



Full Length Research Paper

The effectiveness of using storytelling strategy on ninth grade EFL students' achievement

Dr. Hamza Maharmah

The World Islamic Sciences & Education University, Jordan

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The study aimed to identify the effect of using the storytelling strategy on the achievement of ninth grade students in learning the English language in the schools at Amman 1st Directorate of Education and their attitudes towards learning it. The problem of the study is summarized in the following question: What is the effectiveness of the use of the storytelling strategy on the achievement of ninth grade students in English language at Amman 1st Directorate of Education and their attitudes towards learning it? The researcher used the experimental approach in semi-experimental design on the sample of the study consisting of (288) students of the ninth grade in Sukaina basic school for the academic year 2014/2015. The sample of the study was divided into two groups: experimental group that was taught using the storytelling learning strategy (144) students, and control group that was taught using the ordinary way (144) students. The data was analyzed statistically using the statistical package for social sciences (SPSS), and the mean and standard deviations were calculated to describe the achievement of the students of the control and experimental groups in the achievement test, the trend scale towards the learning of the English language, and the (ANCOVA) analysis to examine the difference between the achievement averages and the trends of the experimental and control groups, correlation coefficient (Pearson) to examine the relationship between scholastic achievement and attitudes toward learning English language. Statistical analyzes showed the following results: 1) There is a statistical significance difference at the level of significance ($\alpha \leq 0.05$) between the average achievement of the students of the experimental group and the control group due to the method of teaching (Normal, teaching using the storytelling) in the total score of the achievement test for the benefit of the experimental group. 2) There is a statistically significant difference at the level of ($\alpha \leq 0.05$) between the trends towards learning English language for the experimental group and the control group due to the teaching method (Normal, teaching using the storytelling strategy) in the total score of the achievement test for the experimental group who were taught using the storytelling strategy. 3) The existence of a statistically significant relationship between academic achievement and attitudes toward learning English language for the eighth grade students in the experimental group. In light of the previous results, the researcher recommended the importance of using the storytelling strategy in providing the educational material because of its positive effects in the development of educational achievement as well as trends. The competent authorities in the Ministry of Education adopt the storytelling strategy in order to provide the students with various skills and raise their academic achievement and develop their talents.

Keywords: Storytelling strategy, Action Pack, Achievement

INTRODUCTION

The history of adopting literature in language instruction goes all the way back to the period when the grammar-translation method occupied foreign language classrooms. In that era, literary works were injected as source materials of grammar practice, vocabulary learning, translation and writing (Richards and Rodgers, 1986). The primary purpose of the grammar- translation method was to enable students to access and appreciate all great literature while lending a hand to students to understand their native language better through extensive analysis of the grammar of the target language and translation (Omaggio, 2000).

However, the gold started to tarnish in the world of audiolingualism where literature was cast out as literary texts were thought to embody archaic language which had no place of function; linguists were intrigued with speech more than any other skill or component. With the installation of the communicative approach, new channels in the quagmire of learning a foreign language were born. So, literary texts were invited again to be used hand in hand with other authentic material and with this use, opening up an entire world to the language learner (Collie and Slater, 1987; De Riverol, 1991). Literature provides its readers with authentic language works which are not written for the foreign learner at the first place. The literature itself incorporates different sorts of genuine material derived from the every- day life including cartoons, advertisements, tickets, timetables and so on.

Everyday communication involves telling, listening, and responding to stories. Storytelling has evolved throughout history. The first stories were told through pictures on walls. Then, stories were passed down orally from generation to generation. Storytelling is a means of expressing experiences, emotions and ideas in different forms of transfer and dating back to ancient times. Despite all the modern innovations, the attraction of the art of storytelling has not really been lost, particularly, in the field of education where it still carries a major importance. This method, which has become a developed tool in imparting ideas and skills with the aid of the mass media, has become significant in all areas of studies. Storytelling is the art of portraying real or fictitious events in words, images, and sounds. Stories are told for entertainment purposes, and often to teach lessons and provide morals. Storytelling is often considered to be a crucial aspect of humanity. Storytelling is an ancient art that strengthens and enhances skills that children need to acquire to function in today's world.

The researcher believes that storytelling which is neglected by the teacher may have a significant role in helping students improve their skills so as to use English

efficiently. Stories are how people make sense of themselves and their worlds. A story tends to have more depth than a simple example. A story tells about some event - some particular individuals, and something that happens to them. Stories engage our thinking, our emotions, and can even lead to the creation of mental imagery (Green& Brock, 2000).

Green (2004) added that stories can serve multiple functions in the classroom, including sparking student interest, aiding the flow of lectures, making material memorable, overcoming student resistance or anxiety, and building rapport between the instructor and the students, or among students themselves.

Storytelling is uniquely a human experience that enables us to convey, through the language of words, aspects of themselves and others, and the worlds, real or imagined, that we inhabit. Stories enable us to come to know these worlds and our place in them given that we are all, to some degree, constituted by stories: Stories about ourselves, our families, friends and colleagues, our communities, our cultures, our place in history. (McDrury & Alterio, 2003, p.30).

Storytelling is a great way how to encourage young learners of English language to be actively participated in the process of learning a foreign language. Stories provide the things that are familiar to children and therefore storytelling is a useful way how to introduce new things in the context which is well-known for children. If there is a topic which is hard to explain to children we can integrate the topic to a story. This particular example of the topic, the introduction and solution of the problem might help children to visualize the problem and understand the topic better, (Brno, 2011).

The Effects of Storytelling on Kids and Adults (Shelly, 2010, p. 2) claimed that reading stories to one's kids is a crucially important part of his or her job as a parent.

As a baby and toddler, the little one is picking up language skills at a phenomenal rate. She added that reading stories to young people helps them to increase their vocabulary, understand the parts of language, and learn the rules of English. There is nothing else one can do that has more of an impact on the child's future ability to read and learn than a daily story time. Finally she recommended at least thirty minutes a day of reading stories together even with children. One may conclude that stories affected the listeners either adult or kids by teaching them the language; the structure, new vocabulary, the grammar, and to help the children to think about different new ideas. When one points to objects and name them, his or her toddler can quickly learn to identify many more objects than she/he can verbalize. She asked any parent to ask his or her pre-verbal little one to point to the ball or shoe and the parent will be amazed at how much he can comprehend, even before

she/he can speak. As one's child grows, story time becomes a bonding, connected time that his or her child can count on.

The emotional security that can grow from taking the time to sit down and read together is truly priceless. It lets the child know first that she/he is important to her or his parents and second, that reading and learning are fun. And by pointing to the words on the page as the parent read, she/he is helping the child learning to recognize words. Before the parent knows it, the child will be sight reading several words just because the child has had the repetition of hearing the word and seeing it on the page so many times before. By using story to discuss moral lessons, develop problem-solving skills, and improve comprehension one can have a deeply meaningful conversation with the child every day. This can discover more about whom the child is and what she/he values by asking questions about the story that indicates the importance of the stories.

Young people can come up with creative solutions when given the opportunity to brainstorm with an open, accepting adult.

Purpose of the study

The purpose of the study was to study the effect of using story-telling strategy on 9th EFL students' achievement.

Statement of the Problem

As a teacher, before the school year begins, the researcher familiarized herself with the necessary materials needed to plan units for teaching English. During this time the researcher thoroughly research how particular topics are employed, which types of exercises should be implemented to present the language, whether or not these proposed activities lead to communication and how the different units relate to one another. The researcher planned the lessons around the student's book, using warm-up activities and suggestions from the course book, however, the researcher observed that these were ineffective in reaching my students and encouraging learning. The researcher wanted to present content in a more meaningful manner without completely designed lesson discarding the text book. The researcher also emphasized storytelling as a basic strategy for teaching English language in classroom. To successfully teach children a second language requires specific skills and intuitions that differ from those appropriate for adult teaching (Brown, 2001). The following parts of this particular writing will mainly explore some basic principles of teaching English to children, what the teacher should

do in the classroom, the advantages of using stories as one kind of teaching, which resources to use in the classroom, and some criteria of selecting stories as teaching resources for teaching children. This particular writing will be beneficial for those involved in teaching English as a second language for students. This may give additional input in conducting effective reading classroom for students. In this study, the researcher tried to focus on teaching English language through a new effective way or tool that make our methods of teaching more active to achieve the aims that create students that have to be creative and have ability to depend on themselves.

Questions of the study

To achieve the objectives of the study, the following questions were formulated:

1. What is the effect of using the storytelling strategy on the achievement of ninth grade students in English language in Amman?
2. What is the effect of using the storytelling strategy on the attitudes of the ninth grade students towards learning the English language in Amman?
3. What is the correlation between the achievement of students in English language according to the storytelling strategy and their attitudes towards learning?

Significance of the study

Using storytelling is one of the most strategies used for motivating English learner students to be more attentive listen and understand reading comprehension. Story – telling strategy helps students to use imagination and creative work in a group work in classroom. It deals with matters that concern children and are related to their personal experiences. Also helping students understand social –cultural aspects, enabling them to engage in real effective communication.

Operational Definition of Terms

Action Pack: The English language curriculum introduced for the Ninth grade in Jordan for teaching the language.

Ninth Grade: Students who are studying English for nine years, and their age is 15 years old.

EFL: English as a foreign language.

Storytelling: Storytelling is the art of using language, vocalization, or physical movement and gesture to reveal the elements and images of a story to a specific, live audience. A central, unique aspect of storytelling is its

reliance on the audience to develop specific visual imagery and detail to complete and co-create the story.

Achievement: The results of the students that was achieved on the test that was prepared by the researcher.

Limitations of the study

The study was limited to the following:

- Module three in Action Pack 9 English textbook unit (3).
- Ninth grade students in schools for girls and boys during the first semester 2014/2015 at Amman 1st Directorate of Education. Also it was limited to storytelling unit, as well as the instrument of the study.

PREVIOUS STUDIES

Suleiman (2013) conducted a study aimed at investigating the use of storytelling technique in teaching English in Palestinian Public and

UNRWA schools from the teachers' perspectives and the difficulties facing the teachers. To achieve the aim of the study, the Researcher conducted an interview consisting of five questions. The sample of the study consisted of 60 teachers. The interview was conducted on the sample of the study inquiring about their gender, qualifications (diploma, BA, M.ED), institution (UNRWA, Public schools) and period of teacher's experience (from 1-5 years, from 5- 10 years, up to 10 years). The study findings revealed that teachers, regardless the previous variables, don't know the exact definition of the storytelling technique. In addition, they use this technique SOMETIMES. Moreover, most of them see that this technique makes students happy and get them memorize the story being taught. Finally, 90 % of the teachers find that this technique is difficult to use, needs time to be applied and causes noise. In light of the study results, the researcher recommends that education stakeholders should train teachers on the use of this technique because it is an important technique to get students memorize the lesson being taught and it also attracts students' attention, and it improves their prediction skills.

AL-Somadi (2012) conducted a study aimed at measuring the effect of an enriching programme based on picture storybook of children's literature on developing moral values at the kindergarten stage. The subjects of the study were chosen from a private kindergarten (College De La Salle – Frere) kindergarten, authorized by the Ministry of Education which consists of three classes (grade two). One class was assigned for the experimental group (31 students) and another class was assigned for the control group (30 students). The experimental group was taught by the regular programme plus the enriching programme based on picture storybook of children's

literature, whereas the control group was taught by the regular one only. The results of the study showed that there were statistically significant differences at ($\alpha \leq 0.05$) in favor of the experimental group due to the implementation of the enriching programme. Consequently the results indicated the efficiency of the programme on developing moral values.

Barzaq (2009) conducted a study aimed at about an action research that is related to storytelling technique, the researcher points out that this style has a great effect on sequential thinking, additionally, this study investigates the possibilities of enhancing the students' achievement by practicing the sequential thinking process by using the storytelling technique, the main purpose of the study is to examine the questions of extent and quality of storytelling designed to stimulate the children in primary low basic graders, to determine whether the principles underlying this approach can help produce improvement in action learning and professional development.

She considered that this technique is a uniquely powerful linguistic and psychological one in the hands of a language teacher, the main question of this study is: Does sequential thinking as a storytelling form empower the English language learners? The supplementary questions are as follows: why are stories important? Why tell stories in class? What are the best activities related to telling a story to have maximum impact? How can storytelling activities develop critical thinking and creativity? In the finding in this study, the researcher found that storytelling that are imaginative and express a wonderful style an important role in language development, telling stories to children can motivate them to read more.

Also, listening to storytelling created transactional experiences that increased their knowledge. Storytelling experiences connected the students to schools by participating as listeners was an important act of negotiation and diplomacy, after discussion the researcher concluded that children will be familiar to main element of the story that enhances their study skills and they can recognize the elements of any learning text of knowledge, stories introduce students to all aspects of new language—rhythm, vocabulary, the grammatical structures or meaningful utterance. Stories create authentic worlds in the classroom. They also increase entertainment and enjoyment in the classroom environment. She added that students retell the stories they can get new language with a real purpose. Stories can give coherence to a sequence of teaching activities. Stories can make a bridge between the students and their interest, concern and learning need.

O'Malley, et al.(2009) conducted a study aimed at listening comprehension is viewed theoretically as an active process in which individuals focus on selected

aspects of aural input, construct meaning from passages, and relating what they hear to existing knowledge. This theoretical view has not been sufficiently supported by direct research which clarifies what listeners actually do while engaged in listening tasks. This study focused on the mental processes second language-learners use in listening comprehension, the strategies they use in different phases of comprehension, and the differences in strategy use between students designated by their teachers as effective and ineffective listeners. The students in this study were all from Hispanic backgrounds, intermediate in English proficiency, and were enrolled in ESL classes at the secondary level. Findings indicated that wordless picture books based on story content and combined with the extended literacy activities facilitated the child's language learning in both the languages.

Sixty five students were assigned to the experimental group and 61 to the control group. Both groups received the same learning content, but the technique differed; the experimental group had the retelling technique, while the control group had conventional techniques. All participants took reading comprehension, pre and post-tests, as well as a reading comprehension strategy questionnaire. The experimental group also wrote self-reports to describe their perceptions of using the retelling technique. The results show that retelling significantly improved the participants' text comprehension at the level of overall meaning. It also helped them to learn general concepts during reading and to retain a synopsis of the story in their memory after reading.

The participants using retelling could distinguish better than control participants between overall and specific ideas. They also performed better in drawing connections between pieces of information introduced at different parts of the text. However, retelling did not improve the ability of participants to remember details of expository texts. Based on these results, the study made recommendations to integrate retelling in L2 reading comprehension instruction.

Commeyras and Hu (2008) conducted a study aimed at designing a study that is a case study aimed to investigate the development of a 5-year-old child's language and literacy development in English and Chinese within a 10-week tutoring context. The primary materials were wordless picture books based on story content. As for the procedure, Storytelling in English and Chinese were the primary activities in each session. Extended activities included labeling, sentence making, and invented spelling.

Data were analyzed to examine the child's development in alphabet and character recognition, oral reading and vocabulary in English and Chinese. Results indicated that wordless picture books based on story content and combined with the extended literacy activities

facilitated the child's language learning in both the languages.

King (2007) conducted a study aimed at discovering that stories are rich sources of wisdom, imagination, creativity, and comfort. In this essay, King described her personal experiences developing and using the collaborative story making process with young people and adults in various school settings. The author stated that collaborative story making established opportunities for students to create stories from stories, using image making and abstract prompts. She maintained that the iterative process expands and improves students' oral and written expression. King invited other educators to include collaborative story making in their instructional repertoire to stimulate their own and their students. Reading, writing, speaking and mental processes students use in listening comprehension paralleled three theoretically derived phases of the comprehension process: perceptual processing, parsing, and utilization. Each phase was characterized by active processing and by the use of learning strategies. Three predominant strategies which differentiated effective from ineffective listeners were self monitoring, elaboration, and inference. The findings were related to implications for instructional practice.

Poveda and Cuevas (2008) conducted a study aimed at this article that telling stories to children has been the focus of much research conducted mostly in schools and families while other settings where these practices also take place have been ignored. This article presents an analysis of storytelling events for children in three urban informal contexts: a library, a park and a children's bookstore in the city of Madrid (Spain). The study has a multi-method qualitative design and includes observation, audio and video recordings, documentary materials and interviews. In our analysis, these events are considered as occasions for literature socialization and this paper focuses on exposure to different literary voices as one aspect of literary language learning. To do so a comprehensive model of different narrative voices displayed by storytellers is proposed. This model is used to uncover differences across the three settings and through a case analysis for each context the types of interactions children in the audience have with these voices are examined. The discussion centers on the distinct contribution that participating in these settings may make to children's literacy learning.

METHODOLOGY

Population of the Study

The study population consists of all Ninth Grade students

at Amman 1st Directorate of Education, who are (3200) male and female students during the first semester 2014/2015.

The study sample

The sample of the study consisted of (288) students in schools in Amman governorate, and the researcher chose two sections in one of the schools. One of them was adopted as an experimental group and the number of students was (144), and the other as control, the number of its members (144) students.

Study Tool

Post-achievement test

The researcher prepared a post-achievement test to verify the effect of using the storytelling strategy in teaching English language on the achievement of the ninth grade students. The test consists of (4) essay questions.

The test was based on the objectives of first three units. After analyzing its content and prepare specifications table to achieve balance in the test, the researcher took into consideration the comprehensiveness of the questions and taking into account all mental levels.

Validity of the tool

The researcher verified the validity of the post-achievement test by submitting it to a group of arbitrators who are specialized in teaching English, supervisors of

the teaching process in education, male and female teachers who have a bachelor's degree, and they teach English language for the ninth grade, their number has reached (7) arbitrators, each of them was provided with a copy of the test, and were asked to arbitrate according to the following.

Reliability of the tool

After the application of the post-test on the students of the experimental group in the ninth grade, the researcher calculated the reliability coefficient using the Cronbach Alpha equation and the value of the reliability coefficient was (0.867), which is consistent with the accepted educational reliability coefficients ranging between (0.95-0.60) (Odeh, 2005).

RESULTS OF THE STUDY

Results related to the first question: What is the impact of using the storytelling strategy on the achievement of ninth grade students towards learning the English language at Amman 1st directorate of education? To answer this question, the following hypothesis was examined:

There was no statistically significant difference at the mean level ($\alpha < 0.05$) between the average score of the students in the experimental group and the average score of the students of the control group due to the teaching method (traditional, storytelling strategy).

To test the first hypothesis, the arithmetical averages and standard deviations were obtained for the achievement of control group students (studied in the traditional way) and the experimental group (teaching using the storytelling strategy) in the post-test as shown in Table 1.

Table 1: Mathematical averages and standard deviations of student scores in the pre/ posttests according to the two study groups

Group	Number	Pre Achievement Test (School Marks for First Semester in English language)		Post test Final score (20)	
		Arithmetic average	Standard deviation	Arithmetic average	Standard deviation
Control	144	74.20	7.61	7.82	4.04
Experimental	144	75.12	6.53	11.01	5.06

Table 1 shows an apparent difference in the arithmetic averages of students' achievement in the English language test. The arithmetic average of the control group (7.82) while the experimental mean of the

experimental group (11.01), to illustrate the significance of the statistical differences between the arithmetic averages, the associated mono-variance analysis (ANCOVA) was used, the results are shown in Table 2.

Table 2: Results of the analysis of the single variance accompanying the effect of using the storytelling strategy on the 7th grade students in the control and experimental groups on the English language test

Source of Contrast	Sum squares	Degrees of freedom	Mean squares	F	Statistical significance
Pre/ test	65.285	1	65.285	2.881	0.095
Teaching method	197.490	1	197.490	8.712	* 0.005
Error	1565.356	69	22.673		
Total	1828.129	71			

Statistically significant at the level ($\alpha = 0.05$).

Table 2 shows the rejection of the null hypothesis, and therefore there is a difference of statistical significance at the level of significance ($\alpha=0.05$) in favor of the experimental group that studied English language using the storytelling strategy.

Results related to the second question: what is the effect of using the storytelling strategy on the attitudes of the ninth grade students towards learning the English language in Amman?

To answer this question, the following hypothesis was examined:

There were no statistically significant differences at the level of significance ($\alpha=0.05$) between the average scores of the experimental group's students and the average scores of the students of the control group due to the teaching method (traditional, storytelling strategy)

To test the second hypothesis, the arithmetical averages and standard deviations of the trends of the control group students (the traditional method) and the experimental group (teaching using the storytelling strategy) were extracted in the trend scale towards the learning of English in the pre and post scale as shown in Table 3.

Table 3: The arithmetical averages of the post-trend paragraphs for English language learning according to the control and experimental groups

Group	N	Pre trends scale		Post trends scale	
		Mean	Standard deviation	Mean	Standard deviation
Experimental	144	2.22	0.30	2.25	0.32
Control	144	2.36	0.32	2.42	0.37

Table 4: Results of the analysis of the One-way accompanying variance of the effect of using the storytelling strategy on the ninth grade in the control and experimental groups on the trends scale

Source of variance	Sum squares	Df	Mean squares	F	Sig
Pretest	0.511	1	0.511	4.713	0.034
Teaching method	0.585	1	0.549	5.399	*0.024
ERROR	7.465	69	0.109		
Total	8.559	71			

Statistically significant at the level ($\alpha = 0.05$).

Table 3 shows an apparent difference in the arithmetic mean of students' scores in the post-directions scale. The arithmetic mean of the control group reached (2.25) and the significance of the statistical differences between the arithmetic means (ANCOVA) was used, results are shown in Table 4.

Table 4 shows the rejection of the null hypothesis, and therefore there is a statistically significant difference at

the level of significance ($\alpha=0.05$) between the average of the trends towards learning English for the experimental group and the control group due to the teaching method (traditional and storytelling strategy) in favor of the group that study using the storytelling strategy Table 5 shows the arithmetical averages of the post-trend scale items for learning English language according to the control and experimental groups.

Table 5: The arithmetical averages of the post-trend scale towards learning the English language according to the control and experimental groups

Number	Paragraph	Control	Experimental
1	I feel that English language is necessary for me	2.93	2.84
2	I feel the importance of learning English in our daily lives	2.98	2.76
3	English language helps develop the mind and develop proper thinking	2.80	2.70
4	English language is a favorite subject for me	2.65	2.57
5	I want to be an English language teacher in the future	1.95	2.29
6	The English language course fits my level	2.54	2.79
7	I don't like teamwork in English language class	2.62	2.79
8	I work on solving the duties of English language with motivation	2.51	2.54
9	I hope to increase the number of English language classes	2.09	2.43
10	I feel comfortable when I hear the word English	2.12	2.48
11	I feel the ability to connect English language to our daily lives	2.73	2.45
12	I find it difficult to ask English language teacher	1.73	2.29
13	I'm bored when reading an English language book	1.95	2.29
14	I feel uncomfortable when I hear the word English	2.15	2.23
15	I feel that English language is a very difficult subject	2.04	2.07
16	I suffer from a lot of information in the English language	2.04	2.32
17	The lessons we are studying are not important in our lives	1.82	1.95
18	I feel active in English language class	1.76	1.93
19	I feel that English language class is longer than others	2.09	2.04
20	English language helps me develop my skills	2.65	2.79
21	English language teacher motivates us to learn the material	2.45	2.70
22	English language is bigger than my abilities	1.84	2.23
23	English language is less interesting than other subjects	1.90	2.23
24	I am happy in the English language class	2.34	2.43
25	I have difficulty understanding English language lessons	2.01	2.34
26	I find it difficult to understand English language	1.76	2.18
27	English language is an important role in the development of society	2.57	2.68
28	English language teacher does not cooperate with me	1.73	2.29
29	I do not react appropriately in English language classes	1.79	2.26
30	English language doesn't frighten me at all	2.70	2.65

Results related to the third question: What is the correlation between students' achievement according to the storytelling strategy and their attitudes toward learning?

To answer this question, the following hypothesis was examined:

There was no statistically significant correlation at the level of ($\alpha = 0.05$) between the achievement of students in

English according to the storytelling strategy and their attitudes toward learning by the students of the ninth grade.

To test the third hypothesis, the Pearson correlation coefficient was calculated between the scores of the experimental group students in the post-test and their marks in the distance-learning scale towards learning English and the results were as in Table 6.

Table 6: The correlation between academic achievement and trends among students in the experimental group

Achievement		Trends		T value	Level of significance
Average	Standard deviation	Average	Standard deviation		
11.01	5.51	2.42	0.37	0.567	*0.0001

Table (6) shows the rejection of the null hypothesis at the significance level ($\alpha = 0.05$), and therefore there is a statistically significant correlation between academic achievement and attitudes toward English learning for ninth graders in the experimental group.

The table shows the value of Pearson correlation coefficient ($R = 0.567$) which is positive, that is, there is a positive relationship between academic achievement and trends.

CONCLUSION

To sum up, the researcher believes that the difference in the students' performance in English was attributed to the using of storytelling in teaching. The experimental group subjects managed to significantly improve their skills in English in a period of 8 weeks. The improvement achieved by the control group subjects, however, was statistically significant. By comparing the results achieved by the two groups, the researcher reached the conclusion that the improvement achieved by the experimental group may have been attributed to teaching 9th grade students using storytelling.

As a result of this experience, the researcher concluded that students were more engaged in learning when they were taught using storytelling, it was a challenge for them and was very interesting.

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