

Investigating the Effects of Storytelling Method on Students' Memory at Primary Level in (KPK)

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Abstract

Methodology bears very concrete role-in the-teaching learning-process to convey any learning material, psychologists and educationists have recommended both cognitive and behavioral methods in this regard. Storytelling method is one of these methods being applied in the classroom teaching. Storytelling involves two-way encounters between a storyteller and one or more listeners. The answers of the listeners affect the plot. In reality, storytelling arises from the engagement and mutual, organized efforts of the storyteller and the audience. This study was aimed at investigating the method of increasing the memory of students of class 4th in the subject of English. Objectives of the study were: (i) to analyze the effectiveness of storytelling method of teaching, (ii) to find out the impact of storytelling method on the memory increase of students, (iii) to explore the motivational effects of storytelling method on students, (iv) to investigate the effects of storytelling method on reading fluency of students. The study population was all girls in Nowshera district primary schools. As a sample of the report, 40 grade 4 students from a Government Girls Primary School were taken. These students were divided into two classes, which were experimental and controlled by random pair sampling on the basis of pre-test and post-test. Pre-test and post-test were used as analysis tools; the data obtained was tabulated and analyzed using t-test and percentage in the light of the study objectives. The analysis of the collected data revealed the following findings. It was concluded from the results that Storytelling method had significant effect on students' achievement and the learner took interest in the learning. The result of the study showed that storytelling method had significant impact on memory increase of students. Hence it is recommended that teachers may teach elementary subjects through storytelling methods and Government should arrange teacher's refresher course for storytelling method. It is recommended

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that teachers should adopt the storytelling method while teaching at elementary level. It was concluded that storytelling method had significance motivational effect on students.

Keywords: Storytelling method, cognitive and behavioral methods, Elementary Level.

Introduction

Memory is the preservation of information over time. We would not be able to learn and establish languages, relationships, or personal information if we did not recall past events. Memory is a tool used in every aspect of our lives to help us work efficiently and effectively. This critical tool is defined as the capacity, also called “short-term memory” (Beer, Pisoni, Kronenberger & Geers 2010).

Both memory and learning are firmly allied. Learning would not be practical without memory. Memory keeps up data to prompt in the future (Alloway, 2011). Working memory limit, phonological preparing aptitudes and lexical capacities are intellectual parts that are vital for handling data in maximum phonological related exercises. Exploration of operational memory in kids with cochlear embed depicts the phonological stockpiling limit differs broadly (Lyxell et al., 2008).

Storytelling has been named the oldest and the newest of the arts. Storytelling tends to serve the same basic social and individual needs, although its function and conditions vary from century to century and from culture to culture (Greene & Del Negro, 2010).

This specific study deals with the form of storytelling for language learning. Storytelling starts with the first description of the context of a word in the target language. It was achieved by giving the word, a translation, an image, and by teaching the word a gesture. (Pisoni & Cleary, 2003).

Related Research

According to a study conducted by Vaahtoranta, Lenhart, Suggate and Lenhard (2019) two classes separated the participants, but all students heard the same 24 stories. The first community had tales to tell them. Second community was listening to the tales as they were reading from the book. These findings depicted that community had gained benefits of these training. The story-telling community encountered greater understanding as shown by their retelling of stories.

According to Mello (2001) eight different studies of meta-analysis as it explores different uses of storytelling method and a pedagogic method. Her study comprised material from interviews with applicants before and after the meeting, student reproach, fluctuation measurements and student sample results. Studies have shown that participants' literacy has been improved in academic fields of fluency, vocabulary achievement, skills of writing and recollection. She also noticed that storytelling was used to enhance self-awareness, pictorial imagery and social awareness.

A human factor which arises of the teaching in storytelling has headed academics to recognize its social aspects. In Navajo community stories were used to create essential ideas and as a tool through which knowledge is transmitted from one generation to other generation. Eder interviewed David Martinez, a Navajo storyteller, as part of the report. He said that a Navajo person who knows stories, folk tales and ceremonies is considered a resource and a rich person in his community (Miller & Penncycuff, 2008).

Linse and Nunan (2005) said, it appears to be a pity deny students of occasion to hear true employments of past tense structures and differentiation with different tenses, in the important settings of stories, there is no inborn explanation behind assuming that utilization of past tense would forestall youngsters comprehend a story. Indeed, in their mother language they know about the stories; they will most likely but to listen to past tense structures and could misjudge the action words.

Statement of the Problem

Story telling method is one of the most significant methods at elementary level around the world, in the developed countries story telling method is used for the learner/learning to improve their social status in the society and under the umbrella of memorization. The world of imagination always lies on the individual's present and past memories, and in the past imagination in the present situation individual planned for future activities. In past researchers show that at early stage of learning storytelling method is always improved student memorization. Storytelling method also improves students in multi-dimensional direction, but the focus is memorization of the students. The aim of this study is to investigate the effects of the storytelling method on students' memory at the primary level in (KPK).

Objectives

The research study aimed:

- To analyze the usefulness of the teaching process of storytelling at primary level.
- To find out the effect of the storytelling process on the student memory increase.
- To explore the motivational impact of the storytelling process on students.
- To examine the effect of the storytelling approach on student fluency reading.

Hypotheses

The hypotheses were:

- H₀₁ There is no significant effect of storytelling method on student's achievement at elementary level.
- H₀₂ There is no significant impact of storytelling method on memory increase of students.
- H₀₃ There is no significant motivational effect of storytelling method on students.
- H₀₄ There is no major influence of the storytelling process on student fluency reading.

Method and Procedure

Population

Population of the study was comprised of all students of grade-IV of Government Girls Primary Schools, District Nowshera.

Sample

For the conduction of experiment, a sample of 40 students in Grade -IV of a Government Girls Primary School was taken. Forty students were divided into two groups each of 20 students; grouping was done by using paired random sampling technique.

Research Design

Pre-test and post-test equivalent group design was used to measure the effectiveness of treatment that involved two equivalent groups the following was the symbolic representation of research design (Farooq & Tabassum, 2017).

$R_E = O_1$	T	O_2
$R_C = O_3$		O_4
$dR_E = O_2 - O_1$		
$dR_C = O_4 - O_3$		
$D = dR_E - dR_C$		

Where:

R_E = Randomly Selected Experimental Group

R_C = Randomly Selected Control Group

O₁ & O₃ = Observation of pre test

O₂ & O₄ = Observation of Post-tests

T = Treatment

d = difference between mean scores of Pre-test and Post-test

Research Instrument

A test was developed for students at Government School. There were 30 items in the test. The test consists of multiple choices.

Observation Sheet

An observation sheet was also developed to observe motivational effect of storytelling method on students and conducted for three weeks.

Procedure

Lesson plans were developed from the lessons of textbook for control group and experimental group. Both groups have the same learning outcomes, but control group was taught through lecture/reading method, and experimental group was taught through storytelling method of teaching. Teacher conducted activities by using 4ps (preparation, presentation, practice, performance) setup. In first two days only warm up activities were conducted in order to motivate students because as we know that English is not the mother tongue of Pakistan. Duration of the class was forty minutes. The researcher manages to arrange the same environment of teaching for both the groups. Practically all causes, such as time duration, class timings, treatment length, course content, and teachers' qualification were the same. Both teachers have same designation PST at (Government Girls Primary School). Control group was taught for three days a week through reading method while the experimental group was taught for three days a week through storytelling method. Duration of treatment was three weeks.

Collection of Data

Data collection was done through pre-test and post-test from control and experimental group. An observation sheet was also developed to observe motivational effect of storytelling method on students and conducted for three weeks.

Data Analysis and Findings

Data obtained through pre-test and post-test were tabulated, analyzed and interpreted by applying t-test and percentage. Results obtained by statistical analysis were tested on 0.05 level of significance.

H₀₁. There is no significant effect of storytelling method on student's achievement at elementary level.

Table 1

Significant effect of storytelling method on student's achievement

Group	N	Mean	SD	V	df	t-value	Effect
Pre-test Experimental	20	9.75	2.42	5.88			
					19	8.09	Significant
Post-test Experimental	20	19.3	6.50	42.32			

Significance level = 0.05

Table Value = 2.093

Table 1 depicts that the calculated t-value 8.09 was greater than table value 2.093 which were significant at significance level (0.05); hence the null hypothesis is rejected. On the basis of pre-test and post-test results, mean and SD showed the significant difference between pre- test experimental and post-test experimental groups. The table value shows that the experiential learning is significantly better than traditional learning. It means that storytelling method has significant effect on students' academic achievement.

H₀₂ There is no significant impact of storytelling method on memory increase of students.

Table 2
Significant impact of storytelling method on memory increase of students

Group	N	Mean	SD	V	df	t-value	Effect
Post-test Control	20	12.05	2.03	4.15			
					38	4.75	Significant
Post-test Experimental	20	19.3	6.50	42.32			

Significance level = 0.05

Table Value = 2.024

Table 2 indicates that the calculated t-value 4.75 was greater than table value 2.024 which were significant at significance level (0.05); hence the null hypothesis is rejected. The mean score in post-test in control group was 12.05 while the mean score in post-test in experimental group was 19.3. It means that there is significant difference between the achievements of Students who practice the storytelling method and traditional method. It means that storytelling method has significant impact on memory increase of students.

H₀₃ There is no significant motivational effect of storytelling method on students.

Table 3
Significant motivational effect of storytelling method on student story 1

N	Participation		Performance		Improvement		Interest		Motivational	
	Score	%	Score	%	Score	%	Score	%	Score	%
20										
	21	52.5	17	85	13	65	15.5	77.5	66.5	66.5

Table 3 It is evident from the table that 52.5, 85, 65, 77.5, 66.5 showed that significant motivational effect on student in story 1 was found.

Table 4
Significant motivational effect of storytelling method on student story 2

N	Participation		Performance		Improvement		Interest		Motivational	
	Score	%	Score	%	Score	%	Score	%	Score	%
20	16.5	41.25	15.5	77.5	17	85	16	80	65	65

Table 4 indicates that though participation is below 50% but participation, improvement and interest is higher than 50%. It is evident from the table that 41.25, 77.5, 85, 80, 65 showed that significant motivational effect on student in story 2 was found.

Table 5
Significant motivational effect of storytelling method on student story 3

N	Participation		Performance		Improvement		Interest		Motivational	
	Score	%	Score	%	Score	%	Score	%	Score	%
20	20.5	51.25	18.5	92.5	17.5	87.5	16.5	82.5	73	73

In table 5 the performance scores 51.25, 92.5, 87.5, 82.5, 73 showed significant motivational effect on student in story 3.

H₀₄ There is no significant effect of storytelling method on reading fluency of students.

Table 6
Significant effect of storytelling method on reading fluency of students

Group	N	Mean	SD	V	df	t-value	Effect
Pre-test Experimental	20	2.2	1.05	1.115	19	11.91	Significant
Post-test Experimental	20	4.3	0.86	0.747			
Significance level = 0.05					Table Value = 2.093		

Table 6 reveals that calculated t-value 11.91 was greater than table value 2.093 which were significant at significance level (0.05); hence the null hypothesis is rejected. It means that there is significant effect on reading

fluency of students. Following is the table of high achiever and low achiever in post experimental test.

Discussion

A research study was carried out to study the effect of the technique of narration on learner achievement and motivation in primary studies. Similarly, Nicholas, Rossiter and Abbott (2011) shows that storytelling, an effectively applied technique for teaching and learning, is taught as a reflective, transformational and/or experimental teachings method by a variety of other educational theorists and researchers. Storytelling is a mode of communication preceding the written history of the human race as a way of teaching and transmitting history between generations.

By engaging in storytelling experience, these students are able to display more progress in the understanding of reading, some investigators have concentrated on the realistic application of storytelling as a pedagogical technique for building an understanding of reading. In language teaching there are many explanations why narrative is used. Wright says that histories that rely heavily on vocabulary provide children with an important and reliable basis of language experience. Moreover, stories can inspire children, stimulate the imagination of children and arouse the interests of children, etc. (Wright, 2013).

Some teachers may use repeated speeches to introduce the new vocabulary and demand that students listen carefully. You conclude that the more a new language the teacher repeats, the children will remember it. Stories can be repetitive naturally. When students read the tales, the main word or the new language will naturally be repeated in the tales. Children may improve hearing skills. The use of storytelling is also an increase in listening skills for students. When kids listen to stories, they try to devise the meaning of the new words and comprehend the main concept. When listening, children focus on terms or phrases, but not on the meaning of a context or on the meaning of the word. Stories allow kids to understand and hear a lot more English than any other procedure. This includes stories.

Enhancing story telling through gestures, actions, vivid images, related games and role play, improves language retention and acquisition. The greatest benefit for the teacher is its ability to promote a comfortable and intimate environment in the classroom.

Conclusions

- It was concluded from the results that Storytelling method had significant effect on students' achievement and the learner took interest in the learning.

- The result of the study showed that storytelling method had significant impact on memory increase of students.
- The study reveals that storytelling has motivational effect on the student's performance.
- The result of the study showed that storytelling method had significant effect on reading fluency of students.
- The results show that after the treatment with storytelling method the mean score between high achievers and low achievers had significant difference. Before the treatment it was almost the same.

Recommendations

- It was concluded from the results that Storytelling method had significant effect on students' achievement and the learner took interest in the learning. Hence it is recommended that teachers may teach elementary subjects through storytelling methods and Government should arrange teacher's refresher course for storytelling method.
- The result of the study showed that storytelling method had significant impact on memory increase of students. Hence it is recommended that teachers should adopt the storytelling method while teaching at elementary level.
- It was concluded that storytelling method had significant motivational effect on students. Keeping the benefits of storytelling method, it should be included in the curriculum of teachers training for pre-service courses.

Suggestions

- It is also recommended that future research studies may be conducted at male students, in co-education, it can also be conducted storytelling method with affective and Psycho motor domain.
- It can also be exercised in the description of Psychology and Philosophy.

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