

Perceptions of Learners toward Storytelling as Language Teaching Resource



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Abstract: Malaysian ESL learners often lose interest towards English language in classroom. They were no more attentive and interested in completing work related to English. Conventional method of teaching is always practiced by the teacher to deliver the lesson where after sometimes, it made the process of teaching and learning dull and boring. The aim of this study was to explore the perceptions of learners towards storytelling as language teaching resource. 108 urban pupils were randomly selected to be participated in the study. Survey research method and questionnaire were used to gather data on the learner's perceptions. The findings from the questionnaire showed high positive feedbacks from the participants about the use of storytelling as language teaching resource. This concluded that storytelling can be used as one of the methods to teach English language in an ESL classroom.

Keywords: ESL learners, language teaching resource, Perceptions of Learners, Storytelling, Survey

I. INTRODUCTION

Lately, English is deemed as the crucial asset of the nation and elevator to acquire and develop knowledge (Yunus & Thirusanku 2014). English language in Malaysia is perceived as a mean of interaction in education field. The English language skills are important to be mastered by learners since young so that it can be used for academic, business and other purposes as well. The first element that should be done before anything is capturing pupil's attention. This is only possible through the changes in activities and delivery style of a content of lesson in classroom. As stated by Yunus (2007), Language Arts component was added into the new curriculum, Kurikulum Sepadu Sekolah Rendah (KSSR). This Language Arts component adds element of fun learning in the classroom. The use of storytelling, drama, songs will nurture fun environment in schools to the pupils. Students will not feel the school is boring and dull anymore. Storytelling and other similar teaching approaches have already been widely used in teaching and learning since many years ago but there was a slight drop in the usage since the evolution of ICT in education. It became less practical to be used as material in a wide classroom recently. Therefore, the idea of rejuvenating

storytelling back into English lesson is a must to recount the issues relating English language in education.

The highlight of this study is to use storytelling in English lessons at school for low achievers. Purpose of this study is to measure perceptions of young learners towards storytelling as language teaching resource in the classroom. As the world knows, Malaysia is famous for its diversity. Varieties of races and languages can be found in Malaysia. Bahasa Melayu is regards as medium of communication for many because it is the national language. Since the emphasis is given to Bahasa Melayu as a mean of instruction, the role of English language is neglected. English became second important language and it is less widely used especially in rural, suburban and also urban schools. Most pupils from these rural, suburban and urban schools faced difficulties in English language competency. English language is often practiced less inside or outside of the school hence the exposure of English language is very minimal which resulting in poor performance in classroom. Pupils often do not understand what the word or sentence is meant thus they are unable to comprehend and link appropriate idea from the materials read or heard. Another reason that contributes to deterioration of grades and motivation towards English language is teaching approaches used by teachers in school. Traditional methods for instance chalk and talk, dull classes, teacher – centred classroom and absence of fun elements result in loss of interest towards English language.

The study's aim is to discover the perceptions of learners towards storytelling as language teaching resource. Storytelling is basically a series of events in the story incorporated with the images, voices and narration. These elements such as images, voices and narrations are used to make the storytelling become extraordinary.

The storytelling created will help to attract pupil's attention to listen, read and focus on the story. This tool aids pupils to grasp the important key points or sentences of the story that they will learn. This tool is very interactive as it can be used in any phase of the lesson by teachers to teach English language for the young learners. Storytelling is also easy to create and incorporate using multimedia such as Power point and Words or with any available online video maker.

II. PROBLEM STATEMENT

English language comprises of listening, speaking, reading, writing, pronunciation and vocabulary. Since learning English is crucial, it is important to acquire these skills from the young age itself. Learning English is not as easy as a piece of cake especially for the pupils who are majority from low level

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proficiency background. Every educator has to take a lot of efforts and consideration in order to teach language effectively in school. Many teachers are going through a tough time to teach low level proficiency primary pupils be it from urban, suburban or rural schools in Kuala Lumpur. Based on the information and observation of teachers from some schools in Kuala Lumpur say that most of the lower primary learners are having low motivation and enthusiasm as well as are having difficulties in understanding English hence they have lost interest towards learning the language. This is identified when the researcher decided to ask pupil's perception towards the language learning in random classes and followed by their performance and grades in the early year test in the school. These pupils scored very less marks and some even scored zero in their English exam and often show disinterest in English classes. The researcher realized the importance of language acquisition since English is the core language needed to survive in the future world.

Based on the observation done in the class, the researcher was able to interpret the core factor of not performing well by pupils in the test given. One factor that could contribute to this is the teaching method. Traditional rote learning which known to be chalk and talk most of the time sounds very boring. Traditional learning method focuses on teacher-centered as well. It does not take into account the 21st learning century elements such as two - way interaction, fun, creative and ICT incorporation. Dull and demotivating process of teaching and learning makes pupils to dislike English language and develop anxiety within themselves. They are not able to comprehend simple instructional language in class thus they tend to do errors during the lesson. These pupils also have short attention spans and have trouble concentrating as well as remembering what have been taught. They tend to move around and disrupt the teaching and learning process in the classroom. Pupils also lack vocabulary including sight words in English and always communicate in their mother tongue as their preferred language during the English Language lesson.

The researcher from this specific school has to come up with a non-threatening learning atmosphere that may help pupils to like, acquire, motivates and develops English language skills effectively. One effective way of learning the language and skills at the same time is only possible through storytelling method. Storytelling technique which known to be one of the best ways to teach language could teach various language skills, vocabulary, grammar, pronunciation and gestures perfectly in one attempt. Hence, the researcher decides to change traditional way of storytelling by incorporating 21st century elements in it. Storytelling is practised in the school for English lesson therefore the researcher wants to explore the perceptions of learners towards storytelling as language teaching resource in classroom.

RESEARCH QUESTION

1. What are student's perceptions of storytelling as language teaching resource?

III. REVIEW OF LITERATURE

A. Place of English Language – Malaysia

English takes an important role in Malaysia too. It is being taught as a second language besides national language, Bahasa Melayu. Although Malaysia is a multicultural nation,

yet English is still hold as second important status as medium of instruction since the end of colonial government. Today, English language serves as one of the mediums of conversation for all major and minor ethnics in Malaysia. Although the main language is Bahasa Melayu but English is still broadly used in various aspects of life in Malaysia such as science and technology, medicine, banking and communication.

B. What Are Stories?

A story tells about an individual's past or current events. Stories are potential of to create mental images by involving pupils in thinking and with their emotions. (Green 2004). Green highlights that stories could assist for variety of purposes in the teaching space. It includes boosting pupil interest, facilitate the process of teaching, creating teaching aid extraordinary, get through pupil's nervousness towards English language, enhance relationship between teachers and pupils and aids the language skills development in pupils. In any tales, the most important elements are the characters. Stories become memorable and concrete when incorporated with pictures of human and animals. Remembering concrete element of the story may help to recall the abstract lessons illustrated by the story. Most of the time, stories convey passion, enthusiasm and curiosity in pupils which make them be better in learning the language.

C. Storytelling, Motivation & Academic Progress

Kotluk & Kocakaya (2017) states that one of the most important elements of learning is the creation of efficient and effective learning environment. Since storytelling enables teachers and learners to become active participants, therefore this method is regarded as modern learning approach. Vital purpose of storytelling method is fostering active learning in teaching and learning consistently. It is also known as an educational activity which benefits learners to acknowledge and acquire what learning is. These authentic stories can also be used consistently by pupils in the classroom with teacher's guidance. Teachers can ask them to make their own version of storytelling and use it in the classroom. Kotluk also claims that product of individual authentic learning tasks such as image, audio and narration are unique and amazing as learning and teaching materials. As briefed by Banaszewski in Kotluk & Kocakaya (2017) technology has become a critical part of classroom which leads to implementing storytelling in many fields especially learning situation. Storytelling becomes alive if the teachers decides to use it with variety of types for young learners. One special character of storytelling is it provides chances to learners to create their own version of tales and share it through any medium such as technology thus enabling teachers to publish, review and evaluate the work of others. Since then, the use of storytelling has spread into science, social science, language teaching and literacy.

D. The Benefits of Storytelling to Kids

There are a lot of benefits that can be gained through storytelling. Storytelling has drawn attention as an appropriate pedagogical tool which can be used in today's classroom (Tiba 2016). It is said important because storytelling brings fun while learning.



Other benefits of storytelling are it focuses on learner centered activity, builds the acquisition of multiple skills in learners, engages and motivates learners, encourages deep reflections and collaboration. This is why storytelling has the potential to be an effective teaching tool in learning languages. Storytelling allows pupils to take pictures, develop stories and present their stories.

These steps promote active participation in learners for their learning. Therefore, storytelling has been proven to be one of best strategies that can promote motivation towards English language learning. Being a 21st century learner, one must be able to multitask such as communicate, discuss issues, gather information and seek. These activities automatically promote multiple skills development where they can engage in both conventional and innovative ways of teaching. Tiba also described that learners do have learnt language skills through the use of storytelling. Besides, study said learners who are using storytelling in learning their homework and project, have improve tremendously in language skills. For instance, learners who engage in storytelling improve in term of writing skill because they need do writing task regarding the story shown in video format. In most cases, learners who faced difficulties with sentence constructions, grammatical usage and vocabulary development in order to create good work indicated tremendous improvement in writing tasks during their involvement in storytelling activities. Another example given by Tiba in her article is the great improvement of Taiwanese pupil's in developing vocabulary, enhancing reading comprehension and writing skills when storytelling is applied. Taiwanese pupils are trained to re-write or to complete the story shown with their own ending also shown an improvement in terms of writing. Besides, learners are able to improve their communication skills as well because they will be able to narrative or tell their stories with suitable self-expression or voice. Other studies conducted by Figg and McCartney as cited by Tiba (2016) in her article also said storytelling has potential to motivate young pupils. Their findings showed that learners used storytelling to construct their story with enthusiasm. Learners spent more time and showed a lot of interest and motivation towards completing their daily work.

Keshta (2013) also cited that storytelling has potential to engage learners where it was proven when learners time spent on each task given is measured. They showed tremendous changes in term of motivation and interest when the teacher used teaching tool as storytelling compared to non-teaching tool to teach English language. Besides, Keshta in the same journal cited that storytelling enhanced pupil's level of engagement with their studies. In addition, storytelling encourages collaboration. During the usage of storytelling materials for learners, they communicate and discuss among themselves. Any task assigned will be done in group and this leads to collaboration and teamwork among learners. Learners learn through their peers who are more skilful and knowledgeable during the lesson with storytelling. They put trust each other to ask for guidance from their peers and this concluded that learning take place as learner's communication and collaboration skills were enhanced. The benefits of storytelling are massive as it was evident from the literature mention above. Storytelling can be the best

pedagogical teaching aids to be used in the classroom. Although, the benefits mentioned about only for learner's, but it also contributes a lot for the educators. It may help teachers to solve issues of diversity from the story shown thus helping teachers to understand better their learners and coping with the issues arise efficiently (Keshta 2013).

E. Storytelling & English Language Development

According to Eela (2016), stories are fundamental part of all human culture. Learners should be exposed to various kind of stories not only from different places but stories of themselves too. Teaching stories from different places and cultures incorporating in English language assist learners to relate to their existing life in their own languages. She added that stories are very helpful when teaching language especially when it related to learner's target or native language. This is why textbooks often have stories from the native speakers and their cultures. Stories are also play crucial role in social interaction especially when the learners meet up with their friends and start telling the stories. These activities definitely promote to build social interaction. Teachers who wish to boost the communication competence of the learners can pay attention to use storytelling pedagogical approach in classroom.

F. Storytelling & L2 Learning

As stated by Fatma (2017) learning and writing effective story comprises language learning where pupils increases their knowledge of vocabulary and grammar. In a study conducted with story maps in first language and English concluded that learners improved their linguistic and metacognitive development. Fatma suggested that curriculum structured with storytelling would be beneficial to second language learning. Relating language learning to the learner's live can have positive impact and creates a spirit of cooperation as well. Fatma also included some suggestion of activities which incorporate storytelling skills. Any teacher that plans to improve communicative competence of the learners must take into consideration to storytelling skills and abilities. Stories are beneficial as they can attract people's focus. Important details that can be found from the story is easy and quick to memorise. Stories create a link in memory which makes learners to remember easy. Besides story also acts as a good teaching material as it can vary and provide stimulating material for any ability of learners. The level and content of the materials can be changed according to learner's abilities. She also claims that stories could be an agent to boost motivation as well engage learner more towards the second language learning materials. This will definitely increase awareness of second language and insight into pupil's mind. Whereas (Yoon, T 2012) explains that storytelling can be a ladder to increase performances in terms of language in which it helps pupils to motivate, engage in technologies and multimedia functions. She claims that using effects and visual in the learning process can make big difference in studies.

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For example, pupils will become more creative and imaginative by using sounds, music, images and voices in their storytelling. It helps them to increase their performances. In addition, learners will have more opportunity to collaborate and cooperative among themselves through storytelling. This helps them to be better in social and cognitive aspects. Moreover, they can be excelled in all English language skills such as listening and speaking and also enrich their vocabulary through storytelling.

IV. METHODOLOGY

This study adopted a quantitative design which employed a questionnaire with the learners. Questionnaires were chosen as the main research tool. The questionnaire was administrated to a number of respondents from the selected school. One purpose of this survey was to collect data from a specific research population. Walliman (2011) explained that survey is an effective method to gather raw data from the large population through sampling technique. Survey that used questionnaire is the most effective, efficient and easiest to gather data in a large population. In this study, researcher used quantitative approach with the help of questionnaires to the samples selected through random sampling. This questionnaire aimed to explore learner's perceptions towards storytelling as teaching language resource. The questionnaire comprised of 15 items. These items were about the storytelling and to what extent it helped pupils in learning English after using it as language teaching resource in classroom.

108 samples were chosen out of 150 learners for this study. Krejcie Morgan's formula was used as a based to identify the number of samples needed. Then the samples were chosen through random sampling method. An online number generator application was used to pick these samples. respondents were required to give their opinions in the form of agree or disagree based on five points Likert Scale as below. Likert scale is a survey scale that represents a set of answer options that cover a range of opinions on a topic (Creswell 2009). Likert scale is mostly used in survey researches as it is the most reliable ways to measure opinions, perceptions and behaviours. The respondents had to answer scales in the Likert scale which started from 1,2,3,4 and 5. Respondents selected either one of the values given in the space provided in questionnaire based on their perception towards storytelling technique. Highest value in the Likert scale of this study was 5 and followed by 4 whilst the lowest were 1, 2 and 3.

V. DATA COLLECTION

The data were collected from questionnaires. Package (SPSS, Statistical Package for Social Sciences) were used to analyse the data. The information obtained was based on the answers given by the samples and were analysed using SPSS 22.0 for Windows computer software. To answer the research question, descriptive statistics was used. Descriptive statistics are used to indicate the mean score, the frequencies and percentage of the perceptions of learners that will be gathered from the questionnaire data (Robson 2007).

Item 1

Table 1.1

GENDER			
ITEM1	Male	Mean	4.5962
Storytelling helps me to like English language.	Std. Deviation		.60260
	Female	Mean	4.6429
	Std. Deviation		.55362

The first item in the questionnaire was a common question among pupils. From the findings, it was evident that both male and female participants scored high mean for this item. The male participants scored mean of 4.59 with standard deviation of 0.60 while female participants scored 4.64 for the mean with standard deviation of 0.55. Although the mean score for both participants were high but female participants took the lead as theirs were slightly higher than male participants. From this, it can be concluded that pupils agreed that storytelling helped them to like English language.

Item 2

Table 1.2

GENDER			
ITEM2	Male	Mean	3.9423
I can understand the text/story.	Std. Deviation		.66902
	Female	Mean	4.0357
	Std. Deviation		.65959

Item 2 elaborated on the understanding of text or story taught to the pupils in the classroom. Based on the findings in the table above, female pupils claimed to be understood more on the text or story given by the teacher during English language class. This was because the mean score of female pupils, 4.03 and standard deviation of 0.65 were again slightly higher than the mean score of male pupils which was 3.94 with standard deviation of 0.66. From this, it can be concluded that storytelling did its part in enabling and helping pupils to gain understanding towards the text given.

Item 3

Table 1.3

GENDER			
ITEM3	Male	Mean	3.6346
I can sequence the key sentences of the story.	Std. Deviation		.86385
	Female	Mean	3.7500
	Std. Deviation		.89949

Findings of this item showed that male pupils gained 3.63 for mean score and 0.83 for standard deviation meanwhile female pupils gained higher mean score and standard deviation of 3.75 and 0.89 compared to male pupils. This showed that female students were more capable of sequencing the key point and sentences of the story after being taught with storytelling method.



Item 4

Table 1.4

GENDER			
ITEM4 Story motivates me to read.	Male	Mean	3.7692
		Std. Deviation	.94174
	Female	Mean	3.6964
		Std. Deviation	1.1160

Findings of item 4 ‘Story motivates me to read’ in the questionnaire indicated that pupils were motivated to read the story given during English language activities.

The mean score gained by male students was 3.76 and the standard deviation was 0.94. On the other hand, the mean score scored by female students was 3.69 with standard deviation of 1.11. This showed that male students seemed storytelling method used during English classes motivated and enable them to read more.

Item 5

Table 1.5

GENDER			
ITEM5 I can improve my pronunciation.	Male	Mean	3.7885
		Std. Deviation	1.10855
	Female	Mean	3.8929
		Std. Deviation	.90812

In item 5, it was clearly proven that both female and male students agreed that storytelling method enhanced their pronunciation in English language. The difference in mean score for both male and female students in item 5 was very near that were 3.78 and 3.89. The standard deviation of each gender was 1.10 and 0.90. Through this finding, it can be said that pupils did improve in English language in terms of pronunciation.

Item 6

Table 1.6

GENDER			
ITEM6 Storytelling improves listening skill.	Male	Mean	4.1538
		Std. Deviation	.80158
	Female	Mean	4.0714
		Std. Deviation	.68376

Whilst item 6 also showed high mean score for male and female students from the study. Each scored 4.15 and 4.07 for the mean with standard deviation of 0.80 and 0.68 respectively. This clearly showed that storytelling method also benefited students in terms of English skills especially listening skill as it was the most important skill required to learn story.

Item 7

Table 1.7

GENDER			
ITEM7 I can speak confidently after learning through storytelling.	Male	Mean	4.3269
		Std. Deviation	.67798
	Female	Mean	4.2500
		Std. Deviation	.66742

Item 7 on the other hand also proved that storytelling could enable students to speak English confidently in the class. Parallel to classroom observation by researcher, the mean scored by both genders were higher with value of 4.32 and 4.25 respectively with standard deviation of 0.67 and 0.66. This showed that storytelling method conducted during English language classes really boosted confidence in pupils to learn English in fun way.

Item 8

Table 1.8

GENDER			
ITEM8 I can narrate a story with voices and gestures.	Male	Mean	4.3462
		Std. Deviation	.65334
	Female	Mean	4.1429
		Std. Deviation	.74903

The mean score for item 8 also confirmed that students learnt to narrate a story with voices and gestures. This was possible since the value derived for mean for both genders were higher. Mean score of 4.34 and 4.14 had proven that both male and female participants of this study can able to maximize the technique of narrating a story with voices and gestures which was taught in storytelling method throughout the study.

Item 9

Table 1.9

GENDER			
ITEM9 I can write better with storytelling method.	Male	Mean	4.7500
		Std. Deviation	.43724
	Female	Mean	4.8393
		Std. Deviation	.37059

Item 9 has scored the second highest mean score for both genders in the questionnaire analysis. Both genders respectively scored 4.75 and 4.83 for mean score while 0.43 and 0.37 for standard deviation. These students agreed that through storytelling method, they were able to write better in English language.

Writing which included phrases and sentences as well as paragraphs were no more difficult for the students through storytelling method.

Item 10

Table 1.10

GENDER			
ITEM10 I can improve my vocabulary.	Male	Mean	4.3269
		Std. Deviation	.67798
	Female	Mean	4.2679
		Std. Deviation	.67396

Findings of item 10 showed that through storytelling method in classroom, students can enhance their vocabulary. Pupils were able to learn varieties of vocabulary, from simple to complex words. This was because the result of the questionnaire analysis for item 10 showed tremendous value of mean score for both genders, 4.32 and 4.26 with same value of standard deviation, 0.67.



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Item 11, 12 and 13

Table 1.11

GENDER			
ITEM11	Male	Mean	4.0385
		Std. Deviation	.19418
I can be imaginative and creative.	Female	Mean	4.1607
		Std. Deviation	.37059

Table 1.12

GENDER			
ITEM12	Male	Mean	4.4615
		Std. Deviation	.64051
Storytelling helps me to be an expressive person.	Female	Mean	4.5000
		Std. Deviation	.63246

Table 1.13

GENDER			
ITEM13	Male	Mean	4.1346
		Std. Deviation	.74172
Storytelling method is fun.	Female	Mean	4.1607
		Std. Deviation	.84803

Item 11, 12 and 13 also showed high improvement of mean score of both male and female students in the study conducted. The mean score of male and female students of item 11 were 4.03 and 4.16 with standard deviation of 0.19 and 0.37. Next would be mean score of item 12 which were 4.46 and 4.50 with standard deviation of 0.64 and 0.63. Followed by mean score of item 13 that were 4.13 and 4.16. The standard deviation of item 13 would be 0.74 and 0.84. All three items showed positive and high improvement in students. Pupils claimed to be imaginative and creative through storytelling method. In addition, they said that storytelling helped them to be an expressive person. These participants also said that storytelling in English classroom was a fun method which helped them to learn English language better.

Item 14 and Item 15

Table 1.14

GENDER			
ITEM14	Male	Mean	4.0769
		Std. Deviation	.26907
I will enjoy listening to stories after this.	Female	Mean	3.9821
		Std. Deviation	.23285

Table 1.15

GENDER			
ITEM15	Male	Mean	4.8846
		Std. Deviation	.32260
Storytelling is the best method to teach English.	Female	Mean	4.9107
		Std. Deviation	.28774

Mean score of Item 14 in the questionnaire for male students were higher, 4.07 with 0.26 of standard deviation compared to female student's mean score of 3.98 with 0.23 of standard deviation. Whereas, mean score of Item 15 received highest mean score among all other items in the questionnaires. Both male and female students received 4.88 and 4.91 respectively for the mean with standard deviation of 0.32 and 0.28. Based on the finding shown in the table, it can

be concluded that pupils claimed storytelling to be one of the best methods to teach English. Pupils also agreed that they will continuously enjoy listening to stories after the study.

VI. DISCUSSION & ANALYSIS

RESEARCH QUESTION: What are student's perceptions of storytelling as language teaching resource?

The first research question of the study was to explore the perception of students towards storytelling as language teaching resource. In order to find out more on this, a set of questionnaires was used as an instrument in this study. These questionnaires then analysed through descriptive analysis. The findings were clearly presented in tables in chapter 4. The findings found in the descriptive analysis told that both female and male respondents gained a lot of advantages through storytelling method in learning English language. They claimed that storytelling strategy in English classroom were able to make them like English language. As stated in the background of the study, pupils from this school were not from English spoken family therefore their interest towards English language was extremely low.

In fact, they preferred their teacher to use Bahasa Melayu to teach English in their classroom. Since they had no interest in learning English, they tended to not focus in class hence their English test results were bad as well. Now, through storytelling, these pupils started liking the language. The findings were strongly supported by Green (2004) as she highlighted in her article that stories could assist variety of purposes including boosting pupil's interest.

They also stated that they were able to understand simple text or story and were able to sequence the key sentences of the story after being taught with this strategy. Findings also proved that storytelling did motivate pupils to read and improved their pronunciation of the words. This was also supported by Keshta (2013) in her article that storytelling has brought tremendous changes in term of motivation and interest when the teacher used teaching tool as storytelling. Another previous studies that conducted by Figg and McCartney in Tiba (2016) also supported that storytelling did motivate young pupils to construct their own stories.

Besides, it was evident in the findings that these respondents were able to speak confidently and their listening skill was improved tremendously through the use of storytelling as language teaching resource in English classes. These finding also have been agreed and supported by Tiba (2016) in his article that storytelling enabled pupils to acquire language skills such as listening and writing.

Moreover, pupils also claimed that they learnt different skills such as narrating story with various voices and gestures and being imaginative and creative. Lastly, findings also showed that this language teaching resource helped pupils to write better, enhanced their vocabulary and helped them to be expressive all the time. This was strongly evident in Tiba's article where he stated that a research conducted in Taiwan also showed great improvement of Taiwanese pupils in developing vocabulary.



Pupils strongly believed that storytelling was a fun and best method to teach English language to all sorts of level of pupils. Tiba (2016) had also supported this statement where pupils were actually had fun while learning English with storytelling.

VII. RECOMMENDATION

Recommendations are needed for a better quality of future research. Therefore, several recommendations had been suggested to improve the future of this study. First and foremost, the scope of the study has to be expanded. Researcher should consider implementing this study in sub-urban or rural schools. By doing so, a good comparison of findings can be achieved by comparing weak students in rural and urban schools. More clarity on the impact of storytelling can be gained. Apart from that, researcher can consider implementing storytelling resource to different level of students for instance to smart students in urban schools. This will help to get a valid and reliable data on the usefulness of storytelling method. Another suggestion would be to lengthen the duration of the study so that ample of time is given to both researcher and samples to master and imply the benefit of storytelling in teaching English. Lastly, instead of involving only students into this study, the researcher can take into consideration of teacher's role or perceptions towards storytelling as language teaching resource.

VIII. CONCLUSION

It can be concluded that storytelling did bring impact in young pupil's learning of English language. Storytelling made them to like the language, focused in class, understood simple text, developed skills, enhanced vocabulary and writing skills. All educators are advised to frequently use storytelling method in teaching English so that they can be groomed holistically. School authorities should take in charge of implementing of this method in teaching and learning process.

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