DEVELOPING CONFIDENCE AND ENGLISH SPEAKING SKILLS IN COLLEGE STUDENTS THROUGH STORY-TELLING TECHNIQUE

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Abstract:
The current study aimed to investigate the Developing confidence and English speaking skill in college students through the story-telling technique. The strategy of storytelling was a method that helped the students to communicate in terms of improving grammar and making sense of ideas. Firstly researchermade a hypothesis and then to get the results, the researcher, therefore, carried out field research at Iqra Post Graduate College Sadiq Abad by applying techniques, namely: experimental teaching. Paired sample t-test was used to analyze the scores of pre-test and post-test and to know the significant difference between results. This was demonstrated by the increase in the mean ranking, which was shown to be higher (52.4 to 69.2). Data were

examined with percentages and T-Test in SPSS. Results of this study concluded that the story-telling method has improved the speaking and confidence level of college-level students.

Introduction:
People can send or receive their messages through language therefore it is considered the main source of communication(Ashcroft, Griffiths, & Tiffin, 2003). Communication is a tool that fulfills our needs by knowing others like, dislike and mood of interest(Zhao et al., 2010). English is the international language that is used all over the world for communication in different fields of life(McArthur, 2002). Therefore It is used to teach from primary level to higher secondary level in Pakistan(Haidar & Fang, 2019). Here in our country, the problem arises when teachers and students use their mother tongue instead of English even during English class(Cole, 1998).
Speaking the problem of students can be overcome through practice in class(Oradee, 2012). Most of the students are good at writing than speaking. To avoid hesitation, they hide this problem by not showing any interest in the English-speaking class(Azher, Anwar, & Naz, 2010). They feel uncomfortable when they are asked to speak English. Speaking in a classroom can indeed be improved by doing storytelling. Storytelling is the collaborative practice where words and actions are used to show the facts and images of a story while stimulating the imagination of the audience(Hafford-Letchfield, Dayananda, & Collins, 2018). Storytelling represents the relationships between a storyteller and one or more listeners in two ways(Hansen & Kahnweiler, 1993). It has several benefits in the classroom, like building self-confidence of students, building the communication skills of the students, building a vocabulary of students, and building the capacity of students to handle their ideas and thoughts.
Storytelling is a process in which a teacher tells an interesting story to the class and then asks the students to come on the stage and repeat the story in their own way(Goodwin, 1982). This activity reveals that how students can understand the English language and how they make simple sentences.
AsCelce-Murcia (2001)have noted, speaking in a second or foreign language is often regarded as the most challenging of the four skills. Burns and Joyce agree, in line with(Bailey & Nunan, 2005); Mart (2012)how one of the most significant aspects of speaking is that it always happens within the meaning. When we speak both languages use to perform different social functions and choose language forms that relate to the cultural and social context in a relevant way.
Storytelling involves a series of related events. Story and narrative are almost the same stuff. Intellectually, the word narrative seems to be a more appropriate concept than the story(Ma et al., 2017). Stories, as well as storytelling, may be considered something of a match. According to Royer and Richards (2008)it is considered the priority of many English learners to get mastery over the English speaking skill and shows that how much they improve their English spoken proficiency. It proved effective for the second language learner to speak as well as uses language.
Storytelling plays an important role to improve students' literary skills, shared knowledge, and their ideas and communication (Agosto, Copeland, & Zach, 2013). According to (Farris, 2018)with the help of storytelling, students can voice their thoughts and ideas and self-confidence can be developed by this technique of speaking. If a teacher offers this activity, it may prove helpful in their oral communication.
According to Karim ()states that storytelling provides a chance to enhance the ability to listen as well as speaking. Ahmad and Yamat (2020)described storytelling as a technique of knowledge

management, a way of communicating information, aimed at audiences and a sense of meaning, adding that stories also provide a natural link between events and concepts.

Idris, Elmukashfi, Idris, and Satti ()presented the same reason for using story-telling a technique to develop speaking skills and confidence in a technical way. Concentration, imagination, and participation can be developed by the use of storytelling.

Inayah (2015) described stories as to how people express their experiences, how they understand others' experiences, how they develop their imaginations, how they make sense of the world and their place within it.

Literature Review:

The English language is a common and one of the world's best and simplest languages. In a significant number of nations, it is the national language, and the number of people around the world who use English for communication daily is reported at two billion.The practice of speaking is perceived to be more complex than basic daily conversation when a speech affecting an audience is taken into account, and a variety of many other skills are also included in the speech implementation phase, such as selecting subjects, arranging ideas, customizing the text, and responding to listener feedback (Napier, 2006). We can say that in this competitive era, any individual lacking communicative competence will suffer and will make it challenging to reach a higher level. Speaking is an interactive meaning-building method that entails generating and obtaining information and processing it. Alfalah and Suminar (2020)suggests that they should also be interested in learning about how language works as learners begin to use English in the classroom environment. They must be advised to concentrate on different forms of speech, to establish a common language for language speaking, and to use this information to objectively analyze texts in terms of performance, context, and reliability. AlJazrawi and AlJazrawi (2019)allocates three components of information that affect the efficacy of verbal communication: mutual awareness, consciousness, and knowledge of the material. The most critical aspect in the process of speaking is the students need to be active directly to make the learning experience of enduring value. Harmer (1998:88-93) offers several descriptions of speaking practices, one of which is narration. The story offers a whole fantasy universe, generated by language, which kids can join and enjoy learning language when they go (Woolford, 2021). Stories also provide the students with a significant and continuous source of language experience.

Speaking is a part of the culture that we take for granted.Engström, Marklund, Backlund, and Toftedahl (2018)describes speaking as an integrated process of meaning-building involving knowledge generation, receipt, and processing.

Hay and Hay (1990)stated that speaking is the vehicle of social unity, social ranking, professional development, and organization par excellence. It is also a medium through which a great deal of the language is learned and which is particularly conducive to learning for many.

Storytelling technique:

Storytelling is an important tool for developing students' oral competencies (Isbell, Sobol, Lindauer, & Lowrance, 2004). Having yourself verbally proficient will lead to the ability of a student to communicate effectively and efficiently. Communication, conversation, and strategy are the skills to create harmony. In daily communication, it's important to be able to convey one's thoughts and opinions accurately.

Karunakar (2017)said tales are essential for individuals, for leadership and education. Tales have to do with how you make logical sense about yourself and your surroundings. According to Kalantari and Hashemian (2016)storytelling is indeed a role performed by storytellers and narrative readers, it's the relationship of the two that allows a story to come to life. I highlight that the story does have its elements; storyteller, story listener, and a subject, yet most stories are derived from actual situations.

(Mokhtar, Halim, & Kamarulzaman, 2011)stated, storytelling is a relaxed and entertaining activity, and so it can become pleasurable for everyone, which in turn provides a great attitude towards learning and using the language for the learner. Children typically repeat stuff more repetitively when using storytelling, especially when they have difficulty following it.

Larragueta and de Poza Gutiérrez (2019)described Storytelling as the use of words and sounds to communicate events. This seems to be a form of expression and imagination that focuses across a tale and/or storyline. In several different regions of the world, a multitude of distinct kinds of narrativesis transmitted, designed to promote positive values, humor, inspiration, and direction.

The importance of Story-telling:
Moon and Maeng (2012)suggests that it must be a vital part of educational life to tell and read stuff to kids and therefore it is also quite essential for the Instructor of students to develop storytelling techniques. The linguistic skills needed for storytelling are essentially the same as that of all conversational skillsets.

Storytelling is a comfortable and engaging practice, so for both teachers as storytellers and students as listeners, it can be pleasant. This caused storytelling to achieve a good attitude towards learning and using the language for the student. Colon-Vila (1997) propose some tricks for the presentation of classroom storytelling. First, teachers should not see storytelling as a task, however as an activity that needs to appeal to creativity.

Storytelling is a tale to one or more listeners, by speech and expression, according to Tsou, Wang, and Tzeng (2006)We typically repeat things more than repetition in oral saying, particularly if the students face trouble following. Yang, Chen, and Hung (2020)found that the story's language is portrayed in a vivid and simple sense and description helps to express context. Accurate is described by Liu, Tai, and Liu (2018)as simple, expressive, grammatically, and phonologically correct language. He explains that speaking performance is improved to some degree by allowing students in their speaking performance to concentrate on the elements of phonology, grammar, and discourse. Consistency would be the use of language that relies on the language system's mastery.(Huang, Liu, Wang, Tsai, & Lin, 2017)

Hypothesis:
After literature review it is hypothesized that;
H1-Story-telling technique improves students' speaking skill better as compared to the traditional method of teaching speaking skill.
H2- Story-telling technique increases the confidence level of students.

Methodology:
The current study was experimental and quantitative in nature. The researcher tried to enhance the speaking skills of college-level students through the story-telling techniques.
Experimental teaching is used by the researcher itself. This teaching was conducted in six meetings. The time of every class meeting was 60 minutes. The researcher used the story-telling

method as a teaching technique in these meetings. The degree of language proficiency skills of students used in this research that derived from the criteria of a speaking test in H. Douglas Brown (page: 100).

The pre-test has taken before the treatment and the post-test after treatment on one group of students. The researcher used the mean formula of the pre-test and post-test for calculating this research study and measured the mean of pre-test and post-test scores to know the outcome of the ability of students to communicate.The percentage of the results of these tests hasbeen analyzed through a t-test in SPSS.

Population:
The participants of this study were the students of the second-year class of Iqra Post Graduate College Sadiq Abad.

Sample:
The researcher took the sample of the second-year class of Iqra Post Graduate College Sadiq Abad. Purposive sampling was the technique of this research study. This experiment was applied to only one group of 25 students.

Results:

Table 1:Students' Pre-test score

No	Name	Pre-test	Passing score	Passing/Fail
1	NamraShareef	50	75	Fail
2	Natasha Aslam	80	75	Pass
3	SamaviaPervaiz	60	75	Fail
4	MamonaManzoor	60	75	Fail
5	HafizaTouba	80	75	Pass
6	SaniaNaz	40	75	Fail
7	Alia Ahmed	40	75	Fail
8	HinaAshfaq	60	75	Fail
9	Eesha Ahmed	50	75	Fail
10	LaibaSajjad	50	75	Fail
11	Sana Lal	30	75	Fail
12	Ayesha Nisar	40	75	Fail
13	Raba Afzal	60	75	Fail
14	Ayesha Shahid	50	75	Fail
15	Aqsa Shafique	40	75	Fail
16	MashaimAfzal	80	75	Pass
17	AzraAshiq	70	75	Fail
18	FaizaAsif	60	75	Fail
19	Shumail	40	75	Fail
20	AlishbaTahir	40	75	Fail
21	Fatima Arshad	50	75	Fail
22	NidaNisar	50	75	Fail
23	MushaimRazzaq	40	75	Fail

| 24 | Nadia Fraqat | 50 | 75 | Fail |
| 25 | KiranHameed | 40 | 75 | Fail |

Sum = 1310

Mean = 52.4

Table 2: Students' post-test score

No	Name	Pre-test	Post-test	Passing/Fail
1	NamraShareef	50	70	Fail
2	Natasha Aslam	80	90	Pass
3	SamaviaPervaiz	60	80	Pass
4	MamonaManzoor	60	75	Pass
5	HafizaTouba	80	90	Pass
6	SaniaNaz	40	60	Fail
7	Alia Ahmed	40	50	Fail
8	HinaAshfaq	60	70	Fail
9	Eesha Ahmed	50	70	Fail
10	LaibaSajjad	50	75	Pass
11	Sana Lal	30	50	Fail
12	Ayesha Nisar	40	60	Fail
13	Raba Afzal	60	70	Fail
14	Ayesha Shahid	50	70	Fail
15	Aqsa Shafique	40	60	Fail
16	MashaimAfzal	80	90	Pass
17	AzraAshiq	70	80	Pass
18	FaizaAsif	60	80	Pass
19	Shumail	40	60	Fail
20	AlishbaTahir	40	60	Fail
21	Fatima Arshad	50	70	Fail
22	NidaNisar	50	60	Fail
23	MushaimRazzaq	40	60	Fail
24	Nadia Fraqat	50	70	Fail
25	KiranHameed	40	60	Fail

Sum = 1730

Mean = 69.2

The outcome of the pre-test revealed that the speech of the students was still poor. This was illustrated by the mean pre-test score of 52. It was, therefore, lower than the standard minimum. The English minimum level is 75. There were three students with a score above 75. That indicated that 22 students had a score below the minimum requirement. The highest pre-test rating was 80, and the lowest was 30.

On the other hand, the mean score of the post-test was 69. There were eight students with passing marks.
From the table below, thecomparison of the results between pre-test and post-test can be seen.

Table 3. Comparison between pre-test and post-test results

No	Name	Pre-test	Post-test	Passing/Fail
1	NamraShareef	50	70	Fail
2	Natasha Aslam	80	90	Pass
3	SamaviaPervaiz	60	80	Pass
4	MamonaManzoor	60	75	Pass
5	HafizaTouba	80	90	Pass
6	SaniaNaz	40	60	Fail
7	Alia Ahmed	40	50	Fail
8	HinaAshfaq	60	70	Fail
9	Eesha Ahmed	50	70	Fail
10	LaibaSajjad	50	75	Pass
11	Sana Lal	30	50	Fail
12	Ayesha Nisar	40	60	Fail
13	Raba Afzal	60	70	Fail
14	Ayesha Shahid	50	70	Fail
15	Aqsa Shafique	40	60	Fail
16	MashaimAfzal	80	90	Pass
17	AzraAshiq	70	80	Pass
18	FaizaAsif	60	80	Pass
19	Shumail	40	60	Fail
20	AlishbaTahir	40	60	Fail
21	Fatima Arshad	50	70	Fail
22	NidaNisar	50	60	Fail
23	MushaimRazzaq	40	60	Fail
24	Nadia Fraqat	50	70	Fail
25	KiranHameed	40	60	Fail
Sum		**1310**	**1730**	
Mean		**52.4**	**69.2**	

Table 4. Paired sample t-test analysis of students' scores

Tests	N	M	SD	D	T	Effect size[a]	p
Pre	25	52.40	13.9	24	-16.89*	0.92	.003
Post	25	69.20	11.4				

*Difference is significant at .05 level

[a]eta squared $= \frac{t^2}{t^2 + N - 1}$

Given the eta squared value of 0.92, it concluded that there was a large effect, with a substantial difference in the statistics scores obtained before and after the intervention.

Description:
A Paired sample t-test was conducted to evaluate the impact of treatment on students' scores on developing confidence and English speaking skill through storytelling technique. There is a significant increase in this study scores from pre-test (M=52.40, SD=13.9) to post-test (M=69.20, SD=11.4), t(285.2)=16.89, p<.003. The eta squared statistic (0.92) indicated the large effect size.

Discussion and Conclusion:
It was an experimental study and the main object of this research was to develop confidence and improving English speaking skill in college-level students through the story-telling techniques. The conclusions are derived from the finding results of pre-test and post-test and analyzing through t-test SPSS. The results are supportingthe research hypothesis H1 and H2 that Story-telling technique improves students' speaking skill better as compared to the traditional method of teaching speaking skill. Story-telling technique increases the confidence level of students. It is the findings that storytelling technique may prove helpful for further use in improving speaking skills.

The increase in the speaking ability of the students was also demonstrated by the test scores of the students. There was a gap in the pre-test and the post-test ratings. The mean scores for the pre-test were 52.4, whereas the mean scores for the post-test were 69.2. Almost 32% result is improved in post-test.

It was based on the research carried out at Iqra Post Graduate College, the speaking skills of students were enhanced in six sessions. The efforts carried out in the story-telling method have led to a great increase in the speaking performance of students.

Hence the results of the tests reveal that the story telling technique may improves speaking skills of students in a much better way as compared to the traditional method to teach the speaking skills.

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