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Utilizing storytelling strategies as tools in enriching students listening comprehension skills

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Abstract

Most of the Grade 7 students have poor listening comprehension skills as they are still in the process of shifting from elementary to junior high school. Therefore, this study aimed to explore the use of storytelling strategies, particularly teacher-led storytelling and digital storytelling, to enrich the students' listening comprehension skills. The findings of this study could be valuable to the school, as they can implement the appropriate strategy to improve and develop their students' listening comprehension in the classroom. Additionally, the study may serve as a basis to propose interventions or alternative methods to enhance the students' listening comprehension skills.

A quantitative research method was employed to gather and analyze the data. The researchers used convenience sampling to select 30 Grade 7 students residing in Pila and Santa Cruz, Laguna. Three stories were used in both teacher-led storytelling and digital storytelling, followed by a 10-item multiple choice quiz. The data collected were statistically analyzed using frequency, percentage, and independent sample t-test. The findings revealed that the most effective storytelling strategy for enriching the students' listening comprehension is digital storytelling. This strategy's animation and music accompaniment made the students enjoy and listen attentively to the story. However, the researchers also discovered some downsides to implementing teacher-led storytelling, including noise in the surroundings, interruptions, and voice quality issues.

Based on the findings, the researchers offer several recommendations. First, to improve students' listening comprehension through teacher-led storytelling, teachers need to work on their voice quality, pronunciation, and intonation. The Department of Education should also provide guidelines and standards to help teachers enhance their storytelling abilities for better student understanding. Strengthening teachers' voice skills should be prioritized among the suggested tasks. For digital storytelling, the creators should consider improving the animation, color, and visuals to ensure students fully understand the story. Better animation, color, and visuals will help students remember the content of the story effectively. Based on the results, the researchers highly recommend the use of digital storytelling as an effective strategy to enrich students' listening comprehension skills.

Keywords: Listening comprehension; Digital storytelling; Teacher-led storytelling; Recommendations

1. Introduction

Listening comprehension is regarded as an active process through which humans form meaning from passages and link the information they listen to with existing knowledge (Namaziandost et al., 2019). Listening comprehension is considered to be part of communication skills, such as the development of reading and writing comprehension. It involves multiple processes of comprehension in language when it is understood, interpreted, and spoken. Listening comprehension skill is connected to cognitive learning as it works with the development of memory, attention,

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vocabulary, grammar, and comprehension monitoring. It also includes recognition, selection, interpretation, inferring, anticipating, and retaining. Listening comprehension is important to master, especially for students, as it allows them to understand and fully grasp lessons effectively. In many cases, students need the speaker to speak slowly during a listening task, and the teacher may play the audio material more than once. It is necessary and crucial for students to learn how to develop their listening comprehension skill to acquire new language and understand messages completely.

Comprehension often breaks down at the low level of processing, which inhibits listeners from arriving at successful comprehension (Namaziandost et al., 2019). Some students still lack listening comprehension skills. It is not enough for students to be able to read, write, view, and speak; they should also be able to comprehend a selection or story they are reading and have listening skills that allow them to follow dictated stories and tasks. Many students consider listening the most difficult language skill to learn, as observed by researchers. Despite the repeated emphasis on the role of listening comprehension in teaching, many teachers do not pay enough attention to its importance in their classes. Good comprehension is vital for readers to engage with a text and enjoy what they are reading. Learning from a text is not possible without comprehending its meaning (Escar E, 2022). Apart from comprehension, listening skills, or the ability of students to listen carefully in specific stories or discussions, are also essential. They must have both skills for an enjoyable learning acquisition and process.

Another helpful resource for teaching listening comprehension skills is video segments, including short sketches, documentary films, dramatic or comedic material, news programs, and interview segments (Krivosheyeva G., 2022).

This study aims to measure the difference between the level of students' listening comprehension using digital storytelling and teacher-led strategies. The researchers will provide three sets of stories in printed form for the teacher-led strategy and use digital storytelling as material in the implementation process. They aim to determine the level of students' listening comprehension using both strategies. The convenient sampling method was chosen to collect respondents from the towns of Pila and Sta. Cruz

Objectives of the study

This study aims to:

- Determine the level of listening skills of grade 7 students,
- Determine the level of student's listening comprehension skills using a teacher-led and digital storytelling strategy,
- Determine the difference between the listening comprehension skills of students in terms of using teacher-led and digital storytelling strategies and to see what strategy is more suitable in enriching student's comprehension.

2. Materials and methods

2.1. Design

In this study, the researchers used the quantitative method to gather data and information.

Specifically, a quasi-experimental design was used to determine whether the utilization of teacher-led and digital storytelling strategies as tools helped in enriching the listening comprehension skills of volunteer Grade 7 students enrolled in public schools during S.Y. 2022-2023.

2.2. Participants

This study involves volunteer Grade 7 students who reside and study within the areas of the researchers. The Grade 7 students within their areas have a population of 30 students. The researchers selected 15 respondents from Pila and 15 from Sta. Cruz as the sample of the study using a Non-probability Sampling, particularly Convenience Sampling.

2.3. Data Collection and Analysis

The researchers provide samples of digital storytelling, letters of permission to the guardians of parents of the respondents and questionnaires to their research adviser for some modification and revisions. Upon the approval of the samples, the researchers conducted a pilot testing or trial and picked 5 to 8 students from Grade 7 which are non-respondents of the study. The researchers gave their letter of permission to the guardian's or parents of their respondents to ask for their consents. Once the consents were completed, the researchers gave a brief background

information about their research and conducted an assessment to see the initial level of listening comprehension of the students. The researchers were divided into two groups. One group went to Pila to conduct the teacher-led storytelling while the other group went to Santa Cruz to conduct digital storytelling. On the first day, the researchers used the story of "The Legend of Pineapple" by Jonathan Josol to measure the listening comprehension skills of the students in terms of noticing details followed by a ten item tests. On the second day, they used the story "My Father Goes to Court" by Carlos Bulosan to measure the listening comprehension skills of the students in terms of predicting outcomes followed by a ten item tests; On the third day, they used the story "The Sun and the Moon" by Kent Lawrence Abucayon to measure the listening comprehension skills of the students in terms of sequencing followed by a ten-item test

3. Results and discussion

The major findings of the study were presented in the following order: the level of student's listening comprehension skills using teacher-led storytelling strategy, the level of student's listening comprehension skills using digital storytelling strategy, and the significant difference between the comprehension skills of students using teacher-led and digital storytelling strategy.

Table 1 Student's Listening Comprehension Skills

Municipality	Mean	Interpretation
Pila	12.7	Outstanding
Santa Cruz	12.6	Outstanding

*13-15 Outstanding (O), 10-12 Very Satisfactory (VS), 7-9 Satisfactory (S), 4-6 Fair (F), 3 and below Needs Improvement (NI)

Based on the testing conducted by the researchers, the respondents from Pila obtained a total mean of 12.73, while respondents from Santa Cruz obtained a total mean of 12.6. The results indicate that the levels of listening comprehension of the respondents from the two municipalities are quite similar.

Table 2 Teacher Led and Digital Storytelling Strategy

Stories	Teacher-Led Storytelling		Digital Storytelling	
	Mean	Interpretation	Mean	Interpretation
Noting Details (The Legend of Pineapple by Jonathan Joson)	6.53	Very Satisfactory	9.93	Outstanding
Sequencing Events (The Sun and The Moon by Kent Lawrence Abucayon)	4.87	Satisfactory	9.73	Outstanding
Predicting Outcomes (My Father Goes to Court by Carlos Bulosan)	5.07	Satisfactory	9.60	Outstanding

*9-10 Outstanding (O), 7-8 Very Satisfactory (VS); 5-6 Satisfactory (S), 3-4 Fair (F), 2 and below Needs Improvement (NI)

The table presents the results of a study on the Teacher-led and Digital Storytelling strategy, focusing on three aspects: Noting Details, sequencing of events, and Predicting Outcomes.

In Teacher-led Storytelling, the mean scores for each aspect were calculated, with Noting Details scoring the highest (6.53), indicating a very satisfactory performance in measuring students' comprehension skills. The Sequencing of Events scored a satisfactory (4.87), suggesting it effectively measures students' listening comprehension in arranging events.

Finally, Predicting Outcomes scored (5.07), considered satisfactory, showing its effectiveness in measuring students' listening comprehension when predicting events in a story. Overall, teacher led techniques were found to be helpful in enhancing students' understanding of characters, messages, and events in a story.

As for digital storytelling, the result shows that noting details got a total mean of 9.93, while sequencing of events got 9.73, and lastly predicting outcomes got a total mean score of 9.60. All of the mean scores obtained through digital storytelling can be interpreted as outstanding. It implies that the students were able to comprehend and understand

the story effectively, which led most of them to answer correctly in the questions given by the researchers. These results supported the study conducted by Bashaw et al. (2020), stating that group projects involving digital storytelling enhance students' knowledge. Additionally, digital storytelling could test the comprehension of the students' listening and reading skills.

Table 3 Significant difference between the Comprehension skills of students using Teacher Led and Digital Storytelling Strategy

Listening Comprehension and Storytelling Strategies		Mean	t	p	Analysis
Noting Details	Teacher-led	6.53	-8.14	0.00	Significant
	Digital	9.93			
Sequencing	Teacher-led	4.87	-10.55	0.00	Significant
	Digital	9.73			
Predicting Outcomes	Teacher-led	5.07	-10.87	0.00	Significant
	Digital	9.60			

*9-10 Outstanding (O), 7-8 Very Satisfactory (VS), 5-6 Satisfactory (S), 3-4 Fair (F), 2 and below Needs Improvement (NI)

The table further reveals that in noting details, teacher-led storytelling strategy got a mean of 6.53 while digital storytelling strategy got 9.93. The total computed t-value of -8.14 is beyond the critical t-value of ± 2.0452 , regardless of the sign, at the 0.05 level of significance and 29 degrees of freedom.

Therefore, the hypothesis stating that there is no significant difference in using teacher-led storytelling and digital storytelling strategies in enriching students' comprehension skills was rejected. It can be concluded that teacher-led storytelling and digital storytelling strategies have significant differences in enriching students' comprehension skills.

In sequencing, teacher-led storytelling strategy got a mean of 4.87 while digital storytelling strategy got 9.73. The total computed t-value is -10.55. Lastly, in predicting outcomes, teacher-led storytelling strategy got a mean of 5.07 while digital storytelling strategy got 9.60. The total computed t-value is -10.87.

Overall, the table highlighted the relative merits of various approaches for the three listening comprehension skills and two storytelling strategies. In comparison to teacher-led storytelling, the digital storytelling technique showed higher mean scores and improved effectiveness for the three listening comprehension skills. Furthermore, it was discovered that the teacher-led strategy was less successful in enhancing the three listening comprehension skills. These results imply that digital storytelling is more advantageous for improving students' listening comprehension skills in these particular circumstances digital storytelling strategy got 9.60. The total computed t-value is -10.87.

Overall, the table highlighted the relative merits of various approaches for the three listening comprehension skills and two storytelling strategies. In comparison to teacher-led storytelling, the digital storytelling technique showed higher mean scores and improved effectiveness for the three listening comprehension skills. Furthermore, it was discovered that the teacher-led strategy was less successful in enhancing the three listening comprehension skills. These results imply that digital storytelling is more advantageous for improving students' listening comprehension skills in these particular circumstances.

4. Conclusion

After thorough analyses of the gathered and treated data, the researchers arrived at the following conclusions:

- The teacher-led strategy showed effectiveness in enriching students' comprehension, as indicated by the satisfactory mean scores. However, it was noted that both students and teachers faced difficulties, and student engagement was relatively low.
- On the other hand, the digital storytelling strategy demonstrated outstanding effectiveness in enriching students' comprehension skills. This approach proved to be much more effective due to its engaging features that captured students' attention. The use of animations, automated voice, and consistent voice quality in digital storytelling contributed to its success in enhancing students' listening comprehension abilities.

- The null hypothesis stating that utilizing storytelling strategy as a tool has no significant difference in enriching students' listening comprehension skills has been rejected. The study has shown that the use of digital storytelling as a strategy significantly influenced the students' listening comprehension skills. Therefore, the alternative hypothesis, which states that utilizing storytelling strategy as a tool has a significant difference in enriching students' listening comprehension skills, is accepted.

Recommendation

Considering the findings and conclusions of this investigation, the researchers made the following recommendations:

- In order to increase students' listening comprehension skills through teacher-led storytelling, teachers need to improve their voice quality, pronunciation, and intonation. Moreover, the Department of Education should provide guidelines and standards on how teachers can improve their storytelling ability so that the students can understand them clearly.
- It is also suggested that the Department of Education offer additional training focusing on revisiting instructors' gains, including sessions on boosting their level of voice. Among the tasks suggested strengthening teachers' levels of voice as teachers must be prioritized.
- In order to increase students' listening comprehension skills through digital storytelling, the creators must consider and improve the animation, color, as well as the visuals for the students to fully understand the story. Providing better animation, color, and visuals will help them to remember what is being said or what is being animated in that particular story.

Based on the results, the researchers recommend the use of digital storytelling as an effective strategy in enriching the student's listening comprehension skills.

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest to be disclosed.

Statement of informed consent

Informed consent was obtained from all of the individual participants included in the study.

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