

MINISTRY OF EDUCATION AND TRAINING

PHAN THIET UNIVERSITY



LUC QUYNH MINH THUY

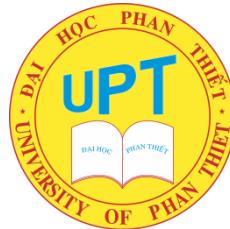
**IMPROVING FOURTH-GRADE
STUDENTS' SPEAKING SKILLS
THROUGH STORYTELLING: A CASE
STUDY OF THANH NGUYEN PRIMARY
SCHOOL**

**MASTER'S GRADUATION PROJECT
MAJORED IN ENGLISH LANGUAGE**

Binh Thuan Province - 2024

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CODE: 8220201

MASTER'S GRADUATION PROJECT

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Binh Thuan Province – 2024

CERTIFICATE OF ORIGINALITY

I certify my authorship of the Graduation Thesis for the degree of Mater submitted today entitled: **IMPROVING FOURTH-GRADE STUDENTS' SPEAKING SKILLS THROUGH STORYTELLING: A CASE STUDY OF THANH NGUYEN PRIMARY SCHOOL**

I confirm that I am the author of the Master's Graduation Project titled "IMPROVING FOURTH-GRADE STUDENTS' SPEAKING SKILLS THROUGH STORYTELLING: A CASE STUDY OF THANH NGUYEN PRIMARY SCHOOL" which was submitted today. Following the guidelines set by the Higher Degree Committee of the University of Phan Thiet for Master program theses, I assure you that I have not violated any copyright rules in the presentation of my graduation dissertation. Except for the data resources mentioned in the references section, I affirm that my thesis does not include any materials that have been previously published or taken from another thesis for which I have been selected or granted another degree or diploma, whether partially or entirely.

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ABSTRACT

It is universally acknowledged that learning speaking using storytelling techniques plays an integral role in the speaking teaching and learning process. In many countries all over the world, storytelling techniques are applied to the process of teaching and learning English widely and effectively. Hence, English teaching and learning are purely passive. This leads to the fact that students lose their interest in acquiring the speaking and fail to speak fluent English. Therefore, the main aim of this paper is to explore the factors of benefits of the learning speaking using storytelling techniques for students at Thanh Nguyen Primary School. This study involves 80 students who have the chance to study different topics and experience storytelling techniques in classrooms taking part in answering the questionnaire and students in responding to the interview questions. The data gained from the questionnaire are analyzed by SPSS in terms of descriptive statistics (means, standard deviation, & frequency). The findings of the study show the benefits of storytelling techniques on learning speaking skills and how to use narrative techniques as a tool in teaching to students. The researcher then analyzes the data taken from the interview to make the results of the study clearer. These preliminary findings are hoped to contribute to a better understanding of the current perspectives of the factors that affect the learning speaking skills in using storytelling techniques, to bring some practical implications in the Vietnamese context, thereby improving the quality of the teaching in the English language for students at Thanh Nguyen Primary School in specific and Vietnam in general.

Keywords: Storytelling, vocabulary, speaking, factors, young learners

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INTRODUCTION

1. Background of the Study

English has become a truly global language in the modern era of globalization, serving as a second or foreign language in many different contexts, as well as the native tongue of many countries. English has emerged as one of the most important and potent languages globally due to its widespread use in fields such as economics, diplomacy, and education (Aye and Phyu, 2015). English proficiency has become essential in various aspects of our lives as more people recognize its importance for engagement and efficient communication worldwide.

Dilila Lino (2016) highlights the vital significance of early childhood education, stressing that it should focus on helping children develop their personalities rather than solely emphasizing the acquisition of values through evaluations and tests. This developmental stage, particularly in kindergarten, offers an excellent opportunity to support children's success in all facets of their development, with a particular focus on language development. Lino acknowledges the importance of language skills in forming a child's communication abilities and asserts that early exposure to the English language is critical for a child's overall development.

Kiri T. Mealings and colleagues (2015) emphasize the significance of language proficiency, especially speaking, during the initial years of schooling. They note that speaking and listening activities occupy a significant portion of a child's school day—between 45 and 60 percent—highlighting the importance of communication in formal education. Mealings et al. argue that to ensure mastery from a young age, early childhood education must include explicit instruction in English communication skills, given the importance of speaking abilities.

Considering these factors, educators play an essential role in fostering an atmosphere that helps young students improve their communication skills in English. According to Dilila Lino (2016), educators must employ creative strategies to promote students' active involvement and engagement in English-speaking activities. These innovative techniques are crucial for children's language proficiency and inspire them to use English for communication. One such creative

strategy highlighted is using storytelling to enhance English language proficiency. Storytelling is an effective method for helping children develop their speaking skills because it creates an engaging, imaginative, and context-rich environment. Teachers can establish a lively, engaging environment through storytelling that not only enhances language proficiency but also cultivates a passion for the English language. By incorporating storytelling into early childhood education, teachers can foster a love of communication in English and lay a solid foundation for language development.

Vietnam has prioritized education and training as a national policy, recognizing their crucial role in the country's growth and advancement. English language proficiency is particularly emphasized within the broader educational agenda, aligning with global trends that acknowledge English as vital for cross-cultural dialogue, trade, and communication. Despite English being introduced relatively late compared to other subjects, its significance in unlocking knowledge and facilitating global connections is widely acknowledged.

Learning English in primary school not only enhances communication skills but also fosters lifelong learning abilities and prepares students for future work and social activities. However, traditional English classrooms often face challenges in teaching vocabulary effectively, leading to limited exposure and comprehension of new words. Storytelling emerges as a promising tool to address these shortcomings, providing a context-rich environment for speaking acquisition. Through storytelling, students encounter words in various contexts, facilitating a deeper understanding and application in real-life situations.

At the primary level, students may struggle with language acquisition, especially in constructing grammatically correct sentences. Hence, teachers play a pivotal role in building students' vocabularies, employing creative teaching methods to suit students' characteristics and cognitive capacities. Strategies like interactive language exercises and storytelling offer meaningful contexts for vocabulary retention and application, promoting comprehension over rote memorization. By prioritizing comprehension and usage, educators can ensure a more thorough and practical vocabulary acquisition process.

2. Statement of the problem

Telling stories is as old as the story of humanity. They are passed from generation to generation through time, recounting memories of people's ancestors and their actions, stories of kings, wars, conquests, and even love stories. Most of our time, we tell stories about our lives, what we did, where we went, who we spent time with and we will continue doing that during our existence. Additionally, storytelling transmits education, knowledge and it was one of the initial methods of communication. In regards to education, stories boost students' linguistic and cultural diversity, allowing teachers to learn about their students' civilizations experiences, and important interactions. These challenges manifest in various forms, including a fear of speaking in front of the class, a lack of confidence when responding to teacher questions, and a limited understanding of the significance of stories they encounter. Moreover, a lack of interest and participation in language-related activities may stem from difficulties comprehending the meaning of stories.

One significant barrier to children's speaking abilities is their persistent reluctance to share their thoughts or experiences in social settings. This hesitation is exacerbated by the repetitive nature of learning activities, characterized by the use of activity sheets, which are often passive, rather than engaging activities that actively stimulate children's speaking abilities. Children's reticence to speak up in front of their peers and teachers is partly attributed to the overemphasis on passive learning resources. The monotony of learning materials and the lack of opportunities and support for children to express their ideas and experiences are evident areas where this issue arises. Furthermore, the absence of engaging educational resources discourages young students from becoming actively involved and enthusiastic about learning. Establishing an environment that fosters active participation and empowers children to express themselves confidently is crucial for language development. Therefore, a pedagogical shift toward more dynamic and interactive learning approaches is imperative to address these challenges. Incorporating activities that promote meaningful communication and

provide children with opportunities to express themselves can significantly enhance their speaking skills.

Mayer (2009) demonstrates that employing a variety of techniques, such as voice explanations, games, videos, visuals, flashcards, and explanations, is essential for effective instruction. Each strategy offers unique advantages for promoting skills. However, among these approaches, the narrative style proves to be the most successful in captivating children's attention and fostering successful material assimilation and learning (Mayer, 2009). Storytelling, a key component of the narrative speaking skills teaching approach, creates an environment rich in context that engages young learners' attention and imagination. While children learn speaking through stories, they also observe them used in real-world situations, enhancing their comprehension and retention. Mayer's study underscores the importance of employing a variety of engaging teaching techniques to address the complex process of learning speaking skills. By utilizing a narrative approach, educators cater to children's cognitive preferences, creating an interesting and memorable learning environment.

Children aged five to seven often encounter challenges in writing fluently in both Vietnamese and English, as they are still in a developmental stage where cognitive skills are evolving, as supported developmental theory. Recognizing these developmental factors underscores the effectiveness of utilizing storytelling strategies in teaching speaking to young students. Storytelling offers an engaging approach to enhance speaking skills, particularly when leveraging auditory abilities. Active engagement during storytelling sessions helps children learn new skills in context, aligning with emphasis on play, dreams, and imitation as crucial components of childhood cognitive development. By connecting speaking with stories, children gain a deeper understanding of sentences and their usage, facilitating a more comprehensive improve speaking skills.

Both older people and young children often struggle with speaking, experiencing difficulty in remembering sentences even after hearing them explained. This observation aligns with Nation's insights into vocabulary acquisition, which underscore the common difficulty learners, including students,

face in recalling new words despite initially comprehending them (Nation, 2001). Nation (2001) emphasizes the hurdles associated with learning vocabulary in a second language, noting that these obstacles impact learners of all ages. The difficulty students encounter in recalling words even after auditory comprehension suggests the need for specific and effective teaching methods. Factors contributing to this difficulty may include limited exposure to words in varied contexts or insufficient meaningful language use. To address these challenges, teachers can explore instructional strategies that enhance retention, such as interactive exercises, storytelling methods, and frequent reinforcement. By adapting their teaching strategies to align with the cognitive and developmental stages of their students, teachers can address the nuances of vocabulary acquisition highlighted by Nation.

Storytelling has proven to be an effective and valuable teaching tool with diverse applications in educational settings. This approach fosters dynamic interactions between students and teachers, creating an engaging learning environment. Storytelling transcends mere recitation, providing students with a solid foundation for language fluency. There is compelling evidence supporting the need to investigate the benefits of storytelling for speaking learning, particularly concerning speaking skills development. By echoing or echoing the teacher's words within a narrative framework, students not only enhance their language comprehension but also gain confidence and comfort in speaking English. Based on this observation, the researcher aims to explore " Improving Fourth-Grade Students' Speaking Skills Through Storytelling: A Case Study of Thanh Nguyen Primary School ". Through this inquiry, the research endeavors to offer valuable insights into language education practices by elucidating the specific advantages of using storytelling to improve the speaking skills for primary school students at Thanh Nguyen Primary School.

3. Aims of the Study

The primary objective of this study is to enhance speaking skills instruction in English at the elementary school level, with a specific focus on Thanh Nguyen Primary School. The main aims include augmenting speaking quantity, enhancing

practical application, and fostering greater engagement during lessons. The study recognizes the potential advantages of utilizing storytelling approaches to improve language acquisition, facilitate classroom management, and enhance intrinsic motivation.

Intrinsic Motivation in Learning

The primary focus of the study is on intrinsic motivation for learning speaking skills in English. The goal is to investigate and employ methods that enhance students' intrinsic motivation. This involves identifying psychological variables that influence motivation, developing strategies for creating a positive learning environment, and evaluating the effectiveness of these strategies. The research aims to understand how the implementation of specific strategies can impact students' inherent desire to learn and engage with English speaking skills by exploring motivational aspects.

Classroom Management

The second focus area is classroom management, aimed at enhancing methods and establishing the best possible learning environment. The goals include evaluating the current level of classroom management at Thanh Nguyen Primary School, identifying difficulties, creating workable plans, and determining how improved management will affect student engagement. A conducive learning environment largely depends on efficient classroom management, and the study attempts to improve overall effectiveness by addressing challenges.

Language Acquisition: Understanding, Remembering, Applying

The third area of concentration is language acquisition, focusing on memory, comprehension, and the useful application of vocabulary and sentences in context. The goal is to enhance the entire process of language acquisition. This involves examining current approaches, developing strategies to improve understanding and retention, and assessing the effectiveness of these strategies. By moving beyond rote memorization to practical application, this section of the research aims to advance our understanding of sentences acquisition and retention.

In order to achieve the broader aims, the study outlines specific objectives:

1. Identifying Teaching and Learning Difficulties: Understanding the challenges in teaching and learning speaking skills at Thanh Nguyen Primary School is essential. This involves recognizing specific obstacles faced by both educators and students in the process.
2. Proposing Solutions: The study aims to provide practical solutions for teaching English speaking skills at Thanh Nguyen Primary School. These solutions intend not only to attract students' interest and involvement but also to facilitate meaningful improvements in their speaking skills at their level.
3. Impact of Storytelling Techniques: Lastly, the research investigates how storytelling techniques impact speaking acquisition in English classrooms. Storytelling has been recognized as a potentially effective tool for speaking skills learning, and the study aims to explore its specific influence on speaking acquisition. By weaving vocabulary into narratives, storytelling can offer a context-rich environment, contributing to a deeper understanding and application of learned.

4. Research Questions

The purpose of the study is to investigate how storytelling improves students' English-speaking competence. The research questions are as follows:

1. What is the effectiveness of storytelling to young learners in learning speaking skills?
2. How to apply storytelling techniques in teaching speaking skills for young learners?

5. Scope of the Study

This section defines the scope of the research, including factors such as time, location, theme, objectives, and the type of data or specific information that will be included in the research project. These components are critical in limiting and shaping the scope of the study, as well as providing a foundation for data collection and result evaluation.

Time Frame

This research project is expected to last approximately 6 months, from April 2024 to September 2024. This time constraint ensures the feasibility and focus of the study, allowing for a specific assessment of the benefits of storytelling techniques on English to improve speaking skills learning. The time frame also specifies a period for data collection, analysis, and result interpretation.

Research Location

The study's primary focus will be at Thanh Nguyen Primary School, where the unique educational environment, cultural influences, and linguistic background contribute to the research's distinctive characteristics. This geographic focus ensures that the findings of the study are contextually relevant to the specific educational setting.

Research Theme

The study's central theme is evaluating the effectiveness of storytelling techniques in teaching English speaking skills, particularly in primary school. The study's focus on this specific theme aims to provide practical insights applicable to educators, addressing the challenges and opportunities in enhancing speaking skills among primary students.

Type of Data and Information

Assessments of students' speaking progress, information gathered from interviews with both teachers and students, and direct observations of classrooms where storytelling techniques are used will be included in the primary data. This mix of quantitative and qualitative data provides a comprehensive picture of the benefits of storytelling in a real-world educational setting.

To achieve the desired results, the researcher conducts interviews, utilizes observation checklists, and administers questionnaires to the participants to collect data. Additionally, a mixed methods design is employed, and two analytical methods utilized are SPSS and content analysis.

6. The Significance of the Study

This study anticipates several outcomes and contributions aimed at enhancing understanding of effective storytelling techniques in English-speaking classrooms. The expected outcomes include improvements in students'

understanding and communication skills, particularly focusing on elementary school students. By addressing challenges encountered in English communication, the study aims to identify and promote storytelling techniques conducive to enhancing students' communicative abilities. Additionally, this research aims to enrich the literature on storytelling by providing insights into its role in language acquisition, particularly within the context of young learners in elementary schools. By contributing to a deeper understanding of storytelling's pedagogical significance, the study aims to assist teachers in recognizing its value in language education. Ultimately, it hopes to inspire educators to integrate storytelling techniques into their teaching practices, thereby fostering a more informed teaching community and benefiting students' English language learning journey.

7. Organization of the study

This thesis comprises three chapters. Chapter 1 provides a literature review on storytelling techniques, vocabulary, definitions of stories, stories telling and relevant terms, the benefits of speaking skills learning by very young learners, characteristics of storytelling, benefits and challenges of storytelling in the classroom, the relationship between storytelling and speaking skills, factors influencing speaking skills learning through storytelling (learner-related factors, teacher-related factors, and learning context-related factors), previous research, and the conceptual framework. Chapter 2 presents the methodology employed in conducting the study, while Chapter 3 presents the results and discussion. Finally, concludes the thesis based on the findings of the study. Below is the organization of the thesis.

CHAPTER 1: LITERATURE REVIEW

1.1. Introduction

Among current methods for learning speaking skills for young learners, the storytelling technique is often referred to as "learning by doing". In this chapter, relevant issues of this method are presented under the following themes: an overview of storytelling, challenges, and difficulties in using storytelling in the classroom, the relationship between storytelling and speaking skills, benefits of speaking learning for young learners when using the storytelling technique, previous studies, conceptual framework, and summary.

1.2. Storytelling

Storytelling offers children abundant opportunities to experience the beauty of literature and evoke various emotions. Raines & Isbell (1994) contend that oral stories aid children in developing language acquisition skills and fostering comprehension of literature. With this interest in mind, scholars have conducted detailed research on the technique of storytelling and its significance in English classrooms.

1.3. Definition of key terms

1.3.1. Definition of Storytelling

Storytelling has been found to be beneficial in improving speaking skills. It helps students develop confidence in speaking without being nervous. Storytelling also enhances vocabulary and grammar as students pay more attention to story structure. Additionally, it improves communication methods and the use of correct English vocabulary with good pronunciation. It fosters students' creative ideas and helps improve their language skills. The application of an effective storytelling method in early childhood education has been found to increase language skills and mastery of learning outcomes.

Gibson (1990) states that storytelling does not intrude into class time as many teachers think but can be a part of the actual lesson which can stir up the lesson, thereby helping students retain the knowledge longer. Storytelling has been proven beneficial to both teachers and students in terms of language

teaching and learning by creating a positive and collaborative language learning classroom environment (Sever, 2014) and also as a convenient tool in helping students improve their linguistic skills in both their mother tongue and target language due to “numerous benefits embedded in stories” (Khodabandeh, 2018, p.24) regardless of their age or culture (Lucarevschi, 2016).

In the study entitled “*Teacher Storytelling: A Means for Creating and Learning within a Collaborative Space - Teaching and Teacher Education*”, Shank (2006) claims that storytelling can help language teachers create a collaborative learning space, link the personal-private realm of teaching to the public-conceptual realm, reflect on their teaching, recognize new practical directions, and co-construct a shared understanding of good pedagogy. As a common teaching tool, storytelling can encourage young learners to explore their unique expressiveness and heighten their abilities to communicate thoughts and feelings in the most appropriate manner.

1.3.2. Definition of Story

Stories are particularly important in the lives of our children. Stories can help children understand their world and share their experience with others. Used in real contexts, words in stories can be kept in students’ minds for a longer time.

Caine and Caine (1994, p.121-122) and Egan (1992, p.11) state that “*stories are the way we store information in the brain. If teachers fill their students’ brains with miscellaneous facts and data without any connection, these things will be tossed and hopelessly lost. But stories help us to organize and remember information and tie the content together*”.

“*Stories are motivating, rich in language experience and inexpensive... Children have a constant need for stories*” (Andrew, 1995, p.6). Available from various sources (such as from books, the Internet, or even other personal experiences), stories are quite accessible to both language teachers and learners. Stories are also easy to be designed into games, dramas or activities that can be used in class without consuming too much of teachers’ time; however, they can help their students benefit remarkably from their participation in these games or activities.

1.3.3. The importance of Storytelling

Storytelling holds a profound significance across cultures and generations as a timeless means of communication, education, and cultural preservation. Through narratives, complex ideas are distilled into relatable and engaging tales, making them easier to understand and remember. Storytelling transcends mere information transfer by weaving emotions, experiences, and lessons into narratives that resonate with audiences on an emotional level. This emotional connection enhances comprehension and retention, allowing individuals to internalize concepts more effectively.

Moreover, storytelling fosters empathy and understanding by enabling listeners to immerse themselves in the experiences of characters from diverse backgrounds. This empathy-building aspect of storytelling contributes to enhanced interpersonal relationships and cross-cultural sensitivity. Additionally, the use of vivid imagery and descriptive language in storytelling stimulates the imagination, making stories more vivid and memorable, a technique often utilized in educational contexts to facilitate learning (Bruner, 1991).

In the realm of education, storytelling is a powerful tool for conveying information, especially to young learners. Storytelling's ability to create a context for new concepts helps learners organize and retain information more effectively (Mayer, 2001). By presenting information in a narrative form, abstract or complex ideas become more relatable and accessible to students.

“Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information”. It means that in speaking we have to express our opinion; feeling and ideas correctly in order to every single person can understand the message. Harmer (2007:284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot. From the definition above it can be concluded that speaking is an interactive process to express or share our feeling, arguments and ideas to the other person by speak fluently and correctly in order to the other person can understand what we talking about.

1.4. Origin of Storytelling

The origin of storytelling, a practice deeply embedded in human history, can be traced back to the earliest civilizations and prehistoric times. Before the advent of written language, early humans communicated and shared their experiences, knowledge, and cultural values through oral traditions. Anthropological research, such as the works of Walter J. Ong and Jack Goody, highlights the significance of oral communication in transmitting cultural narratives. The emergence of storytelling is also evident in prehistoric cave paintings found in locations like Lascaux and Altamira, suggesting visual art as an early form of narrative expression. These paintings depict scenes of hunting, animals, and daily life, potentially conveying stories of the past.

Myths, legends, and folklore further illuminate the origins of storytelling. These narratives, found in cultures worldwide, serve to explain natural phenomena, cultural beliefs, and societal origins. Joseph Campbell's renowned work, "The Hero with a Thousand Faces," underscores the common themes across myths, illustrating the universal nature of storytelling in conveying shared human experiences. Evolutionary theories propose that storytelling plays a pivotal role in human adaptation by facilitating the transmission of survival knowledge, social norms, and cultural practices. Scholars like Brian Boyd and Peter Richardson explore this idea in their research, as seen in "Culture and the Evolutionary Process.

1.5. Characteristics of Storytelling

Storytelling is marked by several distinct characteristics that collectively contribute to its power and effectiveness in conveying narratives and engaging audiences. Storytelling often involves a structured narrative framework, encompassing elements such as a beginning, middle, and end. This structure serves to introduce characters and settings, establish a plot, build tension, and ultimately resolve conflicts.

Characters play a pivotal role in storytelling. Well-developed characters with distinct personalities, motivations, and arcs capture the audience's empathy and investment in the narrative. The interactions between characters drive the plot

forward and allow the audience to connect on an emotional level. Another key characteristic is conflict, which serves as the driving force behind a story's progression. Conflict introduces challenges, obstacles, and dilemmas that characters must overcome, creating tension and maintaining the audience's engagement. The resolution of these conflicts provides a satisfying conclusion to the narrative. Additionally, storytelling often employs vivid imagery and descriptive language to create a rich sensory experience for the audience. This sensory engagement helps immerse the audience in the story's world and enhances their understanding and emotional connection.

The characteristics of storytelling, including structured narratives, well-developed characters, conflict, and sensory engagement, collectively contribute to the art of narrative communication. These traits have been explored by scholars in fields ranging from folklore to literary theory, underscoring the enduring importance of storytelling as a means of conveying ideas, emotions, and cultural values.

1.6. The technique of storytelling

Every day, we encounter various forms of storytelling, ranging from casual conversations to chapters of books and repeated viewings of favorite DVDs. This diversity in storytelling forms serves multiple purposes, including conveying information, entertaining friends, fostering connections, and interpreting the world around us. Engaging in storytelling not only stimulates our imagination but also enhances memory and encourages us to consider different perspectives.

The term "storytelling" has been defined in several ways. Serrat (2010) suggests that storytelling involves the use of stories and narratives to convey perceptions, beliefs, and real-life lessons. Dujmović (2006) describes storytelling as an art form where storytellers recount stories from memory rather than reading them. Bryant and Mukherjee (2004) highlight a key aspect of storytelling: the freedom it offers in terms of seating, body movement, facial expressions, and mood changes. This unrestricted nature of storytelling fosters a personal connection between storyteller and audience, encouraging active participation.

Storytelling proves to be an effective pedagogical strategy in language classrooms. Isbell, Sobol, Lindauer, and Lowrance (2004) observed that when teachers tell stories, they often use repetition, sounds, and gestures, rather than simply reading them aloud. This approach not only improves students' comprehension but also prompts them to retell the stories and discuss key elements such as setting, characters, and morals. Additionally, Ehlers, Harder, Javinen, Bradford, and Materniak (2006) found that involvement in storytelling activities motivates students to be more autonomous, interactive, and collaborative within meaningful contexts.

1.7. The importance of storytelling in English classrooms

It is reasonable that many scholars advocate the use of storytelling in teaching English to young children. The benefits discussed in this review cover cultural awareness, language development, and interest growth.

Firstly, studying English with the aid of stories extends young learners' social knowledge while ensuring an intimate learning atmosphere. Children are well acquainted with the use of storytelling in their own native language; thus, the use of storytelling offers a familiar, safe, and comfortable zone for students in foreign language classrooms (Cameron, 2001). Moreover, selected stories in textbooks and materials are specially designed to link children with the world outside school, besides merely serving communicative purposes. This correlates with what Bas (2008) comments on storytelling as a tool to "link fantasy with the real world". Therefore, storytelling contributes to building children's intercultural awareness through learning English as a foreign language.

Secondly, stories can significantly enhance children's language proficiency, as they often feature repetitive rhythms that align with young learners' preferences for repetition and participation in speaking learning activities. This incidental learning style inherent in storytelling offers considerable potential for teaching and reinforcing grammar, vocabulary, and pronunciation skills (Wright, 2003). Speaker, Taylor & Kamen (2004) also observed positive effects on children's grammar, vocabulary, and sentence formation resulting from storytelling.

Additionally, storytelling has been found to develop young learners' listening and concentration skills, according to Ellis and Brewster (1991).

Finally, the use of storytelling in English language instruction positively influences young learners' motivation and interest in classes. The familiarity of narratives in their mother tongue inherently motivates young learners to engage in storytelling activities, fostering a sense of comfort and ease in participation. Moreover, learners derive enjoyment from the meaningfulness of stories and creative activities associated with them, leading to positive attitudes toward the coursebook.

1.8. Storytelling and its benefits on teaching speaking skills to young learners

Stories rich in imagination and experience used to distinguish humans from animals. It is how people naturally and traditionally pass on knowledge from generation to generation. Storytelling is the "oral interpretation of literature and folklore," which implies that the story, the storyteller, the setting, and the audience are all essential elements in storytelling, according to Cubukcu (2014). According to Safdarian (2013), telling stories is a method used by teachers to introduce texts to their pupils and help them develop their all-around skills. Whatever form of storytelling is used, it should emphasize to pupils the helpful, proactive classroom environment, interesting subjects with appropriate grammatical complexity, and vocabulary words.

According to Stephen Krashen's notion of "acquisition" and "learning," language is "acquired" in the unconscious mind rather than "learned" consciously, and this process is more permanent. In order to initiate the acquisition process, students must be presented with intelligible content. When given the right kind of input, stories improve the likelihood of accidental learning for students. Furthermore, Krashen's "affective filter" theory holds that learners' anxious or pessimistic attitudes hinder their ability to acquire a language. Learners are prepared for language learning after the emotional filter is decreased (Lightbown & Spada, 2006). Narrating stories to students is seen to be a good method to lower their fear, inspire them, and create a fun environment because most kids love

stories (Rokhayani, 2012). While teachers are telling stories, students are always eager to listen, know how the story goes, want to understand the situation in stories, and enjoy hearing and looking at storybooks by themselves.

Besides, as cited in Cubukcu (2014), there are several merits of telling stories to young learners:

That story-telling is entertaining and activates children's imagination.

- The information in stories is essential for students' understanding of the world and literacy.

- Storytelling motivates students to read and widen their knowledge about different cultures. (Peck, 1989)

- Storytelling extends the language abilities and children's love of literature, encouraging them to be involved in the literacy experience.

- Storytelling supports students trying to develop their speaking skills by retelling by themselves. (Strickland and Morrow, 1989).

According to Miller and Pennycuff (2008), storytelling can aid in students' development of a sense of narrative, which improves their capacity for prediction and raises their knowledge of cause and consequence. Furthermore, when storytelling is combined with other exercises like questioning, visualization, and retelling, children can improve their comprehension and critical thinking abilities. Additionally, the classroom environment can be improved, and students' socializing and learning continuity can be fostered through the use of stories.

Storytelling offers a plethora of benefits across various domains, ranging from education to personal development and cultural preservation. One of the primary advantages lies in its capacity to enhance learning and retention. Cognitive studies suggest that narratives engage multiple areas of the brain, making information more memorable and easier to understand. This is known as the "narrative coherence hypothesis," where stories provide a context that helps learners organize and remember information effectively.

Furthermore, storytelling fosters emotional connection and empathy. Narratives often evoke emotions by allowing audiences to step into the shoes of characters and experience their journeys. This emotional engagement not only

makes stories more engaging but also facilitates a deeper understanding of different perspectives and cultures. In fact, studies have shown that emotionally charged stories can lead to increased prosocial behavior and empathy.

The benefits of storytelling are diverse and profound. From enhancing learning and emotional connection to preserving cultural heritage, storytelling's impact resonates across individual, societal, and educational contexts. These benefits have been investigated by researchers exploring the cognitive, emotional, and cultural dimensions of storytelling, highlighting its enduring significance as a powerful mode of communication and expression.

1.9. Stages and techniques in using storytelling in the classroom

The utilization of storytelling in the classroom typically involves three main stages: Pre-storytelling, while-storytelling, and post-storytelling (as cited in Gomez, 2010).

During the pre-storytelling phase, which serves as an introduction and orientation stage, teachers assess students' understanding of the previous lesson and prepare them for the upcoming story. This stage is essential for familiarizing students with the story's content and introducing them to relevant language elements. Visual aids, miming, brainstorming, and real objects can be employed by teachers to teach key vocabulary, motivating students and preparing them to engage with the story. Kalantari and Hashemian (2016) suggest that learners receive comprehensible input through various means such as teacher talk, games, reading and listening activities, pictures, and gestures before the story is initiated.

In the while-storytelling stage, teachers present the story itself. Given children's limited attention spans, it's imperative for teachers to use numerous questions and activities to sustain engagement. Kalantari and Hashemian recommend the use of PowerPoint presentations, while Wood (as cited in Gomez, 2010) offers activities to enhance concentration and memorization, such as numbering characters, using flashcards, and engaging in prediction exercises.

During the post-storytelling phase, students are reinforced through activities such as sequencing, comparing, identifying, classifying, and ranking. Students may also retell the story, read dialogue, play games, and engage in role-playing,

recording, drawing, and modeling activities. These activities not only strengthen language skills but also foster critical thinking, creativity, and integration with other subjects (Gomez, 2010).

Additionally, Brewster, Ellis, and Giard (2004) recommend specific techniques for effective storytelling in the classroom, including beginning with short sessions, speaking slowly and clearly, pointing at illustrations to focus attention, encouraging student involvement by repeating key items and phrases, utilizing gestures, mimes, facial expressions, and varying voice projection and pausing to convey meaning, asking questions to promote interaction, and repeating the story to enhance language exposure and retention.

1.10. Challenges and difficulties in using storytelling in the classroom

Despite the fact that incorporating storytelling into the classroom might help students' lexical knowledge, teachers may find it challenging to implement this teaching strategy. Dolzhikova (2014) lists five challenges that teachers face while using the storytelling approach in the classroom:

- A large number of students will create difficulties in managing children.
- The diversity among students is another challenge because teachers need to understand their personalities.
- Teachers need to prepare carefully for the story, media, and classroom activities.
- Teachers may not have enough time to fully implement the story.
- Stories available in the market are limited and not adequate for teaching, which requires teachers to create their own stories."

While storytelling holds numerous benefits, it also presents certain challenges that storytellers must navigate. One significant challenge is maintaining audience engagement in an era of information overload. With the rise of digital media and shortened attention spans, capturing and sustaining the audience's attention has become increasingly difficult. Storytellers must employ compelling narratives and innovative techniques to compete for attention in a crowded media landscape.

Crafting culturally sensitive and inclusive stories is another challenge. In a diverse and interconnected world, storytellers must be mindful of representing various cultures, identities, and perspectives accurately and respectfully. Misrepresentation or cultural insensitivity can lead to misunderstandings and perpetuate stereotypes, underscoring the importance of cultural competence in storytelling.

The ethical responsibility of storytelling is a critical consideration. Storytellers wield the power to shape opinions, influence behavior, and impact society. This power comes with an obligation to uphold ethical standards, avoid manipulation, and ensure that the stories told align with truth and integrity. Maintaining this balance requires a deep understanding of the potential consequences of storytelling.

Furthermore, adapting traditional storytelling methods to new media and technology can be challenging. While technology offers innovative platforms for storytelling, it requires storytellers to adapt to evolving formats, such as podcasts, interactive websites, and virtual reality experiences. The transition to new media demands a reimagining of storytelling techniques while preserving its core essence.

The challenges of storytelling are multifaceted, ranging from capturing attention in a digital age to responsibly representing diverse cultures and navigating ethical considerations. Scholars and practitioners alike recognize these challenges as storytelling continues to evolve in response to the changing landscape of communication and media consumption.

1.11. Factors affecting learning speaking skills for using the storytelling technique.

The study focuses on three main factors: learner-related, teacher-related, and learning context-related factors.

1.11.1. Learner-related factors

When considering learners, various aspects such as language proficiency, perception, and motivation have been discussed.

Language proficiency

The language proficiency of very young learners profoundly influences their ability to learn speaking skills through the use of storytelling techniques. Research by Hoff and Tian (2005) indicates that young children with higher language proficiency levels demonstrate greater lexical diversity and depth, allowing them to comprehend and internalize a wider range of vocabulary presented during storytelling activities. Additionally, according to Paradis and Genesee (1996), young learners with advanced language skills exhibit more efficient processing of linguistic input, enabling them to extract and retain new vocabulary items more effectively during storytelling sessions.

Conversely, studies by Nicoladis and Secco (2000) suggest that young learners with lower language proficiency may face challenges in vocabulary acquisition through storytelling due to limitations in their comprehension abilities. These learners may struggle to grasp the meaning of new words presented in context and may require additional support, such as simplified language or visual aids, to facilitate understanding and retention of vocabulary.

Furthermore, the importance of considering the language background and exposure of young learners when assessing their proficiency levels. Children from linguistically diverse backgrounds or with limited exposure to the target language may require more intensive vocabulary instruction and support to effectively engage with storytelling activities and acquire new sentences.

In conclusion, while language proficiency plays a crucial role in speaking skills learning through storytelling, effective instructional strategies tailored to the individual needs and abilities of very young learners can support vocabulary and sentences development and enhance language proficiency over time.

Perception

The perception of very young learners significantly influences their ability to learn speaking skills through the use of storytelling techniques. Research by Sénéchal and Cornell (1993) suggests that young children's positive attitudes and engagement with storytelling activities can enhance their motivation to learn new skills. When children perceive storytelling as enjoyable and meaningful, they are

more likely to actively participate in learning tasks and demonstrate greater enthusiasm.

Positive emotions evoked during storytelling sessions, such as excitement or curiosity, can enhance children's cognitive processing and memory abilities, leading to effective speech learning outcomes. Conversely, negative emotions or apathy can hinder a child's ability to engage with story content and inhibit his or her storytelling ability and confidence.

Furthermore, speaking is also known as verbal communication or expressing thoughts, ideas, and emotions in verbal form and it is also a way for people to communicate with each other. By talking to people from different countries, people can know what is going on in the world. When children feel that speaking skills can be applied in their daily lives, they gain more confidence to speak in public. Therefore, combining storytelling techniques that suit children's interests and experiences can enhance children's awareness of the relevance of learning speaking, thereby facilitating more effective learning.

In conclusion, the perception of very young learners plays a critical role in shaping their engagement, motivation, and cognitive processing during storytelling activities, ultimately influencing their ability to speak. By fostering positive attitudes and emotions towards storytelling, educators can create an optimal learning environment that maximizes acquisition and language development.

Motivation

The intrinsic and extrinsic motivation of very young learners significantly impact their ability to learn speaking through the use of storytelling techniques. Research by Deci and Ryan (1985) suggests that intrinsic motivation, which arises from internal factors such as curiosity, interest, and enjoyment, plays a crucial role in fostering children's engagement and persistence in speaking learning activities. When children feel intrinsically motivated to participate in storytelling sessions, they are more likely to actively engage with the content, explore new words, and demonstrate greater autonomy and initiative in their learning process.

Conversely, extrinsic motivation, stemming from external factors such as rewards, praise, or avoidance of punishment, can also influence children's speaking learning outcomes. Extrinsic motivators such as stickers, tokens, or verbal praise from teachers can serve as powerful incentives to encourage children's participation and effort in storytelling activities.

Moreover, research by Lepper, Greene, and Nisbett (1973) suggests that providing children with choice and autonomy in selecting storytelling materials or activities can enhance their intrinsic motivation and promote deeper learning engagement. When children feel a sense of ownership and control over their learning experiences, they are more likely to invest effort and attention in speaking skills and retention.

In conclusion, both intrinsic and extrinsic motivation play distinct yet interconnected roles in shaping children's engagement, effort, and persistence in peaking learning through storytelling techniques. By fostering intrinsic motivation through activities that promote curiosity, interest, and autonomy, educators can create a supportive learning environment that enhances children's language development and vocabulary acquisition. However, the judicious use of extrinsic motivators may also serve as effective tools to scaffold children's engagement and reinforce positive learning behaviors when used in conjunction with intrinsic motivational strategies.

1.11.2. Teacher-related factors

Teacher-related factors are other important elements in this study. They are often connected to teachers' professional development, expertise, and interaction with students. It is assumed that expert teachers focus more on student learning and pedagogical issues than on their own performances, and thus, they can be more flexible with novel methods (Hogan, Rabinowitz, & Craven, 2003). A teacher is also related to self-efficacy, a quality that can lead to deeper engagement and higher achievement for students (Linnenbrink & Pintrich, 2003). In this study, teacher-related factors are referred to as teachers' language proficiency, teachers' emotions, as well as teachers' methods toward students and their learning processes.

Teachers' language proficiency

The language proficiency of teachers significantly influences the learning of speaking skills by very young learners through the storytelling technique. Research by Genesee, Lindholm-Leary, Saunders, and Christian (2006) suggests that teachers who possess high levels of language proficiency are better equipped to provide comprehensible input and effectively scaffold speaking skills learning during storytelling sessions. Proficient teachers can use a rich and varied language repertoire, employ appropriate vocabulary, and provide clear explanations, enhancing young learners' comprehension and retention of new words.

Conversely, studies by Echevarria, Vogt, and Short (2008) indicate that teachers with limited language proficiency may struggle to convey complex vocabulary and concepts effectively during storytelling activities. Poor language proficiency among teachers can lead to communication barriers, misunderstandings, and reduced engagement among young learners, hindering their ability to grasp and internalize new vocabulary.

Furthermore, research by Cummins (1979) highlights the importance of teachers' language proficiency in facilitating language development and academic achievement among young learners. Proficient teachers are better able to model correct language usage, provide meaningful language input, and create language-rich environments that support speaking skills learning through storytelling.

Moreover, studies by Richards and Renandya (2002) emphasize the role of teacher training and professional development in enhancing language proficiency among educators. Continuous training programs that focus on language development and effective instructional strategies can help teachers improve their language skills and become more proficient in facilitating speaking skills learning through storytelling techniques.

From the above-mentioned discussion, it is clear that teachers' language proficiency significantly impacts the learning of speaking skills by very young learners during storytelling activities. Proficient teachers are better able to provide comprehensible input, scaffold learning, and create language-rich environments that support sentences acquisition, while limited proficiency among teachers may

impede communication and hinder young learners' language development. Therefore, investing in teacher training and professional development programs can play a crucial role in enhancing language proficiency among educators and improving the quality of instruction for very young learners.

Teachers' emotion

A teacher's emotional state can significantly impact children's learning through storytelling techniques. Research by Sutton and Wheatley (2003) suggests that teachers' positive emotions, such as enthusiasm, warmth, and encouragement, can create a supportive and nurturing learning environment that fosters children's engagement and motivation to learn speaking. When teachers convey enthusiasm and genuine interest in storytelling activities, it can enhance children's emotional connection to the material and increase their willingness to participate actively in speaking learning.

Conversely, studies by Frenzel, Pekrun, and Goetz (2007) indicate that teachers' negative emotions, such as frustration, impatience, or stress, can have detrimental effects on children's learning experiences and outcomes. When teachers express negative emotions during storytelling sessions, it can create a tense or hostile learning atmosphere, hindering engagement, confidence, and willingness to interact with the material. of children.

Negative emotions may also impede children's ability to focus, comprehend, and confident when speaking.

Furthermore, research by Hargreaves (2000) highlights the reciprocal nature of emotional contagion between teachers and students. Teachers' emotional states can influence children's emotional responses and affect their overall learning experiences. Therefore, it is essential for teachers to cultivate self-awareness and emotional regulation skills to effectively manage their emotions and create a positive emotional climate conducive to learning through storytelling.

Moreover, studies by Brackett and Rivers (2014) emphasize the importance of fostering emotional intelligence among teachers, which includes the ability to recognize, understand, and regulate one's own emotions and empathize with the emotions of others. Teachers with high emotional intelligence are better equipped

to create supportive and empathetic relationships with students, respond effectively to children's emotional needs, and maintain a positive emotional climate during storytelling activities, thereby enhancing speaking learning experiences for very young learners.

In view of all that has been mentioned so far, teachers' emotions play a significant role in shaping the learning experiences and outcomes of very young learners during storytelling activities. By cultivating positive emotional states, managing negative emotions, and fostering emotional intelligence, teachers can create a supportive and enriching learning environment that enhances children's engagement, motivation, and speaking skills through storytelling.

Teachers' methods

The methods employed by teachers can significantly impact the learning of speaking by very young learners through the storytelling technique. Research by Mason and Allen (1986) suggests that the choice of instructional methods and techniques can influence the effectiveness of speaking instruction during storytelling activities. Effective methods, such as using gestures, visual aids, and interactive storytelling techniques, can enhance young learners' engagement

Furthermore, studies by Krashen (1982) emphasize the importance of providing comprehensible input during storytelling sessions. Teachers who use techniques such as simplified language, repetition, and contextualization can help make speaking more accessible and understandable to very young learners.

Teaching speaking means that the teacher teach the listener to: produce the English speech sound and sound pattern, use word and sentence, stress intonation pattern and the rhythm of the second language, select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, organize their thoughts in a meaningful and logical sequence, use language as a means of expressing, use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Additionally, studies by Miller and Gildea (1987) underscore the importance of incorporating interactive and participatory elements into storytelling sessions. Teachers who engage young learners in activities such as

role-playing, story retelling games can promote active engagement, collaboration, and interaction, leading to deeper and mastery learning.

Furthermore, the importance of providing meaningful and contextually rich storytelling experiences for very young learners. Teachers who select age-appropriate stories, relate vocabulary to children's lived experiences, and create opportunities for personal connection and exploration can enhance the relevance and significance of learning, promoting greater motivation and engagement among young learners.

In conclusion, the methods employed by teachers during storytelling activities play a crucial role in shaping the learning experiences and outcomes of very young learners. By utilizing effective instructional methods, providing comprehensible input, incorporating explicit teaching strategies, and creating interactive and meaningful storytelling experiences, teachers can enhance young learners' engagement, and comprehension, thereby facilitating their development speaking skills.

1.11.3. The learning context-related factors

Facilities and Materials

The facilities and materials utilized in storytelling activities can significantly impact the learning of speaking by very young learners. Research by Kamil and Hiebert (2004) suggests that the availability of appropriate facilities, such as comfortable and inviting storytelling spaces, can create a conducive learning environment that enhances children's engagement and participation in speaking learning activities. A well-designed storytelling environment can promote a sense of comfort and safety, encouraging young learners to actively engage with material presented during storytelling sessions.

Moreover, studies by Morrow (1988) emphasize the importance of using age-appropriate and culturally relevant materials in storytelling activities. Materials such as books, props, puppets, and visual aids should be carefully selected to align with children's interests, experiences, and developmental needs, enhancing their motivation and engagement learning. Additionally, providing a variety of materials that appeal to different learning styles and preferences can

accommodate the diverse needs and interests of young learners, facilitating their exploration and acquisition of new skills.

Furthermore, research by Neuman and Roskos (1992) highlights the role of interactive and multisensory materials in storytelling activities. Materials that engage multiple senses, such as tactile objects, audio recordings, and multimedia resources, can provide young learners with rich and immersive storytelling experiences that promote deeper comprehension. Interactive materials that encourage hands-on exploration and manipulation can also enhance young learners' active engagement and participation in speaking activities.

Additionally, studies by Justice, Skibbe, Canning, and Lankford (2005) underscore the importance of providing a print-rich environment in storytelling settings. Facilities should be equipped with a variety of print materials, such as books, posters, labels, and word walls, to expose young learners and support speaking skills development.

Therefore, the facilities and materials utilized in storytelling activities play a crucial role in shaping the learning experiences and outcomes of very young learners. By providing appropriate facilities, culturally relevant materials, interactive resources, and print-rich environments, educators can create engaging and enriching storytelling experiences that enhance young learners' engagement, comprehension, and retention of learning, thereby facilitating their language development and literacy skills.

Peers

The influence of peers on the learning of speaking by very young learners through the storytelling technique is significant. Research by Vygotsky (1978) emphasizes the importance of social interaction and peer collaboration in cognitive development. Peers can serve as valuable resources for learning by providing opportunities for discussion, collaboration, and peer modeling during storytelling activities. Through interactions with peers, young learners can engage in meaningful exchanges, negotiate meaning, and co-construct understanding in stories.

Moreover, studies by Rogoff (1990) highlight the role of peer scaffolding in supporting speaking skills learning among young children. Peers can offer assistance, guidance, and feedback to each other during storytelling activities, provide context, and reinforce learning. Peer scaffolding promotes active engagement, participation, and deeper understanding of speaking skills, leading to enhanced speaking for young learners.

Furthermore, research by Pellegrini and Galda (1991) underscores the importance of peer interactions in promoting language development and literacy skills. Peer discussions, dialogues, and collaborative activities during storytelling sessions can stimulate language use, vocabulary expansion, and communication skills among young learners. By engaging in reciprocal exchanges with peers, children have opportunities to practice and reinforce newly acquired vocabulary in meaningful contexts, contributing to their language development and proficiency.

Additionally, studies by Dickinson and Smith (1994) emphasize the role of peer support in fostering a positive learning environment that encourages risk-taking and experimentation with language. Peer interactions can create a supportive and inclusive atmosphere where young learners feel comfortable expressing themselves, asking questions, and exploring concepts without fear of judgment or criticism. Positive peer relationships can enhance young learners' confidence, motivation, and willingness to engage with speaking learning activities, leading to more effective.

In summary, peers play a crucial role in shaping the learning experiences and outcomes of very young learners during storytelling activities. Through social interaction, peer collaboration, and peer scaffolding, children can engage in meaningful exchanges, deepen their understanding, and enhance their language development and literacy skills. Therefore, educators should encourage and facilitate peer interactions during storytelling sessions to maximize the benefits of peer learning for speaking skills among young learners.

In conclusion, the multidimensional nature of learning speaking through storytelling suggests that our measures should encompass not only learner-related factors but also teacher-related and context-related factors.

1.12. Previous Studies

The use of storytelling in teaching English as a foreign language has yielded successful results in various educational contexts and levels. Over the past two decades, numerous research projects have been conducted to investigate task-based learning, with several significant cases outlined below.

First, According to Akhyak and Indramawan (2013: 18) in the study entitled “Improving the students’ English speaking competence through storytelling”, storytelling implemented in teaching speaking could improve the students’ fluency, grammar, pronunciation, vocabulary and content.

Besides, Julia (2015: 24) in the study entitled “Telling tales: Using storytelling to teach EFL kindergarten students in Taiwan” explained there was an improvement on the teaching and learning quality and students’ enjoyment when the storytelling was implemented.

Similarly, the effectiveness of digital storytelling as a tool for enhancing speaking learning in young learners. They synthesized findings from a range of studies utilizing digital storytelling interventions in educational settings. While the review identified several studies reporting positive outcomes in terms of vocabulary acquisition, it highlighted a gap in the literature regarding the comparison between traditional storytelling methods and digital storytelling approaches. Additionally, the review emphasized the need for more research exploring the optimal design and implementation of digital storytelling interventions for speaking skills development.

In addition to studies by foreign authors, research from Vietnam also contributes to this area. Nguyen, T., & Tran, H. investigated the effectiveness of storytelling as a pedagogical tool for improve speaking skills among Vietnamese young learners through a longitudinal intervention study. Results indicated a significant improvement in speaking among the storytelling group compared to

the control group. However, the study did not explore potential cultural factors that may influence the efficacy of storytelling in the Vietnamese context.

According Hugo (2010) story telling is situated practice common to all speech communities in many cultures and is differently characteristic in each. It means that storytelling can be used to practice speaking in different culture also characteristic itself. We can speech in a community with a different culture.

Moreover, Alison (2007) states that storytelling help with listening and speaking. The students will learn the importance of listening, of how communicate ideas and interact with other. It means that by using storytelling students can learn listening and also communicate with other people by speaking. Storytelling technique is the way to help student express idea, development and ending story. The students learn what the speaker say, and then think what are the speaker mean, also understand the content of the story, after that the students can give information from what they get from the story. They can practice use English language.

1.13. Summary

The research topic, " Improving Fourth-grade Students' Speaking Skills Through Storytelling: A case study of Thanh Nguyen Primary School ". delves into the role of storytelling techniques in enhancing speaking skills among young learners. With a growing emphasis on effective language education, this study aims to explore the potential benefits of incorporating narratives into the learning process. By examining the relationship between storytelling and speaking skills, the research seeks to uncover the ways in which storytelling can contribute to language learning outcomes. This study intends to investigate the possible advantages of introducing narratives into the learning process, given the increasing focus on effective language instruction.

Cognitive engagement involves how storytelling captures learners' attention, facilitates comprehension, and aids memory retention. On the other hand, emotional engagement delves into how narratives evoke emotions, making the learning experience more immersive and memorable.

Moreover, the study recognizes the influence of individual learning styles and prior language exposure as potential moderating factors. Understanding how

different learners respond to storytelling techniques and how their existing language background interacts with these methods is vital in tailoring effective language instruction.

The study recognizes that speaking skills is a complex process and identifies cognitive and emotional engagement as two important strategies through which storytelling may impact the learning process. Cognitive engagement refers to the ways in which narrative captivates students' interest, promotes understanding, and aids in memory retention. However, emotional engagement explores how stories arouse feelings in the audience, thereby enhancing the immersion and memorability of the learning process.

Through storytelling techniques, individuals can learn to express themselves and make sense of the external world. Therefore, by using storytelling in speaking, it is assumed that the students can build an interaction with others and can be more active in expressing their ideas. In addition, using story telling activities will build self-confidence in the students and it may be an effective technique for the students to improve their speaking.

By investigating these factors within the context of young learners, the study contributes to the field of educational research by offering insights into innovative pedagogical approaches. The findings have the potential to inform educators and curriculum designers, enhancing language education strategies and promoting more engaging and effective learning experiences for young learners. Ultimately, this research sheds light on the dynamic relationship between storytelling and speaking skills, enriching our understanding of how narratives can shape language learning outcomes in the early stages of education.

CHAPTER 2: THE CONTENT OF THE RESEARCH

2.1. Statement of the Problems

Storytelling directly supports the development of communicative competences by enriching the teaching of speaking skills. As a child cannot speak a language unless he/she has listened to that language, speaking and listening are included in this research as a unique feature.

While various instructional methods exist, the use of storytelling has gained attention as a potential tool to enhance speaking skills in this demographic. This research aims to investigate and evaluate the effectiveness of storytelling methods for improve young learners' speaking skills. The statement of the problem establishes the key challenges and gaps in the current understanding of how storytelling impacts speaking learning among young learners.

Many studies focus on storytelling in general language development, but a specific examination of its efficacy for learning speaking skills in this demographic is lacking (Smith, 2018; Brown & Lee, 2015). Young learners are a diverse group with varying linguistic backgrounds, cognitive abilities, and learning styles. The extent to which storytelling methods are universally effective across this diverse population remains unclear. This study aims to investigate the potential variability in learner responses to different storytelling approaches, considering factors such as individual differences and prior language exposure (Gathercole & Thomas, 2009; Paradis, 2017).

According to Iverson and Lancey (1961:130), engaging students in storytelling activities develops communication skills and encourages shared learning experiences. Besides that, many students still have problems when they have to speak in front of the class, getting confused and losing the theme, even losing their train of thought so that their speaking becomes unclear, so one way of overcoming these problems is by using storytelling which has been proved is an effective way of improving the speaking skills of students. In addition, using story telling activities will build self-confidence in the students and it may be an effective technique for the students to improve their speaking performance.

2.2. Research Design

The research design employed in the present study is a carefully crafted combination of action research and mixed research methods, chosen to comprehensively investigate the storytelling improve speaking skills among young learners. Action research, characterized by its iterative and participatory nature (Stringer, 2018), is at the core of this study. Baumfield et al. (2012) explain that this design encourages collaboration among the researcher, teachers, and students, fostering a dynamic environment where educational practices can be actively refined and improved.

According to Nolen and Putten (2017), action research involves a cyclical process of planning, acting, observing, and reflecting, allowing for continuous adjustments based on real-world classroom experiences. This iterative approach aligns with the study's objective of exploring the effectiveness of storytelling to improve speaking skills. By actively involving teachers and students in the research process, the study not only investigates the benefits of storytelling but also seeks to contribute to the ongoing improvement of language teaching practices at the Thanh Nguyen Primary School.

Action research typically unfolds over a series of stages, allowing for a systematic and iterative process of planning, acting, observing, and reflecting. In the context of the present study, these stages are outlined as follows:

1) Weeks 1-2: Planning and Identifying Objectives

During the initial phase, the researcher collaborated with teachers to outline the goals and objectives of incorporating storytelling into sample sentences acquisition. This stage involved identifying specific learning outcomes, selecting relevant sentences and designing a comprehensive plan for integrating storytelling into the curriculum. The first test was conducted during this stage to assess the participants' sample sentences.

2) Weeks 3-6: Implementation and Action

Once the plan was finalized, teachers commenced implementing storytelling sessions in the classroom. The emphasis was on delivering captivating

and interactive storytelling experiences that were aligned with the predetermined learning objectives. Throughout these sessions, the researcher actively observed the methods employed, teacher-student interactions, and student engagement, diligently documenting their findings.

3) Weeks 7-8: Analysis, Reflection, and Refinement

The second test was administered to measure changes in learning speaking skills, and questionnaires were distributed to gather students' perceptions of the storytelling sessions. The observation checklist was utilized to assess the quality of storytelling implementation. Additionally, interviews were conducted to support data collected from the observations. Quantitative data from test scores, questionnaires, and observations underwent statistical analysis to identify trends and patterns. Qualitative data from interviews were subjected to thematic analysis. The researcher collaborated with teachers and reflected on the findings, identifying strengths and areas for improvement. This stage culminates in refining the storytelling approach based on insights gained through the research process.

Throughout these stages, the action research process is characterized by a continuous loop of planning, acting, observing, and reflecting. The iterative nature of action research allows for adjustments and improvements, fostering a dynamic and responsive approach to teaching practices. The eight-week timeframe provides a structured yet flexible framework to investigate the benefits of storytelling to improve speaking skills, ensuring a balance between thorough examination and practical application in the educational context.

Complementing the action research, a mixed research method is adopted to provide a more comprehensive understanding of the research questions. The inclusion of both quantitative and qualitative data collection and analysis techniques enriches the study's findings. This mixed approach acknowledges the multifaceted nature of the research objectives and allows for a more nuanced interpretation of the data. The research instruments employed include the first and second tests to quantitatively measure changes in learning speaking skills, questionnaires to gauge students' perceptions, and an observation checklist and interview to assess the implementation of storytelling in the classroom. This

methodological diversity enables a comprehensive examination of the research questions, capturing both quantitative data on speaking skills improvement and qualitative insights into the experiential aspects of storytelling.

In summary, the research design of the present study, grounded in action research and employing mixed research methods, is carefully tailored to investigate the benefits storytelling in learning speaking skills among young learners at Thanh Nguyen Primary School. This methodological approach allows for a holistic exploration of the research questions, generating valuable insights that contribute to both academic knowledge and practical improvements in language teaching.

2.3. Participants

Participants play a pivotal role in action research, and the study carefully selected teachers and young learners from the Thanh Nguyen Primary School. This deliberate selection ensures that the participants' experiences and insights are representative of the study's context. Teachers were key collaborators, actively participating in the implementation of storytelling techniques and providing valuable perspectives through interviews. Students, on the other hand, contributed to the study through their engagement in storytelling sessions, responses to questionnaires, and feedback gathered during interviews.

The selection of participants in this study employed purposive sampling, a non-randomized technique that involves deliberately choosing participants based on specific criteria, to address the research objectives effectively (Palinkas et al., 2015). In this case, the researcher targeted English language classes 4A and 4B at Thanh Nguyen Primary School, intending to investigate the storytelling to improve speaking skills among young learners.

Class 4A, comprising a total of 40 students, exhibited a gender distribution of 15 male students and 25 female students. The decision to select this class was intentional, aiming to include a diverse representation of both genders to capture potential variations in responses and experiences. Purposeful sampling allowed the researcher to focus on a specific class that aligns with the study's objectives,

ensuring a comprehensive exploration of the benefits of storytelling on speaking skills.

Similarly, Class 4B, with a total of 40 students, had 17 male students and 23 female students. The deliberate selection of this class was based on considerations such as class dynamics, teaching styles, and potential differences in learning experiences. By purposefully choosing these classes, the researcher aimed to obtain a nuanced understanding of how storytelling to improve speaking skills within different classroom settings.

In addition to the student participants, two English teachers from the two classes were purposefully included in the study. This decision was driven by the recognition that teachers play a crucial role in implementing storytelling techniques and shaping the learning environment. Their perspective and insights added a valuable dimension to the study, providing a holistic view of the impact of storytelling on speaking acquisition from both the student and teacher perspectives.

While purposive sampling may limit the generalizability of the findings to a broader population, it served the study's specific goals by providing in-depth insights into the impact of storytelling to improve speaking skills within the chosen classes. The intentional selection of participants enabled a focused exploration of the research questions, ensuring that the results are contextually meaningful and applicable to the identified population of interest.

2.4. Research Instruments

The research employed a diverse set of research instruments to comprehensively investigate the benefits of storytelling to improve the speaking skills among young learners. These instruments included the first and the second test, a questionnaire, observations, and interviews. While the first and the second test and the questionnaire were utilized to collect quantitative data to answer the first research question concerning the effectiveness of storytelling to young learners, data gathered from the observation list and interview served to answer the second research question referring to how storytelling was adopted to promote young learners' speaking acquisition.

Firstly, the first and the second test conducted in this study served as essential quantitative measures to evaluate the impact of storytelling on speaking acquisition among young learners. These tests were designed with specific objectives aligned with the research goals, focusing on assessing the effectiveness of storytelling in enhancing students' speaking. The primary objective of the first test was to establish a baseline measure of students' speaking proficiency before the implementation of storytelling interventions. It aimed to identify the starting point, providing a reference for evaluating any subsequent changes in speaking acquisition. The second test, on the other hand, aimed to gauge the benefits of storytelling by measuring the students' speaking growth after the intervention. Both the first and the second test were structured to include a set number of questions, carefully curated to cover a range of speaking levels and complexity. The questions were designed to assess various aspects, including understanding, recall, and application the speaking skills. The tests incorporated a mix of question types, such as multiple-choice, matching, and short answer, ensuring a comprehensive evaluation of students' speaking skills. The first test was administered before the introduction of storytelling sessions, ensuring that students' initial speaking levels were captured. This baseline data was crucial for making meaningful comparisons with the second test results. The second test, conducted after the completion of the storytelling intervention, aimed to measure any changes in students' speaking proficiency. Each question in the tests was assigned a specific point value based on its level of difficulty and relevance to the learning objectives. The scoring system allowed for a quantitative assessment of students' performance. The collected data were then subjected to statistical analysis, comparing the first and the second test scores to determine whether storytelling had a significant to improve the speaking skills. Considering the young age of the participants (9-10 years old), the tests were designed to be age-appropriate, with clear instructions and visually engaging elements to maintain student interest and motivation. The vocabulary selected for assessment was tailored to the students' developmental stage, ensuring that the tests were both challenging and accessible. In summary, the first and the second test were

meticulously crafted instruments that played a crucial role in quantifying the impact of storytelling on speaking. By aligning with the research objectives, incorporating diverse question types, and adapting to the unique characteristics of Grade 4-aged students, these tests provided valuable data for a comprehensive analysis of the intervention's effectiveness.

The questionnaire employed in this study was strategically designed to gather valuable insights from young learners. The core objective of the questionnaire was to gauge the students' perceptions regarding the effectiveness of speaking skills through stories telling. The Likert scale, ranging from "Not at all" to "A lot," facilitated a nuanced assessment of students' attitudes and experiences.

The ten statements in this section delved into various aspects, such as enjoyment, retention, and confidence, providing a comprehensive view of the benefits of storytelling on speaking skills. Additionally, the questionnaire was presented in clear and simple language to ensure easy comprehension for 9-10 years old students. The use of age-appropriate vocabulary and straightforward sentence structures aimed to minimize any potential confusion. The Likert scale format enabled a quantitative analysis of students' responses. This scaling system allowed for a numerical representation of the students' perceptions, facilitating statistical analyses to measure the overall impact of storytelling. The selection of statements was balanced to cover diverse aspects of the storytelling experience, from enjoyment to the practical application of speaking skills. This ensured a holistic understanding of the students' perspectives. In sum, the questionnaire served as a valuable tool in capturing subjective experiences, contributing to a comprehensive understanding of the benefits of storytelling to improve speaking skills among young learners. Details of the questionnaire are presented in Appendix A.

In addition, the observation checklist was also employed to collect quantitative data, indicating the way storytelling was utilized by the teachers in lesson plans. The observation checklist employed in this study aimed to quantitatively assess various dimensions of the storytelling sessions, providing a structured framework for evaluating the effectiveness of the storytelling technique.

in teaching speaking to young learners. The objective of the observation checklist was to capture and quantify specific aspects of the storytelling sessions, focusing on the teacher's presentation skills, the content of the storytelling, student interaction, vocabulary reinforcement, classroom management, and the overall effectiveness of the session. The checklist was carefully designed to encompass multiple dimensions critical to the success of storytelling in speaking skills. These dimensions included the teacher's presentation skills, the content of the storytelling, student engagement, vocabulary reinforcement strategies, classroom management, and the overall effectiveness of the session. To facilitate a quantitative analysis, each dimension included a rating scale ranging from 1 (Poor) to 5 (Excellent). This allowed the observer to assign numerical values, providing a standardized and measurable assessment of each observed element. Each dimension had specific criteria to guide the observer's evaluation. For instance, in assessing the teacher's presentation skills, criteria such as voice modulation, pacing, and body language were explicitly outlined. This specificity ensured consistency in evaluating different sessions. During the observation sessions, the designated observer completed the checklist, assigning scores based on the observed teacher's performance and students' interaction. Overall, the observation checklist served as a valuable tool to objectively assess the critical elements of storytelling sessions. The quantifiable data gathered through the checklist allowed for a rigorous evaluation of the teaching technique's effectiveness. The multi-dimensional approach ensured a comprehensive examination of the storytelling process, contributing quantitative insights to complement the qualitative data obtained through interviews and questionnaires. The checklist for the present study was included in Appendix B.

The final research instrument employed in the present study was an interview. The qualitative interviews conducted in this study aimed to capture rich and detailed insights into the perceptions and experiences of both students and teachers regarding the use of storytelling in teaching speaking skills to young learners. The primary focus was on exploring subjective aspects such as engagement, enjoyment, effectiveness, challenges, and strategies used in

incorporating storytelling into speaking. The interview questions were carefully crafted to be open-ended, allowing participants to express their thoughts and experiences in their own words. This design facilitated a deeper exploration of individual perspectives, enabling a nuanced understanding of the qualitative dimensions associated with storytelling. Questions for students delved into their enjoyment, understanding, and confidence related to storytelling, aiming to uncover the subjective impact on their speaking skills development. Teacher interviews were structured to elicit narratives about specific instances, challenges faced, strategies employed, and the perceived impact on students' language skills. The interviews were designed to go beyond numerical ratings, encouraging participants to share anecdotes, examples, and reflections on their experiences with storytelling. This qualitative approach allowed for a more comprehensive understanding of the intricate aspects of speaking skills through storytelling. The qualitative interviews provided depth and context to the study by capturing the intricacies of participants' experiences. Through open-ended questions, the interviews offered a platform for participants to articulate the nuanced benefits of storytelling in speaking skills. The qualitative data complemented the quantitative findings, providing a holistic view of the multifaceted nature of storytelling in language development. In conclusion, the qualitative interviews enriched the study by bringing out the voices, stories, and unique experiences of both students and teachers. The open-ended nature of the questions allowed for a detailed exploration of perceptions, challenges, and strategies, offering a qualitative narrative to accompany the quantitative dimensions of the study. The interview protocol was presented in the Appendix C.

2.5. Data Collection Procedure

The data collection process in this study was methodically designed and implemented to gather a comprehensive understanding of the benefits of storytelling in speaking skills among young learners. The following steps outline the various methods employed to collect both quantitative and qualitative data.

1. The first and second tests: The first test was administered to Grade 4 students at the beginning of the study to assess their baseline simple sentences.

Following eight weeks of storytelling sessions, the second test was conducted to evaluate any improvements in sentences. The tests consisted of both multiple-choice and open-ended questions designed to align with the speaking skills learning objectives.

2. Likert Scale Questionnaire: Students were provided with a Likert scale questionnaire in class after the implementation of storytelling. This questionnaire included statements addressing their enjoyment, understanding, and confidence levels related to storytelling. The researcher and teachers explained the objectives of the questionnaire and were available to answer the students' questions during its administration. To ensure clarity and avoid misunderstanding, the researcher conducted the questionnaire with the students in Vietnamese – the participants' mother language.

3. Observations: The researcher utilized a comprehensive checklist during storytelling sessions to evaluate specific aspects such as voice modulation, engagement, sentences, vocabulary integration, and overall effectiveness.

4. Qualitative Interviews: Separate interviews were conducted with students and teachers using open-ended questions, allowing participants to share their thoughts, challenges, and strategies related to storytelling. Semi-structured interview guides were developed for both students and teachers, providing a qualitative exploration of their experiences. Due to differences in language proficiency and knowledge between the learner and teacher participants, the researcher conducted the interviews in Vietnamese with learners and in English with teachers.

In sum, the careful execution of these data collection steps contributed to the study's robustness, allowing for a holistic examination of the benefits of storytelling to improve speaking skills among young learners. The combination of quantitative and qualitative methods enriched the findings, providing a nuanced understanding of the research question.

2.6. Data Analysis

In the present study, the data analysis process was meticulously designed to address the research questions concerning the benefits of storytelling to improve

speaking skills among young learners. Both quantitative and qualitative data were harnessed to provide a comprehensive understanding of the research objectives.

To evaluate the effectiveness of storytelling in the first research question, the first and second test scores were analyzed using statistical techniques, including average score (mean), the lowest and highest scores, and paired-sample t-tests. This quantitative approach allowed for a precise examination of any statistically significant improvement in learning speaking skills following the storytelling.

Additionally, Likert scale responses from the questionnaire were subjected to descriptive statistics, revealing the extent of students' perceptions regarding various aspects of storytelling. Means and standard deviations were employed to gauge the overall impact and nuances of students' experiences with storytelling.

To answer the second research question, the observation checklist and interviews with students and teachers provided qualitative insights into the experiences of participants. Scores of the observation checklist were used to indicate different aspects of storytelling implementation. Moreover, thematic coding was applied to identify recurring patterns related to the benefits of storytelling in speaking skills from the interviews. These qualitative findings enriched the understanding of the mechanisms through which storytelling influences language development. Particularly, before analysis, Vietnamese answers of learner interviews were translated into English.

Both quantitative and qualitative findings were integrated through comparative analysis. This approach involved aligning the statistical results with qualitative themes to provide a more nuanced interpretation of the overall benefits of storytelling to improve speaking skills. The triangulation of quantitative and qualitative data enhanced the validity and reliability of the study's outcomes. By addressing each research question through a dual analytical lens, the study aimed to offer a robust and holistic understanding of the role of storytelling in shaping young learners' speaking skills.

2.7. Ethical Considerations

Ethical considerations are paramount when conducting research involving young students, and the present study adhered to rigorous ethical standards to ensure the well-being and rights of the participants. Several key ethical considerations were meticulously addressed throughout the research process.

1) Informed Consent:

Prior to the commencement of the study, explicit informed consent was sought from both students and their parents or guardians. The consent form provided detailed information about the study's objectives, procedures, potential risks, and benefits, and parents were given the option to opt their children out of the study, emphasizing voluntary participation.

2) Privacy and Confidentiality:

Protecting the privacy of the young participants was a top priority. Measures were implemented to ensure that all collected data, including responses from questionnaires and interview transcripts, were anonymized and securely stored. Participants' identities were replaced with unique codes to maintain confidentiality, and only the research team had access to the coded data.

3) Minimizing Discomfort and Stress:

Considering the age of the participants, efforts were made to minimize any potential discomfort or stress during data collection. The research team ensured that the questions in the questionnaire and during interviews were age-appropriate and non-intrusive. Additionally, teachers were trained to create a supportive and non-threatening environment during the storytelling sessions.

4) Beneficence and Non-maleficence:

The study prioritized the well-being of the young students. The storytelling sessions were designed to be engaging and educational, offering potential benefits to the participants. Simultaneously, precautions were taken to prevent any harm, psychological distress, or undue pressure on the students. Teachers were attentive to the emotional responses of the children during and after the sessions.

5) Respect for Participants' Autonomy:

Respecting the autonomy of young participants involved and acknowledging their right to withdraw from the study at any point without consequences were paramount. Teachers reinforced this message, assuring students that their decision to participate or not would not affect their academic standing or relationship with teachers.

6) Continuous Monitoring and Reflection:

Throughout the study, a continuous monitoring system was in place to assess the emotional well-being of the students. The research team remained vigilant for any signs of distress and was prepared to provide additional support or discontinue the participation of any student showing discomfort.

In summary, the ethical considerations in the study involving young students were rooted in principles of transparency, confidentiality, respect, and beneficence. These considerations were not only critical for the ethical integrity of the research but also essential for creating a positive and respectful research environment for the young learners involved.

CHAPTER 3: FINDINGS AND DISCUSSIONS

The primary focus of this chapter is to address two fundamental research questions that have guided the entire study. Firstly, the effectiveness of storytelling as a pedagogical tool for young learners to improve speaking skills is scrutinized. Secondly, the chapter investigates the application of storytelling techniques in teaching speaking skills to young learners. The depth of analysis is fortified by a rich combination of quantitative data, meticulously gathered through tests, questionnaires, and observation checklists. Additionally, the researcher draws upon the deep insights obtained from qualitative data, derived from in-depth interviews with both students and teachers. This chapter serves as the linchpin, weaving together empirical evidence and in-depth perspectives to shed light on the multifaceted impact of storytelling in the language learning landscape through discussions with research findings found in previous studies.

3.1. Findings

3.1.1. Results of Research Question 1: Effectiveness of Storytelling to Young Learner in Learning Speaking Skills

This section unveils the comprehensive findings derived from the investigation into the first research question, which pertains to the effectiveness of storytelling for young learners in speaking skills. The empirical insights presented herein stem from a meticulous examination of various quantitative measures, highlighting the benefits of storytelling as a pedagogical tool. To explore the efficacy of this approach, a cohort of 80 students from 4A and 4B of the Thanh Nguyen Primary School actively participated in this study. Their performance was assessed through the first and second tests, specifically designed to scrutinize speaking skills under the influence of storytelling. Moreover, the students' perceptions and experiences were captured through a detailed questionnaire. Together, these diverse instruments serve as the foundation for unraveling how storytelling influences and contributes to the improve speaking skills process among young learners.

3.1.1.1. Results collected from tests

In order to measure the effectiveness of storytelling on the participants in speaking skills, the researcher utilized the first and the second test to systematically measure and assess the benefits of storytelling in the speaking skills of young learners. These tests served as valuable tools to quantify the progress and effectiveness of the storytelling intervention over a specified period. The first was administered before the implementation of storytelling sessions, serving as a baseline assessment of the participants' initial sentences proficiency. This initial measurement allowed for the identification of any existing disparities among the students before exposure to storytelling techniques. Subsequently, after the completion of the storytelling intervention, the second test was administered to evaluate the learners' sentences growth and to determine the extent to which storytelling contributed to this development. By comparing the results of the first and the second test, the researcher can discern the effectiveness of storytelling in enhancing speaking skills. the first and the second test were performed with 40 4A and 40 4B students. Summary of results of these tests of 40 4A and 40 4B students is shown in Table 3.1 and 3.2 respectively (See Appendix A and B for details).

Table 3.1. Test scores of 4A students

4A					
Students	1st test	2nd test	Students	1st test	2nd test
S1	6	6	S21	6	7
S2	5.5	7.5	S22	6.5	6.5
S3	6	8	S23	6	6
S4	6.5	7	S24	5	6.5
S5	7	8	S25	6.5	7
S6	7	7	S26	7	7.5
S7	6	6.5	S27	6	7
S8	6.5	7.5	S28	6	6.5
S9	7	8	S29	4	7
S10	6	7	S30	5	7

S11	5	8.5	S31	6	6.5
S12	6	7	S32	6.5	7
S13	7	7	S33	6	6.5
S14	7	8.5	S34	6.5	7
S15	9	9	S35	6.5	6
S16	5.5	7	S36	7	8.5
S17	7	8.5	S37	5	7.5
S18	6.5	7.5	S38	5.5	7
S19	5	6.5	S39	6.5	8
S20	6.5	8	S40	6	7
Average (1 st test): 6.18					
Average (2 nd test): 7.22					
Lowest-Highest (1 st test): 4-9					
Lowest-Highest (2 nd test): 6-9					

As shown in Table 3.1, the first and second test scores of individual students (4A) offer a comprehensive perspective on the benefits of storytelling in speaking skills. In the first test phase, students presented varying levels of initial proficiency, with scores ranging from 4 to 9. S15 emerged as an outlier with the highest second test score of 9, indicating a relatively advanced speaking level. Following the storytelling intervention, noteworthy improvements were observed in several students. For instance, S2, S8, S15, and S26 exhibited substantial progress in the first test scores, showcasing the potential of storytelling to positively influence speaking skills.

However, individual variations were apparent, with students like S11 and S29, who initially scored lower in the first test, demonstrating significant improvement in the first test phase. The consistent positive trend among the majority of students suggests a collective benefit from the storytelling approach. Interestingly, the second test scores generally converged within a narrower range (6 to 9), indicating a more consistent impact on speaking skills across the group.

The overall increase in the average second test score from 6.18 to 7.22 underscores the potential effectiveness of storytelling in enhancing young learners' speaking skills. These findings lay the foundation for deeper exploration, prompting further investigation into the specific elements of storytelling that contribute to these improvements. Qualitative data, including student responses from questionnaires and insights from observations and interviews, will be integral in unraveling the intricacies of how storytelling shapes the speaking skills improvement landscape among these young learners.

Table 3.2. Test scores of 4B students

4B					
Students	1st test	2nd test	Students	1st test	2nd test
S41	5	7	S61	7	8
S42	6	7	S62	6	7.5
S43	6.5	7.5	S63	6.5	7.5
S44	5.5	7	S64	5.5	6.5
S45	6	6	S65	9	9
S46	6	6	S66	7	8
S47	5.5	6.5	S67	6	7.5
S48	6	6.5	S68	6.5	7.5
S49	8	8	S69	7	7
S50	7	7	S70	6.5	9
S51	7	7.5	S71	6	7.5
S52	6.5	7.5	S72	7	7
S53	8	9	S73	6	8
S54	6	7	S74	5.5	7
S55	6.5	7.5	S75	5	7.5
S56	8	9	S76	8	8.5
S57	6.5	8	S77	7.5	8.5
S58	7	8.5	S78	5.5	7
S59	6.5	8	S79	6.5	7

S60	7.5	8	S80	6.5	8
Average (1 st test): 6.53					
Average (2 nd test): 7.55					
Lowest-Highest (1 st test): 5-9					
Lowest-Highest (2 nd test): 6-9					

Accordingly, the pre- and post-test scores for students in group 4B provide a detailed examination of the benefits of storytelling on their speaking skills. Individual pre-test scores ranged from 5 to 9, showcasing diverse initial proficiency levels among participants. The subsequent post-test scores reveal a spectrum of outcomes, with the majority of students experiencing improvement. Notably, students like S42, S54, and S70 demonstrated consistent and significant progress, moving from pre-test scores of 6 to post-test scores of 7, 7 and 9, respectively.

The average first test score of 6.53 indicates a moderate baseline proficiency among the students, which saw a commendable rise to an average second test score of 7.55. This upward trend suggests an overall positive influence of storytelling to improve speaking skills within the group. The range of the first test scores (5-9) and the second test scores (6-9) highlights the diverse starting points and the potential for enhancement across the group. The narrower range in the second test scores suggests a more uniform impact of storytelling, indicating a collective positive response to the intervention.

Furthermore, to affirm the benefits of storytelling to improve speaking skills, the researcher also performed t-test with test scores. Results were presented in Table 3.3.

Table 3.3. Paired samples test of 4A and 4B students' test scores

Paired samples t-test									
Paired differences									
		Mean	Std. dev.	Std. error mean	95% confidence interval of difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	1 st test 2 nd test	1.037	0.850	0.134	1.309	0.765	7.717	39	.000

Paired samples t-test									
Paired differences									
		Mean	Std. dev.	Std. error mean	95% confidence interval of difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 2	1 st test 2 nd test	1.012	0.664	0.105	1.225	0.799	9.630	39	.000

The paired samples t-test was conducted to rigorously assess the significance of differences between the first and the second test scores for both 4A and 4B student groups. It is revealed in Table 3.3 that the results of Pair 1 reveal a statistically significant difference in the first and the second test scores for 4A students ($t(39) = 7.717, p < .001$). The mean paired difference is 1.037, indicating a notable increase in scores from the first and the second tests. The 95% confidence interval further supports the statistical significance of this improvement. The findings suggest a distinct positive benefits of the storytelling intervention to the speaking skills of 4A students. Similarly, for 4B students, Pair 2 results demonstrate a statistically significant difference between the second test scores ($t(39) = 9.630, p < .001$). The mean paired difference is 1.012, indicating a substantial increase in scores from the first and the second tests. The 95% confidence interval supports the statistical significance of this improvement. This

outcome suggests a distinct positive influence of the storytelling intervention to the speaking skills of 4B students.

Both 4A and 4B groups exhibit statistically significant changes in their test scores, signifying a notable positive of benefits of the storytelling to improve speaking skills. The positive mean paired differences indicate an increase in scores from the first and the second test for 4A and from the first test and the second test for 4B. These results reinforce the effectiveness of storytelling as a pedagogical tool in enhancing speaking skills among young learners. Further exploration into the qualitative aspects of the intervention, including student perspectives and instructional methodologies, would provide valuable insights into the mechanisms underlying these positive outcomes.

3.1.1.2. Results collected from the questionnaire

To gather valuable feedback and insights from young learners participating in the study on the benefits of storytelling to improve speaking skills, the questionnaire was performed the questionnaire aimed to assess the students' perceptions and experiences related to storytelling in the classroom setting. The researcher expected to explore students' perceptions of the effectiveness of storytelling in speaking skills and to gather insightful feedback and opinions directly from the young learners participating in the study. Table 3.4 shows the results collected from the questionnaire.

Table 3.4. The effectiveness of storytelling to young learners in learning speaking skills

No	Statements	Mean	SD
1	I enjoy listening to English stories in class.	4.22	0.74
2	Stories make learning new sample sentences for me.	4.25	0.75
3	I can remember new sample sentences better when they are in a story.	4.19	0.67

4	Storytelling helps me improve my voice.	4.10	0.92
5	I like when the teacher uses different voices for characters in a story.	4.26	0.80
6	I feel happy when it's storytelling time in class.	4.03	1.09
7	I think stories help me talk about things better.	4.46	4.60
8	I can imagine the things better when I hear a story.	3.99	0.97
9	I like when the teacher asks questions about the story I listen to.	4.04	0.94
10	I feel more confident using new sample sentences after hearing them in a story.	4.08	1.00

The results from Table 3.4 illuminate the students' perspectives on the effectiveness of storytelling in enhancing speaking skills. Each statement provides valuable insights into various aspects of their experiences with storytelling in the language learning process.

i) Enjoyment of Storytelling:

The students overwhelmingly express their enjoyment of listening to stories in class, with a high mean score of 4.22 ($SD = 0.74$). This strong positive response suggests that storytelling is not only an educational tool but also a source of pleasure, creating a positive classroom atmosphere.

ii) Fun in Learning Speaking:

A particularly noteworthy outcome is the remarkably high mean score of 4.25 ($SD = 0.75$) for the statement " Stories make learning new sample sentences for me." This result underscores the idea that storytelling goes beyond conventional teaching methods, infusing an element of enjoyment into the process of learning speaking skills.

iii) Memory Retention:

The students believe that storytelling significantly aids in memory retention, evident in the mean score of 4.19 (SD = 0.67) for the statement "I can remember new sample sentences better when they are in a story." This result supports the notion that narratives provide a memorable context for learning speaking skills.

iv) Voice Improving:

The mean score of 4.10 (SD = 0.92) for "Storytelling helps me improve my voice." indicates that storytelling is perceived as a powerful tool for enhancing speaking skills. The narrative structure appears to provide a meaningful context for students to improve their voices when they learn speaking skills.

v) Engagement with Different Voices:

While slightly lower, the mean score of 4.26 (SD = 0.80) for "I like when the teacher uses different voices for characters in a story" suggests that incorporating varied voices in storytelling contributes positively to student engagement. This finding aligns with the idea that diverse techniques within storytelling enhance the overall learning experience.

vi) Positive Emotional Responses:

The students report feeling happy during storytelling time, as reflected in the mean score of 4.03 (SD = 1.09). This emotional response indicates that storytelling not only serves an educational purpose but also contributes to creating a positive and enjoyable atmosphere in the classroom.

vii) Improved Communication Skills:

The statement "I think stories help me talk about things better" receives a mean score of 4.46 (SD = 4.60), suggesting that storytelling may have a positive impact on students' communication skills. This finding indicates that the narrative format aids in expressing thoughts and ideas more effectively.

viii) Enhanced Imagination:

A high mean score of 3.99 (SD = 0.97) for "I can imagine things better when I hear a story" highlights the role of storytelling in fostering imaginative thinking among young learners. This result suggests that narratives stimulate creativity and imaginative capacities.

ix) Engagement with Questions:

Although slightly below the mean, the score of 4.04 (SD = 0.94) for "I like when the teacher asks questions about the story we read" indicates a generally positive response. While not as pronounced as other aspects, students perceive questions during storytelling as beneficial to some extent.

x) Increased Confidence:

The students express increased confidence in using new sample sentences after hearing them in a story, as reflected by a mean score of 4.08 (SD = 1.00). This result suggests that storytelling positively contributes to students' self-assurance in utilizing speaking skills in their language interactions.

Overall, the consistently high mean scores across various statements demonstrate that young learners perceive storytelling as highly effective in facilitating learning speaking skills. The positive responses indicate that storytelling not only engages students but also enhances their enjoyment, memory retention, comprehension, and overall confidence in using speaking skills. These findings support the pedagogical significance of incorporating storytelling into language learning environments for young learners. Further qualitative investigations could delve into specific aspects of storytelling that contribute most to its effectiveness and the potential impact on long-term language development.

In conclusion, the combined findings indicate that storytelling is a highly effective tool for young learners in learning speaking skills. The quantitative test scores demonstrate measurable improvement, while the questionnaire results reveal positive perceptions and attitudes toward storytelling. These outcomes collectively support the incorporation of storytelling techniques into language learning curricula for young learners, emphasizing not only academic gains but also the fostering of a positive and enjoyable learning environment.

3.1.2. Results of research question 2: The Implementation of Storytelling to Improve Young Learners' Learning Speaking Skills

In order to answer the research question 2, the researcher collected data from the observation checklist and interview. The quantitative data, derived from

observation checklists, offer systematic insights into the actual classroom practices during storytelling sessions. These observations shed light on how teachers structured and conducted storytelling sessions, providing a quantitative foundation for assessing the effectiveness of the implementation. Additionally, qualitative insights from interviews with both teachers and students offered a comprehensive understanding of their perspectives, experiences, and challenges related to the use of storytelling in learning speaking skills. Teachers' reflections on their instructional strategies and students' feedback on their engagement and learning experiences contributed valuable context to the quantitative findings.

3.1.2.1. Results collected from the observation checklist

The observation checklist is a comprehensive tool designed to assess various facets of storytelling in teaching speaking skills to young learners at Thanh Nguyen Primary School. Each criterion was rated on a scale from 1 (Poor) to 5 (Excellent), providing a structured framework for observers to evaluate the effectiveness of the storytelling session. The checklist was organized into six main categories, each focusing on specific aspects of the teaching process. Results are shown in the following table:

Table 3.5. Observation Checklist

Observation Checklists	Score
<i>I. Teacher's Presentation Skills:</i>	
1. Voice Modulation:	
Consistent use of clear and audible voice.	4
Modulation to emphasize keywords or expressions.	5
2. Pacing	
Appropriate pacing, allows students to process information.	5
3. Body Language:	
Animated gestures and facial expressions to enhance engagement.	4
Eye contact with students throughout the storytelling.	3
<i>II. Storytelling Content:</i>	

1. Relevance:	
Story content aligns with the speaking learning objectives.	4
2. Speaking Integration:	
Seamless integration of target sample sentences within the narrative.	4
3. Story Structure:	
Clear beginning, middle, and end for effective comprehension.	5
III. Student Interaction:	
1. Engagement:	
Evidence of students actively listening and participating.	5
2. Response Prompts:	
Use of open-ended questions to encourage student responses.	4
IV. Sentences Reinforcement:	
1. Sentences Repetition:	
Adequate repetition of target sample sentences throughout the story.	5
2. Context Clues:	
Utilization of context to aid in understanding the story.	4
V. Classroom Management:	
1. Behavioral Expectations:	
Clear communication of behavior expectations during the session.	4
2. Transitions:	
Smooth transitions between different elements of the story.	4
VI. Overall Effectiveness:	
1. Student Involvement:	
Evidence of students actively engaging with the story.	5
2. Learning Atmosphere:	
Positive and supportive learning atmosphere.	4

The results from the observation checklist provide a comprehensive evaluation of the storytelling session, assessing various aspects related to the teacher's presentation skills, storytelling content, student interaction, sentences reinforcement, classroom management, and overall effectiveness.

1) Teacher's Presentation Skills:

In terms of voice modulation, the teacher demonstrated a consistent and clear voice (Score: 4) and effectively used modulation to emphasize key words or expressions (Score: 5). The pacing of the session received a high rating (Score: 5), indicating that the teacher allowed students ample time to process information. However, there were slightly lower scores for body language, with animated gestures and facial expressions earning a score of 4, and eye contact receiving a score of 3.

2) Storytelling Content:

The storytelling content was generally strong, with the story aligning well with the speaking learning objectives (Score: 4). The integration of sample sentences within the narrative was seamless (Score: 4), and the story's structure received the highest score possible (Score: 5), indicating a clear beginning, middle, and end for effective comprehension.

3) Student Interaction:

The teacher effectively engaged students during the storytelling session, with a high score for evidence of active listening and participation (Score: 5). The use of response prompts, such as open-ended questions, also contributed positively to student interaction, receiving a score of 4.

4) Sentences Reinforcement:

Sentences reinforcement was a notable strength, particularly in terms of sentences repetition, which was rated as adequate throughout the story (Score: 5). The utilization of context clues to aid in understanding the story also received a positive score of 4.

5) Classroom Management:

In the realm of classroom management, the teacher communicated clear behavioral expectations during the session (Score: 4). Transitions between different elements of the story were generally smooth, earning a score of 4.

6) Overall Effectiveness:

The overall effectiveness of the storytelling session was highly rated, with evidence of students actively engaging with the story (Score: 5) and the creation of a positive and supportive learning atmosphere (Score: 4).

In summary, while the teacher demonstrated strong presentation skills, effective storytelling content, and successful student interaction, there are opportunities for improvement in aspects such as eye contact and maintaining consistently animated body language. Overall, the session achieved a commendable level of effectiveness, providing valuable insights into the successful integration of storytelling for learning speaking skills in a classroom setting.

3.1.2.2. Results collected from the interview

1) Interview with teachers

Data collected from interviews with teachers provide more comprehensive insights into how storytelling was adopted to promote young learners' speaking skills. Data collected from the teacher interviews were categorized into seven themes, including the use of storytelling for speaking teaching, the effectiveness of storytelling, observable changes in language development, challenges in implementing storytelling, alignment with learning objectives, promoting active student engagement, and student and parent feedback.

i) Use of Storytelling for Speaking Teaching:

Teachers described how storytelling techniques were adopted by the teachers to teach speaking for young learners at Thanh Nguyen Primary School. They expressed a variety of instances where they incorporated storytelling to teach speaking skills. One teacher stated, "*I often use short stories that align with our current unit to introduce and reinforce new words and sample sentences. For example, when teaching about animals, I tell a story about a group of characters*

going on a safari, introducing animal names and their characteristics in a context that engages the students."

ii) Assessing the Effectiveness of Storytelling:

Teachers frequently highlighted the use of formative assessments and observations to assess the impact of storytelling on speaking skills. A teacher shared, "*I use both informal assessments, like class discussions and student reflections, and more formal methods, such as sample sentences quizzes, to gauge how well students are grasping the new words and sample sentences introduced through storytelling.*"

iii) Observable Changes in Language Development:

Both teachers pointed out tangible changes in students' language development resulting from storytelling. A teacher mentioned, "*I've noticed increased speaking skills usage in students' spoken. They incorporate words and sample sentences from the stories into their conversations and written assignments more naturally.*"

iv) Challenges in Implementing Storytelling:

Teachers acknowledged challenges, such as catering to diverse learning styles and maintaining student engagement. One teacher stated, "*It can be challenging to keep all students engaged, especially those with different language proficiency levels. To address this, I incorporate visuals, gestures, and sometimes group activities to ensure everyone is actively participating.*"

v) Alignment with Learning Objectives:

Teachers emphasized the importance of aligning storytelling with specific learning objectives. One teacher explained, "*Before selecting a story, I carefully review our curriculum objectives. I ensure that the words and sample sentences introduced in the story directly supports what we aim to achieve in the lesson or unit.*"

vi) Promoting Active Student Engagement:

Teachers described various strategies to promote active engagement during storytelling sessions. "*I encourage students to ask questions, make predictions,*

and even act out parts of the story. This not only enhances their understanding but also keeps them excited about the narrative," shared one teacher.

vii) Student and Parent Feedback:

Teachers conveyed the significance of feedback from students and parents. One teacher shared, *"I've received positive feedback from both students and parents about how storytelling makes learning speaking skills enjoyable. Parents have noticed increased enthusiasm for language learning at home."*

Summing up, the responses from teachers underscore the effectiveness of storytelling in speaking skills teaching, with a focus on strategic planning, varied assessment methods, addressing challenges, and fostering active engagement. The feedback loop with students and parents plays a pivotal role in refining and improving storytelling techniques for enhanced speaking skills. On the other hand, we must remember that it is humans' nature to create, interpret, and make up stories; therefore, teachers should not be concerned about this. It is common for people to share stories; they build internal narratives to help us make sense of the world. It is proposed that teachers, who do not have enough experience prepare themselves to be great storytellers.

2) *Interview with students*

Accordingly, the researcher also performed the interview with young learners as the research participants to understand how storytelling was adopted in the speaking learning session. Results collected from the student participants were categorized in the following themes:

i) Enjoyment of Storytelling:

Students unanimously expressed their enjoyment of listening to stories in class. One student (S3) mentioned, *"I really like when we have story time. It's my favorite part because the stories are interesting, and we get to learn new sample sentences."*

ii) Understanding and Remembering New Sample Sentences:

Students provided insights into how storytelling aids in understanding and remembering new sample sentences. A student (S1) shared, *"When the teacher*

tells a story, I can see the pictures in my mind. It helps me understand what the sentences mean, and I don't forget them easily."

iii) Improved Communication Skills:

Several students indicated that storytelling positively influences their ability to talk about things and express themselves confidently. S6 stated, "*Stories help me think of what to say. I can talk about the characters or what happened in the story, and it makes me feel more confident.*"

iv) Integration of New Sample Sentences:

Students were generally positive about how teachers integrate new sample sentences into stories. A student (S5) mentioned, "*My teacher is good at putting new sample sentences in the stories. It's like a game to find them, and it helps us remember them better.*"

v) Classroom Atmosphere during and after Storytelling:

Students described a positive and excited atmosphere during and after storytelling sessions. One student shared, "*During the story, everyone is quiet, and we listen. Afterwards, we talked a lot about what happened. It makes me feel happy in the classroom.*" (S4)

vi) Use of Different Voices for Characters:

Most students expressed a preference for teachers using different voices for characters. S3 explained, "*It's fun when the teacher makes funny voices. It helps me remember who's talking in the story, and it's like they come alive.*"

vii) Confidence in Using New Sample Sentences:

Students conveyed increased confidence in using new sample sentences after hearing them in a story. A student (S2) mentioned, "*When I hear a word in a story, I feel like I know it better. I use those sentences when I tell my friends about the story.*"

viii) Suggestions for Improvement:

When asked how storytelling could be made more enjoyable and beneficial, students provided creative suggestions. S1 said, "*Maybe we can draw pictures about the stories or act them out. That would be even more fun!*"

In sum, the responses from Grade 4 students at Thanh Nguyen Primary School reflect a positive attitude towards storytelling as a method for learning speaking skills. Students find it enjoyable, effective in understanding and remembering sentences, and beneficial for improving communication skills. The use of different voices for characters enhances their engagement, and students feel more confident using new sentences in various contexts. Their suggestions also indicate a willingness to participate actively in the learning process, showcasing a positive and interactive learning environment.

3.2. Discussions

3.2.1. Discussions of Findings of Research Question 1

The findings of research question 1, derived from both tests and questionnaires, offer valuable insights into the benefits of storytelling to improve speaking skills among young learners at Thanh Nguyen Primary School. The quantitative data from the first and the second test scores revealed a statistically significant improvement in students' speaking skills, with the second test average of 7.22 surpassing the first test average of 6.18. This aligns with the positive outcomes reported in previous studies that explored the effectiveness of storytelling in speaking skills development. Notably, previous studies have consistently highlighted the intrinsic link between narrative-based methods and language acquisition, emphasizing the contextual and engaging nature of storytelling as a catalyst for improved speaking skills.

The questionnaire responses further enriched our understanding, as students expressed enjoyment, increased confidence, and a perceived enhancement in sentences retention through storytelling. The quantitative insights gleaned from the questionnaire responses further enriched the findings, shedding light on students' perceptions and experiences. The students expressed not only enjoyment in the storytelling sessions but also a heightened sense of confidence and an improved ability to remember and utilize new sentences. These quantitative findings align with the broader body of research which often emphasizes the holistic impact of storytelling on speaking skills, encompassing not just the rote memorization of words but the development of a deeper understanding and application of language in real-world contexts.

On the other hand, storytelling has been a traditional method of education across cultures, with its effectiveness increasingly recognized in modern educational settings. This discussion aims to examine the efficacy of storytelling in aiding young learners' speaking skills. Drawing upon relevant literature, this discussion explores the impact of storytelling on speaking learning outcomes among young learners

One of the key benefits of storytelling in learning speaking skills is its ability to enhance engagement and motivation among young learners. Storytelling creates an immersive experience, capturing learners' attention and fostering active participation in speaking learning activities. This heightened engagement can lead to increased motivation to explore and learn new sentences within the context of a story.

Moreover, storytelling provides a rich context for sample sentences acquisition, enabling young learners to develop a deeper understanding of word usage, connotations, and nuances. According to Pujiani et al. (2022), exposure to words within narratives facilitates inference-making and enhances comprehension of vocabulary items. By contextualizing vocabulary within a narrative framework, storytelling offers young learners a holistic understanding of language usage, making sentences learning more meaningful and memorable.

Additionally, the cognitive benefits of storytelling in learning speaking skills are also noteworthy. Storytelling stimulates essential cognitive processes, such as comprehension, prediction, and inference-making. Active engagement with storylines encourages young learners to process linguistic input effectively, leading to improved comprehension and retention of sentences. Moreover, the repetitive patterns, phrases, and vocabulary found in stories offer opportunities for reinforcement and consolidation of learning.

The emotional appeal of stories plays a significant role in influencing speaking learning outcomes among young learners. Positive affective experiences associated with storytelling evoke emotions, empathy, and imagination, thereby enhancing learner motivation, self-efficacy, and confidence in using newly acquired sentences in real-life situations.

In conclusion, the effectiveness of storytelling in aiding young learners' speaking learning is evident from the literature. By fostering engagement, providing contextual understanding, stimulating cognitive processes, and evoking positive emotions, storytelling emerges as a valuable tool in speaking learning for young learners. Educators can leverage storytelling techniques to create dynamic

and immersive learning experiences that promote speaking skills and retention among young learners.

3.2.2. Discussions of Findings of Research Question 2

Research question 2 delved into the implementation of storytelling as a technique to teach speaking skills to young learners at Thanh Nguyen Primary school, drawing insights from both the observation checklist and interviews with students and teachers. The quantitative results from the observation checklist, using a five-point rating scale, unveiled a commendable level of proficiency in various aspects of storytelling sessions. Teachers demonstrated effective presentation skills, incorporating voice modulation, appropriate pacing, and engaging body language. The content of the stories was deemed relevant, with seamless integration of target sentences and a clear story structure observed. Student interaction and sample sentences reinforcement were also positively evaluated, indicating a well-rounded and effective teaching approach.

Besides, utilizing storytelling techniques in teaching speaking skills to young learners can enhance engagement, comprehension, and retention. This discussion delves into effective strategies for incorporating storytelling in sample sentences instruction, drawing insights from relevant literature to provide practical guidance for educators.

One crucial aspect of applying storytelling techniques is selecting age-appropriate and culturally relevant stories. Stories should feature sentences relevant to learners' language proficiency levels and learning objectives. Educators can curate a diverse range of stories, including folktales, fables, and picture books, to cater to different learning preferences and cultural backgrounds.

Furthermore, interactive storytelling activities actively engage young learners in speaking learning. By encouraging learners to interact with the story through questioning, prediction, and reflection, educators foster deeper engagement and reinforce sample sentences acquisition. Interactive activities also promote collaborative learning, allowing learners to share ideas, exchange vocabulary, and construct meaning collectively.

Integrating multimodal resources, such as visuals, audio recordings, and digital platforms, enhances the effectiveness of storytelling in speaking skills instruction. Incorporating multimedia resources to complement traditional storytelling methods. Visual aids, such as illustrations and videos, help reinforce sentences comprehension and aid in contextual understanding. Audio recordings and digital storytelling platforms provide opportunities for learners to listen to stories repeatedly, enhancing auditory processing and retention. Multimodal resources cater to diverse learning styles and preferences, making speaking learning more accessible and engaging for young learners.

To sum up, applying storytelling techniques in teaching speaking skills to young learners requires careful consideration of story selection, interactive activities, multimodal resources, and assessment strategies. By integrating these elements thoughtfully, educators can create dynamic and engaging learning experiences that promote speaking skills and retention among young learners.

CONCLUSION AND SUGGESTION

The culmination of the present study brings forth a comprehensive understanding of the benefits of storytelling to improve speaking skills among young learners at Thanh Nguyen Primary School. Throughout the preceding chapters, we have explored the effectiveness of storytelling through a multifaceted approach, combining quantitative assessments, qualitative insights, and the experiences of both educators and students. This chapter serves to derive overarching conclusions and offer valuable suggestions for future endeavors in language education. The synthesis of findings not only contributes to the academic discourse on effective pedagogical strategies but also provides practical implications for educators and stakeholders seeking to optimize language learning experiences for young learners. As the researcher delves into the conclusive insights of this study, this chapter also embarks on recommendations and suggestions that aim to enrich the landscape of language education, fostering a dynamic and engaging environment for the continued development of young language learners.

1. Conclusion

1.1. *Summary of key findings*

The present study that investigates the benefits of storytelling to improve speaking skills among young learners at Thanh Nguyen Primary School has yielded valuable insights, aligning with the rationales, objectives, and methodology of this research. The initial rationale for this study stemmed from the recognition of the pivotal role learning speaking plays in early language development. Storytelling emerged as a promising pedagogical approach, grounded in its potential to engage young learners through narrative immersion. The premise was anchored in the belief that the contextual and enjoyable nature of storytelling would create a conducive environment for learning speaking skills. As the findings unfold, the alignment between the rationales and the observed effectiveness of storytelling becomes evident. The engaging and contextual nature

of storytelling indeed proved to be a catalyst for enhanced sample sentences acquisition among young learners.

The primary objectives of this study were twofold: first, to investigate the effectiveness of storytelling in learning speaking skills, and second, to explore the implementation of storytelling as a technique for teaching speaking skills. These objectives guided the research process, shaping the design of the study, data collection methods, and the subsequent analysis. The achievement of these objectives is reflected in the robust findings obtained from both quantitative and qualitative data sources. The positive impact on learning speaking, as well as the effective implementation of storytelling observed through the observation checklist and interviews, attests to the fulfillment of these objectives.

The research methodology employed a mixed-methods approach, combining quantitative data from the first and second test scores, the Likert-scale questionnaire and an observation checklist with qualitative insights from interviews with teachers and students. The triangulation of these methods facilitated a holistic understanding of the research questions. The utilization of the first and the second test scores allowed for a quantitative measure of the benefits of storytelling, while the Likert-scale questionnaire captured students' perceptions. The observation checklist and interviews added depth to the analysis, providing nuanced insights into the actual implementation of storytelling in the classroom. The methodology, thus, ensured a comprehensive exploration of the research objectives.

Furthermore, in the present study on the benefits of storytelling to improve speaking skills among young learners at Thanh Nguyen Primary School, action research was employed as a suitable method to address the research questions and achieve the study's objectives. Action research is particularly effective in educational settings where practitioners actively engage in the research process to address issues or enhance teaching and learning. In this study, teachers at Thanh Nguyen Primary School actively participated in the implementation of storytelling techniques and the subsequent evaluation of its impact on learning speaking skills. At the end of the action research, the following findings are obtained.

The quantitative findings revealed a statistically significant improvement in sample sentences acquisition among young learners after the implementation of storytelling. The second test scores surpassed the first test scores, indicating a positive correlation between storytelling and sentences development. This aligns with existing literature that emphasizes the effectiveness of narrative-based approaches in language acquisition. The robustness of the quantitative findings reinforces the validity of the research design and supports the contention that storytelling is a valuable tool for learning speaking skills enhancement among young learners. The benefits of storytelling on students' learning speaking skills were also affirmed by the questionnaire results. The participants expressed enjoyment, increased confidence, and a perceived enhancement in sample sentences retention through storytelling.

Referring to how storytelling is adopted in the classroom, the quantitative and qualitative findings, derived from the observation checklist and interviews respectively, added depth to the understanding of how storytelling is implemented in the classroom. Teachers demonstrated effective presentation skills, ensuring an engaging and relevant storytelling experience. Students, in turn, expressed not only enjoyment but also a heightened sense of confidence and improved understanding of new sample sentences. These qualitative insights corroborate the quantitative findings, emphasizing the multifaceted benefits of storytelling in language education for young learners.

The integration of quantitative and qualitative findings offers a nuanced and comprehensive understanding of the benefits of storytelling in teaching speaking skills. The positive test results align with students' positive perceptions and experiences, forming a cohesive narrative that strengthens the overall conclusions. The observed alignment between the intended objectives, methodological approach, and the substantiated findings underscores the robustness of the research design and the validity of the conclusions drawn.

In conclusion, the key findings of this study affirm the effectiveness of storytelling in teaching speaking skills among young learners at Thanh Nguyen Primary School. The alignment between the rationales, objectives, methodology,

and substantiated findings underscores the coherence and validity of the research endeavor. The integration of quantitative and qualitative data offers a comprehensive understanding of the multifaceted impact of storytelling, providing valuable insights for educators, researchers, and policymakers alike. As language education continues to evolve, the positive outcomes of this study contribute to the ongoing dialogue on effective pedagogical strategies for young language learners.

1.2. Concluding remarks

The research on the benefits of storytelling to improve speaking skills in young learners offers a comprehensive understanding of this pedagogical approach. It reveals that storytelling greatly enhances the learning experience for students, fostering enjoyment, confidence, and retention of new sample sentences. Teachers play a crucial role in this process through effective presentation skills and thoughtful integration of sentences, as highlighted in interviews. Classroom observations emphasize the importance of clear communication and active student participation in successful storytelling sessions. The study suggests that the positive outcomes observed could have broader implications for language education, advocating for the integration of storytelling into curricula to enhance speaking skills universally. Overall, storytelling emerges as a powerful tool in language instruction, encouraging further exploration and integration into educational practices to create engaging and enriching learning experiences for young learners.

2. Suggestions

In this section, the researcher delves into actionable recommendations that arise from the culmination of our study on the benefits of storytelling to improve speaking skills among young learners. Drawing on the rich insights gathered from students, teachers, and classroom observations, this section aims to provide practical and implementable suggestions for educators, curriculum designers, and policymakers. By offering targeted recommendations, the present study aims to contribute to the ongoing discourse on effective language pedagogy and enhance the integration of storytelling techniques into language curricula. The suggestions

presented here are designed to guide educators and students in optimizing the benefits of storytelling, fostering an enriched language learning environment that nurtures both proficiency and enthusiasm among young learners and researchers who are interested in this topic.

2.1. For the teachers

The findings illuminate several key areas where teachers can implement targeted strategies to enhance the effectiveness of storytelling in teaching speaking skills among young learners. The following suggestions are derived from a synthesis of student experiences, teacher insights, and classroom observations, aiming to provide practical guidance for educators in optimizing their use of storytelling in language instruction.

1) Diversify Storytelling Techniques:

To cater to diverse learning styles and maintain student engagement, teachers are encouraged to diversify storytelling techniques. Incorporating multimedia elements, such as visuals, audio, or interactive props, can add a dynamic dimension to the storytelling sessions. Additionally, varying narrative styles, such as anecdotes, folktales, or fictional stories, can captivate the interests of a broader range of students.

2) Integrate Student Input:

Fostering a collaborative learning environment, teachers can involve students in the storytelling process. Encourage students to contribute to the narrative by suggesting plot twists, and characters, or even creating their own stories. This participatory approach not only enhances student engagement but also empowers them to take ownership of their language-learning journey.

3) Align Stories with Learning Objectives:

Ensuring that the selected stories align closely with the learning objectives is paramount. Teachers should strategically choose stories that incorporate target sample sentences and provide contextual relevance. This alignment ensures that the sample sentences introduced during storytelling aligns seamlessly with the broader language curriculum, reinforcing students' understanding and retention of new sample sentences.

4) Implement Post-Storytelling Activities:

To consolidate sample sentences acquisition, teachers can design post-storytelling activities that encourage students to apply the newly acquired sentences. Interactive exercises, such as discussions, role-playing, or creative writing, enable students to actively use and internalize the sentences introduced in the stories. These activities serve as valuable reinforcement tools, contributing to long-term retention.

5) Create Story-related Artifacts:

The teachers should inspire creativity by encouraging students to create artifacts related to the stories they hear. This could involve drawing, crafting, or writing activities that extend the narrative beyond the storytelling session. Creating tangible representations of the stories reinforces sample sentences and allows students to express their understanding in diverse and imaginative ways.

6) Build a Story Journal:

The teachers should introduce the concept of a story journal where students can note down new sentences encountered during storytelling. This personalized journal becomes a valuable resource for revisiting and reinforcing sentences. It is recommended that the teachers should encourage students to illustrate the words or write simple sentences to enhance their understanding and usage.

7) Initiate Story-related Discussions:

The teachers should foster a culture of discussion by facilitating conversations about the stories. Accordingly, they should encourage students to express their opinions, share their favorite parts, or discuss how the story relates to their own experiences. These discussions not only reinforce speaking skills but also promote critical thinking and communication skills.

8) Immerse in Story-related Play:

It is recommended that English teachers should capitalize on the power of play by incorporating story-related activities into playtime. This could involve role-playing characters from the stories, creating story-themed games, or even designing a mini-play based on the narrative. Integrating play into the storytelling

experience enhances engagement and provides a holistic approach to sample sentences application.

9) Create a Storytelling Community:

Building a sense of community around storytelling can enhance its impact. Teachers can organize storytelling events, inviting parents, peers, or community members to participate. Creating a storytelling community not only amplifies the exposure and practice for students but also garners broader support for the integration of storytelling in language education.

10) Explore Technology Integration:

Embracing technology as a storytelling tool can open new avenues for engagement. Teachers can explore interactive storytelling apps, virtual reality experiences, or online platforms that facilitate collaborative storytelling projects. Integrating technology adds a contemporary dimension to language instruction, resonating with the digital literacy skills of modern young learners.

In sum, these suggestions aim to provide a comprehensive guide for teachers seeking to maximize the benefits of storytelling in teaching speaking skills. By tailoring storytelling techniques to align with learning objectives, fostering student collaboration, and incorporating diverse and interactive elements, educators can create a vibrant and effective language learning environment. Continuous professional development, ongoing assessment, and a commitment to feedback loops ensure that storytelling remains a dynamic and adaptive pedagogical tool in the realm of language education.

2.2. For the students

Empowering students to take an active role in their learning journey is crucial for the success of any educational initiative, and the integration of storytelling for learning speaking skills is no exception. Based on the research findings, the following suggestions are tailored to young learners, aiming to enhance their engagement, enjoyment, and effectiveness in utilizing storytelling as a tool for speaking skills development.

1) Express Learners' Preferences:

Learners should be encouraged to communicate their preferences regarding storytelling. The teacher should create an open dialogue where they can share the types of stories, themes, or characters that resonate with them. This insight allows educators to tailor storytelling sessions to align with students' interests, fostering a more personalized and engaging learning experience.

2) Participate Actively:

The importance of active participation during storytelling sessions should be emphasized. Young learners should be encouraged to ask questions, share their thoughts, or even act out parts of the story. Actively engaging with the narrative enhances comprehension, reinforces vocabulary retention, and transforms the storytelling experience into a dynamic and collaborative learning opportunity.

3) Collaborate with Peers:

Young learners should be encouraged to engage in collaborative learning experiences by facilitating group activities related to storytelling. The teachers can encourage students to work together on projects, share their interpretations of the stories, or create group storyboards. Collaborative activities not only reinforce vocabulary but also foster teamwork and a sense of shared accomplishment.

4) Explore Storytelling Beyond the Classroom:

The teachers should extend the benefits of storytelling beyond the classroom by encouraging students to explore stories independently. Young learners should be recommended with age-appropriate books, audiobooks, or storytelling apps that align with their interests. This independent exploration nurtures a love for storytelling and expands opportunities for vocabulary enrichment.

5) Provide Feedback to Teachers:

Students should be encouraged to foster a feedback loop by encouraging students to share their thoughts on storytelling sessions. The teachers can invite them to express what they enjoy, suggest themes or topics they would like to explore, and provide insights into their learning preferences. Student feedback becomes a valuable resource for educators to refine and tailor their storytelling approaches.

In sum, these suggestions are designed to empower young learners to actively participate in and derive maximum benefit from storytelling experiences. By integrating these recommendations into the learning process, students can cultivate a positive attitude toward sample sentences acquisition and develop essential language skills in an enjoyable and meaningful way.

2.3. For the researchers

Conducting research on the effectiveness of storytelling in teaching speaking skills among young learners provides valuable insights into innovative teaching methods. As researchers, considering the implications of the study and refining future research endeavors are essential. The following suggestions are crafted to guide researchers in further exploring and enhancing the understanding of storytelling's impact on language development.

1) Diversify Research Settings:

The researchers can expand the scope of research by exploring diverse educational settings. While the current study focused on a specific language center, researchers can consider conducting similar investigations in various contexts such as public schools, private institutions, or even online learning platforms. This diversity can offer a more comprehensive understanding of the generalizability of storytelling interventions.

2) Explore Cultural Variations:

Another notable suggestion for the researchers is to investigate the influence of cultural factors on the effectiveness of storytelling. The current study may have specific cultural nuances inherent to its location. Expanding research to include diverse cultural backgrounds can uncover how storytelling resonates with learners from various contexts. Understanding cultural variations contributes to the development of culturally responsive teaching methods.

3) Incorporate Technology-Mediated Storytelling:

In further studies, the researchers can embrace technological advancements by exploring the impact of digital storytelling. With the prevalence of digital resources, researchers can investigate the effectiveness of technology-mediated storytelling, including interactive apps, multimedia elements, and virtual

platforms. Assessing the integration of technology expands the possibilities for engaging and dynamic storytelling experiences.

4) Investigate Individual Learning Styles:

It is recommended that the researchers can consider individual differences in learning styles when examining the impact of storytelling. Researchers can explore how different learners respond to various storytelling approaches based on their preferred learning styles. This personalized approach can provide tailored insights into the adaptability and effectiveness of storytelling interventions for diverse learners.

5) Collaborate with Multidisciplinary Teams:

An interesting idea for the researchers is to foster collaboration between researchers from diverse academic disciplines. Engaging experts in linguistics, psychology, education, and technology can offer a multifaceted perspective on the impact of storytelling. Collaborative efforts can lead to a more comprehensive understanding of the cognitive, emotional, and pedagogical dimensions involved in sample sentences acquisition through storytelling.

6) Quantitative and Qualitative Integration:

It is suggested that the researchers can combine quantitative and qualitative research methodologies for a holistic analysis. While the current study employed both methods, future research can further integrate these approaches. This combination allows for a more nuanced exploration of the quantitative findings, offering deeper insights into the subjective experiences, motivations, and perceptions of students and teachers.

7) Evaluate Parental Involvement:

For young learners, the researchers can explore the influence of parental involvement in reinforcing storytelling benefits at home. Investigate how parents can actively support speaking skills development through storytelling beyond the classroom. Research can examine the role of parental engagement, storytelling practices at home, and its correlation with students' language proficiency.

In conclusion, these suggestions aim to guide researchers in expanding the scope and depth of future investigations on the benefits of storytelling to improve

speaking skills among young learners. By embracing diverse methodologies, settings, and perspectives, researchers can contribute to the ongoing advancement of evidence-based practices in language education.

3. Limitations of the Study

The present study on the effectiveness of storytelling in teaching speaking skills among young learners has provided valuable insights, but it is essential to acknowledge and discuss its limitations. Recognizing these limitations enhances the transparency and reliability of the research, providing context for interpreting the findings.

One notable limitation is the relatively small sample size drawn from a specific language center. The study's findings may not be entirely generalizable to a broader population of young learners, as the sample's characteristics, cultural background, and learning environment may differ from other educational settings.

Accordingly, the duration of the storytelling intervention was limited to a specific timeframe. Long-term effects and sustained impact over an extended period were not thoroughly explored. Future studies could consider implementing interventions of varying durations to capture the potential cumulative effects of storytelling on learning speaking skills.

Furthermore, the study primarily focused on the impact of storytelling, but various other variables, such as individual learning styles, cognitive abilities, and socio-economic factors, could influence speaking skills learning. These factors were not explicitly addressed, and future research could explore their potential interactions with storytelling interventions.

Moreover, the study examined the outcomes of storytelling without extensively delving into the dynamics between teachers and students. Factors such as teacher-student relationships, instructional styles, and individual teaching approaches could have influenced the results. Further research could investigate the role of these interpersonal dynamics in shaping the effectiveness of storytelling.

In addition, while the study emphasized traditional storytelling methods, it did not explore the integration of modern technologies into storytelling practices.

With the prevalence of digital resources, future research could investigate the impact of technology-mediated storytelling, considering interactive platforms, multimedia elements, and virtual environments.

Particularly, the study relied on self-reported data through questionnaires, introducing a subjective element to the findings. Students' responses regarding enjoyment and confidence levels may be influenced by personal biases or social desirability. Future research could incorporate a mix of qualitative methods to complement quantitative data and provide a more comprehensive understanding.

Notably, the study predominantly employed a combination of the first and second tests along with questionnaires. While these methods offer valuable quantitative insights, a more diverse range of assessment tools, including qualitative measures such as interviews, observations, or portfolio assessments, could provide a richer understanding of the multifaceted impacts of storytelling.

The study did not extensively explore the influence of cultural factors on the effectiveness of storytelling. Cultural nuances may impact the reception and engagement of students with storytelling interventions. Future research should consider a more in-depth examination of cultural variations to enhance the external validity of the findings.

Also, the study did not include a control group following traditional teaching methods. While the first and second test designs allowed for within-group comparisons, the absence of a control group limits the ability to attribute observed changes solely to the storytelling intervention. Including a control group in future studies would strengthen causal inferences.

Finally, the study's findings are context-specific to the language center where the research was conducted. The unique characteristics of the center, including its teaching methodologies, resources, and curriculum, may have influenced the outcomes. Researchers should exercise caution when applying these findings to different educational contexts.

In a nutshell, while the study contributes valuable insights into benefits to improve speaking skills, acknowledging these limitations is crucial for a comprehensive interpretation of the results. Future research endeavors can address

these limitations, refining methodologies and broadening the scope to further advance our understanding of effective language acquisition strategies for young learners.

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APPENDICES

Appendix A. Questionnaire

QUESTIONNAIRE

Dear students,

Thank you for participating in our study on the impact of storytelling on vocabulary acquisition. Your insights are invaluable to our research. Please rate the following statements on a five-point Likert scale, where 1 represents "Not at all" and 5 means "A lot."

A. Effectiveness of storytelling to young learners in learning speaking skills

1 (Not at all)

2 (A little)

3 (Somewhat)

4 (Quite a bit)

5 (A lot)

No	Statements				
1	I enjoy listening to English stories in class.				
2	Stories make learning new sample sentences for me.				
3	I can remember new sample sentences better when they are in a story.				
4	Storytelling helps me improve my voice.				
5	I like when the teacher uses different voices for characters in a story.				

6	I feel happy when it's storytelling time in class.				
7	I think stories help me talk about things better.				
	I can imagine the things better when I hear a story.				
	I like when the teacher asks questions about the story I listen to.				
0	I feel more confident using new sample sentences after hearing them in a story.				

Thank you for your cooperation!

Appendix B. Observation Checklist

OBSERVATION CHECKLIST

Observer:

Date:

Session:

Rating for checklist:

1 (Poor) - 2 (Fair) - 3 (Good) - 4 (Very Good) - 5 (Excellent)

Observation Checklists					
<i>I. Teacher's Presentation Skills:</i>					
1. Voice Modulation:					
Consistent use of clear and audible voice.					
Modulation to emphasize keywords or expressions.					
2. Pacing					
Appropriate pacing, allows students to process information.					
3. Body Language:					
Animated gestures and facial expressions to enhance engagement.					
Eye contact with students throughout the storytelling.					
<i>II. Storytelling Content:</i>					
1. Relevance:					
Story content aligns with the speaking learning objectives.					
2. Speaking Integration:					
Seamless integration of target sample sentences within the narrative.					
3. Story Structure:					

Clear beginning, middle, and end for effective comprehension.					
III. Student Interaction:					
1. Engagement:					
Evidence of students actively listening and participating.					
2. Response Prompts:					
Use of open-ended questions to encourage student responses.					
IV. Sentences Reinforcement:					
1. Sentences Repetition:					
Adequate repetition of target sample sentences throughout the story.					
2. Context Clues:					
Utilization of context to aid in understanding the story.					
V. Classroom Management:					
1. Behavioral Expectations:					
Clear communication of behavior expectations during the session.					
2. Transitions:					
Smooth transitions between different elements of the story.					
VI. Overall Effectiveness:					
1. Student Involvement:					
Evidence of students actively engaging with the story.					
2. Learning Atmosphere:					
Positive and supportive learning atmosphere.					

Appendix C. Interview Protocol

INTERVIEW

A. For students

Engagement and Enjoyment:

- 1) Do you enjoy listening to stories in class, especially when they are used to teach sample sentences?
- 2) How do you feel storytelling helps you understand and remember the meanings of new sentences?
- 3) Do you think storytelling helps you talk about things better and express yourself more confidently?
- 4) Do you feel that your teacher effectively integrates new sample sentences into the stories?
- 5) Can you describe the overall feeling in the classroom during and after a storytelling session?
- 6) Do you like it when the teacher uses different voices for characters in a story? Why or why not?
- 7) Do you feel more confident using new sample sentences after hearing them in a story?
- 8) How do you think storytelling could be made even more enjoyable and beneficial for learning speaking?

B. For teachers

1. Can you share examples where you've used storytelling as a method to teach speaking skills to your young learners?
2. How do you assess the effectiveness of storytelling in helping students acquire and retain new sentences?
3. Can you provide examples of observed improvements in students' words and sentences acquisition resulting from storytelling?
4. Have you encountered challenges in implementing storytelling for learning speaking skills, and how did you address them?
5. How do you ensure that the simple words and sentences used in your storytelling aligns with the learning objectives for the young learners?

6. How do you promote active student engagement during storytelling sessions, and what role does student feedback play in shaping your method?

7. Have you received feedback from students or parents about the benefits of storytelling in learning speaking skills, and if so, how have you responded to it?