

## The Impact of Storytelling and Traditional Reading

*Emelyn M. Talibong,*

Mindanao State University-Integrated  
Laboratory School, Marawi City,  
Mindanao, Philippines.

*Amira M. Abdulfattah,*

Mindanao State University-Integrated  
Laboratory School, Marawi City,  
Mindanao, Philippines.

(Received December 27, 2019; Accepted January 29, 2020)

### ABSTRACT

*This study explores the impact of storytelling and traditional reading on the reading comprehension of the Grade Five (5) pupils of the MSU-Integrated Laboratory School as applied by the teachers. The researcher used quasi-experimental design specifically the pretest – posttest design and utilized quantitative method to determine if there was a significant difference as to the gained mean scores between the two groups (experimental and control). The researcher concluded that the groups under study have the same variance during the pretest and posttest, thus they were comparable. However, there was a great change that occurred concerning the gained mean scores of the two after the intervention. The gained mean scores of the control group decreased, while the experimental group increased. It is recommended that teachers should be encouraged to conduct an investigation that could give them an insight to develop themselves to apply storytelling during reading activities and school administrators should encourage their teachers to use storytelling and upgrade their strategies on using it by awarding them opportunities to attend relevant trainings or workshops-seminars, parents should expose their children into the world of storytelling by reading them stories during their early stages so that love of storytelling will be invested at them and teachers must not limit the use of storytelling to the lower graders but rather utilize them also at higher level that needs the technique.*

**Keywords:** storytelling, reading, reading comprehension, traditional reading.

### INTRODUCTION:

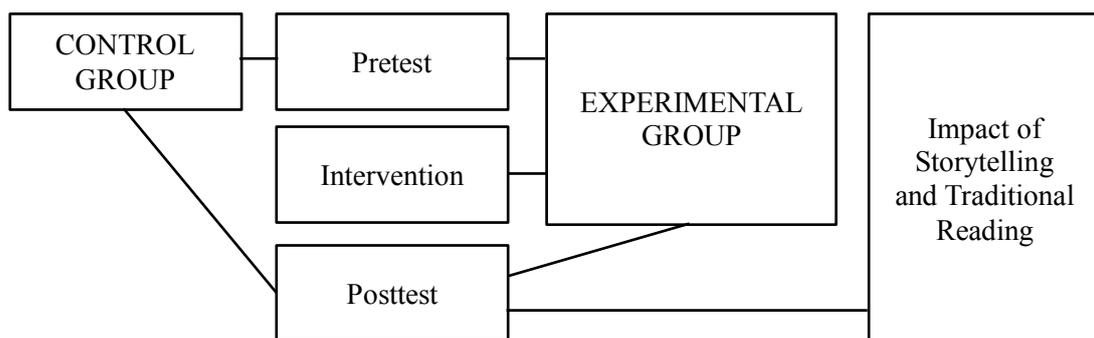
Classroom scenarios on reading comprehension activities are obstructed with the traditional reading strategies. Teachers typically give sufficient time for the learners to read a particular springboard or story and followed by series of questions to be answered by the learners. This has been the practice of the teachers who were trained to traditional reading. In this digital era, where children are too fascinated with using gadgets, internet and mobile games, teachers must equip themselves with innovative and strategic reading comprehension techniques. One of these techniques is storytelling, a catchy and appealing way to charm the attention of the learners to listen to the teachers.

Stories provide shades and hues to our artistic imagination and help us craft extra ordinary and creative things within our minds. If these stories will be told dramatically and emotionally, then, the imagery-building skills of the learners will be developed. The learners will automatically lend their ears to the storyteller, through this; it magnifies their interests on various aspects such as the characters, plots and settings of the story. Storytelling does not just literally focus on fictional stories; it may also include the narrations on traditions, myths, legends, and folktales (Milord, 2012). Language arts programs are encouraged in school consequently. Through storytelling, it complements and boosts these existing literacy programs. It expresses language and story plot structure which enrich reading comprehension (Crudo, 2008).

The objective of reading is to conceptualize significance and implication out of the story they have read

(Elsivier, 2015). Most of the learners nowadays are having a difficult time to analyze and comprehend their readings; hence, they have some deficiencies of skills to understand. It is the task of the teachers to entice their learners to read with comprehension. Teachers should enlighten the learners that reading without comprehension is not reading at all. There should be an output after reading, and that output must be visible and evident on how you deal with life’s survival and challenges (Tramel, 2011). Researches confirm that one of the factors of the academic growth of the learner is on how he developed his skills to understand, analyze and interpret the facts he collected through reading (Kowsary, 2013). These skills on comprehension are also interconnected on the real world of poverty, crime and corruption. If our children could develop these skills, then they will improve intellectually, socially and emotionally (Miller, 2008). The study was then conducted by the researcher to help her colleagues who are teaching Reading and aim to develop the reading comprehension of the learners. Moreover, it further aimed to show the effectiveness of storytelling and prove that storytelling is not only applicable in the primary levels as perceived by many teachers but can also be applied in the intermediate levels that also need the same technique.

**The schematic diagram presented below explains further the conceptual framework.**



This study aimed to examine the impact of storytelling and traditional reading on the reading comprehension of the learners. It set out to gather and provide evidence whether the Grade V pupils learn more effectively using the storytelling method. Specifically, this study sought to answer the following questions: 1. What is the mean score of the control and experimental group in the pretest?; 2. What is the mean score of the control and experimental group in the posttest?; 3. Is there a significant difference between the mean scores of the control and experimental group in the pretest and the posttest?; and 4. Is there any significant difference between the mean gain scores of the control and experimental groups after the intervention?

**METHOD:**

**Participants:**

The respondents of this study were the Grade V pupils of MSU-ILS. With the five sections, only the two lower sections were chosen to be the sample of the study and only 19 pupils were purposively chosen from each section: the Section C as the control group and Section D as the experimental group. They were considered as the main respondents with the view that the results would be utilized as benchmark in strengthening the classroom strategies in teaching/developing the comprehension skills of the pupils in the lower sections.

**Design:**

The researcher used quasi-experimental design specifically the pretest – posttest design, to determine if the storytelling method and traditional reading would have significant impact on the comprehension level among the respondents. Moreover, this study further utilized the combination of descriptive and quantitative methodology. The descriptive method was used to describe comprehension level of the two groups; on the other hand, the quantitative method was used to determine the significant impact of the storytelling and traditional reading on the comprehension levels of pupils.

In the control or traditional reading, the teacher distributed the materials. The pupils read them to answer the questions after reading. Only motivational activities were done as intervention before the reading activities. In the experimental group or storytelling, the teacher read loudly the stories to the pupils. Unlocking of difficulties was also done by the researcher to help the pupils understand easily the stories

told to them. Previewing was also done to stir the minds of the pupils, like asking them what they know about the story or what comes in their minds by reading the title of the story.

**Materials:**

To gather the necessary data, the researcher used a test questionnaire on comprehension. A 50-item comprehension test was extracted from the reading materials; which is applied to the different groups of respondents. To suit the their mental level, the researcher had to modify the comprehension questions of the reference books she used: 21<sup>st</sup> Century English 5 authored by (Sedilla, Carlene 2002), Bridges to Communication authored by (Ilarena, Iona 2009), and Enriching Reading Skills authored by (Arcellana, Lydia 2003).

The five reading materials are The Monkey and the Crocodile, The Adventures of a Magic Turtle by Ajay Jaiman, The Legend of Lanao Lake by Luisa Rose Nacion, The Lion with Bad Breath, and The Ugly Mind.

**Procedure:**

As per instruction by the researcher’s statistician, before the pretest was conducted, the researcher gathered the grading sheets of the two groups to get their general average in Reading subject by getting the mean of their grades from first grading period to third grading period. It was done to make the group comparable and to avoid bias. The results of the general average of the two groups were matched properly. The researcher administered the same pretest to the two groups and after the pretest, the intervention was applied to the experimental group. After the intervention, the same test was administered to the two groups as posttest. The results were collected for analysis and interpretation.

**RESULTS:**

**Table 1: Mean Scores in the Pretest and Posttest**

Mean Scores	Control Group (n=19)	Experimental Group (n=19)
Pretest score	$\bar{x} = 37.0526$	$\bar{x} = 34.1053$
Posttest score	$\bar{x} = 35.8947$	$\bar{x} = 43.6842$

**Table 2.1: Computation of t Test the Significant Difference between the Two Groups of Respondents’ Reading Comprehension Based on the Pre-Test and Posttest Results**  
**T-Test**  
**Independent Samples Test**

	Levene’s Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Posttest Equal Variances Assumed	1.955	.171	-4.017	36	.000	-7.78947	1.93905	11.72206	-3.85689
Posttest Equal Variances not Assumed			-4.017	31.826	.000	-7.78947	1.93905	11.74004	-3.83891

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Posttest Equal Variances Assumed	.152	.699	1.134	36	.264	2.94737	2.59933	2.32433	8.21906
Posttest Equal Variances not Assumed			1.134	35.859	.264	2.94737	2.59933	2.32505	8.21978

Table 2.2: Group Statistics

Pretest	Group	N	Mean	Std. Deviation	Std. Error Mean
	Control	19	37.0526	7.75653	1.77947
	Experimental	19	34.1053	8.25897	1.89474

Posttest	Group	N	Mean	Std. Deviation	Std. Error Mean
	Control	19	35.8947	6.97531	1.60025
	Experimental	19	43.6842	4.77322	1.09505

Table 3.1: Computation of t to Test the Significant Difference between the Mean Gain Scores of the Two Groups after the Intervention  
T-Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Posttest Equal Variances Assumed	.018	.894	-4.681	36	.000	10.73684	2.29683	5.38852	-6.08516
Posttest Equal Variances not Assumed			-4.681	35.957	.000	10.73684	2.29683	5.38871	-6.08497

Table 3.2: Group Statistics

Pretest	Group	N	Mean	Std. Deviation	Std. Error Mean
	Control	19	-1.1597	7.18999	1.64950
	Experimental	19	9.5789	6.94675	1.59369

**DISCUSSIONS:**

Table 1 discloses the mean scores of the control group in the pretest and posttest given to the respondents. There were only 19 respondents for the control group. The table above shows that the control group obtained a mean score of  $\bar{x} = 37.0526$  in the pretest. In the posttest given, the control group obtained a mean score of  $\bar{x} = 35.8947$ . It can be further noted that during the pretest, the control group got higher mean score compared to their mean score in the posttest. These findings show that the performance of the control group decreased; therefore the used teaching technique was not effective to help the learners

develop their reading comprehension. This table also discloses the mean scores of the experimental group in the pretest and posttest. The experimental group obtained a mean score of  $\bar{x} = 34.1053$  during the conduct of pretest. When the same test was administered to them as posttest, a mean score of  $\bar{x} = 43.6842$  was obtained by the experimental group. The findings show that the performance of the experimental group did increase after the applied intervention. It can be concluded, that storytelling as attested by (Banlayas 2014) does develop the reading comprehension of the elementary – school students and motivates them to read on their own. It also support the study conducted by (Krashen 2004), who both investigated the relationship between storytelling and reading comprehension. The findings of their study indicated that storytelling positively affected the subjects' reading comprehension. Moreover, storytelling provides an immediate interaction between the teller and the listener. It is a method by which imagination can be stimulated and in turns leads to higher cognitive level in students' responses (Rinvolcri, 2008).

#### **Significant difference between the means scores of the control and experimental groups in the pretest and posttest:**

Table 2.1 discloses the pretest results of the control and experimental groups. The table shows that the t value of the two groups before the intervention is 1.134 and a p value of 0.2624 which is greater than 0.005 level of significance. The findings show that the two groups are comparable already before the application of the intervention to the experimental group. It can be concluded that bias was absolutely avoided. Table 2.2 supplements the findings and analysis in table 3 on the difference on the mean scores of the control and experimental groups. The difference of 2.94737 between the mean score of control group 37.0526 and the mean score of experimental group 34.1053 is not significant. This findings show that the two groups are comparable. Table 2.1 also discloses the posttest results between the control and experimental groups in the posttest. The findings show the t-value between the control and experimental groups is  $-4.017$  and a p-value of 0.000 which is lesser than 0.05 level of significance. It can be noted that the intervention applied to the experimental group helped them to get better performance compared to the control group.

The table 2.1 reveals the significant difference on the mean scores between the control and experimental groups in the posttest. The difference of 7.78947 between the mean score of control group 35.8947 and the mean score of experimental group 43.6842 is significant. This findings show that the experimental group performed far better than the control group after the intervention.

#### **Significant difference between the mean gain scores of the control and experimental groups after the intervention:**

Table 3.1 relates the results of the difference on the gain mean scores between the control and experimental groups after the intervention. The t-value between the control and experimental groups  $-4.681$  with a p-value of 0.000 which is lesser than 0.05 level of significance is deemed significant. This findings show that there was a big difference between the performances of the two groups after the intervention and that the experimental group did excel when the intervention was applied as revealed in their posttest.

Table 3.2 discloses the gain mean scores of the control and experimental groups after the intervention. The difference of 10.73684 between the gain mean score of control group  $-1.1579$  and a gain mean score of experimental group 9.5789 is significant. This significance can be attributed to their performance in using storytelling technique where the experimental group obtained a bigger gain scores. This findings show that there was a decrease with the performance of the control group from the pretest to the posttest, while the performance of the experimental group increased, from the pretest they then got better scores in the posttest.

#### **CONCLUSION:**

Based on the findings on the mean scores of the control and experimental groups before intervention, there is no significant difference between the two. Another conclusion that can be drawn from the findings disconfirmed the null hypothesis 2: There is no significant difference between the mean scores of the control and experimental groups in their posttest.

From the findings of the study, it showed that the performance of the control group decreased while the experimental group increased. It can be concluded that the result is significant and there is no significant difference between the mean gain scores of the control and experimental group. It can be concluded that storytelling improved the performance of the experimental group wherein they got marked higher scores during the posttest.

## RECOMMENDATIONS:

With the given findings and conclusions of the study, the following recommendations are advanced:

1. Based on the findings of this study, it was found out that respondents of the experimental group outperformed the control group. Hence, the researcher recommended that teachers should be encouraged to conduct a study which could give them an insight into storytelling and seek to improve it over time.
2. The positive outcome of this study made the researcher realize the significance of using storytelling in the classroom. With this, the researcher recommended that teachers should understand the issue and integrate storytelling into their curriculum.
3. During the intervention of the storytelling in the experimental group, the researcher found out that learners are more motivated to participate when there is an interaction between the teacher and the learners.
4. The notable performance after the intervention signifies the necessity of including storytelling in the curriculum. Hence, the researcher recommended that school administrators should encourage their teachers to upgrade their teaching strategies in developing the learners' reading comprehension by offering/giving them opportunities to attend relevant trainings, seminar-workshops or activities.
5. When the storytelling was conducted with the experimental group, the researcher personally observed the hunger of listening stories from the respondents. Thus, the researcher recommended that parents should expose their children to the world of storytelling at their early stages, so that love for reading will be invested to their kids.
6. The samples of the study were the grade five learners. The results of their performance after the intervention affirmed that storytelling is also effective to be used in the higher or intermediate levels. Thereupon, the researcher recommended that teachers should use storytelling at the higher levels that also needs the technique.
7. During the conduct of storytelling in the classroom of experimental group, the researcher found that even students with low motivation and weak academic skills are more likely to listen, read, write and work hard in the context of storytelling. Thus, the researcher recommended that learners must be motivated to read with comprehension by using storytelling as a technique, for listening comes before reading comprehension.

## REFERENCES:

- Arcellana, L. et al, (2003). *Enriching Reading Skills 6*, Diwa Scholastic Press Inc.,
- Banlayas, E. (2014). *Open Roads to Communication, Work Text in Reading Six*, 1<sup>st</sup> Edition, Rex Publishing House
- Crudo, C., Otero, M. and Tandoc, V. (2008). *Reading Network*, SIBS Publishing House
- Elsivier, B.V. (2015). The Effect of Teacher's Story telling Aloud on the Reading Comprehension of Saudi Elementary Stage Students. *Science Direct*.
- Ilarena, L. (2009). *Bridges to Communication: Reading Power*, REX Publishing House
- Kowsary, M. and Rouhani, Y. (2013). The Relationship Between Teachers' Storytelling Aloud and Reading Comprehension Among Iranian Elementary EFL Learners, *Indian Journal of Fundamental and Applied Life Sciences*, ISSN Vol 3 (3) July-September 2013.
- Krashen, S. (2004). *The Power of Reading*, Portsmouth, NH. Heinemann
- Miller, S. and Pennycuff, L. (2008). The Power of Storytelling: Using Storytelling to Improve Literacy Learning, *Journal of Cross-Disciplinary Perspectives in Education*, Vol.1 No.1 (34-63).
- Milord, M. (2012). The Effect of Storytelling on Reading Comprehension Through Drama and Theater, Retrieved from <http://www.Brockport.edu/ehd/>
- Rinvolcri, M. (2008). Storytelling: The Language Teachers' Oldest Technique.
- Sedilla, C. et al., (2002). *21<sup>st</sup> Century English 5*, Manila: Phoenix Publishing House.
- Tramel, A. (2011). The Importance of Developing Listening Skills and Attention Skill in Children, Retrieved from: <http://www.livestrong.com/article/507882>.

