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THEME:

"STORYTELLING STRATEGY AND SPEAKING FLUENCY OF THE ENGLISH LANGUAGE"

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DEDICATION

TO:

My parents, Luis and Carmita, who always give me support and words of encouragement to overcome difficult situations. To my grandmother Blanca who knew how to teach that effort is always rewarded since I was child. To my dear Leonardo, who has been with me during this challenging road giving all his love. To my friends, my future colleagues, thank you for being a part of this process.

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Nadia

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TOPIC: "STORYTELLING STRATEGY AND SPEAKING FLUENCY OF THE ENGLISH LANGUAGE"

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ABSTRACT

The use of new strategies in the teaching-learning process is one of the factors that teachers must take into account to have an active participation within the classrooms and make students improve each of their skills. This research aims to analyze how storytelling strategy influences on speaking fluency of the English language in students from 10^{th} grade at Unidad Educativa "Dario Guevara". It was focused on the different strategies that could help students' abilities specially speaking fluency with the storytelling strategy. It was based on papers, thesis, journals and magazines. The researcher had a direct contact with the people (students) that were involved in this process, during 4 weeks. The whole population were 13 students, 2 men and 11 women. The classes were developed through Zoom application. To collect data a pre-test and post-test was used in order to check how students advanced after doing this research. In addition, some statistical methods were used to analyze the results, in the pre-test the results gave an average of 1,63 and in the post-test was an average of 1,94, giving a difference of 0,31. To prove the hypothesis Wilcoxon was used which gave a P-value of 0,000 lower than the significant level that is 0,05, accepting the alternative hypothesis. Positive results after applying storytelling strategy were seen and it has a great impact on students' speaking fluency.

Keywords: Storytelling strategy, speaking fluency, English language, Skill.

CHAPTER I.

THEORETICAL FRAMEWORK

1.1 Investigative Background

Having searched several bibliographic sources, several similar studies have been found that contribute greatly to this current research. For the development of this research, the following studies have been taken as a bibliographic reference:

The study "Story-telling Technique Utilizing Puppets to Enhance the Learners' Speaking Competence" by Syafii et al., (2021) was carried out to improve students' speaking skill through storytelling with the use of puppets at Muhammaidiyah University. The selected population was 38 students. This research used an action research method and the instruments to collect data were questionnaires, observation checklists, and field notes. The obtained results showed that at first students got 65% of the total score, while the second results showed a significant advance with the 85% of the total score. It can be concluded that when using storytelling with puppets there is evidence of an improvement not only in the students' speaking skill but also helps them to feel involved in the class losing the fear of participating, significantly improving the teaching-learning process of the English language. It was identified that using teaching tools in this case the puppets helps an active class participation.

At Universidad Técnica de Ambato, Rodríguez (2020) in her study "Digital storytelling and the oral production skill" sets as main objective to show the effect of storytelling strategy on oral production. A quasi-experimental methodology was used with a population of 52 students, divided into a controlled group and an experimental group. The results showed that in the pre-test students got a value of 1.5 of the total score and in the post-test students got 2,2. This leads to the conclusion that storytelling is a resource used by everyone because it improves students' speaking skills by giving them

language, communication, pronunciation, and interaction, including gestures and expressions. In addition, it is pointed out that there is a close relationship between this strategy and oral production. On the other hand, this strategy is not well known and applies to students, either because of lack of knowledge or time.

Furthermore, at the University of Córdoba, Spain, Alcántara & Cubillo (2019) made their study "Storytelling as a tool for science teaching in bilingual primary education" with the objective to learn English through Storytelling strategy as methodological resource. A questionnaire was used to find results taking as a sample 22 students of a Bilingual school. The findings were significant because the 64% of the total of students like this strategy as a tool to learn English. As it was mentioned in the development of this work, it seeks to use storytelling not only as an instrument of entertainment but rather as a tool that awakens the desire to learn of students. Many lessons in this case Science seems to be difficult because of the complexity of its terms, causing disinterest on the part of the students because of this, storytelling has become the perfect means to connect knowledge with the creativity and imagination of students. The stories to be told should be selected according to the needs of the students in order to create a comfortable environment in classes making them feel free to express their ideas by participating actively.

Similarly, at Universidad Nacional de Chimborazo in Ecuador, Guapulema (2019) in her study named "Analysis of the usage of storytelling as a methodological strategy to increase English vocabulary at the fifth grade of basic education "c" at "Unidad Educativa Combatientes de Tapi" during the academic year 2018-2019", aims to analyze how storytelling strategy is used to improve students' vocabulary with the help of this strategy. It is a qualitative research and 30 students and 1 teacher were the population. The tool to collect data was the observation and the instrument was an observation sheet that was made according to the theoretical framework and the results showed that the storytelling strategy is a great tool to improve students' communicative competencies

and to maintain students' attention during the learning process. To conclude this study, the author states that some factors that need to be taken into account when selecting a story are: age, student level, and even their interests, so these factors determine whether students will have active participation in the class or not.

The study "Hear Me Out! Digital Storytelling to Enhance Speaking Skills" proposed by James et al., (2019) was developed with the purpose to prove that the use of Digital Storytelling improves students' speaking skills. For this study an action research was done using the model established by Kemmis and McTaggart, this model has four steps which are planning, acting, observing, and reflecting. The participants for this were 20 students from a school in Pahang, Malaysia, it was a pre-experimental research because a pre-test and a post-test were applied using a form from the School-Based Oral Assessment (SBOA). The results obtained in the pre-test was a value of 21.95 and in the post-test, the value was 23.23 which gave them the conclusion that storytelling has a big impact on students' speaking ability and this impact is bigger with the help of TICS, and students received in a better way the idea of having the help of a new strategy to improve speech and, therefore, its fluency. In addition, it was noted that this strategy aroused the interest of students and they were able to play an active role in the classroom, and more if the help of electronic devices was available.

In the study "Storytelling to improve students' speaking skill" developed by Zuhriyah (2017) the main aim was to identify if storytelling strategy affects students' speaking skill in a better way. A collaborative action research method was used with four steps, the principal instrument to collect data were observation and a speaking test. The results of the post-test showed a significant progress in fluency from 21.7% to 78.2. The participants were 23 students from an Intensive English Program of Hasyim University. He argued that with the help of storytelling strategy students showed significant and favorable results with the use of storytelling, those who were given this strategy were able to participate and show interest in the story, and it was possible to see an

improvement in their ability to speak including their understanding, fluency and pronunciation that made them feel motivated to participate with this strategy more often.

At Sebelas Maret University, Utomo et al., (n.d) in their study "The use of Storytelling to improve speaking skill of elementary school students" has as the main aim to describe the benefits of storytelling strategy on students speaking skill. It was stated that storytelling is a good tool to improve speaking skill and it demands the mixture of written language, songs, mimics, performance, dances, etc.; in addition, storytelling can vary according to the needs of students, the teacher's way of teaching and the atmosphere of teaching-learning. The authors point out that this strategy has many benefits such as collaborative work, encourages dialogue, and the development of new knowledge.

The previous studies were reviewed in chronological order to visualize an idea of how this strategy has evolved over time to understand better. It was established that the subject of study is not only of national interest since several of them were carried out in different countries around the world and were applied at different ages such as children and adolescents. Considering this, it's important to know that the correct application of strategies in this case storytelling bring many advantages. It has been identified that storytelling strategy improves students' speaking ability as well as speaking fluency. This strategy helps students to feel more comfortable when speaking, and they feel in a good atmosphere in which they are free to speak. In addition, the majority of the studies mentioned that it's important to choose very carefully the story that will be narrated.

1.2 Technical – Scientific Foundation

Independent Variable and Development (cause)

Approach

It is bigger than a method. The approach is a process to teach, it is the way of teaching or how teaching is developed. Behind of ant approach there is a theoretical view of what a language is and how it could be learnt. There are several approaches that are used in the process of teaching but the best known is the Communicative Language Teaching Approach (Gill & Kusum, 2017)

Communicative Language Teaching Approach

This approach uses communication to learn through interaction, rather than how traditional (memorization) is (Richards, 2006). One of the main features of this approach is that students are able to interact with each other with real situations and contexts, making students use their language naturally according to the situation they are in. This approach creates an innovative classroom environment for students to feel interested in the topic (Dos Santos , 2020).

By using real-world situations in the teaching of a language, students will be more exposed to the language they are learning, so the linguistic input they receive will give them more opportunities to use language in any situation, as well as motivate students to express themselves verbally is of great importance so that they can have confidence in themselves and develop their speaking skill (Toro, et al., 2019). In addition, the communicative approach is student-centered, which means that classroom activities will have significant communication with the use of authentic material (Alamri, 2018).

Method

A method is a teaching instrument inside of an approach. Lišková (2017) states that "A method is an instrument of teaching within an approach, a practical realization of the overall mood of an approach". It includes many processes inside of the classroom such as the content that will be taught, students and teachers' roles, the material role, different kinds of activities that will be developed, and type of tasks. A method has a rigorous process to accomplish its objectives. Umaru (2015) states that a teaching method is a series of processes and techniques that used together make learning work better and be effective. Applying a wide range of teaching methods allows to achieve effective and efficient learning, significantly improving the teaching-learning process.

In past times teachers focused on teaching them as the main source and tool of knowledge it means a teacher-centered method, rather than taking into account the needs of the student. Today all effective teaching tools focus their main activities on self-education and on the intellectual interests of students making a student-centered approach (Hightower et al., 2011).

Presentation, Practice, Production (PPP) method

It is a model to present a new language, it has three steps, presentation, practice and production. This method has two main facts, students are creatives and smarts. This means that almost always people learn things by doing rather than just being told. Each step of this method fulfills a specific function.

The presentation phase is mainly about elicitation. Teacher gets ideas from the students about a given topic, in this phase teacher could use brainstorming to collect ideas

and to make the class more creative (Maftoon and Sarem 2012). For example, teacher could ask a questions about a topic and students could give longs answers or short answers or even some ideas about it. After this teacher could give feedback about students' ideas. **The practice phase** is in which students have the opportunity to practice the new language. Many activities could be used such as drills, gap filling exercises, multiple choice exercises, etc. In this phase students could use the language to practice with their partners or friends and the teacher is in charged to direct the activities but at the same time teacher have to correct mistakes to avoid fossilization (Zavala, 2012). In this phase teachers practice speaking with the students in the two principal stages, controlled-practice stage and in the guided-controlled practice stage (Baker & Westrup , 2003). **The production stage** means to produce something, in this case produce something with all students have learnt. Fluency is one of the most important components in this phase because students will try to speak as naturally as possible. Teacher try to avoid to correct them because it is the "free phase", but if there are some mistakes teacher could give feedback at the end of the activity.

Strategies

In education, strategy are methods that teachers use to teach the contents of a course. These help students in the learning process. Each strategy is used and chosen according to the interests and needs of students, age, material, resources, and even class size (Al-Banna, 2014). Teachers choose different activities to perform according to the method being applied, such as the use of communicative strategies like storytelling. In addition to this, strategies can be used to promote the different skills that learners might have, making participants active within the classroom.

Storytelling Strategy

According to Serrat (2008), Storytelling is “the use of stories or narratives as a communication tool to value, share, and capitalize on the knowledge of individuals.” It means that storytelling describes ideas, personal experiences, beliefs, and life lessons through narrative stories that flow ideas and even emotions with great power. Storytelling has many advantages such as: encouraging learners to use their imagination and creativity, communicate difficult messages in easy, producing sense, meaning, and coherence, increasing students' confidence in communicating their ideas and thoughts and the communication of the storytellers is naturally. Also, storytelling increases social interaction as well as learning social rules (Klugeri, 2017).

Storytelling has a close relationship with the learning/acquisition theories proposed by Stephen Krashen. For example, the language used in stories is connected to features of comprehensible input- utterances that are easily understood by non-native speakers. The language of stories has certain peculiarities that are easy to recognize or imitate such as intonation, onomatopoeia, rhythm, and rhyme, and at the same time this help to communicate in the foreign language. There are certain types of visual aids that help to better understand the story being told, for example, facial gestures, oral expressions, pampering, etc.

Evolution of Storytelling

Storytelling is an innate feature of humans, but it has changed over time. The origin of the storytelling arises from past times with visual stories, such as those cave drawings to stories told orally from generation to generation. Due to the advancement of time and technology, the creation of printing, the internet, and social networks, the way stories are told have advanced and you can narrate through photographs, videos, recordings, and blogs (Mendoza , 2015).

The tradition of oral storytelling depends on each culture and its traditions. Some traditions use songs and poetry that are transmitted over time to be finally published. Traditional oral storytelling today remains common among people when they come together to exchange everyday ideas and comments, which has allowed current studies to continue to be developed in the field of communications. Jackson (2018) stated that one of the tribes that used storytelling the most in the past is the Oklahoma tribes who told as folktales and these were passed down from generation to generation.

Benefits of Storytelling

Storytelling has always been used as a teaching tool, it is used in all ages and levels from higher education to nursing education. It is important to create activities to enhance students' participation inside the classrooms to facilitate foreign language acquisition naturally. This strategy shows many benefits as well as advantages:

- **The development of communicative competence:** storytelling involves a kind of interaction between the teacher (storyteller) and students (audience), the narrator could ask for some ideas about the story that will be told. For example, asking them to guess what the story will be about, asking them to say a possible ending, retelling the story, etc. This can be of help to students to communicate effectively using the language.

- **Motivation to students to tell stories:** the story to be told must be of interest to the students so that they can feel attracted to the story until the end. The teacher should serve as a model when telling the story, so that students recognize that storytelling is an authentic activity. The teacher can motivate students to tell stories, fables, and even their own stories.

- **Learning new vocabulary:** most new vocabulary is in stories and has its own meaning according to the context in which these words are placed. In many cases, new vocabulary is shown with blood and its meaning is at the end of the page as a help to students to have a better understanding of the story. Besides, new vocabulary often appears throughout the story, but in different contexts to be understood.

- **The development of listening skills:** storytelling helps students to develop some listening skills. For example, listening for gist in which students need to listen to the main idea of the story and it is not necessary to understand everything about it. Also, students develop their concentration and pay attention to the whole story and it can be associated with listening for pleasure.

- **The development of imagination:** students can recreate their own characters, setting, and ideas about the story in their minds. Students can develop their creativity and also they can store some important facts and information about the story.

Storytelling rules

Storytelling rules are used as models to tell a story, these help to the storyteller as well as the audience. It could be said that the most important rule when telling stories is the precision with which it is told, this could arouse the interest of the listeners.

- Look for an interesting story that can call the attention of the audience.
- The ending of the story has to be told until the end without interruptions.
- Put emphasis with your voice on key structures of the story such as once upon a time, one day, because of that, finally, etc.
- Remark who are the characters of the story.
- Use mimics, gestures and movements to represent some points of the story.

Dependent Variable and Development (effect)

Language

Language is a communication system by which human beings convey ideas, thoughts, or opinions. It consists of a set of spoken or written symbols, in addition to using the language, connections to decode these symbols can be created (Gee and Hayes, 2012). Language consists of millions of signs, which are the combination of form and meaning, and each of these signs makes sense. The form in spoken language is a sequence of sounds and in written language is the sequence of letters (Amberg & Vause, 2009).

Language forms bonds between personal and social notions. When using language, any type of message, as well as the beliefs of each community, can be transmitted. The language can be seen as a three-sided figure: expression, meaning, and context (Wardhaugh, 2006). The expression contains words, phrases, and sentences as well as intonation and accent. Meaning links, the senses, and references of the elements of the expression. The context refers to the different situations in which expressions are said and covers everything that has been said before the situation. In addition, it is based on the knowledge that the speaker and the listener have in common. Grammar is the link between expression and meaning, and context is the link between grammar and interpretation (Finegan, 2008).

English Language Skills

Husain (2015) states that "English is also a language used to give expression to thoughts and feelings of a social group. But it is seen as a foreign language". The English is an official language in many countries and in many cases is studied as a subject in schools, colleges and universities. English language involves four skills: Listening, Speaking, Writing, and Reading.

Productive skills and Receptive skills

Speaking and Writing are productive skills. These are called in this way because when the learners use these skills not only have an active role but also produce sounds and symbols. On the other hand, listening and reading are receptive skills because learners receive information and have a passive role when using these two skills (Rao, 2019).

Speaking Skill

Speaking skill is as important as the other and it is considered as a special skill. Thoughts and ideas that learners generate need to be expressed through speaking, and it usually determines expressiveness (Wood, 2007). Speaking is often used according to the situation each person finds the situation, but it is a necessary skill. Sadiku (2015) states that "when you speak, you use about five syllables per second and there are more than forty different voice sounds." This means that the audience must analyze and process each of the five syllables and translate them into words. Good fluency, coherence, pronunciation, and vocabulary should be a priority when speaking. This is important to show a good manage of the following subskills:

- **Linguistic Competence:** This includes:
    1. The use of comprehensible pronunciation.
    2. Using grammatical rules with accuracy.
    3. The use of a correct, appropriate set of vocabulary.
- **Discourse Competence:** This includes:
    1. Coherence and cohesion in the structure of discourses.
    2. Good interaction in managing a conversation to keep it flowing.
- **Pragmatic Competence:** This includes:
    1. The functions of context and register must be expressed effectively and at the same time appropriately.
- **Fluency:** High speech rate with agility.

Speaking Fluency

Fluency consists of the ability to speak and communicate accurately and fluently, usually referring to appropriately expressed oral expressions without interruption (Chambers, 1997). To check the development of fluency in the learning process, the teacher must allow each student to express himself freely without any cut or interruption since the main objective of the teacher is to help the student speak fluently and easily not only in the academic field, but wherever the student wants to communicate any kind of message (Alimuddin, 2015).

When dealing with students at initial academic levels such as Kindergarten, the teacher must find a way to gradually move forward with fluency in students, giving them the freedom to express themselves freely to identify the general mistakes each student has. “One factor that contributes to increased fluency and shorter pauses is adequate planning” (Foster and Skehan, 1996). A good planning of the activities that will be developed in the classroom allows to significantly improve the attitudes and aptitudes of the student.

Finegan (2008) proposed that the mastery of speech fluency makes learning a new language like English much easier, as pronunciation will be much more fluid and natural, it also facilitates effective communication without the need to worry about mistakes that may be made.

1.3 Objectives

General Objective

To analyze how storytelling strategy influences in speaking fluency of the English Language in 10th year at Unidad Educativa "Dario Guevara".

Specific Objectives

- To establish the benefits of storytelling strategy in speaking fluency.
- To determine the importance of storytelling strategy in students' speaking fluency.
- To compare pre-test and post-test results with the application of storytelling strategy.

Description of the fulfillment of the objectives

- To establish the benefits, some activities were developed according to the stories that were told. Each story to be told was chosen according to the age of the students and according to the contents they needed to learn, likewise the activities to be developed were planned in a way that catches the attention of the students making them feel free to speak and have confidence when they expressed something.

- To fulfill the second objective which is to determine the importance of the storytelling strategy, a pre-test and a post-test were conducted to identify if the strategy was important for improving students' speaking fluency. The teacher by taking the post-test was able to identify an advance in speaking fluency.

- Finally, to compare pre-test and post-test results a statistical method Wilcoxon was used. After applying the treatment with the results obtained, figures and tables were used to see the progress that the students had according to the criteria established in the rubric with which they were evaluated.

CHAPTER II

METHODOLOGY

2.1 Resources

During this investigation the population selected were from Unidad Educativa "Dario Guevara" located in Cunchibamba, from 10th grade having a A2 level of English. The participants were a total of 13 students, 1 male and 12 females with an age of 14 years old. The teachers and authorities were part of this process, as well as, the researcher and the research tutor.

Furthermore, some instruments were used in order to conduct the investigation such as a pre-test and a post-test taken from Flyers speaking test from Cambridge University, level A2 (Annex 1). For the application of the speaking part only part 1, 2, and 3 were taken into account. In part 1, five open questions were asked to the students as well as in part 2. In part 3, there were only one question which was an open-question. These test were applied in order to identify students' speaking fluency level. Additionally, some applications such as nearpod, vocaroo, flipgrid, jamboard, wordwall and liveworkseehts (Annex 3) were used and helped to develop, design and present the activities to the students. Moreover, one of the most important application to develop the classes was Zoom.

2.2 Methods

To carry out this investigation a quantitative approach was used, which involves analyzing, collecting data through statistical methods. It is qualitative research because it was mainly focused on the relation that storytelling strategy and speaking fluency of English language has. It is quantitative because it used deductive reasoning to gather evidence to prove whether the theory will confirm using some

statistical methods to obtain the results. Moreover, an experiment design was used through which a pre-test and post-test were applied to the students of the Unidad Educativa "Dario Guevara" with the purpose of experiencing what is the behavior of the independent variable and the dependent variable. As a first step to develop this research, a pre-test was taken, then the treatment was applied using the strategy during some classes taking into account the contents that the students were learning, and as a final step a post-test was taken to obtain results. Finally, a series of graphs and tables were applied to analyze the results obtained at the end of the research.

This investigation was field, bibliographic and pre-experimental research. First, it is a field based research because it was done in the space itself where the object of study is located through virtual classes with the students from 10th year of the school. This allowed to the researcher the most in-depth knowledge about how storytelling strategy affects students' speaking fluency having reliable data. Second, it a bibliographic-documentary modality because the researcher looked for existing information based on printed and online documents such as books, scientific journals, technical reports, undergraduate theses, etc. that supported this study. The information was selected according to the importance and relevance it brought to this research, and served to have a general knowledge of the variables that were going to be studied. Finally, it is a pre-experimental research because to conduct this study one group of students from Unidad Educativa “Dario Guevara” was selected to see what is the effect of the independent variable on the dependent variable. This research has two main steps which are: the pre-test to see what is the initial level of speaking fluency of the students and a post-test to evaluate how effective was the strategy.

Furthermore, the exploratory research was considered necessary since it was possible to formulate the hypothesis with which through a study it was possible to improve the fluency of the students. This research allowed to detail specifically the characteristics of the problem, how it originated or how it has evolved throughout this time with the application of research methods and techniques, as well as allowed to observe the relationship between variables of the object of study.

2.3 Procedure

To carry out this investigation several steps had to be followed. First, one group of Unidad Educativa "Dario Guevara" was chose and Flyers speaking level A2 test was used to measure students speaking fluency, this test was from Cambridge. A pre-test was taken in order to know if students were able to describe situation and tell stories. It had three parts and the test was taken individually. In the first part students had to look for some differences of a picture provided by the examiner. In the second part students had to answer some questions according to a given information. In the third part students had to tell a story according to given pictures, these pictures were in order and students had to tell what was happening and what they could see. To assess students a rubric was used, which corresponds to A2 level. Besides, this rubric had six aspects: Listening & Interaction, Language appropriacy, Extent, Promptness, Language (grammar & vocabulary) and Fluency, each of these was worth 3 giving a total of 18 points.

After that, some lessons were applied in which students had the opportunity to practice and develop their speaking fluency through storytelling strategy. In the first session the researcher announced the role to be fulfill during some classes, then proceeded to take the pre-test in which each student had to answer some questions about given pictures and tell a story according to a sequence of pictures. Once the pre-test was finished, the researcher gave some general instructions for the following sessions. The other sessions were developed according to the lesson plans which had activities to improve students' speaking fluency. In the last session the post-test was taken and students speaking fluency was assessed after applying the whole treatment to see if the application of storytelling strategy had succeeded.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

In this chapter the results obtained during the experiment are presented. To collect data a pre-test and a post-test were taken to 13 students from Unidad Educativa "Dario Guevara". The results are based on the scored that students got when applying the pre and the post-test taken from Flyers speaking test level A2. Three parts of this test were taken into account. Tables and figures are presented below to represent the obtained information. Then, with the help of SPSS software the hypothesis validation was done. Shapiro-Wilk was used for the test of normality and according to the results gathered in this test, Wilcoxon was used to prove the hypothesis.

3.2 Pre-test results

Table 1 Pre-Test results

Criteria	Average
Listening & Interaction	1,38
Language appropriacy	1,46
Extent	2
Promptness	1,77
Language (grammar & vocabulary)	1,69
Fluency	1,46
Total average	1,63

Note: Student's pre-test

Figure 1

Pre-Test results

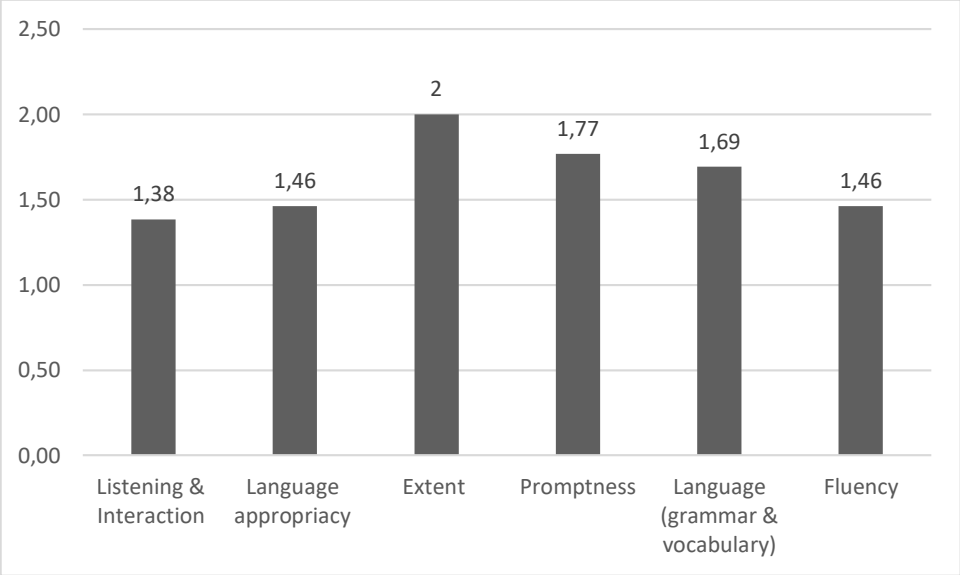

Fig 1: It shows the different criteria that were used to assess students when taking the pre-test. The average that each criteria has been before applying the strategy.

Analysis and interpretation

Figure 1 represents the total average gathered by 13 students, in listening and interaction the average was 1,38, in language and appropriacy the average was 1,46, in extent the average was 2, in promptness the average was 1,77, language (grammar & vocabulary) the average was 1,69, and in fluency the average was 1,46. It is noticeable that the highest result comes from extent in which students had to answer with one or more words. Many of the students answered with incomplete sentences, despite that, their answers had more than 3 words. Regarding to fluency students didn't have the expected average because they didn't have previous activities that help them to develop this subskill. Most of the students' speeches were hard to understand and slow. The majority of students hesitated when answering a question and when telling a story. Additionally, they repeated the same words and phrases to sound naturally but this didn't work. Based on these results some activities were developed to improve students' speaking fluency with the help of storytelling strategy.

3.3 Post-test results

Table 2 Post-Test results

Criteria	Average
Listening & Interaction	1,77
Language appropriacy	1,85
Extent	2,08
Promptness	2,00
Language (grammar & vocabulary)	1,85
Fluency	2,08
Total average	1,94

Note: Student's post-test

Figure 2

Post-Test results

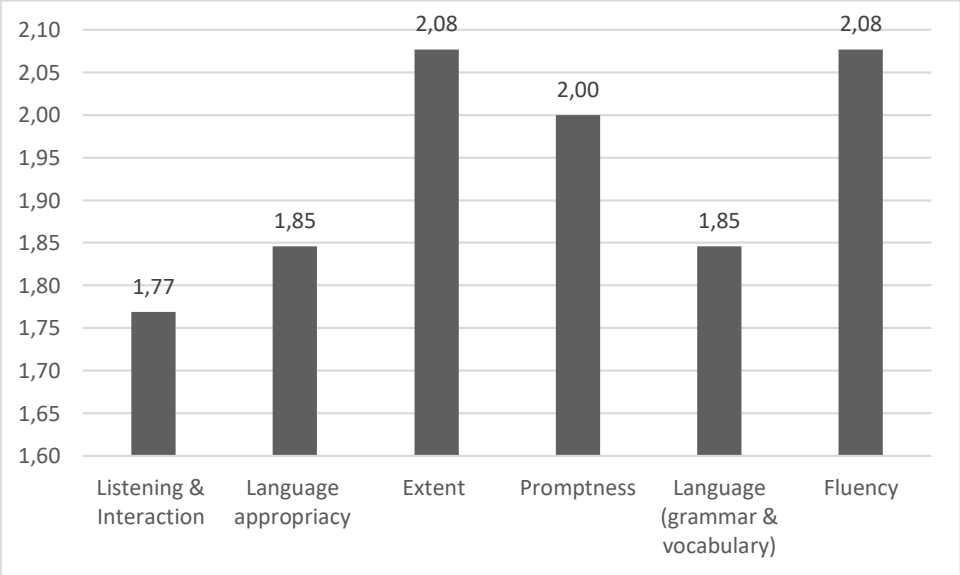

Fig 2: It shows the six criteria that were used to assess students' post-test. These averages were the result of students' performance after having applied the treatment.

Analysis and interpretation

Figure 2 represents the total average gathered by 13 students in the post-test, the first column corresponds to listening and interaction the average is 1,77, in language and appropriacy the average is 1,85, the next column corresponds to extent in which students had an average of 2,08, in promptness the average is 2, language (grammar & vocabulary) had an average of 1,85, and the final column corresponds to fluency having an average of 2,08. It is evident that the students showed a change improving all the criteria with which they were evaluated, as can be seen in table number 2. Although the students improved everything, the parameter that they have improved the most is fluency. The students showed better performance when they answered the questions and even more so when they had to tell the story at the end of the test. Their speech discourse was easier to understand even though they still had some hesitations when talking but they had a great improvement. The criteria that is still low is listening and interaction because students could understand most of the instructions but the examiner had to repeat 2 or 3 times. These aspects leaded to the conclusion that the presented activities were of great help to improve the subskill (fluency).

3.4 Comparative results

Table 3 Comparative Results (Pre-Post-test)

Criteria	Initial Average	Final Average
Listening & Interaction	1,38	1,77
Language appropriacy	1,46	1,85
Extent	2	2,08
Promptness	1,77	2

Language (grammar & vocabulary)	1,69	1,85
Fluency	1,46	2,08
Total average	**1,63**	**1,94**

Note: Student's Pre and Post test

Figure 3

Comparative Results (Pre-Post-test)

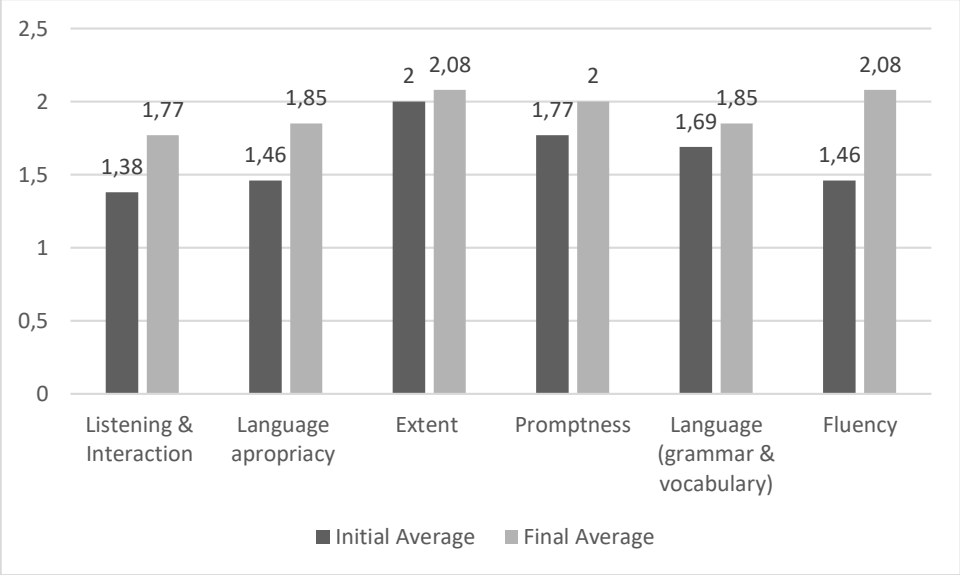

Fig 3: It shows a comparison between the initial average gathered in the pre-test and in the post-test.

Analysis and interpretation

In figure 3 a change can be observed after applying the treatment, in the post-test students got an average of 1,38 while in the post-test they had 1,77 in Listening and Interaction. It shows an increase or advance of 0,38. In Language appropriacy, at first students got 1,46 and in the post-test students had 1,85 showing an advance of 0,39. Regarding to extent, students started with 2 and, in the post-test students got 2,08. It means an increase of 0.08. In promptness, students in the pre-test had 1,77, but then they had 2. It represents 0,23 of

advance. Concerning to language (grammar & vocabulary) criteria, students had 1,69 in the pre-test, while in the post-test students had an average of 1,85, showing a small advance of 0,16. Finally, in fluency students as initial average got 1,46 and as a final average got 2,08. It means that students had a great advance of 0,62.

At first, one of the lowest criteria of the students from Unidad Educativa "Dario Guevara" was fluency. Nevertheless, this criterion has improved through the implementation of the Storytelling strategy. This was expected since the main intention of this research was to improve the students' speaking fluency of 10th grade at UEDG. Moreover, this means that the activities presented in classes were of great help for the improvement of the students. Another important change that can be seen is in Language and appropriacy. It reflects that the activities were suitable and the students were able to use their own words according to the context in which they had to answer what the examiner asked them.

3.5 Hypothesis verification

SPSS software was used in order to verify which of the two hypothesis are going to be accepted or rejected.

3.5.1 Alternative Hypothesis

H.0 Storytelling strategy doesn't have a positive effect on speaking fluency of the English language in 10^{th} year at Unidad Educativa "Dario Guevara".

3.5.2 Null Hypothesis

H.1 Storytelling strategy has a positive effect on speaking fluency of the English language at Unidad Educativa “Dario Guevara”.

3.5.3 Test of Normality

Table 4 Tests of Normality

Pruebas de normalidad

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Estadístico	gl	Sig.	Estadístico	gl	Sig.
Pre_test	,239	13	,041	,841	13	,022
Post_test	,268	13	,012	,841	13	,022

Note: SPSS software

Figure 4

Normality test

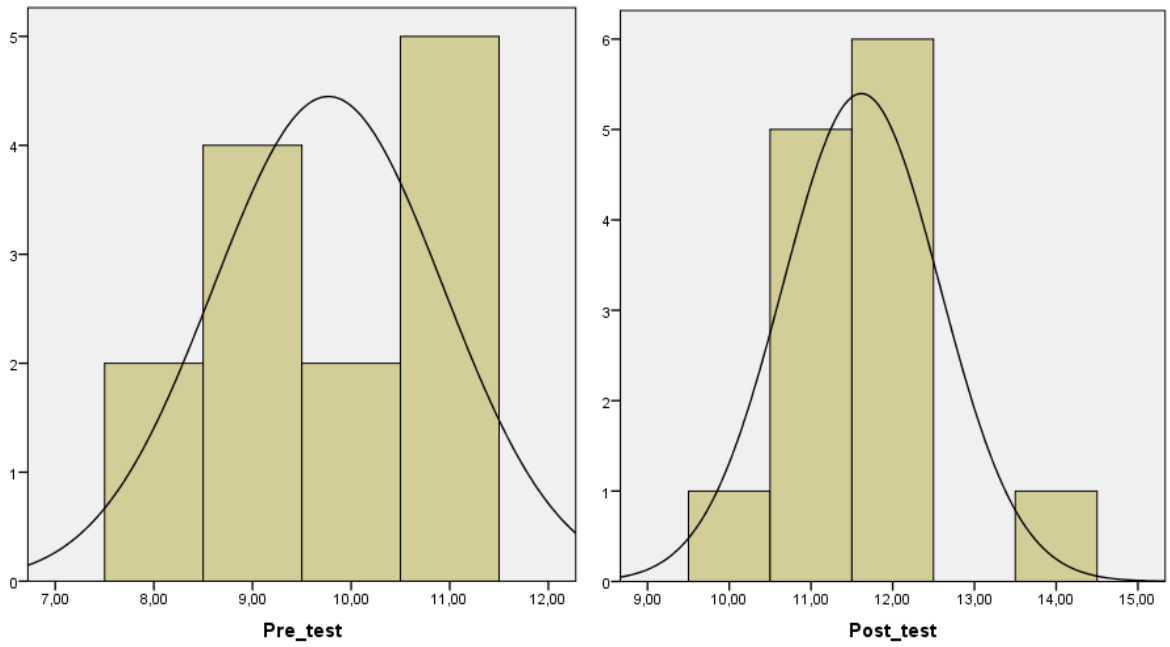

Fig 4: Normality test.

Analysis and interpretation

As it could be seen in table 4 the sig value is less than 0,05, this means that the null hypothesis is rejected and the alternative hypothesis is accepted. Shapiro-Wilk was taken into account because of the population that is less than 50.

3.5.4 Paired Sample Test

Table 5 Mean Wilcoxon

Estadísticos de contraste[a]

	Post_test - Pre_test
Z	-3,114[b]
Sig. asintót. (bilateral)	,002

a. Prueba de los rangos con signo de Wilcoxon

b. Basado en los rangos negativos.

Note: SPSS Software

Analysis and Interpretation

In table 5 it is notable that the P-value is ,000, lower than the significant level that is 0,05. This results shows that the alternative hypothesis is accepted. Therefore, storytelling strategy had a positive effect on students' speaking fluency from 10th grade at Unidad Educativa "Dario Guevara".

3.6 Discussion of results

After applying the treatment to students from Unidad Educativa "Dario Guevara" in 10th grade, it was possible to prove that storytelling strategy had a good influence on students' speaking fluency according to what can be seen in the initial results and in the final results. Consequently, the storytelling strategy is suitable to improve students' speaking fluency, because it allows to students being exposed to the English language and practice the language through some activities which permitted that students could make their speech easier to understand and smooth.

First of all, the storytelling strategy helped students to improve their speaking skill and sub-skills, also stated that the storytelling strategy is not just about telling stories, but rather about making students feel involved in the class so they can feel free to express themselves (Syafii et al., 2021). In addition, the collaboration and active participation of students inside the classroom plays a very important role when applying this strategy without forgetting the resources that the teacher must use to maintain an active participation (Rodríguez, 2020). At first students feel a little bit shy but when the teacher started to tell a story they reacted surprised and put all their attention to the story, and after that they could do the activities that teacher proposed (Zuhriyah, 2017).

Secondly, storytelling strategy is not a well-known strategy, but when applied to students it could be seen that they seemed to be interested in what they were hearing, not only because of the way it was told rather because of the vocabulary and terms that the story had, since they were easy to understand (Alcántara and Cubillo, 2019). This strategy contributed to an important factor which is the imagination of the students as it helped them to be more creative and to connect their knowledge with the desire to participate in the classroom (James et al., 2019). Such findings affirm that the storytelling strategy plays an important role in improving fluency and this is because the stories are chosen according to the level of the students, their

age and interests allowing students to feel confident when expressing themselves and not feel repressed for making mistakes (Guapulema, 2019).

Finally, the attitudes of the students when applying the storytelling strategy were positive, according to the findings the students feel comfortable when performing activities that were related to the previously told story and even more if these activities include games where they participate actively, and through the activities the students can remember important facts and then retell them (Burgos and Valencia 2015). When telling a story, it is necessary that the teacher must use mimics, facial gestures and different tones of voice so that students reduce distractions, greatly increasing the reception of knowledge and significantly improving their attitudes and skills in the classroom (Utomo et al., n.d).

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After analyzing the results obtained from the application of the Storytelling strategy at Unidad Educativa "Dario Guevara" in students from 10th grade, the following can be concluded:

- Storytelling strategy had positive benefits on students' speaking fluency. This could be evidenced in the results showed in the post-test. Telling stories allowed students to improve their fluency as they were able to communicate with each other in a more understandable way, students felt free to speak their thoughts, developed their listening skill, used more their creativity and imagination with the help of activities such as telling a story in the students' own words, creating different endings, adapting the story, etc.

- Storytelling strategy was of countless importance to the students as it was of great help to enhance speaking fluency of the English language of the 10th grade at Unidad Educativa "Dario Guevara". After applying the strategy students were able to communicate effectively without so much hesitations and effortless. Moreover, in the post test it was notable that students could manage in a better way their speech discourse.

- At the end of the treatment the results showed that in the pre-test the students had an average of 1.63 of the six criteria which were Listening & Interaction, Language appropriacy, Extent, Promptness, Language (grammar & vocabulary) and Fluency,

and in the post-test the students had an average of 1.94 in the same six criteria. The difference was 0.3. Therefore, the strategy applied to students was effectively and students could improve their speaking fluency through the development of some activities based on Storytelling strategy.

4.2 Recommendations

After the analysis of results that led to give different conclusions after using the storytelling strategy, the following recommendations can be taken into account to develop future researches:

- With the use of storytelling strategy students could improve their speaking fluency, so it is recommendable to use it in classes during the learning process. In addition, teacher must create the activities according to the students' needs using technology so students can get engaged to the activities and have an active participation.

- It is important that teachers consider new teaching strategies so that students learn better and motivate them to continue practicing the English language. Teachers should also identify the problems students have when they speak in order to help them to improve their speaking skills and sub-skills, making them free to speak.

- To apply the storytelling strategy, it is important to be carefully when choosing the stories to be told so that students feel attracted and can listen and understand what the story is about. In addition, each activity that is going to be developed must have a precise order so that students can understand them in a better way. This can be developed following a lesson plan done for each class.

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ANNEXES

Annex 1: Pre-test and Post-test

A2 FLYERS SPEAKING. Find the Differences

A2 FLYERS SPEAKING. Find the Differences

Robert's favourite restaurant

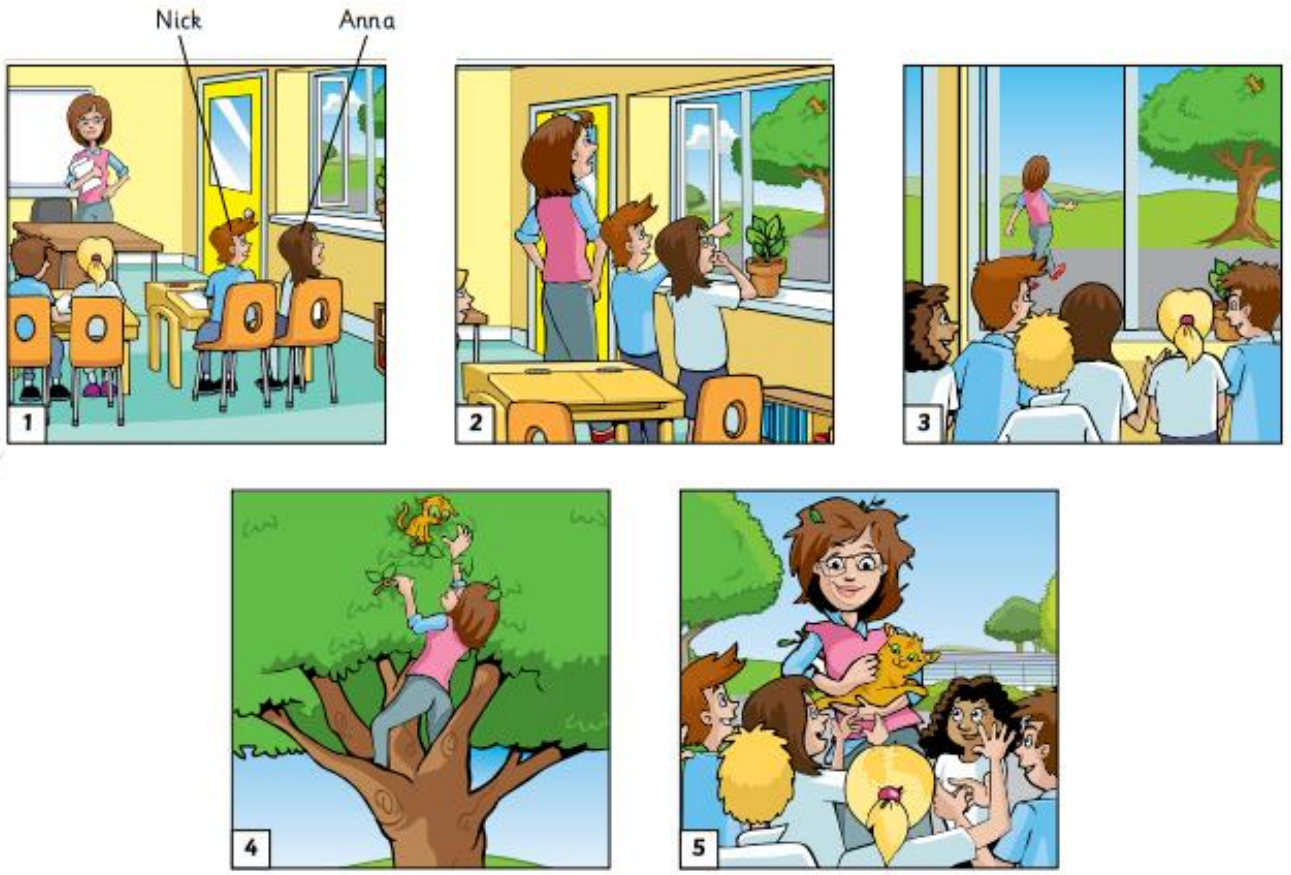
Name	The Black Cat
Like eating	pasta
Where	North Street
Time / open	12 o'clock
Cheap / expensive	expensive

Sarah's favourite restaurant

Name	?
Like eating	?
Where	?
Time / open	?
Cheap / expensive	?

A2 FLYERS SPEAKING. Information Exchange

The Brave Teacher



A2 FLYERS SPEAKING. Picture Story

Annex 2: Lesson Plans

<table>
<tr><td colspan="3">UNIDAD EDUCATIVA “DARIO GUEVARA”
LESSON PLAN 1</td></tr>
<tr><td>TEACHER: Nadia Suárez</td><td>COURSE: 10th “A”</td><td>TIME: 40 minutes</td></tr>
<tr><td colspan="2">TOPIC: Pre-test</td><td>DATE: November 24th 2021</td></tr>
<tr><td colspan="3">AIM: To identify Flyers test to know their speaking abilities.</td></tr>
<tr><td colspan="3">OBJECTIVES: At the end of the class students will be able to:
• Determine the level of students’ speaking skill.
• Answer personal questions.</td></tr>
<tr><td colspan="3">MATERIALS: Zoom, excel sheet, word document.</td></tr>
<tr><td colspan="2">LESSON PROCEDURE

• Teacher greets and introduce herself.
• Teacher will give instructions and explain what is the test about and how long it will take.
• Teacher will show the rubric for their assessment.
• Teacher will divide the class into pairs and create breakout rooms.
• Teacher applies the test.
• Teacher will explain what is the treatment about.

Assessment:
Informal Assessment: students’ participation.
Formal Assessment: A rubric from Cambridge will be used in order to assess students speaking fluency.</td><td>TIME

5 min

40min</td></tr>
</table>

UNIDAD EDUCATIVA "DARIO GUEVARA" LESSON PLAN 2		
TEACHER: Nadia Suárez	**COURSE:** 10th "A"	**TIME:** 40 minutes
TOPIC: Myths or Truths		**DATE:** December 1st 2021
AIM: To allow students talk about strange things that happens in their lives.		
OBJECTIVES: At the end of the class students will be able to: • Describe events using present simple. • Understand the use of 3rd person.		
MATERIALS: Zoom, excel sheet, word document.		

LESSON PROCEDURE	TIME
Warm up. – • Teacher will write some magical beings with which students are going to deduce the topic of the class. Then, teacher will ask students what do they know about these magical beings.	
Presentation • Teacher will show a PPP on Canva about a story called "The elves and the shoemaker". • Teacher will ask students if there is any question about the story. • Teacher will explain about present simple. • Teacher will answer any doubt about the topic.	5 min
Practice • Teacher will request students to fill the Liveworksheet about present simple (https://es.liveworksheets.com/to1253224mh). • Teacher will explain how to fill the sheet. • Teacher will share the correct answers	25min
Production • Teacher will request students to write a different ending of the story being creative. • Teacher will request students to open Vocaroo and explain how to use it. (https://vocaroo.com/) • Teacher will request students to record themselves telling a different ending of the previous story. • Teacher will request students to paste their recordings' links into a word online. (https://1drv.ms/w/s!AnNLtZT5C4yFgb4AgVpQ9kPJcQhw0w?e=fmJL8m) **Assessment:** **Informal Assessment:** students' participation.	10 min

UNIDAD EDUCATIVA "DARIO GUEVARA" LESSON PLAN 3		
TEACHER: Nadia Suárez	**COURSE:** 10th "A"	**TIME:** 40 minutes
TOPIC: MY daily routine		**DATE:** December 6th 2021
AIM: To allow students talk about their daily routines.		
OBJECTIVES: At the end of the class students will be able to: • Talk about what they do every day using present simple. • Talk about students' family routine. • Talk about routines using time expressions.		
MATERIALS: Zoom, excel sheet, word document.		

LESSON PROCEDURE	TIME
Warm up. – • Teacher will star with a game called Two truths and a lie. Students star to write their facts in Padlet. (https://padlet.com/nadiamonsita/29nfo88xfc2xfabg)	
Presentation • Teacher will read a story called "The fox and the leopard". (http://read.gov/aesop/020.html) • Teacher will ask students if there is any question about the story. • Teacher will explain about routines. • Teacher will answer any doubt about the topic.	5 min
Practice • Teacher will request students to play a game about daily routines in Wordwall (https://wordwall.net/es/resource/25012384) • Teacher will play the game with the students to see their answers.	25min
Production • Teacher will explain students how to use Flipgrid and share their usernames to log in. • Teacher will request students record a story about what is happening in the picture posted on Flipgrid. (https://flipgrid.com/197b251b)	10 min
Assessment: **Informal Assessment:** students' participation.	

UNIDAD EDUCATIVA "DARIO GUEVARA" LESSON PLAN 4		
TEACHER: Nadia Suárez	**COURSE:** 10th "A"	**TIME:** 40 minutes
TOPIC: My whole family		**DATE:** December 8th 2021
AIM: To allow students talk about personal experiences with their families.		
OBJECTIVES: At the end of the class students will be able to: • Talk about personal information. • Understand members of a family. • Use members of a family in a story.		
MATERIALS: Zoom, excel sheet, word document.		

LESSON PROCEDURE	TIME
Warm up. – • Teacher will show a picture about hobbies and ask some questions about these and students will answer, with this student will deduce the topic of the class.	
Presentation • Teacher will read a story called "The giving tree". • Teacher will ask students if there is any question about the story. • Teacher will explain about members of the family and hobbies. • Teacher will answer any doubt about the topic.	5 min
Practice • Teacher will request students to play a game about family memebers in Wordwall (https://wordwall.net/es/resource/3925746) • Teacher will play the game with the students to see their answers.	25min
Production • Teacher will request students to enter to Flipgrid. • Teacher will request students record a story about something funny happened in their families on Flipgrid. (https://flipgrid.com/208d09fd)	10 min
Assessment: **Informal Assessment:** students' participation.	

UNIDAD EDUCATIVA "DARIO GUEVARA" LESSON PLAN 5		
TEACHER: Nadia Suárez	**COURSE:** 10th "A"	**TIME:** 40 minutes
TOPIC: My favorite dish.		**DATE:** December 13th 2021
AIM: To allow students talk about what kind of food they like and dislike		
OBJECTIVES: At the end of the class students will be able to: • Talk about students' likes and dislikes related to food. • Use food vocabulary in a story.		
MATERIALS: Zoom, excel sheet, word document.		

LESSON PROCEDURE	TIME
Warm up. – • Teacher will show pictures about different kind of food and ask students which of those they have eaten.	
Presentation • Teacher will read a story called "The fox and the grapes". (http://read.gov/aesop/005.html) • Teacher will ask students if there is any question about the story. • Teacher will explain about food vocabulary. • Teacher will answer any doubt about the topic.	5 min
Practice • Teacher will give to each student one food card to play Bingo. (Resource 1) • Teacher will start to give different names of food and students will fill the Bingo card. • Teacher will say the names of food until one students fill all the card to know who is the winner.	25min
Production • Teacher will request students to enter to Nearpod and explain how to use it. • Teacher will request students create a story imagining they are chefs using food vocabulary. Then students have to record their voices telling the story. (https://app.nearpod.com/?pin=E361153CD074E76FA25F0D2AF7B88C10-1) • Teacher will play some records to listen to the stories.	10 min
Assessment: **Informal Assessment:** students' participation.	

UNIDAD EDUCATIVA "DARIO GUEVARA" LESSON PLAN 6		
TEACHER: Nadia Suárez	**COURSE:** 10th "A"	**TIME:** 40 minutes
TOPIC: Christmas tree		**DATE:** December 15th 2021
AIM: To allow students talk about Christmas facts.		
OBJECTIVES: At the end of the class students will be able to: • Talk about Christmas decorations vocabulary • Use food vocabulary in a story.		
MATERIALS: Zoom, excel sheet, word document.		

LESSON PROCEDURE	TIME
Warm up. – • Teacher will show a picture of a Christmas tree and ask about some Christmas decorations to put to the Christmas tree.	
Presentation • Teacher will read a story called "The legend of the Christmas tree". • Teacher will ask students if there is any question about the story. • Teacher will explain about Christmas facts happened in the story using past simple. • Teacher will answer any doubt about the topic.	5 min
Practice • Teacher will request students to fill the Liveworksheet about past simple (https://es.liveworksheets.com/dc110kf) • Teacher will explain how to fill the sheet. • Teacher will share the correct answers	25min
Production • Teacher will request students to enter to Jamboard and explain how it works. (https://jamboard.google.com/d/1WiVigbPmAFwPzxebbWeafUKI_5nP8yrygNIDocB1o7g/edit?usp=sharing) • Teacher will request students to record their voices narrating how to put a Christmas Tree according to the pictures posted on Jamboard. • Teacher will request students to send their recordings to WhatsApp group.	10 min
Assessment: **Informal Assessment:** students' participation.	

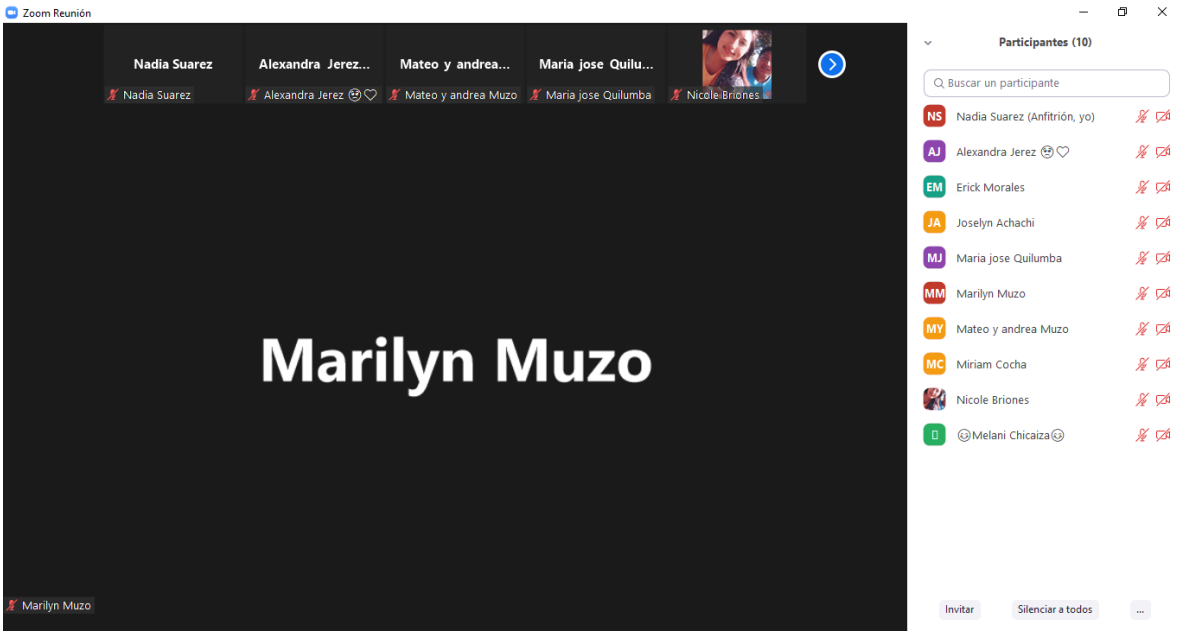
UNIDAD EDUCATIVA "DARIO GUEVARA" LESSON PLAN 7		
TEACHER: Nadia Suárez	**COURSE:** 10th "A"	**TIME:** 40 minutes
TOPIC: Christmas story		**DATE:** December 20th 2021
AIM: To allow students talk about Christmas stories.		
OBJECTIVES: At the end of the class students will be able to: • Talk about Christmas most known stories. • Use Christmas vocabulary on a story. • Create fairy story about Christmas.		
MATERIALS: Zoom, excel sheet, word document.		

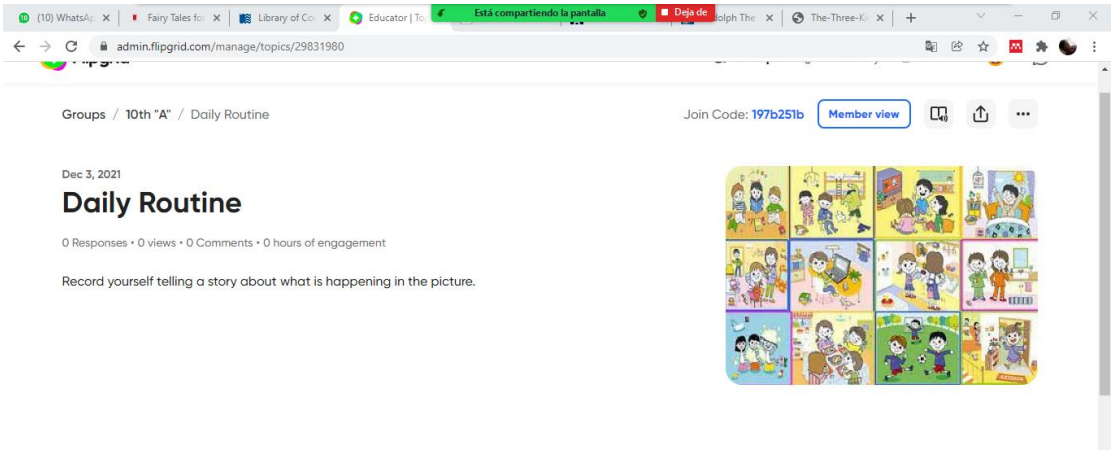
LESSON PROCEDURE	TIME
Warm up. – • Teacher will show two pictures about Christmas and then ask students to look for differences. This will allow students to deduce the topic of the class.	
Presentation • Teacher will play a story called "Rudolph, The Red Nosed Reindeer Story" on YouTube. (https://youtu.be/BQgOhu6u6Aw) • Teacher will ask students if there is any question about the story. • Teacher will explain about Christmas vocabulary. • Teacher will answer any doubt about the topic.	5 min
Practice • Teacher will play Rudolph the red nosed reindeer song on Lyrics training. (https://es.lyricstraining.com/play/destinys-child/rudolph-the-red-nose-reindeer/HHg21StPRH#b7c) • Teacher will explain how to play this game. • Teacher will help students to said the correct answer.	25min
Production • Teacher will request students to create a story about Christmas in which Rudolph has to be included. • Teacher will request students to record their voices on Vocaroo and then paste their recording links on an Online Word document. (https://1drv.ms/w/s!AnNLtZT5C4yFgb4LGoLGiZsTodNksA?e=RFVcgY)	10 min
Assessment: **Informal Assessment:** students' participation.	

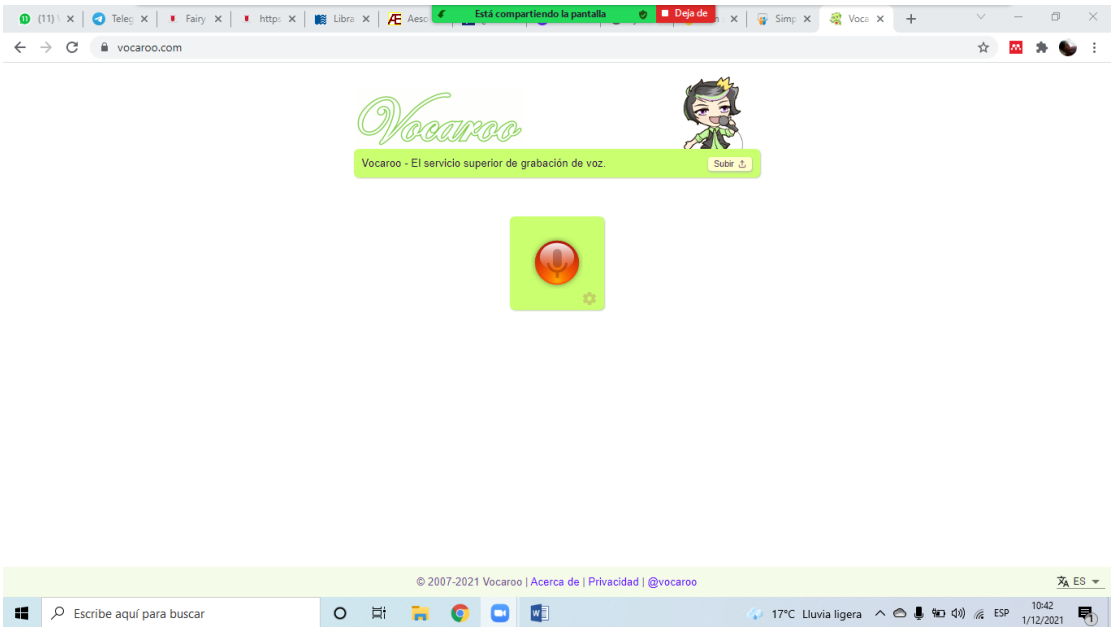
UNIDAD EDUCATIVA "DARIO GUEVARA" LESSON PLAN 8		
TEACHER: Nadia Suárez	**COURSE:** 10th "A"	**TIME:** 40 minutes
TOPIC: Post-test		**DATE:** December 22nd 2021
AIM: To identify Flyers test to know their speaking abilities.		
OBJECTIVES: At the end of the class students will be able to: • Determine the level of students' speaking skill. • Answer personal questions.		
MATERIALS: Zoom, excel sheet, word document.		

LESSON PROCEDURE	TIME
• Teacher greets students. • Teacher will give instructions and explain what is the test about and how long it will take. • Teacher will show the rubric for their assessment. • Teacher will divide the class into pairs and create breakout rooms. • Teacher applies the test. • Teacher will explain what is the treatment about. **Assessment:** **Informal Assessment:** students' participation. **Formal Assessment:** A rubric from Cambridge will be used in order to assess students speaking fluency.	5 min 40 min

Annex 3: Zoom, Flipgrid, Vocaroo, Jamboard, Wordwall



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17°C Lluvia ligera
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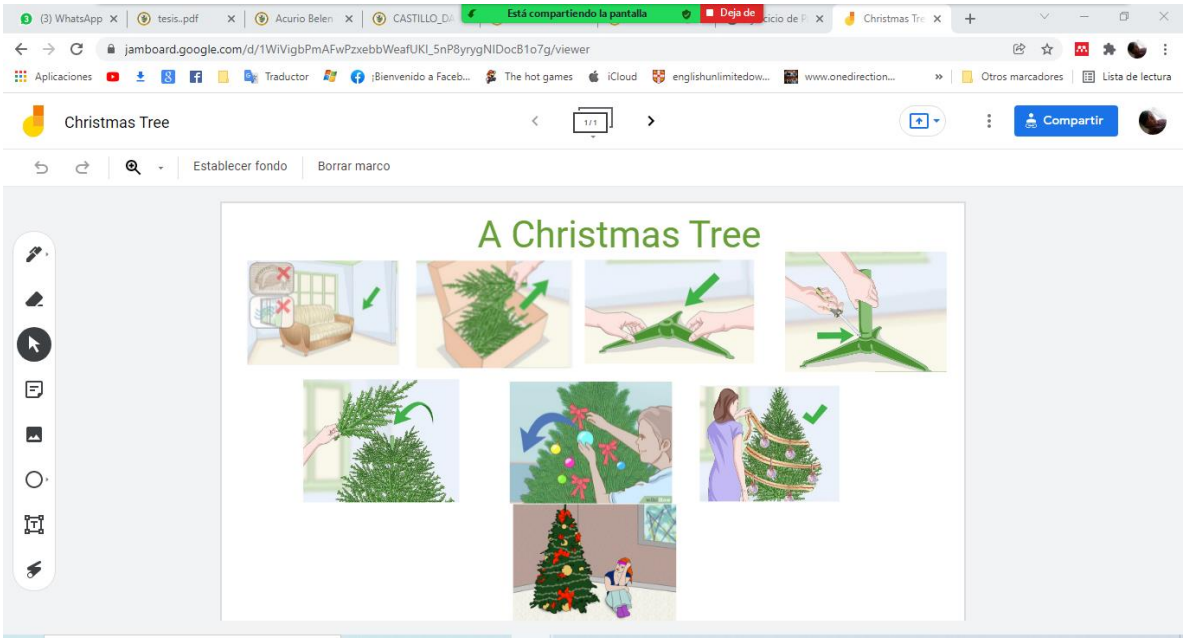
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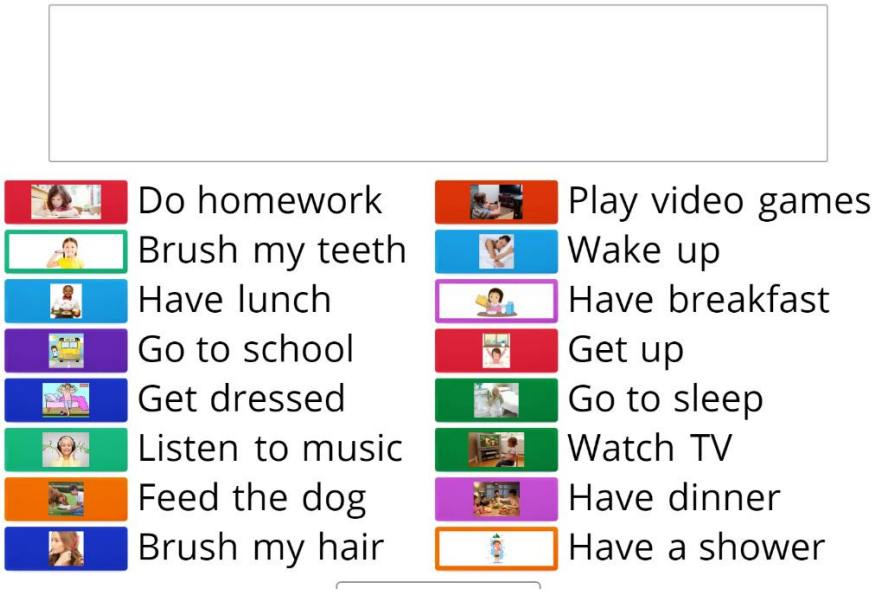
Christmas Tree
Compartir
Establecer fondo
Borrar marco
A Christmas Tree

1:46


Do homework
Brush my teeth
Have lunch
Go to school
Get dressed
Listen to music
Feed the dog
Brush my hair
Play video games
Wake up
Have breakfast
Get up
Go to sleep
Watch TV
Have dinner
Have a shower

Annex 4: Urkund report

Document Information

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