Student Perception of the Effectiveness of the Storytelling Method in English Learning: Quantitative Research with a Focus on Reading Skills

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ABSTRACT

Background. The storytelling method has become a popular approach in English language learning due to its ability to increase student interest and participation. However, quantitative research specifically focussing on the effectiveness of this method in the development of reading skills is limited.

Purpose. This study aims to investigate students' perceptions of the effectiveness of the storytelling method in English language learning, with a focus on the development of reading skills.

Method. This study uses a quantitative approach by distributing questionnaires to students who are learning English. The questionnaire measured students' perceptions of the effectiveness of the storytelling method in improving their reading skills.

Results. The results showed that most students (83.3%) believed that the storytelling method was effective or very effective in improving their interest and understanding of reading skills. However, a small proportion of students (16.7%) had a neutral view on the effectiveness of this method.

Conclusion. The findings of this study indicate that the storytelling method is effective in improving students' reading skills in English language learning. By considering students' perceptions and integrating the storytelling approach into the curriculum, educators can enhance students' learning experiences and support the development of reading skills more effectively.

KEYWORDS

English Learning, Reading Skills, Storytelling Method

INTRODUCTION

The story telling method has long been considered an effective learning tool in English language teaching, especially in the development of reading skills. However, in the current educational context, there is still a need to measure students' perceptions of the effectiveness of this method, particularly in reading skills (Aboalshamat, 2023; Aminimanesh, 2019).

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Reading skills are one of the important aspects of English language learning, however, achieving an adequate level of comprehension can be challenging for some students. Therefore, it is important to evaluate whether the story telling method is really effective in helping students improve their reading skills (Kilincci, 2021; Sunarti, 2023). This research was conducted to understand students' perspectives towards this method and the extent to which this method can help them in comprehending English texts. This study aims to identify whether students see the story telling method as an effective tool in improving their reading skills. By understanding students' perceptions towards the effectiveness of this method, this research will provide valuable insights for teachers to improve their learning approaches in teaching English reading skills (Aboalshamat, 2023; Alberto, 2022).

Evaluation of students' perceptions of the storytelling method is important as it can provide direct feedback about their learning experience. The results of this study can help teachers and educational policy makers to develop more effective learning strategies that suit students' needs in improving their English reading skills. To address this issue, a study was conducted using a quantitative approach to collect data on students' perceptions of the effectiveness of the story telling method in improving their reading skills. Through surveys and rigorous statistical analyses, the research is expected to provide a deeper understanding of the benefits of this method in the context of English language learning (Ambala, 2020).

This study was conducted to explore students' perceptions of the effectiveness of the storytelling method in English language learning, with a focus on the development of reading skills. Through a quantitative approach, this study aims to provide a deeper understanding of the extent to which the storytelling method can improve students' motivation and ability to understand English texts, as well as to identify the factors that influence the successful application of the method in the context of reading learning. It is expected that the results of this study can make a significant contribution to the development of more effective and efficacious English learning strategies in improving students' reading skills (Kangas, 2019; W. Kim, 2019).

This research makes an important contribution in filling the knowledge gap related to students' perceptions of the effectiveness of the storytelling method in English language learning, with a particular focus on the development of reading skills. In this context, quantitative research will enable a more in-depth and representative analysis of students' views on the learning method. As such, the results of the study can provide a better understanding of the extent to which the storytelling method can improve students' reading skills, as well as the factors that influence their perceptions of the effectiveness of the method. This can provide valuable insights for educators and educational practitioners in designing and implementing more effective learning strategies in the context of English language learning.

To address the gap between students' perception of the effectiveness of storytelling methods in English language learning and the focus on reading skills, a holistic and multifaceted approach can be adopted. First, a thorough assessment of students' needs and preferences in English language learning, including the use of storytelling methods, needs to be conducted (Li, 2023). Then, based on the findings, an integrated approach to teaching methods that provides relevant and interesting contexts for students is needed. In addition, training for teachers in the effective application of storytelling methods is also important. The provision of varied resources and materials that support students' various reading levels is also key. Thus, with a comprehensive approach that focuses on students' needs, the perception gap on the effectiveness of the storytelling method in English language learning can be addressed (Lambropoulos, 2023).

In a previous study (Kilincci, 2021) conducted a quantitative study to evaluate students' perceptions of the effectiveness of the storytelling method in English language learning, focusing on reading skills. The results showed that most students rated the storytelling method as effective in improving their reading skills. Similar findings were also reported by (Antunes, 2019), who found that students tend to participate more and have higher interest in English learning when using the storytelling method, especially in the development of reading skills.

Is there a significant difference in students' perception of the effectiveness of the storytelling method in English learning compared to the conventional learning method?. What is the relationship between the use of storytelling method in English language learning and the improvement of students' reading skills?. Are there differences in students' perceptions of the effectiveness of the storytelling method in English language learning based on their level of English language proficiency?

Therefore, the researcher wrote this article with the aim of this study is to explore students' perceptions of the effectiveness of the storytelling method in English language learning, with an emphasis on the development of reading skills. The research will use a quantitative approach to collect data that will be statistically analysed to determine the extent to which the storytelling method can improve students' motivation and ability in reading, as well as to identify the factors that influence their perceptions of the effectiveness of the method. The results of the study are expected to provide valuable insights for English language education practitioners in designing more effective and engaging lessons.

RESEARCH METHODOLOGY

The quantitative research method used in this study is a survey. The survey will be conducted on a sample of students consisting of classes studying English in several secondary schools. Firstly, a questionnaire will be developed consisting of structured questions designed to measure students' perceptions of the effectiveness of the storytelling method in English language learning, with a particular focus on the development of reading skills (Fan, 2022). The questionnaire will cover aspects such as the success of the storytelling method in increasing students' interest in learning, comprehension of the material, and the level of students' participation in the learning process.

The questionnaire will be distributed to students anonymously in several data collection sessions. After collecting the data, descriptive statistical analysis will be conducted to evaluate students' responses to the questions in the questionnaire (England, 2022). This analysis will include the calculation of mean, standard deviation, and frequency distribution of the students' responses. Furthermore, inferential analyses such as t-test or ANOVA may be conducted to determine whether there are significant differences in students' perceptions depending on factors such as school level, age, or level of English language expertise (Ewing, 2020).

The results of the analysis will be used to identify common patterns in students' perceptions of the effectiveness of the storytelling method in English language learning, as well as to evaluate the factors that influence these perceptions. The results of this study will be presented in the form of a report that includes the main findings, interpretations, and their practical implications for curriculum development and English language teaching. It is hoped that this research can provide valuable insights for educators in improving the effectiveness of English language learning, particularly in the development of reading skills.
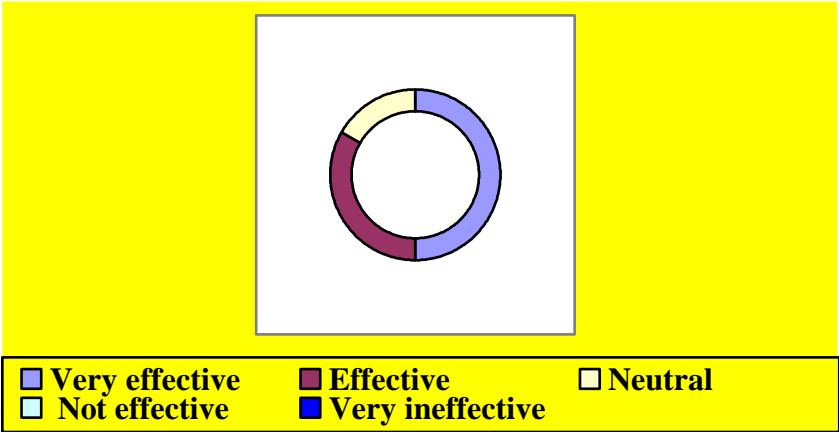
RESULT AND DISCUSSION

Figure 1. Effectiveness of storytelling method in increasing interest in learning English.

Looking at the diagram above, respondents answered with three groups of answers from the five options given. 16.7% answered neutral, 33.3% answered effective and 50% answered very effective. The data shows that most respondents (83.3%) believe that the storytelling method is very or effective in increasing interest in learning English. This suggests that storytelling has a significant impact in the language learning process. This positive outcome may be due to the human tendency to connect with narratives and stories, which makes the learning process more interesting and relevant. In addition, storytelling also allows students to be actively involved in the learning process, improving their understanding of English in a more natural and enjoyable way.

However, there was still a small proportion of respondents (16.7%) who had a neutral view on the effectiveness of the storytelling method. This may be due to various factors, such as individual preference in learning style or previous experience with the method. Nonetheless, the survey results show that the majority of respondents recognise the great benefits of using storytelling in English language learning, which suggests that this approach is worthy of consideration by teachers as an integral part of their learning strategies.

Nonetheless, the overall survey results indicate that storytelling is an approach worthy of consideration by teachers as an integral part of English language learning strategies. Taking into account the advantages of storytelling in generating interest in learning and increasing student engagement, teachers can integrate storytelling elements into their curriculum in creative and powerful ways. In the process, teachers can enrich students' learning experiences, increase their motivation, and support the achievement of English learning objectives more effectively.

Through the storytelling approach, teachers can create a learning environment that promotes active student engagement, broadens the scope of learning materials, and stimulates students' imagination and creativity. By introducing interesting and relevant narratives, teachers can build a bridge between the English being taught and students' life experiences, strengthening their emotional connection with the subject matter. This not only helps in the development of language skills, but also in the development of communication, problem-solving and critical thinking skills.

Therefore, in order to maximise the benefits of the storytelling method in English language learning, it is important for teachers to consider the needs, interests and preferences of their students and to vary learning approaches. By harnessing the power of storytelling as a tool to create meaningful and engaging learning experiences, teachers can increase the effectiveness of their learning and help students make significant progress in acquiring English language skills.

According to constructivist learning theory, the storytelling approach is in line with the concept that learning is an active process where students construct their own knowledge through

experience and interaction with the subject matter. By telling stories that present real-life contexts and situations, teachers provide opportunities for students to make meaning of the information provided, respond to it personally, and relate it to knowledge they already possess. In this sense, storytelling is not just about transferring information, but also about helping students build a deeper and more relevant understanding of the English language.

Motivation theory also supports the use of storytelling in learning. According to this theory, intrinsic motivation, i.e. motivation that comes from within students, can be enhanced through satisfying, interesting and meaningful experiences. By creating a fun and inspiring learning environment through captivating stories, teachers can help students develop interest and enthusiasm for English learning. Thus, the use of storytelling not only helps students learn English more effectively, but also motivates them to continue learning and developing personally.
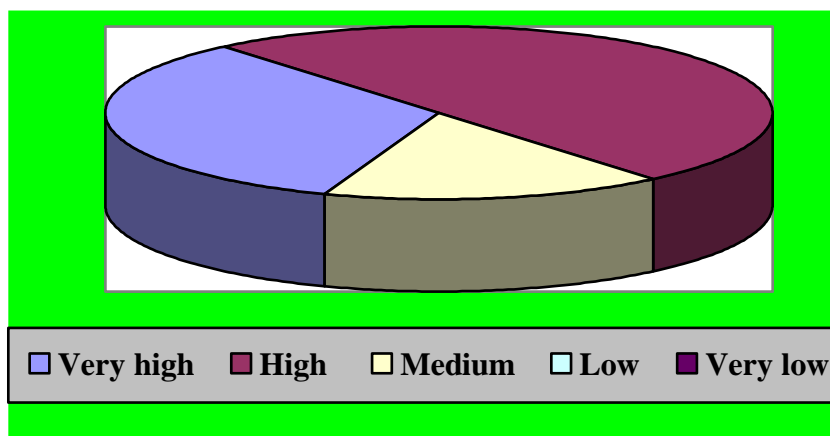

Figure 2. The level of understanding of English materials taught through the storytelling method

The data shows that the majority of respondents (83.3%) had a high or very high level of understanding of the English materials taught through the storytelling method. This shows that the storytelling approach is effective in helping students understand and absorb the subject matter well. The use of stories to teach English allows students to be actively involved in learning, thus deepening their understanding of the context and use of language in real situations.

Despite this, a small proportion of respondents (16.7%) felt neutral towards their level of understanding of the material taught through the storytelling method. This may be due to variations in learning preferences and individual experiences in dealing with such learning approaches. Some students may need more time or additional experience to fully absorb the information delivered through storytelling. Nonetheless, the survey results show that the majority of respondents perceived high benefits from using the storytelling method in English language learning, which confirms the effectiveness of this approach in improving students' understanding.

The data shows that the storytelling method in English language teaching tends to provide high or very high levels of comprehension to most students, indicating the success of the approach in delivering language concepts clearly and compellingly. This result is in line with learning theories that emphasise the importance of meaningful and engaging experiences in the formation of deep understanding. By telling relevant and interesting stories, the teacher was able to put the students in a situation where they were naturally engaged in the learning process, strengthening their understanding of the structure and usage of English.

Although there was a small proportion of students who felt neutral about their level of understanding, this does not detract from the significance of the general success of the storytelling method. Rather, it may highlight the need to pay attention to students' individual preferences and vary learning approaches to achieve optimal results. There may be students who require a stronger

emphasis on certain elements of the story, or who would benefit from the use of additional techniques to clarify concepts. Therefore, while the survey results confirm the general effectiveness of the storytelling method, they also highlight the importance of flexibility in teaching approaches to meet the needs of diverse students.

Thus, this data analysis provides strong evidence that the storytelling method is a valuable tool in improving students' comprehension of English. However, the wise use of this technique requires customisation to students' individual preferences and needs. By integrating elements of storytelling with other learning strategies and remaining responsive to student feedback, educators can maximise the positive impact of this approach, ensuring that every student has the best chance to succeed in learning English.

This data analysis is reinforced by the constructivist theory in education, which emphasises that students construct their own knowledge through active interaction with the subject matter. In the context of the storytelling method, this theory suggests that students do not just passively receive information, but they are actively involved in constructing their understanding of English through the experience of listening, processing and responding to the stories told. Thus, the high or very high level of comprehension found in the data reflects the success of the storytelling method in creating a learning environment that stimulates students' minds and allows them to construct a deep understanding of English.

In addition, motivation theory is also relevant in analysing this data. This theory asserts that student motivation is an important factor in successful learning, and motivation can be enhanced through interesting and meaningful learning experiences. In the context of the storytelling method, interesting stories can increase students' interest in English learning, motivating them to engage more deeply and actively in the learning process. Thus, the high or very high level of comprehension observed in the data may reflect the positive impact of storytelling in increasing students' motivation to learn English (Alhamami, 2023; Chang, 2021).

By integrating constructivist theory and motivation theory into the analysis, we can better understand why the storytelling method is effective in improving students' understanding of English. This approach not only facilitates the formation of deep understanding through students' active experiences, but also increases their motivation to engage in learning. As a result, the storytelling method not only produces positive results in students' comprehension levels, but also strengthens their overall learning experience (Chang, 2021; Shaalan, 2023).
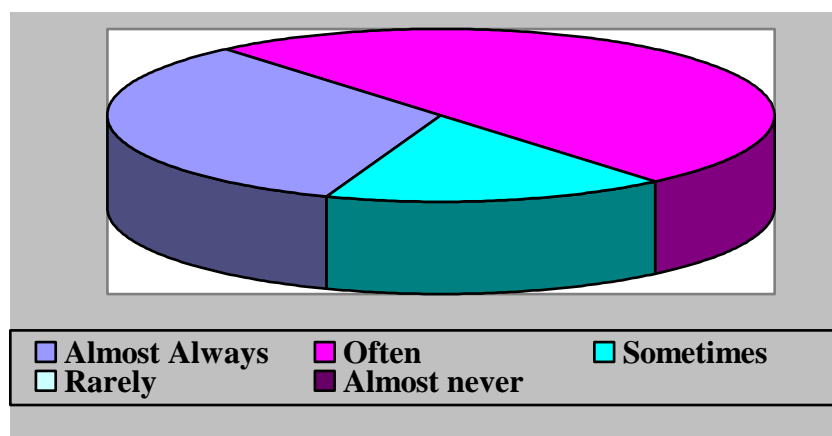

Figure 3. Active participation in English learning activities through storytelling method

The diagram above shows that, the storytelling method makes students more active and participate in learning. 16.7% of the survey answered that sometimes students are active in learning.

Second, 50% of students answered that they are often active in learning using the listening story method. Third, students are almost always active in every lesson using the storytelling method with a presentation of 33.3%. This data shows that the storytelling method is very suitable for use in the English language learning process. The data presented shows that the storytelling method consistently increases students' participation level in English learning. The percentage showing that 50% of students are often active in learning and 33.3% are almost always active shows that this approach succeeds in arousing students' interest and engagement consistently. This is in line with motivation theory, which states that students tend to be more motivated to learn when they are actively involved in the learning process.

Thus, the use of storytelling method in English learning not only improves students' understanding, but also strengthens their engagement in the learning process (Cheng, 2019). By utilising the natural appeal of stories and narratives, teachers can create a learning environment that stimulates and motivates students to be actively involved in learning. This creates a supportive environment for more effective and enjoyable learning, which has the potential to accelerate students' progress in acquiring English language skills. Therefore, the data reinforces the conclusion that the storytelling method is a very suitable choice to improve the English learning process (Clausi, 2019).

The analysis can be strengthened by applying cognitive theory in education. This theory emphasises that learning involves not only the reception of information, but also complex cognitive processes including processing, organisation and memory (Edwards, 2019). In the context of the storytelling method, the stories told allow students to process information more deeply and build connections between the concepts taught and their personal experiences. By engaging in higher thinking processes such as comparing, inferring, and applying concepts in new contexts, students can strengthen their understanding of the English language (Joo, 2023).

In addition, social interaction theory is also relevant to apply in this analysis. This theory emphasises the importance of interaction between individuals in learning . In the context of the storytelling method, interactions between teachers and students, as well as between students themselves when they discuss or respond to stories, can enhance students' understanding through the exchange of ideas and thoughts. In addition, these interactions can also increase students' motivation as they feel valued and supported in the learning environment (H. Kim, 2022).

By applying cognitive theory and social interaction theory, the analysis becomes stronger as we can see how the storytelling method not only increases students' participation, but also deepens their understanding through complex cognitive processes and meaningful social interactions. Thus, the data provides greater support for the conclusion that the storytelling method is very suitable to be used in the English language learning process (Krishnan, 2021).

In addition to cognitive theory and social interaction theory, a relevant theory of motivation is self-determination theory (Krishnan, 2021; Wut, 2021). This theory emphasises that students' motivation is influenced by three basic psychological needs: the need for competence, autonomy and connection. In the context of English language learning with storytelling method, the use of interesting stories provides opportunities for students to feel a sense of progress in English comprehension (competence), feel in control of their learning (autonomy), and form a positive relationship with the subject matter and the teacher (relationship). By fulfilling these psychological needs, students tend to be more motivated and more committed to learning, which in turn increases their active participation in the learning process.

In addition, the theory of multiple intelligences is also relevant in this context. This theory proposes that individuals have different types of intelligences or ways of thinking, and that effective learning should take these variations into account (Joo, 2023). The storytelling method makes it possible to accommodate different types of intelligences, such as verbal-linguistic intelligence (through hearing the story), visual-spatial intelligence (through pictures or visuals that support the story), and interpersonal intelligence (through discussion or collaboration in analysing the story). In this way, the storytelling approach makes it possible to provide a more rounded learning experience and meet the individual needs of students.

By applying the theories of self-determination and multiple intelligences, the analysis is further strengthened by showing how the storytelling method not only increases students' motivation through meeting their basic psychological needs, but also takes into account individual variations in the way students learn and think. This provides a deeper understanding of why the storytelling method is so effective in increasing students' participation and deepening their understanding of English (Zeike, 2019).

In an educational context, theories such as self-determination and multiple intelligences provide valuable insights in understanding how storytelling methods can enhance students' engagement and understanding of English (Abós, 2019). Through this approach, the research highlights the importance of meeting students' basic psychological needs, such as a sense of competence, relatedness, and autonomy, which corresponds to the theory of self-determination. The storytelling method not only presents the subject matter in an engaging format, but also allows students to feel in control of their learning, increasing their intrinsic motivation to learn (Aelterman, 2019).

In addition, this approach also recognises the diversity in students' learning and thinking styles, as theorised by Howard Gardner in the concept of multiple intelligences (Ahmadi, 2023). The storytelling method allows teachers to present subject matter in a variety of ways that can span different types of intelligence, from verbal-linguistic to visual-spatial, musical, interpersonal and others. Thus, each student has the opportunity to explore and understand the subject matter through the lens of the intelligence they are best at, increasing the overall effectiveness of learning (Al-Hoorie, 2022).

Furthermore, this approach also highlights the power of narrative in conveying complex content in a way that is easier for students to understand and remember. By utilising story elements, such as plot, character and conflict, teachers can make the subject matter more vivid and relevant to students. This can result in a more enjoyable and engaging learning experience, which in turn can strengthen students' emotional attachment to the subject matter and promote deeper understanding (Alamer, 2021). Thus, the storytelling approach not only fulfils students' basic psychological needs and accommodates diversity in learning styles, but also provides a powerful tool to communicate complex information in a more effective way (Buzinde, 2020).

CONCLUSION

As a result of the analysis presented, it can be concluded that the storytelling method is a very effective approach in improving the English learning process. The data shows that most respondents believe that storytelling has a significant impact in increasing students' interest in learning as well as their understanding of the subject matter. This approach is in line with learning theory which emphasises that students construct their own knowledge through active experience and social interaction, as well as motivation theory which emphasises the importance of meaningful and fulfilling learning experiences to increase students' intrinsic motivation. In addition, the analysis

also links the storytelling method with cognitive theory, which highlights the complex role of cognitive processes in learning, as well as multiple intelligences theory and self-determination theory, which emphasise the importance of accommodating individual variations in learning. By combining these theories, it is understood that storytelling not only increases students' participation and their understanding of English, but also strengthens their motivation and overall learning experience. Therefore, the storytelling approach is worth considering by educators as an integral part of English learning strategies, taking into account students' individual needs and preferences to achieve optimal learning outcomes.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.
Author 2: Conceptualization; Data curation; In-vestigation.
Author 3: Data curation; Investigation.
Author 4: Formal analysis; Methodology; Writing - original draft.
Author 5: Supervision; Validation.

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