaching speaking skills. This section briefly discusses some of these previous studies to provide a clear foundation and support for the present study.

One notable study was conducted by Inayah (2015). This research was carried out in the tenth grade of a senior high school, involving 30 students in both the experimental and control groups. The experimental group received treatment with the storytelling technique, while the control group was taught using conventional methods. The instruments used included speaking tests (pre-test and post-test) administered to both groups, along with questionnaires for the experimental group. The results indicated that the storytelling technique significantly improved students' speaking abilities, and overall, students had positive attitudes towards its implementation, as they enjoyed the learning process and were interested in the stories.

A similar study was conducted by Zuhriyah at Hasyim Asyari University, Tebuireng, Jombang, in 2017, this collaborative classroom action research aimed to determine whether storytelling could enhance students' speaking skills. The study focused on describing the lecturers' activities, the students' activities, and the students' responses during storytelling in the speaking class. The subjects were 23 students from the second semester of the Intensive English Program. Data were collected through observations by the collaborator and speaking tests. The findings revealed an improvement in students' speaking skills, particularly in comprehension, fluency, vocabulary, grammar, and pronunciation.

Another relevant study was conducted by Ikrammuddine (2017) at Insan Qurani Boarding School, targeting the second grade. This research employed a Classroom Action Research (CAR) design, which included experimental teaching, tests, and questionnaires. The purposive sampling technique was used to select the sample. The results demonstrated that the pre-test and post-test data, analyzed using statistical formulas, showed that storytelling improved students' speaking skills, with the mean score rising from 72.6 to 84. Furthermore, most students responded positively to the storytelling technique based on questionnaire analysis.

Fikriah (2016) also conducted action research on using storytelling techniques to improve English speaking skills among primary school students. This study aimed to determine if storytelling could enhance their speaking abilities. The instruments for data collection included observation sheets for both the teacher and students, as well as speaking tests and questionnaires. The results indicated that the storytelling technique significantly improved students' speaking skills, particularly in pronunciation, fluency, accuracy, and comprehension. The mean score after the second cycle increased from 5 to 7, with 58% of students scoring above average in the first cycle and rising to 80% in the second cycle.

Maharjo (2011) conducted research at SMP Pasundan Purwakarta." The objective was to assess the effectiveness of using storytelling techniques to improve students' speaking abilities. This study utilized a one-group pre-test/post-test design and a quantitative research method. The sample consisted of 33 first-grade students selected through simple random sampling. Data were collected using pre-tests and post-tests, and analyzed with a t-test formula. The analysis revealed a pre-test mean score of 54.54 and a post-test mean score of 71.51, with a t-observed value of 12.12, which was higher than the critical t-value of 2.042, indicating that storytelling was effective in improving students' speaking abilities.

Another study was conducted at Third Year Students of SMP N 1 Benai by (Polia et al., 2018). This pre-experimental study involved 22 students selected through cluster random sampling. Data were collected through pre-tests and post-tests. The average score for the pre-test was 46.54, while the post-test average score was 63.21, indicating an increase. The data analysis showed that the t-test value was higher than the t-table value (7.517 compared to 2.08), demonstrating that storytelling techniques had a significant effect on improving students' speaking abilities.

Lastly, a study titled "Improving Students' English Speaking Skills through Storytelling Technique" was carried out by Missy Risa Sabila in 2022. This quantitative study aimed to determine if storytelling techniques could enhance the English speaking skills of students at a private Islamic boarding school in Aceh. The research used a pre-experimental design with a total sample of 24 students. Data were collected through tests (pre-test and post-test) and analyzed using SPSS 20.0. The findings indicated an improvement in speaking achievement, with the mean score increasing from 64.58 in the pre-test to 82.29 in the post-test. The results demonstrated a significant difference

between the two tests, confirming that storytelling techniques can effectively improve students' speaking skills.

Based on the explanations above, the similarities between this research and previous studies lie in the use of the same technique and skill storytelling and speaking. However, the difference between this research and prior studies is the research design; this study applied a pre-experimental design using one group for experimental teaching with both pre-test and post-test, along with a questionnaire for the same group. Additionally, while previous studies have explored the effectiveness of storytelling in teaching speaking skills, there appears to be limited research specifically aimed at identifying students' attitudes towards using storytelling techniques in this context. Therefore, this research aims to investigate the effectiveness of storytelling techniques in teaching speaking skills to learners at Zawia University and to identify students' attitudes regarding storytelling in teaching speaking skills.

2.6 Summary of the Chapter

This chapter shed light on defining the concepts of speaking skill, defining the concepts of storytelling and teaching speaking skill through using storytelling as technique to develop students' speaking skill. In addition; the sections reviewed in the chapter were aimed to give a clear picture about the problem under the investigation, and to develop the methods of teaching speaking by using new techniques in Libyan education universities.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology used in the study. It includes details about the research design, the context of the study, the sample, and the instruments used for data collection. Additionally, it discusses the pilot study, and the procedures for data collection and analysis. The chapter concludes with a summary of these key components.

3.1 Research Design

Research design refers to the systematic approach used to plan and conduct a study, ensuring that all components are integrated in a coherent and logical manner (Cohen et al., 2007). This study adopts a pre-experimental design, which, as described by Arifin (2014), involves examining variables under controlled conditions to observe specific outcomes. Nunan (1991) further explains that pre-experimental design is structured to collect data in a way that ensures reliability and validity.

Ata (2023) characterizes pre-experimental design as the simplest form of experimental research within the field of statistics. It typically involves studying a single group without comparing it to an equivalent non-treatment group, allowing researchers to assess whether further investigation is warranted. This design is particularly useful for preliminary research, as it provides insights into causal relationships before more complex experimental methods are applied.

For this study, participants are considered one group as an experimental group without a control group. The research employs a pre-test and post-test design to measure students' speaking performance. The pre-test is conducted before administering the treatment to establish a baseline for participants' speaking skills. Following this, the researcher implements a treatment using storytelling techniques as a strategy to enhance speaking abilities. After the intervention, a post-test is administered to assess any improvements.

This research aims to determine whether the storytelling technique has a significant effect on students' speaking performance, offering valuable insights into its potential as an effective teaching strategy.

3.2 Data Collection Instruments

Data collection refers to the systematic process of gathering and measuring information from various sources to create a comprehensive and accurate understanding of a particular area of interest (Panter & Sterba, 2011). This process encompasses the instruments utilized, the population from which data is collected, and the conditions under which measurements are taken, including format, timing, location, and the personnel involved in data collection.

In this study, data collection involved the use of two primary instruments for gathering quantitative data: a test and a questionnaire. The test was designed to measure students' speaking performance, providing objective data regarding their competencies in this area. Additionally, a questionnaire was employed to explore students' attitudes toward the use of storytelling techniques in teaching speaking skills. This dual approach allows for a richer understanding of both performance outcomes and student attitudes, enhancing the overall validity of the research findings.

3.2.1 The Test

A test is defined as a method for assessing a student's ability to perform specific tasks or demonstrate mastery of a particular skill or knowledge of content (Overton, 2008). Ary (1979) further elaborated that a test comprises a set of stimuli presented to an individual, designed to elicit responses that can be quantified with a numerical score. Additionally, Brown (2004) characterized a test as a means of measuring an individual's ability, knowledge, or performance within a defined context.

In this research, a test was administered to students to evaluate their speaking abilities, specifically in the context of retelling stories. The test was divided into two categories: pre-test and post-test. The pre-test was conducted during the initial meeting prior to the implementation of any treatment, serving to capture the baseline speaking abilities of the students (Hatch & Farhady, 1982). The primary objective of the pre-test was to assess students' speaking skills before the intervention.

Conversely, the post-test was administered during the final meeting to measure the outcome variable after the experimental manipulation had been implemented (Susanti, 2016). This post-test aimed to determine any improvements in the students' speaking abilities following the treatment. By employing both pre-test and post-test measures, the study sought to provide a clear assessment of the impact of the storytelling technique on students' speaking performance.

3.2.2 The Questionnaire

A questionnaire is defined as any written instrument that presents respondents with a series of questions or statements to which they are required to respond, either by providing written answers or by selecting from predefined options (Dornyei, 2007). Questionnaires are efficient tools for gathering research data, as they facilitate the systematic organization and arrangement of information while being economical in terms of time and resources. Furthermore, they are user-friendly for respondents, who are tasked with selecting from a range of options.

Kothari (2004) asserts that questionnaires allow researchers to collect self-reported information from participants, which may include their beliefs, motivations related to learning, and reactions to instructional methods and classroom activities, data that is often inaccessible through production data alone.

In this study, a closed-ended questionnaire was designed to explore and measure students' attitudes toward the use of storytelling techniques in enhancing speaking skills. The questionnaire utilized a Likert scale to gauge the degree of agreement or disagreement, with a range from 1 to 5, corresponding to the following options: strongly agree, agree, neutral, disagree, and strongly disagree. It comprised 10 closed-ended statements and was distributed to 25 students.

To ensure clarity, participants received oral guidance from the researcher on how to complete the questionnaire. The administration of the questionnaire occurred during the final meeting, allowing students fifteen minutes to record their responses within class time. The students' answers subsequently analyzed and discussed to provide insights into their attitudes toward the storytelling technique. (see appendix B).

3.3 Pilot Study

The pilot study is a crucial tool for researchers to assess the effectiveness of their research instruments. According to Burns (2000), the purpose of a pilot study extends beyond merely acquiring data; it is also about learning how to collect data accurately and appropriately. Prior to the main study, the researcher conducted a pilot study to evaluate the data collection instruments, which allowed for the identification of weaknesses in the methodology. This process was essential for uncovering any misunderstandings, ambiguities, unclear items, or irrelevant questions within the instruments.

In this study, the researcher tested the students' questionnaire; the researcher randomly selected 10 students to complete it, assessing the clarity and ease of use of the items before its actual implementation. This procedure was critical for testing the reliability of the questionnaire. The students were asked for feedback on their experience in answering the questionnaire and how long it took them to complete it. For example, there were two statements of the questionnaire that have not been answered because students couldn't understand this statement, also the time was not enough to fill the questionnaire according to the opinion of the students was short; as a result, the researcher considered these points and reviewed them. This feedback was invaluable in ensuring that the questionnaire would yield meaningful and reliable data in the main study.

3.4 Validity and Reliability

Validity and reliability are critical concepts in research methodology, pertaining to the effectiveness of a method or approach in accurately measuring a specific construct. According to Cohen et al. (2007:134), validity is described as the "touchstone of all types of educational research"; it refers to the extent to which a measure accurately reflects the intended concept under investigation. Validity encompasses the accuracy of a measure in demonstrating whether the results genuinely represent what they are designed to assess. In contrast, reliability pertains to the consistency of that measure. Kumar (2009) noted that an instrument is considered reliable when it demonstrates steadiness and consistency, indicating its accuracy and predictability.

In this research, the validity of the questionnaire was assessed using the expert validity method. The questionnaire was presented to a panel of experienced educators in the relevant field. The researcher took into account the majority of expert feedback to refine and finalize the formulation of the questionnaire.

Regarding reliability, Cronbach's Alpha was employed to evaluate the internal consistency of the questionnaire. The results, detailed in the table below, indicate a reliability coefficient of 0.72 for the responses of the study sample. This percentage is deemed acceptable, as alpha values exceeding 0.70 are considered reliable. Consequently, it can be concluded that the scale is reliable, suggesting that respondents interpret the items in the manner intended by the researcher. Therefore, this questionnaire can be confidently utilized in this field study, with an estimated likelihood of obtaining consistent results upon reapplication at a rate of 72.0%.

Table (1): Results of the reliability test for the study questionnaire (Cronbach's Alpha)

Cronbach's Alpha	Number of Statements	Dimension
0.72	10	Questionnaire

3.5 Participants and Sampling of the Study

According to Dornyei (2007), a sample refers to the group of participants that a researcher examines in an empirical investigation. The participants in this study consisted of all second-semester students in the Department of English at the Faculty of Education, Zawia University, during the academic year 2023-2024. The sample comprised 25 students in one classroom, all of whom were female Libyans, as the Faculty of Education at University of Zawia enrolls female students. The ages of the participants ranged from 19 to 21 years.

The decision to focus on this particular group was based on the identified challenges students face in speaking. It is common for students to experience fear and anxiety when attempting to communicate in English in front of their peers. Additionally, these students often struggle with pronunciation, which can be attributed to limited vocabulary, insufficient understanding of grammatical structures, and a lack of practice in English speaking.

The researcher employed a purposive sampling technique to select the participants. As noted by Cohen et al. (2007), purposive sampling does not aim to represent the broader population; instead, it focuses on a specific group, such as students preparing for a particular examination or a cohort of teachers. This technique emphasizes the selection of key participants who can provide essential data for the research. Patton (2002) argues that the strength of purposive sampling lies in its ability to identify information-rich cases for in-depth study.

The selection of second-semester students was made purposely, following interviews with professors who were teaching speaking skills in the English Department. These discussions revealed that second-semester students exhibited the most significant difficulties in acquiring speaking proficiency.

3.6 Procedures of Data Collection

Data collection is defined as the process through which an instrument used with members of a population, encompassing the conditions under which measurements are taken, including format, timing, location, and the personnel involved in data collection (Panter & Sterba, 2011).

Prior to collecting the primary data, the researcher first met with the head of the English Department to obtain permission to conduct the study at the Faculty of Education, at University of Zawia , and to clarify the objectives of the research. Additionally, the researcher, serving as a teaching assistant in the English Department, benefited from reduced administrative hurdles, facilitating the research process. The data collection phase spanned duration of six weeks.

To systematically gather the data, the researcher undertook the following steps:

3.6.1 The Test

A test is a method for assessing a student's ability to perform specific tasks or demonstrate mastery of particular skills (Overton, 2008). In this study, both pretest and posttest formats were utilized to evaluate students' speaking abilities in retelling stories. The pretest aimed to establish baseline speaking skills before any intervention, while the posttest assessed the outcomes after the treatment.

The treatment involved several instructional sessions in which storytelling techniques were applied. Each session lasted 40 minutes, and the treatment was carried out over

four meetings. During these sessions, the researcher introduced storytelling concepts, engaged students in practice, and encouraged their participation.

The following outlines the specific procedures for the pretest, treatment, and posttest:

Pretest: First Meeting (8th-May-2024)

An oral pretest was conducted, beginning with the researcher introducing herself and checking attendance. Students received a story text to read multiple times, allowing them to identify key elements such as characters and settings. After clarifying any questions, each student was allocated two minutes to retell the story "Snow White and the Seven Dwarfs," which was recorded for evaluation. This pretest aimed to assess the initial speaking abilities of the students.

Treatment: Subsequent Meetings

Second Meeting (15th May 2024)

The researcher greeted the students and reviewed storytelling techniques. A picture story was presented, followed by the researcher narrating it. Students then practiced retelling the story using new vocabulary. This session aimed to familiarize students with storytelling steps. The story was (The goose and the golden eggs).

Third Meeting (22nd May 2024)

Students were divided into groups and tasked with writing their stories based on a video presentation. After a break, each group retold their stories, enabling assessment of collaborative communication and individual storytelling abilities.

Fourth Meeting (29th May 2024)

The researcher reviewed storytelling techniques again, providing support and encouragement. Students prepared to share their narratives, which were presented in front of their peers. This meeting focused on evaluating their storytelling execution using the story "Cinderella."

Fifth Meeting (5th June 2024)

Students were prompted to create and narrate their own stories, utilizing the skills learned throughout earlier sessions. Drafting materials were provided to assist in story preparation.

The purpose of this meeting to know how students can do storytelling technique.

Posttest: Sixth Meeting (12th June 2024)

The posttest was conducted during the final meeting, where the researcher again checked attendance list in order to get the valid data of respondents in this study. Students retold the same story used in the pretest, providing a measure for improvement in their speaking skills. The performances were recorded for analysis to assess the effectiveness of the storytelling technique.

Following the posttest, a questionnaire was distributed to gauge students' attitudes towards the storytelling method. The researcher expressed gratitude to all participants and acknowledged the support received from Professor Naima Goma for integrating this instructional technique into the curriculum.

3.6.2 The Questionnaire

A closed-ended questionnaire was employed to gather data regarding students' attitudes. According to Johnson and Christensen (2012:170), a closed-ended questionnaire is defined as "questionnaire which is focused on getting participants' responses to standardized items for the purpose of confirmatory research in which specific variables are measured and hypotheses are tested." This method is particularly effective for quantitative research, as it enables the collection of large-scale numerical data in a relatively short timeframe (McLeish, 2009).

In this study, the questionnaire was specifically designed to assess students' attitudes towards using storytelling techniques to enhance their speaking skills. The instrument was self-designed and comprised 10 clear and straightforward statements. It was administered to 25 students during the final meeting, following the completion of the posttest on June 12, 2024. The researcher provided oral guidance to participants on how to complete the questionnaire, which took approximately five minutes for students to record their responses. All items utilized a Likert scale, allowing for responses to be rated on a five-point scale: strongly agree, agree, neutral, disagree, and strongly disagree (see Appendix B). The quantitative data obtained from the questionnaire were analyzed using Microsoft Office Excel and presented in tabular format.

3.7 Preparing Data for Analysis

Data analysis commenced with the identification of common themes. Frequencies of responses from participants were calculated to generate descriptive information about

the respondents and to illustrate the overall trends regarding the various variables under investigation. The quantitative data from the oral tests and closed-ended questionnaire were statistically analyzed by using descriptive statistics the Statistical Package for the Social Sciences (SPSS V27). This analysis included the generation of frequency tables, means, standard deviations, and paired samples t-tests.

3.8 Summary of the Chapter

This chapter detailing the research design, context, sample, and data collection instruments. The research adopts a pre-experimental design to evaluate the impact of storytelling techniques on students' speaking performance, focusing on 25 second-semester female students from the Department of English at Zawia University, selected through purposive sampling to address their specific speaking challenges. Data collection utilized two primary instruments: a test, administered in pre-test and post-test formats to assess students' speaking abilities in retelling stories, and a questionnaire designed to gauge attitudes toward the storytelling technique. The chapter discusses validity and reliability considerations, outlining methods to ensure the accuracy and consistency of the questionnaire, and describes the data collection procedures, which spanned six weeks and included multiple instructional sessions on storytelling. Finally, the chapter covers data analysis methods, emphasizing common themes and statistical techniques such as frequency tables and paired samples t-tests applied to the quantitative data from the oral tests and questionnaire, ultimately aiming to provide insights into the effectiveness of storytelling as an instructional strategy for enhancing students' speaking skills.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

4.0 Introduction

The purpose of this chapter is to present and analyze the data collected through quantitative approaches by using pretest, posttest and using close ended questionnaire to address the research questions. (See 1.4). To evaluate the responses of the study sample, descriptive statistics were used to analyze the data using the statically package for the social science (SPSS V27), which includes: frequency tables, standard deviation and pair samples test. The results are as follow:

4.1 Analysis of Students' Speaking Test

Table (2): Comparison of Pronunciation aspect and Comprehension Before and After Intervention

Pronunciation	Pre test				Post test			
	Yes		No		Yes		No	
	Count	%	Count	%	Count	%	Count	%
Clear pronunciation	1	4.0	24	96.0	20	80.0	5	20.0
Easy to understand students' pronunciation	5	20.0	20	80.0	25	100.0	0	0.0
Pronunciation problem leads to misunderstanding	21	84.0	4	16.0	8	32.0	17	68.0
Very hard to understand because of the pronunciation problem	19	76.0	6	24.0	5	20.0	20	80.0
A serious problem in pronunciation, so it cannot be understood	17	68.0	8	32.0	2	8.0	23	92.0

Table 2 presents a comparison of pronunciation skills and comprehension before and after an intervention. The results indicate substantial improvements in pronunciation skills following the intervention:

Clear pronunciation increased dramatically from 4.0% (n = 1) in the pre-test to 80.0% (n = 20) in the post-test. This 76.0 percentage point increase suggests a significant enhancement in pronunciation clarity.

The ease of understanding students' pronunciation showed perfect improvement, rising from 20.0% (n = 5) in the pre-test to 100.0% (n = 25) in the post-test, indicating that all participants achieved easily understandable pronunciation after the intervention.

Pronunciation problems leading to misunderstanding decreased considerably from 84.0% (n = 21) to 32.0% (n = 8), a 52.0 percentage point reduction, suggesting fewer communication breakdowns due to pronunciation issues.

The percentage of participants who were very hard to understand due to pronunciation problems dropped from 76.0% (n = 19) to 20.0% (n = 5), a 56.0 percentage point decrease, indicating substantial improvement in overall comprehensibility.

Serious pronunciation problems rendering speech incomprehensible decreased from 68.0% (n = 17) to 8.0% (n = 2), a 60.0 percentage point reduction, suggesting that most participants achieved at least a basic level of comprehensibility after the intervention.

These findings collectively suggest that the intervention was highly effective in improving various aspects of pronunciation, potentially leading to enhanced communication skills among the participants. The most notable improvements were in achieving clear pronunciation and easy-to-understand speech.

Table (3): Comparison of Grammar aspect and Comprehension Before and After Intervention

Grammar	Pre test				Post test			
	Yes		No		Yes		No	
	Count	%	Count	%	Count	%	Count	%
Make a few noticeable errors of grammar	22	88.0	3	12.0	6	24.0	19	76.0
Sometimes makes grammatical errors and it influences the meaning	25	100.0	0	0.0	11	44.0	14	56.0
Makes frequent errors of grammar and should re- arrange the sentence	24	96.0	1	4.0	10	40.0	15	60.0
Grammar and errors make comprehension difficult	23	92.0	2	8.0	6	24.0	19	76.0
Errors in grammar are unintelligible	14	56.0	11	44.0	2	8.0	23	92.0

Table 3 presents a comparison of grammar skills and comprehension before and after an intervention. The results indicate substantial improvements in grammar skills following the intervention:

The occurrence of noticeable grammar errors decreased significantly from 88.0% (n = 22) in the pre-test to 24.0% (n = 6) in the post-test, a 64.0 percentage point reduction. This suggests a considerable improvement in overall grammatical accuracy.

The frequency of grammatical errors influencing meaning dropped from 100.0% (n = 25) to 44.0% (n = 11), a 56.0 percentage point decrease. This indicates that fewer participants were making meaning-altering grammatical mistakes after the intervention.

The need for frequent error corrections and sentence rearrangements due to grammatical issues decreased from 96.0% (n = 24) to 40.0% (n = 10), a 56.0 percentage point reduction. This suggests improved sentence construction and grammatical coherence.

Grammar errors making comprehension difficult reduced from 92.0% (n = 23) to 24.0% (n = 6), a 68.0 percentage point decrease. This indicates a substantial improvement in the intelligibility of participants' speech.

The occurrence of unintelligible grammar errors decreased from 56.0% (n = 14) to 8.0% (n = 2), a 48.0 percentage point reduction. This suggests that severe grammatical issues hampering communication were largely addressed by the intervention.

These findings collectively indicate that the intervention was highly effective in improving various aspects of grammar usage. The most notable improvements were in reducing noticeable grammar errors and decreasing the frequency of errors that impede comprehension. The intervention appears to have been particularly successful in addressing severe grammatical issues that previously rendered speech unintelligible.

Table (4): Comparison of Vocabulary aspect and Comprehension Before and After Intervention

Vocabulary	Pre test				Post test			
	Yes		No		Yes		No	
	Count	%	Count	%	Count	%	Count	%
Correct use of vocabulary	1	4.0	24	96.0	20	80.0	5	20.0
Sometimes uses in appropriate words but still can be understood	18	72.0	7	28.0	20	80.0	5	20.0
Frequently uses the wrong words, conversation somewhat limited because of inadequate vocabulary	22	88.0	3	12.0	10	40	15	60.0
Limitations of vocabulary make comprehension quite difficult	23	92.0	2	8.0	10	40.0	15	60.0
Vocabulary limitations so extreme as to make conversation virtually impossible	15	60.0	10	40.0	4	16.0	21	84.0

Table 4 presents a comparison of vocabulary skills and comprehension before and after an intervention. The results indicate substantial improvements in vocabulary skills following the intervention:

Correct use of vocabulary increased dramatically from 4.0% (n = 1) in the pre-test to 80.0% (n = 20) in the post-test, a 76.0 percentage point increase. This suggests a significant enhancement in participants' ability to use vocabulary accurately.

The use of inappropriate words while maintaining understandability increased slightly from 72.0% (n = 18) to 80.0% (n = 20). This 8.0 percentage point increase might indicate that participants were attempting to use a broader vocabulary, occasionally resulting in minor inaccuracies.

Frequent use of wrong words leading to limited conversation decreased from 88.0% (n = 22) to 40.0% (n = 10), a 48.0 percentage point reduction. This suggests a considerable improvement in vocabulary appropriateness and range.

Vocabulary limitations making comprehension difficult reduced from 92.0% (n = 23) to 40.0% (n = 10), a 52.0 percentage point decrease. This indicates a substantial improvement in the intelligibility of participants' speech due to enhanced vocabulary.

Extreme vocabulary limitations rendering conversation virtually impossible decreased from 60.0% (n = 15) to 16.0% (n = 4), a 44.0 percentage point reduction. This suggests

that severe vocabulary issues hampering communication were largely addressed by the intervention.

These findings collectively indicate that the intervention was highly effective in improving various aspects of vocabulary usage. The most notable improvements were in increasing correct vocabulary use and reducing vocabulary-related comprehension difficulties. The intervention appears to have been particularly successful in addressing severe vocabulary limitations that previously impeded conversation.

Table (5): Comparison of fluency aspect and Comprehension Before and After Intervention

Fluency	Pre test				Post test			
	Yes		No		Yes		No	
	Count	%	Count	%	Count	%	Count	%
Speak fluently	2	8.0	23	92.0	14	56.0	11	44.0
The speed of speech seems to be slightly affected by language problems	21	84.0	4	16.0	18	72.0	7	28.0
Often stuttering, need to think first what to say	23	92.0	2	8.0	12	48.0	13	52.0
Usually hesitant and stutter, the sentence may be left uncompleted	22	88.0	3	12.0	10	40.0	15	60.0
Very stuttering	12	48.0	13	52.0	3	12.0	22	88.0

Table5 presents a comparison of fluency skills before and after an intervention. The results indicate substantial improvements in fluency skills following the intervention:

The ability to speak fluently increased dramatically from 8.0% (n = 2) in the pre-test to 56.0% (n = 14) in the post-test, a 48.0 percentage point increase. This suggests a significant enhancement in participants' overall fluency.

The occurrence of speech speed being slightly affected by language problems decreased marginally from 84.0% (n = 21) to 72.0% (n = 18), a 12.0 percentage point reduction. This indicates a modest improvement in speech flow.

Frequent stuttering and the need to think before speaking reduced considerably from 92.0% (n = 23) to 48.0% (n = 12), a 44.0 percentage point decrease. This suggests a substantial improvement in spontaneous speech production.

The tendency to hesitate, stutter, and leave sentences uncompleted decreased from 88.0% (n = 22) to 40.0% (n = 10), a 48.0 percentage point reduction. This indicates a notable enhancement in sentence completion and fluidity of speech.

Severe stuttering reduced from 48.0% (n = 12) to 12.0% (n = 3), a 36.0 percentage point decrease. This suggests that significant fluency issues were largely addressed by the intervention.

These findings collectively indicate that the intervention was effective in improving various aspects of speaking fluency. The most notable improvements were in increasing overall fluent speech and reducing severe stuttering. The intervention appears to have been particularly successful in addressing issues related to spontaneous speech production and sentence completion.

Table (6): Comparison of Comprehension Before and After Intervention

Comprehension	Pre test				Post test			
	Yes		No		Yes		No	
	Count	%	Count	%	Count	%	Count	%
Appears to understand everything without difficulty	2	8.0	23	92.0	16	84.0	9	36.0
Understands nearly everything at normal speed, although repetition may be necessary	15	60.0	10	40.0	20	80.0	5	20.0
Understands most of what are students said with slower normal speed	20	80.0	5	20.0	18	72.0	7	28.0
Difficulty to understand what the students talk about even with frequent repetitions	15	60	10	40.0	9	36.0	16	64.0
Cannot understand most students say	12	48.0	13	52.0	3	12.0	22	88.0

Table 6 presents a comparison of comprehension before and after an intervention. The results indicate substantial improvements in listening comprehension skills following the intervention:

The ability to understand everything without difficulty increased dramatically from 8.0% (n = 2) in the pre-test to 84.0% (n = 16) in the post-test, a 76.0 percentage point increase. This suggests a significant enhancement in overall listening comprehension.

Understanding nearly everything at normal speed, with occasional need for repetition, improved from 60.0% (n = 15) to 80.0% (n = 20), a 20.0 percentage point increase. This indicates an enhancement in comprehension speed and accuracy.

Understanding most content at a slower normal speed slightly decreased from 80.0% (n = 20) to 72.0% (n = 18), an 8.0 percentage point reduction. This minor decrease might be due to participants adapting to faster speech rates.

Difficulty understanding even with frequent repetitions reduced from 60.0% (n = 15) to 36.0% (n = 9), a 24.0 percentage point decrease. This suggests a notable improvement in comprehension, even for challenging content.

The inability to understand most of what students say decreased substantially from 48.0% (n = 12) to 12.0% (n = 3), a 36.0 percentage point reduction. This indicates that severe comprehension difficulties were largely addressed by the intervention.

These findings collectively suggest that the intervention was highly effective in improving various aspects of listening comprehension. The most notable improvements were in increasing overall comprehension without difficulty and reducing severe comprehension issues. The intervention appears to have been particularly successful in enhancing participants' ability to understand speech at normal speeds.

To concludes the most significant results of students speaking skills before and after they are taught by using storytelling technique as following

Table (7): The effectiveness of using storytelling technique to teach speaking skill for adult learners in terms of errors reduction

Speaking Skill	Intervention	N	Mean	SD	T test	P-value
Pronunciation	Before	25	9.04	1.136	8.615	< 0.001
	After	25	6.80	1.155		
Grammar	Before	25	8.56	0.712	5.695	< 0.001
	After	25	6.92	1.470		
Vocabulary	Before	25	9.08	0.954	6.179	< 0.001
	After	25	6.96	1.670		
Fluency	Before	25	9.04	1.060	5.558	< 0.001
	After	25	7.16	1.795		
Comprehension	Before	25	8.40	1.000	2.942	0.007
	After	25	7.36	1.497		

Table 7 presents the results of a study examining the effectiveness of a storytelling technique in teaching speaking skills to adult learners, specifically focusing on error reduction. The study compared performance before and after the intervention across five

aspects of speaking skills: pronunciation, grammar, vocabulary, fluency, and comprehension.

For all five aspects, paired-samples t-tests were conducted to compare pre- and post-intervention scores. The results indicate statistically significant improvements across all measured skills:

Pronunciation showed a significant decrease in errors ($t = 8.615$, $p < .001$), with mean scores reducing from 9.04 (SD = 1.136) to 6.80 (SD = 1.155).

Grammar errors also significantly decreased ($t = 5.695$, $p < .001$), with mean scores dropping from 8.56 (SD = 0.712) to 6.92 (SD = 1.470).

Vocabulary errors reduced significantly ($t = 6.179$, $p < .001$), with mean scores decreasing from 9.08 (SD = 0.954) to 6.96 (SD = 1.670).

Fluency showed significant improvement ($t = 5.558$, $p < .001$), with mean error scores reducing from 9.04 (SD = 1.060) to 7.16 (SD = 1.795).

Comprehension also improved significantly ($t = 2.942$, $p = .007$), though to a lesser extent than the other skills, with mean error scores decreasing from 8.40 (SD = 1.000) to 7.36 (SD = 1.497).

Overall the results indicate statistically significant improvements across all measured skills showed a significant decrease ($t=6.987$, $p0.001$) with mean scores reducing from 44.12 to 35.20.

These results suggest that the storytelling technique was effective in reducing errors across all measured aspects of speaking skills for adult learners. The intervention appeared to have the strongest effect on pronunciation, followed by vocabulary and grammar. While all improvements were statistically significant, the relatively smaller change in comprehension scores may warrant further investigation.

4.2 Students' Attitudes Responses to the Questionnaire Statements

Analysis the responses of students about their attitudes toward using storytelling technique in teaching speaking

Table (8): Students' attitudes toward using storytelling technique in teaching speaking skills

Statement	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	Count	%	Count	%	Count	%	Count	%	Count	%
The storytelling exercise held my complete attention.	12	48.0	11	44.0	2	8.0	-	-	-	-
The storytelling technique helped me to improve my English fluency.	13	52.0	11	44.0	1	4.0	-	-	-	-
The storytelling technique helped me to expand my vocabulary.	18	72.0	7	28.0	-	-	-	-	-	-
The storytelling technique enhances my confidence and freedom in speaking English.	14	56.0	11	44.0	-	-	-	-	-	-
The storytelling technique helped me to express my thoughts clearly.	12	48.0	12	48.0	1	4.0	-	-	-	-
I found the storytelling technique a fun and an interesting way to learn the skill of speaking.	6	24.0	6	24.0	13	52.0	-	-	-	-
I believe that storytelling technique is an effective tool for learning speaking skill.	13	52.0	10	40.0	1	4.0	1	4.0	-	-
I think that my initial opinions or perspective on using storytelling technique have changed.	2	8.0	14	56.0	9	36.0	-	-	-	-
I recommend using storytelling technique to learn speaking skill to others.	16	64.0	7	28.0	2	8.0	-	-	-	-
I recommend using storytelling technique as a regular part of speaking practice.	16	64.0	7	28.0	2	8.0				

Table 8 presents students' attitudes toward using the storytelling technique in teaching speaking skills. The results indicate overwhelmingly positive attitudes toward the storytelling technique:

Attention and Engagement:

92.0% of students either strongly agreed (48.0%) or agreed (44.0%) that the storytelling exercise held their complete attention, suggesting high levels of engagement.

Language Skills Improvement:

Fluency: 96.0% of students strongly agreed (52.0%) or agreed (44.0%) that the technique improved their English fluency.

Vocabulary: All students (100%) either strongly agreed (72.0%) or agreed (28.0%) that it helped expand their vocabulary.

Confidence and Expression:

All students (100%) either strongly agreed (56.0%) or agreed (44.0%) that the technique enhanced their confidence and freedom in speaking English.

96.0% of students strongly agreed (48.0%) or agreed (48.0%) that it helped them express their thoughts clearly.

Learning Experience:

Interestingly, opinions were more divided on whether the technique was fun and interesting, with 48.0% strongly agreeing or agreeing, and 52.0% remaining neutral.

However, 92.0% of students strongly agreed (52.0%) or agreed (40.0%) that storytelling is an effective tool for learning speaking skills.

Attitude Change and Recommendation:

64.0% of students indicated that their initial opinions on using the storytelling technique had changed positively.

A strong majority (92.0%) would recommend the technique to others and as a regular part of speaking practice.

These findings collectively suggest that students perceive the storytelling technique very positively across multiple dimensions of language learning, including skill

improvement, confidence building, and overall effectiveness. The technique appears to be particularly strong in vocabulary expansion and enhancing speaking confidence.

Table (9): Mean and standard deviation of the responses of students' attitudes toward using storytelling technique in teaching speaking skills?

Statement	Mean	Standard deviation	Level of agreement
The storytelling exercise held my complete attention.	4.40	0.645	Very high
The storytelling technique helped me to improve my English fluency.	4.48	0.586	Very high
The storytelling technique helped me to expand my vocabulary.	4.72	0.458	Very high
The storytelling technique enhances my confidence and freedom in speaking English.	4.56	0.507	Very high
The storytelling technique helped me to express my thoughts clearly.	4.44	0.583	Very high
I found the storytelling technique a fun and an interesting way to learn the skill of speaking.	3.72	0.843	High
I believe that storytelling technique is an effective tool for learning speaking skill.	4.40	0.764	Very high
I think that my initial opinions or perspective on using storytelling technique have changed.	3.72	0.614	High
I recommend using storytelling technique to learn speaking skill to others.	4.56	0.651	Very high
I recommend using storytelling technique as a regular part of speaking practice.	4.56	0.651	Very high
Over all	4.34	0.250	Very high

Table 9 presents the mean scores, standard deviations, and levels of agreement for students' attitudes toward using the storytelling technique in teaching speaking skills. The results indicate a consistently positive attitude toward the storytelling technique:

Overall Attitude: The overall mean score ($M = 4.34$, $SD = 0.250$) falls within the "Very high" level of agreement, suggesting that students generally have very positive attitudes toward the storytelling technique.

Highest Rated Aspects: Vocabulary expansion ($M = 4.72$), enhancing confidence and freedom in speaking English ($M = 4.56$) and recommending the technique to others and as a regular part of speaking practice (both $M = 4.56$). These high mean scores indicate that students particularly value the technique for its perceived benefits in vocabulary development and boosting speaking confidence.

Lowest Rated Aspects: Finding the technique fun and interesting ($M = 3.72$), and change in initial opinions about the technique ($M = 3.72$). While still falling within the

"High" level of agreement, these aspects received relatively lower scores, suggesting areas for potential improvement or further investigation.

These findings collectively suggest that students perceive the storytelling technique very positively across multiple dimensions of language learning. The technique appears to be particularly valued for its perceived benefits in vocabulary expansion, enhancing speaking confidence, and overall effectiveness in improving speaking skills.

4.3 Summary of Results

The results indicated that the storytelling technique has a significant positive effect on students' speaking skills all measured components:

1. Vocabulary Skills and Comprehension:

Significant improvements were observed in correct vocabulary usage, increasing from 4.0% to 80.0% post-intervention.

Severe vocabulary limitations decreased from 60.0% to 16.0%.

Comprehension difficulties due to vocabulary limitations reduced from 92.0% to 40.0%.

2. Pronunciation and Fluency Skills:

Fluent speech increased from 8.0% to 56.0% post-intervention.

Severe stuttering decreased from 48.0% to 12.0%.

Hesitation and incomplete sentences reduced from 88.0% to 40.0%.

3. Listening Comprehension Skills:

Understanding without difficulty improved from 8.0% to 84.0%.

Severe comprehension difficulties decreased from 48.0% to 12.0%.

4. Students' Attitudes Toward Storytelling Technique:

Overall, very positive attitudes ($M = 4.34$, $SD = 0.250$ on a 5-point scale).

Highest rated aspects: vocabulary expansion ($M = 4.72$), enhancing confidence ($M = 4.56$), and recommending the technique ($M = 4.56$).

92% of students would recommend the technique to others.

4.4 Summary of the Chapter

This chapter showed the findings of the study about the effectiveness of using storytelling technique in improving speaking skill, and students' attitudes about using storytelling technique in teaching speaking skill. The results presented were obtained from analysis of the data from pretest and posttest and closed ended questionnaire to answer the research questions (see 1.4). The following chapter discusses the main findings of the study in the light of the existing literature and conclusion.

CHAPTER FIVE

DISSCUSSION AND CONCLUSION

5.0 Introduction

This chapter presents an in-depth discussion of the study's main findings in relation to the two research questions. It evaluates the statistical results alongside relevant theoretical frameworks and prior research cited in chapter two. This format allows for clearer interpretation of how the findings either support or contradict the existing literature.

5.1 Discussion

5.1.1 Discussion of the Pretest and Post test Result

The findings of this study indicate that storytelling was highly effective in enhancing the speaking skills of the participants. Measurable improvements were observed in pronunciation, grammar, vocabulary, fluency, and comprehension. The most substantial changes were evident in vocabulary and pronunciation, where participants' ability to correctly and clearly express themselves improved significantly. For instance, the percentage of students whose pronunciation was clear rose from only 4% in the pre-test to 80% in the post-test. Similarly, the percentage of learners who were able to correctly use vocabulary rose from 4% to 80%, and students who were previously incomprehensible due to vocabulary limitations dropped from 60% to just 16% after the intervention.

These results support the theoretical argument proposed by (Atay et al ,2009) (as discussed in Section 2.1.2), which emphasizes the importance of comprehensible input in second language acquisition. Through storytelling, students were exposed to meaningful and context-rich language, which facilitated natural language acquisition. In addition, Long's (1981) Interaction Hypothesis, also referenced in Chapter Two, is reflected in the way learners interacted with stories and with one another, thereby creating opportunities for negotiation of meaning and language output.

The findings also align with Brown's (2001) categories of speaking activities (Section 2.1.2), particularly "extensive speaking" and "interpersonal dialogue." Storytelling encouraged both, allowing students to engage in spontaneous retelling, role-play, and narrative construction. The intervention created space for language practice that moved beyond simple sentence repetition into more complex discourse.

Empirical studies cited in chapter two also affirm the effectiveness of storytelling in improving speaking abilities. The results from this research are consistent with the findings of Fikriah (2016), who found that storytelling led to improvements in learners' pronunciation, fluency, and comprehension. Likewise, Sabila (2022) reported an increase in post-test speaking scores from 64.58 to 82.29, suggesting that storytelling contributes to measurable oral proficiency gains. Similarly, the study by Inayah (2015) showed how storytelling reduced learners' anxiety and improved their oral production, which is comparable to the increased fluency and reduced hesitation found in the present study.

Furthermore, the improved grammar scores in this research, from 8.56 to 6.92 on average, align with the argument made by Mujizat (2016) in chapter 2 that storytelling enhances grammatical awareness through contextual exposure. Students not only practiced grammar rules explicitly but also learned to internalize them through repeated narrative structures and familiar language patterns.

However, it is worth noting that comprehension, while improved, showed the least amount of change compared to other skills. This suggests that although storytelling is powerful for production-focused skills like fluency and vocabulary, it may require supplementary strategies (such as listening-focused activities) to fully enhance receptive skills. This nuance reflects the view of Luoma (2004) that speaking development, particularly in the area of comprehension, is time-intensive and demands repeated exposure and guided practice (Section 2.1).

In summary, the storytelling intervention demonstrated strong effectiveness in enhancing speaking skills, supporting both theoretical perspectives and prior empirical findings. The technique offered a rich, engaging, and pedagogically sound method for language practice, particularly in pronunciation, vocabulary, and fluency.

5.1.2 Discussion of the Students' Questionnaire Findings

The second research question was answered through the analysis of student attitudes as measured by a 10-item Likert scale questionnaire. As shown in chapter four..

In terms of attitudes, students responded very positively to the use of storytelling in their speaking classes. The overall mean score across all questionnaire items was 4.34 out of 5.00, indicating high satisfaction. Among the most highly rated statements were: “The storytelling technique helped me expand my vocabulary” (M = 4.72) and “The storytelling technique enhanced my confidence and freedom in speaking English” (M = 4.56). These results echo the findings of Ikramuddin (2017), who also found that learners responded positively to storytelling in classroom contexts, citing improved confidence and a more enjoyable learning atmosphere.

Students' responses further affirm the points raised by Mello (2001), who emphasized the affective benefits of storytelling, arguing that it enhances learner motivation and reduces speaking anxiety (Section 1.2). Likewise, Ellis and Brewster (1991) in Section 2.2.2 asserted that storytelling helps learners build self-expression and a sense of imaginative involvement. This was evident in the way students in the present study engaged with the stories, developed their own narratives, and performed them with increasing enthusiasm during the sessions.

Nonetheless, it is important to acknowledge that not all responses were equally enthusiastic. Two items “I found the technique fun and interesting” and “My opinion about the technique has changed” received slightly lower scores, averaging 3.72. This suggests that although the majority of students valued the technique, a small subset may have been less engaged or preferred alternative methods. This finding supports the observations made by Gail de Voss (in Zuhelmi, 2023) in Section 2.2.6, who cautioned that while storytelling is effective, it may not appeal equally to all learners, especially those with more analytical or structured learning styles.

The learners' improvements, coupled with their positive perceptions, strongly support the use of storytelling as a pedagogical technique in EFL contexts. Importantly, because this study was conducted in the Faculty of Education, the participating students are future teachers. Their favorable attitudes suggest that they are more likely to adopt storytelling in their own classrooms, making the impact of this intervention potentially far-reaching within Libya's educational system.

5.3 Conclusion of the Study

This study set out to investigate the effectiveness of storytelling techniques in improving the speaking skills of EFL learners at Zawia University and to explore learners' attitudes toward the use of this strategy in language instruction. Through a pre-experimental design involving pre-tests, post-tests, and a questionnaire, the study found that storytelling had a significant and positive impact on various aspects of learners' speaking performance, including pronunciation, grammar, vocabulary, fluency, and comprehension. The improvement observed in students' post-test performance offers compelling evidence that storytelling is not only an effective instructional strategy but also one that addresses multiple linguistic competencies simultaneously.

The students' pronunciation became clearer and more intelligible, their vocabulary use more accurate and expressive, and their overall fluency showed marked improvement following the storytelling sessions. These findings lend empirical support to the claims made by scholars such as Harmer (2001), Brown (2004), and Sayin (2015), who have stressed the importance of communicative, contextualized teaching practices for speaking development. The study's findings also align closely with prior research conducted by Fikriah (2016), Inayah (2015), and Sabila (2022), who observed similar improvements in learners' speaking performance after the application of storytelling in the classroom.

Moreover, the positive attitudes expressed by learners in the post-intervention questionnaire reveal that storytelling was not only effective but also well received by the participants. Students acknowledged the role of storytelling in boosting their confidence, expanding their vocabulary, and making speaking practice more enjoyable. This affective dimension is crucial in EFL learning, where anxiety and low self-confidence often serve as barriers to oral language development. The findings in this regard confirm those of Mello (2001) and Ikramuddin (2017), who reported increased student engagement and motivation when storytelling was integrated into classroom practices.

Overall, the study demonstrated that storytelling is a powerful, flexible, and contextually relevant teaching strategy for developing speaking skills among university-level EFL learners. It also highlighted the importance of learner-centered approaches that encourage creativity, autonomy, and meaningful communication. Given the

consistent alignment between the study's results and both theoretical frameworks and prior empirical evidence, it is reasonable to conclude that storytelling should be more widely adopted in EFL teaching contexts, particularly in programs preparing future teachers.

5.4 Recommendations

In light of the findings of this study, several recommendations are proposed for educators and curriculum developers. Firstly, it is recommended that EFL instructors in Libyan universities and particularly those working in teacher-training programs integrate storytelling into their speaking classes. The study demonstrated that storytelling is effective not only in enhancing linguistic performance but also in promoting student confidence and motivation. Given the strong positive feedback from learners, teachers should consider using both traditional oral storytelling and digital storytelling formats to suit different learner preferences and increase engagement.

Secondly, curriculum designers should incorporate storytelling-based units into speaking and communication courses. These units can be designed to include guided storytelling, peer-story exchanges, and performance-based tasks. This would ensure that storytelling is not treated as a one-time activity but rather as a recurring element of oral language instruction. Moreover, for teacher preparation programs, it is advisable to train future educators in storytelling pedagogy so that they can apply this approach in primary and secondary classrooms after graduation.

Furthermore, storytelling should be adapted to accommodate the needs of different learning styles. For more visual learners, digital storytelling tools and multimedia elements may increase appeal. For more introverted learners, preparatory tasks such as writing or group planning before storytelling may help build confidence. The success of storytelling, as the study shows, lies in its adaptability, and teachers should be encouraged to modify their approach based on classroom context and learner profiles.

5.5 Limitations of the Study

While the findings of this research provide strong support for the use of storytelling in developing speaking skills, several limitations must be acknowledged. Firstly, the study employed a one-group pre-test/post-test design without the use of a control group. Although the paired samples t-tests revealed statistically significant differences, the absence of a control group limits the ability to attribute those improvements solely to the storytelling intervention. External variables such as students' individual study habits, prior exposure to the stories, or concurrent language instruction outside the classroom may have influenced the results.

A further limitation concerns the duration of the intervention, which was relatively short. The storytelling activities were implemented over a period of six weeks, with only one session per week. While measurable gains were observed in this time, a longer intervention period might have yielded more sustained improvements or revealed deeper patterns of linguistic development, especially in areas such as discourse cohesion, narrative structure, and advanced fluency.

Additionally, the data collection relied exclusively on quantitative instruments: pre-tests, post-tests, and a structured questionnaire. While these tools provided valuable measurable insights into learners' performance and attitudes, they did not capture the richness of students' experiences, reflections, or classroom dynamics. The inclusion of qualitative tools such as semi-structured interviews, classroom observations, or reflective journals could have added depth to the interpretation of results and offered a more comprehensive understanding of how and why storytelling worked as it did.

Finally, although the storytelling materials were carefully selected to match learners' proficiency levels and interests, individual differences in learning preferences and personality types may have influenced how students engaged with the technique. As Gail de Voss (in Zuhelmi, 2023) noted, not all learners respond equally to storytelling, and some may prefer analytical or written activities over oral narrative tasks. This variability may partly explain why a small number of students expressed neutral rather than enthusiastic attitudes toward the storytelling sessions.

5.6 Suggestions for Future Research

Future research on the role of storytelling in language education should adopt a mixed-methods approach to capture not only the outcomes but also the processes of learning. Interviews with learners, observations of classroom interaction, and analysis of students' own stories would provide richer data on how storytelling fosters language acquisition. Researchers may also consider comparative studies involving control and experimental groups or exploring the long-term impact of sustained storytelling exposure .

More longitudinal studies are needed to explore how storytelling affects speaking development over an academic year or across different levels of proficiency. This could provide insight into whether the gains observed in this study are retained over time and whether storytelling contributes to broader language development beyond speaking; such as writing, listening, or cultural awareness.

5.7 Summary of the Chapter

This chapter has discussed the main findings of the present study with references to the research questions. The results have also been considered in relation to the relevant previous studies. In the first part, the effectiveness of using storytelling technique in teaching speaking skill for learners by using pretest and posttest was discussed. In the second part, students' attitudes towards using storytelling technique in teaching speaking skill by using questionnaire were considered. In addition, this chapter concluded the findings of this study. The limitations of the study were acknowledged. The last recommendations and suggestions for further research were provided.

References

- Arifin, Z.(2014). Penelitian Pendidikan Metode dan Paradigma Baru .PT.Remaja Rosdakarya Offset.
- Maylia, A., & Islamiah, N., & Angga, T. D. (2020). the teaching of speaking using Storytelling .Interntional Conference on Social Sciences & Humanity, Economics, And Politics.P65.
- Ary, D. (1979). Introduction to Research in Education .New York: Northern Illinm University Press .8 th.
- Ata,O ,W.(2023). Research Methodology for Engineers and Architects : Practicing a Palestinian .achieved model.Cambridge Scholars Publishing
- Atay , D., Kurt, G. & Kızıldağ, C. (2009). ‘The effectiveness of teaching speaking skills through collaborative learning’, Journal of Language and Linguistic Studies, 5(2), pp. 67–82. [Accessed: 14 June 2024].
- Barzag .M.(2009) Integrating Sequentail Thinking Though Teaching Stories in The Curriculum ,Action Research .Al.Qattan Center for Educational Research and Development QCERD. Gaza.
- Brown , H.D. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy, 2nd edn. New York: Pearson Education. Available via Google Books preview [Accessed: 11June 2024].
- Brown, H.D. (2004). Language Assessment: Principles and Classroom Practices. New York: Pearson Longman. Available via publisher preview [Accessed: 14 June 2024].
- Brown, R., & Nation,P.(1997). Teaching speaking :Suggestion for the classroom.JALT Publications,21,11-15.
- Bruner,J.(1991).The narrative construction of reality.Critical Inquiry,18(1),1-21.<https://www.jstor.org/stable/1343711>
- Burns,R.(2000). Introudiction to Research Methodes .London :Sage Publication .A vailable at :<https://wwwresearchgate.net>. [Accessed at 14 June 2024]
- Bygate , M. (1987). Speaking.Oxford University Press.

- Cameron, L. (2001). *Teaching language to young learners*. Cambridge Language Teaching Library. Cambridge University Press.
- Chancy, B. (1998). *Teaching Speaking: A Practical Guide*. New York: Longman. [Accessed: 4 June 2024].
- Chapelle, C.A. (2003). 'Technology and second language learning: a review of the research', *Language Learning and Technology*, 7(1), pp. 10–25. (Available via academic library) [Accessed: 7 June 2024].
- Cohn, L., Manion, L. & Morrison. (2007). *Research Methodes in Education*. 6Ed. London and New York : Routledge.
- Davies, A. (2007). *Storytelling in the classroom : enhancing oral and traditional skills for teachers* London : Paul Chapman Publishing.
- Davies, P. & Pearse, E. (2000). *Success in English Teaching*. Oxford: Oxford University Press. Available via Google Books preview [Accessed: 7 June 2024].
- Denning, S. (2005). *The Leader's Guide to Storytelling: Mastering the Art and Discipline of Business Narrative*. San Francisco: Jossey-Bass. Available via Google Books preview [Accessed: 14 June 2024].
- Dörnyei, Z. (2007). *Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies*. Oxford: Oxford University Press. Available via publisher site [Accessed: 7 June 2024].
- Dörnyei, Z. (2009). *The Psychology of Second Language Acquisition*. Oxford: Oxford University Press. Available via Google Books preview [Accessed: 7 June 2024].
- Ellis, G. & Brewster, J. (1991) *Tell It Again! The New Storytelling Handbook for Primary Teachers*. Harlow: Pearson Education [Accessed: 7 June 2024].
- Fikriah, N. (2016). 'Using storytelling techniques to improve English speaking skills among primary school students', *International Journal of Education and Research*, 4(1), pp.89–102. Available at: <https://core.ac.uk/download/pdf/291614189.pdf> [Accessed: 4 June 2024].
- Friska Carnia Mulasari, "The Effectiveness of Using Game for Teaching Procedure Text in Speaking," Purworkokerto:UMP,2015,P5.

- Fulcher, G. (2003). *Testing Second Language Speaking*. Harlow: Pearson Education. Available via publisher preview [Accessed: 14 June 2024].
- Gass, S.M.&Varonis,M. (1985). Task variation and non-native /non-native negotiation of meaning .In S.M.Gass and C.G.Madden (eds)Input in Second Language Acquisition (pp.149-161).Boston ,Heinle and Heinle.
- Gottschall, J. (2012). *The Storytelling Animal: How Stories Make Us Human*. Boston: Houghton Mifflin Harcourt. Available via Google Books preview [Accessed: 14 June 2024].
- Harmer, J. (1998). *How to Teach English*. Harlow: Longman. Available at: <https://archive.org/details/howtoteachenglis0000harm> [Accessed: 14 June 2024].
- Harmer, J. (2001). *The Practice of English Language Teaching* (third ed).New York :Longman.
- Hatch &Farhady,(1982). *Research Design and Statistics for Applied Linguistics* .Massachusetts:Newbury House Publisher.
- Hatimi, U. (2023). *Improving Students' Speaking Skill Using Storytelling at Islamic Boarding School MTs Tsullarnul Ma'arif Penujak*.
- Herman, D. (2009). *Basic elements of narrative*. Wiley-Blackwell.
- Hornby, A.S. (1995). *Oxford Advanced Learner's Dictionary* (5th Ed.). London: Oxford University Press
- Hughes , A. (2002). *Testing for Language Teachers*, 2nd edn. Cambridge: Cambridge University Press. Available via publisher preview [Accessed: 4 June 2024].
- Ikramuddin, R. (2017). *Using Storytelling Technique to Improve Speaking Ability (Classroom action research on the second grade students of Insan Qur'ani Boarding School) Undergraduate. thesis, Ar-Raniry State Islamic University*.
- Inayah, R. (2015). *Impriving Students' Speaking Skill Through Storytelling Technique*.ELTIN Journal.
- Jenkins, H. (2022). *The Cultural Logic of Media Convergence*. Cambridge: MIT Press. Available via Google Books preview [Accessed: 4 June 2024].

- Johnson, B.& Christensen, L. (2012). *Educational Research: Quantitative, Qualitative and Mixed Approaches*. 4Ed. USA: SAGE.
- Johnson, R.B. & Christensen, L. (2012). *Educational Research: Quantitative, Qualitative, and Mixed Approaches*, 4th edn. Thousand Oaks: Sage Publications. Available via publisher preview [Accessed: 4 June 2024].
- Kayi, H. (2006). 'Teaching speaking: Activities to promote speaking in a second language', *The Internet TESL Journal*, 12(11). Available at: <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html> [Accessed: 6 June 2024].
- Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*, 2nd edn. New Delhi: New Age International. Available via Google Books preview [Accessed: 6 June 2024].
- Kress, G., & T. van Leeuwen. (2006). *Reading Images: The Grammar of Visual Design*. 2 ed. London: Routledge.
- Kumar, R. (2009). *Research Methodology: A Step-by-Step Guide for Beginners*. London SAGE Publication.
- Kusumawati, F.P., & Sari, R.P. (2019). Developing speaking material for teaching speaking based on communicative language teaching for second semester students of English Education Study Program Muhammadiyah University of Metro. *English Journal of Indragiri(EJI)*, 2(1).
- Leong, L, M., & Ahmadi, S.M. (2019). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*. 34-41.
- Long, M.H. (1981). Input, interaction, and second language acquisition. *Annals of the New York Academy of Sciences*, 379, 259-278.
- Lucarevschi, C.R. (2016). 'The role of storytelling in the language classroom', *Journal of Language and Linguistic Studies*, 12(1), pp.1–15. Available via ResearchGate [Accessed: 14 June 2024].
- Luoma, S. (2004) Assessing speaking. In J.C. Alderson, & L.F.
- Leoma, S. (2004). Assessing speaking. In Calderon, & L.F. Bachman (series Ed.). U. K: Cambridge University Press.

- Maharjo, T. (2011). Teaching English Speaking Using Storytelling Technique at SMP Pasunan Purwakarta, (Bandung: English Education Stud Program and Arts Department STKIP Siliwangi,2011).
- McLeish, K. (2009). Attitudes of students towards cooperative learning methods at Knox Community College: A descriptive study. Unpublished Master Dissertation.Faculty of Education and Liberal Studies: University of Technology, Jamaica.Available at:<https://files.eric.ed.gov/fulltext/ES506779.pdf> [Accessed 14 June 2024].
- Mehrabian, A. (1972). Nonverbal Communication. Chicago: Aldine. Available via Google Books preview [Accessed: 16 June 2024].
- Mello, R. (2001). ‘The Effect of Storytelling on the Development of Oral Language Skills in Early Literacy’, *Journal of Educational Psychology*, 93(1), pp. 23–35. Available via APA PsycNet preview [Accessed: 14 June 2024].
- Mokhtar, N.H., Halim, M.F.A., &Kamarulzaman, S.Z.S. (2011). The effectiveness of storytelling in enhancing communicative skills.
- Mujizat, I. (2016). The Effectiveness of Storytelling Technique on Student 's Speaking skill (Aquasi-experiment study at the eleventh grade of MAN 1 Bekasi academic year 2016/2017) Undergraute thesis, Syarif Hidayatullah state Islamic University
- Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw-Hill. Available via publisher preview [Accessed: 14 June 2024].
- Nunan, D. (1991). *Language Teaching Methodology: A Textbook for Teachers*.London; Prentice Hall International.
- Nurhikma, (2022). Improving Speaking skill trough storytelling by using folklore at the Tenth Grade Students of Sman 4Palopo.
- Overton, T. (2008). *Educational and Psychological Measurement: Practical Guidelines for Conducting Research*. London: Sage Publications. Available via publisher preview [Accessed: 4 June 2024].
- Panter, A.T. & Sterba, S.K. (2011). *Applied Measurement: Practical Guide for Researchers and Practitioners*. New York: Routledge. Available via publisher preview [Accessed: 11 June 2024].

- Parmawati, D. (2018). 'The importance of speaking skills in EFL learning', *International Journal of Language Studies*, 12(2), pp. 45–60. Available at: <https://media.neliti.com/media/publications/337011-the-importance-of-speaking-skills-for-ef-336c2939.pdf> [Accessed: 14 June 2024].
- Pathum, Goonawardene, "Aristotle's 7 Elements of Good Storytelling " April 27, <https://pathumpmgux.com> (September 12 2022).
- Patton, M. (2002). *Qualitative Evaluation and Research Methodes*, 3rd ed. London: Sage.
- Polia, A. 'Eliwarti,&Mahdum.(2018).The Effect of Storytelling Teaching on The Speaking Ability of the Thired year students of SMP N 1 Benal. University Riau.
- Rahmatun Nisa, M. (2022).The effectiveness of storytelling technique to enhance speaking skill for Junior high school level .Universitas Islam Negeri Walisongo, Semarang
- Richards, J.C. (2006). *Communicative Language Teaching Today*. New York: Cambridge University Press. Available via publisher preview [Accessed: 14 June 2024].
- Richards, J.C. (2008). *Teaching Listening and Speaking: From Theory to Practice*. Cambridge: Cambridge University Press. Available via publisher preview [Accessed: 11 June 2024].
- Roach, P. (2009). *English Phonetics and Phonology: A Practical Course*, 3rd edn. Cambridge: Cambridge University Press. Available via publisher preview [Accessed: 13 June 2024].
- Sabila, M. (2022). *Improving Students' English Speaking Skills Through Storytelling Technique*.
- Samantaray, S. (2014). 'Storytelling as a pedagogical tool in language teaching', *International Journal of Language and Linguistic Studies*, 1(3), pp. 40–45. [Accessed: 14 June 2024].
- Sayin,B.A.(2015). Exploring anxiety in speaking exams and how it affects students' performance.*International Journal of Education and Social Science*,2(12).www.ijessnet.com

- Sembiring, E. (2019). 'Enhancing speaking skills through interactive learning', *Journal of Language Teaching and Research*, 10(3), pp. 123–130. [Accessed: 14 June 2024].
- Sepahvand, A. (2014). 'The impact of storytelling on EFL learners' speaking performance', *International Journal of Language and Literature*, 3(2), pp. 50–60. [Accessed: 14 June 2024].
- Sketches and Storytelling (2022). 'Essential elements of storytelling'. [Accessed: 14 June 2024].
- Soleimani,H.,& Akbari ,M.(2013). The effect of Storytelling on children's learning English vocabulary:A case in Iran.*International Research Journal of Language &Lingustics*,1(1),40-45.
- Susanti,R.(2016).The Effect of Storytelling Technique Toward Students' Speaking Performance At The Tenth Grader of SMAN 1Bandar Suraaya Central Lampung in academic year 2016/2017(Undergraduate thesis).State Islamic College .(STAIN) Jurai Siwo of Metro.
- Teaching English (2024). 'Storytelling in language teaching'. [Accessed: 16 June 2024].
- Thorbury, S. (2005) *How to Teach Speaking*. Harlow: Longman. Available via publisher preview [Accessed: 16 June 2024].
- Wang, F., &Lee,S. (2007) .Storytelling is the Bridge.Retrieved on January 12,2015,from [http://www.o.ntust.edu.tw/syying.Lee/publication/Story-telling is the bridge IJETL.PDF](http://www.o.ntust.edu.tw/syying.Lee/publication/Story-telling%20is%20the%20bridge%20IJETL.PDF).
- Wells,J.C.(2006). *English intonation: An introduction*. Cambridge University Press,<https://books.google.com>.
- Zuhelmi, Z. (2023) 'The advantages and disadvantages of storytelling in language teaching', *Journal of Education and Learning*, 17(1), pp. 34–39 [Accessed: 16 June 2024].
- Zuhriah ,M.(2017) *Storytelling to Improve Students'Speaking Skill* Available on line at <https://ejournal.radenintan.ac.id/index.php/ENGEDU>.

APPENDICES

Appendix A: Speaking Assessment Rubric

This rubric was used by the researcher to assess student performance in both the pre-test and post-test..

Aspect	Level	Description	Pretest		Post test	
			Yes	No	Yes	NO
Pronunciation	5	Clear pronunciation				
	4	Easy to understand students pronunciation				
	3	Pronunciation problem leads to misunderstanding				
	2	Very hard to understand because of the pronunciation problem				
	1	A serious problem in pronunciation ,so it cannot be understood				
Grammar	5	Make a few noticeable errors of grammar				
	4	Sometimes makes grammatical errors and it influences the meaning				
	3	Makes frequent errors of grammar and should re-arrange the sentence				
	2	Grammar and errors make comprehension difficult				
	1	Errors in grammar are unintelligible				
Vocabulary	5	Correct use of vocabulary				
	4	Sometimes uses in appropriate words but still can be understood				
	3	Frequently uses the wrong words, conversation somewhat limited because of inadequate vocabulary				
	2	Limitations of vocabulary make comprehension quite difficult				
	1	Vocabulary limitations so extreme as to make conversation virtually impossible				
Fluency	5	Speak fluently				
	4	The speed of speech seems to be slightly affected by language problems				
	3	Often stuttering ,need to think first what to say				
	2	Usually hesitant and stutter ,the sentence may be left uncompleted				
	1	Very stuttering				
Comprehension	5	Appears to understand everything without difficulty				
	4	Understands nearly everything at normal speed, although repetition may be necessary				
	3	Understands most of what are students said with slower normal speed				
	2	Difficulty to understand what the students talk about even with frequent repetitions				
	1	Cannot understand most students say				

Appendix B: Questionnaire on Students' Attitudes Toward Storytelling

Questionnaire

Filled by students

Faculty of Education at Zawia University

Semester.....

Date.....

This questionnaire explores your perception on the use of storytelling technique in learning speaking. Please read each statement and mark the box that matches your response to the right of each statement.

No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The storytelling exercise held my complete attention.					
2	The storytelling technique helped me to improve my English fluency.					
3	The storytelling technique helped me to expand my vocabulary.					
4	The storytelling technique enhances my confidence and freedom in speaking English.					
5	The storytelling technique helped me to express my thoughts clearly.					
6	I found the storytelling technique a fun and an interesting way to learn the skill of speaking.					
7	I believe that storytelling technique is an effective tool for learning speaking skill.					
8	I think that my initial opinions or perspective on using storytelling technique have changed.					
9	I recommend using storytelling technique to learn speaking skill to others.					
10	I recommend using storytelling technique as a regular part of speaking practice.					