

# The Development of Speaking Skills of Students at the Primary Level Using Storytelling Elements as a Tool

## การพัฒนาทักษะการพูดของนักเรียนระดับประถมศึกษา โดยใช้องค์ประกอบการเล่าเรื่องเป็นเครื่องมือ

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### Abstract

The purposes of this research were as follows (1) to apply storytelling elements to develop speaking skills and (2) to examine storytelling elements to cope with speaking problems. The sample was selected purposively and comprised 20 students. The instrument used in the study was a checklist created to investigate competency in using storytelling elements. The data were analyzed using mean, descriptive statistics, and t-test. The results of this study show that (1) understanding of the story, story structure, and voice are respectively the most frequently reported elements for Group A. However, the pacing, understanding of the story, and voice are the most frequently reported components for Group B (2) the use of overall storytelling elements reported by group A students and their group B counterparts did not significantly differ at a competency level of .05. However, only the attempt to think strategically in English differs significantly when using storytelling elements for both groups at .009.

**Keywords:** storytelling, speaking skill, students at primary level

### บทคัดย่อ

วัตถุประสงค์ของการวิจัยนี้มีดังต่อไปนี้ (1) เพื่อประยุกต์การใช้องค์ประกอบในการเล่าเรื่องในการแก้ปัญหาทักษะการพูด และ (2) เพื่อตรวจสอบการใช้องค์ประกอบการเล่าเรื่องในการแก้ปัญหาทักษะการพูด กลุ่มตัวอย่างที่ใช้ในการทดลองครั้งนี้ใช้วิธีการเลือกแบบเจาะจงมีจำนวน 20 คน เครื่องมือที่ใช้คือแบบรายการตรวจสอบความสามารถในการใช้องค์ประกอบการเล่าเรื่อง สถิติที่ใช้ในการวิเคราะห์ข้อมูลคือ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และสถิติตรวจสอบค่าที ผลการวิจัยพบว่า ผลการศึกษาครั้งนี้แสดงให้เห็นว่า (1) ความเข้าใจในเนื้อเรื่อง โครงสร้างของเรื่อง และการใช้เสียงมีความสำคัญตามลำดับ และเป็นองค์ประกอบที่ใช้บ่อยในขณะที่พูดของกลุ่มเอหรือกลุ่มทดลอง ในทางตรงกันข้าม การวรรคตอน ความเข้าใจในเนื้อเรื่อง และการใช้เสียงเป็นองค์ประกอบที่ใช้บ่อยในขณะที่พูดของกลุ่มบีหรือกลุ่มควบคุม (2) การใช้องค์ประกอบการเล่าเรื่องในภาพรวมโดยกลุ่มเอและกลุ่มบีพบว่าสมรรถนะในการใช้องค์ประกอบการเล่าเรื่องไม่มีความแตกต่างกันทางสถิติที่ระดับ .05 รวมทั้งกลยุทธ์ความพยายามในการใช้ภาษาอังกฤษมีความแตกต่างในการใช้องค์ประกอบในการเล่าเรื่องเพียงกลยุทธ์เดียวในระดับที่ .009 ของทั้งสองกลุ่ม

**คำสำคัญ:** การเล่าเรื่อง, ทักษะการพูด, นักเรียนระดับประถมศึกษา



## Introduction

To enhance the speaking skill of EFL students is to learn the actual meaning of the expression which provides authentic materials to the learners. Over the years there has been a tendency for teachers to focus more on students' speaking skills and this can be attributed to the fact that it provides an effective means of controlling classroom activity and its familiarity can be perceived as making it easier to organize. With their increasing popularity within Thai education, the activities employed at language camps could be significant in the development of foreign languages in Thai education. Among the many means for achieving this goal is the enhancement and improvement of the English language skills among the Thai students. Those involved in education in Thailand seek different means to improve English language proficiency alongside the employment of high numbers of foreign teachers. Language immersion programs or camps have also been implemented. Worlap Sangvatanachai (2013) states that since the country of Thailand still uses Thai as the official and everyday language, real situational opportunities to practice English are not likely for many students. The main objective of these camps is to allow the learner "to master English language learning in an authentic natural learning environment which they are not able to gain during the normal study duration" (Ismail & Tahir, 2011, pp. 61-72). However, even though many studies have reported an increased use of communication activity, there has been very little

research reporting on the effectiveness of such use. The purpose of the present study is therefore to apply and examine storytelling techniques in coping with speaking problems.

In accordance with university' policy, academic service is very important for helping many communities through academic service activities. English camp is one language academic service activity that held every year. It provides educational experiences for the students that can participate in service activity. Meanwhile according to Nunan (1991), to most people, speaking is the single most important aspect of learning English as a foreign language, and success is measured in terms of the ability to carry out a conversation in the language camp. In foreign language teaching and learning, the ability to speak is the most essential skill. Dornyei and Kosmos (1998, pp. 349-385) state that learners are unable to apply appropriate words according to conversational context. A wide range of communication activities are now therefore now available in all these areas. Oral communication strategies are an essential skill in an English camp. They can enhance student learning by integrating academic skills and service-learning. Nevertheless, even though many studies have reported an increased use of communication activity, there has been very little research reporting on the effectiveness of such use. The purpose of the present study is therefore to ascertain the effectiveness of using storytelling elements in storytelling in English camp.

After the author was involved in academic services, understandings regarding the weaknesses of the students have become clearer. Language development is needed to help especially the use of strategies for coping with speaking problems in communicative activities. EFL learners will be able to use different communication strategies (CS) in order to cope with communication breakdowns, but they should make aware of the importance of effective OCSs through strategy instruction whether in a camp or classroom setting (Mirzaei & Heidari, 2012, pp. 131-156).

Kingore (1982, pp. 28-32) recognizes storytelling as a rewarding art in education as an instructional tool. Storytelling camp could help increase English language proficiency by organizing language improvement activities. The benefits of participating in Storytelling camp for the campers enables the campers to make use of the English language for communication, to raise the campers' awareness of its the importance, to encourage the campers to take part in group activities, and to give campers an opportunity to carry out assigned tasks using English. Telling a story is an innovation means which although not a new methodology, seems to be difficult to do. To use storytelling is useful, it should be use alongside with strategies for coping with speaking problems. It could help increase English language proficiency through the organization of language improvement activities. The benefits of participating in a storytelling camp for the campers include that it enables them to make use of the English language for communication, to raise their awareness about the importance of the English language, to encourage them to take part in group activities, and to give them

an opportunity to carry out the assigned tasks using English. It means they get to learn how to apply and use these strategies along similar to the characteristic of the stories.

Storytelling camp could help increase English language proficiency by organizing language improvement activities. Canale and Swain (1980, pp. 1-47) stated that communicative competence is strategic competence. This refers to the speakers' ability to use verbal communication strategies to cope for the lack of grammatical competence and to enhance the effectiveness of communication. This means it is useful in applying knowledge to the community.

The effort to help resolve some of the speaking problems of teaching and learning English by using storytelling is that it is a communicative task and most students find it interesting. The English department at Lampang Rajabhat University and Municipal 1 School had a chance to discuss the language problems of their students following involvement with the academic service (English camp). The major problems involve the speaking and listening skills. Thus, the Communicative English camp held at Municipal 1 School—a government school—emphasizes the development of students' communicative competence in the group's ability to use the English language in real communicative situations. Camp activities are integrated alongside strategies for coping with speaking problems and type of storytelling; these could supplement the teaching strategy in learning English. It promotes language development through supplementary language activities and in order to help children and youth communicate using English more confidently. Based on the prob-

lems found with English language education in Municipal 1 School, the researcher worked together with this school to conduct the research about using strategies for coping with speaking problems with storytelling through English camp Activities: A Case study of Municipal 1 School Wiang Neua, Mueang Lampang District, Lampang.

### Research Objective

1. To apply storytelling elements to cope with speaking problems, and
2. To examine the use of storytelling elements in coping with speaking problems.

### Literature Review

According to Ellis and McClintock's model of communication (Ellis & McClintock, 1990, p.71), communication is a linear, one-way process in which a sender intentionally transmits a message to a receiver. However, before it reaches the receiver, the message must go through noise which emphasizes information flow and accuracy. Bialystok (1990) also stated that the overall goal in communication strategies is "to find a means of explaining how strategies function in the speech of L2 learners. Although the signal has been sent it must also pass other interference or noise, this in turn places the focus on the flow and accuracy of what is being sent. A variety of university courses are offered. Making different communication strategies (CS) in the course of speaking in order to cope with communication breakdowns is needed for Thai students at both primary and secondary level or even undergraduate level (Ounis, 2016). Oral

communication for academic services and other purposes are also necessary, such as camps.

Communication strategies can be considered as to be the principle of transforming information in between communication breakdown and which are more flexible than in a difference setting. Learners require an appropriate tool similar to their knowledge background and that's not too difficult in learning language. The possibility to succeed in language learning requires the provision of suitable methodologies that pertain to the learners' background. To see the importance of the tool in both verbal and nonverbal communication in order to convey a message and avoid misunderstanding are to use the right strategy as fluency. Sajavaara (1987, pp. 45-65) defines fluency as "the communicative acceptability of the speech act, or communicative fit" in a broad sense. However, Ounis (2016) states that exploration of the strategies does not only help the speakers overcome problems but also means they can significantly contribute in improving and building up communicative competence. According to Hatch (1978, pp. 431-435), the primary aim of communication strategies is "to help language learners and users not give up in the face of problems, enabling them to exercise more control in interaction, to deal effectively with uncertainty in linguistic and intercultural contacts, and to increase their personal autonomy in learning and using language.

Communicative competence refers to how people use language with the appropriateness and adequacy that reflects the individual's ability (Hymes, 1972). Communicative competence also refers to the

speakers' performance in real communicative situations. In this context, Canale and Swain (1980, pp. 1-47) argues that communicative competence is strategic competence. This refers to the speakers' ability to use verbal and non-verbal communication strategies when trying to cope with the lack of grammatical competence and to enhance the effectiveness of communication, for example, paraphrasing the use of gestures and facial expressions, the use of fillers and comprehension checks, etc. The language learner's proficiency in communication determined by the particular framework of each learner is the same as repairing communicative problems through the appropriate use of communicative strategies.

Including, Hyde (1982, pp. 13-30) investigated that lower level students make more frequent use of communications strategies than higher or more proficient ones. Here, they usually face more problems in conveying their messages to their interlocutors or peers due to their insufficient command of the target language. In contrast, Rugasken and Harris (2009, pp. 43-51) claim that if the student's language level is low then they may not be able to understand all they need to and this could result in "crises in their self-confidence" However, Liskin-Gasparro (1996, pp. 317-330) concluded that low proficiency students use more CSs in particular reduction strategies. Ounis (2016) asserts that CSs are deemed necessary to raise students' awareness of the importance of using CSs as efficient tools to cope with communication problems through strategy training or instructing within a classroom setting. It is recommended then an integration of formal instruction on CSs with awareness raising activities is crucial in the school curriculum.

Strategies for coping with speaking

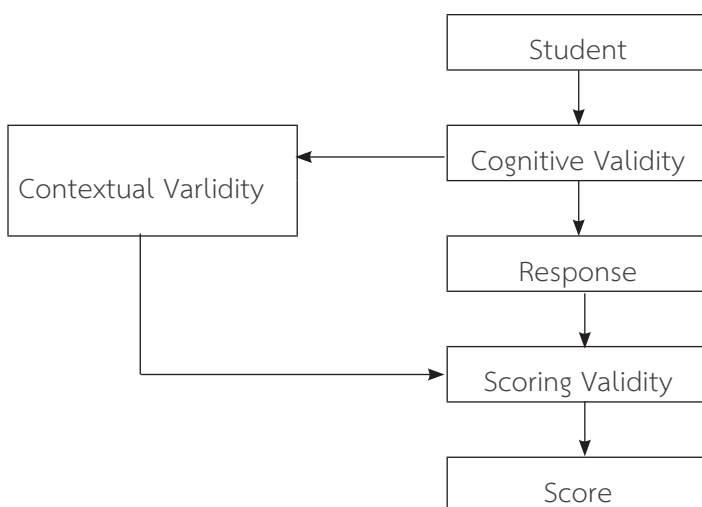
problems during communicative tasks were used in this study. According to Nunan (1991) to most people, speaking is the single most important aspect of learning a second or foreign language and success is measured in terms the ability to carry out a conversation in the language. In foreign language teaching and learning, the ability to speak is the most essential skill since it is basic for communication and it is the most difficult skill. Nakatani (2006, pp. 151-168) developed the term of communication strategy and later oral communication strategy inventory (OCSI) in order to avoid confusion. Achievement or compensatory strategies and reduction or avoidance strategies are the type of communication strategies that have come to the fore as essential for language learners in order to deal with communication breakdowns. A summary of the 4 OCSIs is presented as follows: (1) social affective strategy referring to learners' affective factors in social contexts. In order to communicate smoothly, learners try to control their own anxieties and enjoy the process of oral communication. (2) negotiation for meaning strategy, while speaking strategy refers to the participants' attempts to negotiate with their interlocutors. In order to maintain their interaction and avoid communication breakdown, interlocutors are expected to conduct modified interaction. (3) message reduction and alteration strategies represent strategy that these learners use to avoid a communication breakdown by reducing the original message, simplifying their utterances, or using similar expressions that they can use confidently. Lastly, the attempt to think in English strategy is associated with being useful for learners to think as much as possible in the foreign language during actual communication.

Storytelling is an oral communicative

activity usually requires a quick response to interlocutors. Teachers discover the techniques for being successful tellers of tales, learners also discover can be storytellers. Storytelling builds confidence, develops language skills, encourages speaking and listening fluency, and increases motivation and interaction (Heathfield, 2014). To compare the degree of output group A and output group B among the degree of using of strategies for coping with speaking problems and success in speaking language camp (Gokgoz, 2008). Dujmovic (2014) claims that successful storyteller chooses adequate stories and must be a good performer, for the delivery is crucial and requires both preparation and rehearsal. Oral communication comprises the productive modalities which refer to the methods by which students communicate with one another. Abo Skhela (2010) states that major and minor support the main idea by telling how, what, when, where, why, how much, or how many things happen which may be stated at the beginning of the paragraph, in the middle, or at the end. Some examples of these modalities include

speaking and writing. Productive modalities are assessed through more straight forward means. Storytelling is an effect way of controlling the language learning activity and the familiarity makes it easier to organize. This concept concerns the powerful communication in a way of using stories as a powerful. The process of storytelling begins with exploring the different types of stories. The most common are interviews, personal stories and community histories. As one explores the different options, one can think how each kind of story can help put forth your goals. Emotional engagement or entertainment is a central purpose of narrative. A narrative is multifunctional in the sense that it attempts to appeal to the emotions, as well as recount facts and events (Martin, 1986). It need not be a real or actual experience (Chatman, 1978). In addition, Hamilton and Weiss (2002) claim that telling stories improves comprehension, self-esteem and expressive language skills, builds confidence and poise, and stimulates inventive thinking. It is also a natural way for students to build literacy skills.

### Conceptual Framework



**Figure 1** Developing the speaking skill

## Hypothesis

1. There are statistically significant differences at ( $\alpha \leq 0.05$ ) in the level of applying the storytelling elements among students who learn using storytelling elements through training on the storytelling technique (experimental group) in coping with speaking problems.

2. There are statistically significant differences at ( $\alpha \leq 0.05$ ) in the level of examining the stories elements among students who learn using storytelling elements through training on the storytelling technique (experimental group) in coping with speaking problems.

## Methodology

This research employed a quantitative method.

## Sample Population

The sample was selected purposively and comprised 20 students. Primary students from municipal 1 school were selected with at least a 3.0 averages or a minimum B average. As a result, 20 students participated in this study.

## Instrument

A checklist was created to investigate the competency in using storytelling elements in each type of coping strategy among students studying in the primary level pratomsuksa 6 at municipal 1 school, Wiang Neua, Mueang Lampang District, Lampang Province. This comprised two parts: Part I: General information, Part II: the Level of oral storytelling elements competency. This study adopted the oral communication strategies

inventory (OCSI) developed by Nakatani (2006).

The assessment checklist consisted of 7 storytelling elements and 4 items of Oral Communication Strategies Inventory (OCSI): (1) The storytelling elements were as follows: Understanding of the Story, Voice, Gestures, Story Structure, Time, Personality, and Pacing; (2) Oral Communication Strategies Inventory (OCSI): (1) attempt to think in English strategies with a sequence of events story, (2) negotiation for meaning while speaking with picture story, (3) social affective strategies with fable story, and (4) message reduction and alteration strategies with clip story.

## Collecting data

The paper utilized storytelling elements (Hamilton & Weiss, 2002). The data analysis steps involved the storytelling framework organizing the data, analyzing, and interpreting and reporting data to address specific research objectives. The data was collected data in March, 2016 and lasted about one month.

Organizing the data depended on the data collection technique (s) administered. The data was organized according to group A and group B respondents. The information was concerned observations which were grouped into similar types of storytelling elements. In this study, the list of criteria was created and sent out to foreigners before the students performed their presentations.

## Statistics

Independent t-test and descriptive

statistics were computed to determine whether there was any significant difference between group A (experimental group) and group B (control group) ability students in their use of different storytelling elements. The frequency of authentic evaluation of oral storytelling elements in coping with speaking problems in the English camp was explained according to the criteria as follows:

- 4.51 – 5.00      Highest competence
- 3.51 – 4.50      High competence
- 2.51 – 3.50      Moderate competence

- 1.51 – 2.50      Low competence
- 1.00 – 1.50      Lowest competence

### Result

The results of this study are presented according to the research questions:

1. What are the averages scores for the storytelling elements when using different communication strategies through English camp activities: A case study of municipal 1 school, Wiang Neua, Mueang Lampang District, Lampang ?

**Table 1**

*The use of the storytelling elements when using the strategy of attempting to think in English with a sequence event story between Group A and Group B*

Categories	N	Mean	SD	Mean	SD
		(A)		(B)	
1. Understanding of the story	20	4.17	0.81	3.34	0.76
2. Voice	20	4.00	0.79	3.67	0.61
3. Gestures	20	3.33	0.68	2.84	0.63
4. Story Structure	20	4.34	0.91	3.00	0.91
5. Time/Diction	20	3.34	0.74	2.67	0.74
6. Eye Contact /Personality	20	3.34	0.87	3.00	0.90
7. Pacing (minutes)	20	3.67	1.06	3.17	1.08
	Total	26.19	5.86	21.69	5.63
	Sig. (2-tailed)	.009		.009	

The findings show that, story structure (mean 4.34), understanding of the story (mean 4.17), and voice (mean 4.00) were highly reported by Group A students whereas voice (mean 3.67), understanding of the story (mean 3.34), and

pacing (mean 3.17) were more highly reported by Group B proficiency students. group A students and group B counterparts significantly differ at a competency level of .05.

**Table 2**

*The use of the storytelling elements when using negotiation for meaning strategy while speaking with a picture story between group A and group B*

Categories	N	Mean	SD	Mean	SD
		(A)		(B)	
1. Understanding of the story	20	3.50	0.76	3.67	0.81
2. Voice	20	3.50	0.61	4.00	0.95
3. Gestures	20	3.84	0.63	3.17	0.67
4. Story Structure	20	3.00	0.91	3.34	0.74
5. Time/Diction	20	2.84	0.74	3.00	0.73
6. Eye Contact /Personality	20	3.50	0.90	3.17	0.98
7. Pacing (minutes)	20	3.17	1.08	3.50	1.10
Total		23.35	4.55	23.85	5.98
Sig. (2-tailed)		.706		.706	

The findings reveal that gestures (mean 3.84), understanding of the story, voice, and personality (mean 3.50), and pacing (mean 3.17) were highly reported by group A students whereas voice (mean 4.00), understanding of the story

(mean 3.67), and pacing (mean 3.50) are more highly reported by group B proficiency students. group A students and group B counterparts did not differ significantly at a competency level of .05.

**Table 3**

*The use of storytelling elements when using socially affective strategy with fable story between group A and group B*

Categories	N	Mean	SD	Mean	SD
		(A)		(B)	
1. Understanding of the story	20	4.00	0.94	3.67	0.94
2. Voice	20	3.67	0.70	3.67	0.90
3. Gestures	20	4.17	0.92	4.17	0.96
4. Story Structure	20	4.00	0.87	3.84	0.91
5. Time/Diction	20	3.50	0.81	3.17	0.73
6. Eye Contact /Personality	20	3.85	1.06	3.50	0.99
7. Pacing (minutes)	20	3.85	1.16	4.00	1.15
Total		27.04	6.46	26.02	6.58
Sig. (2-tailed)		.352		.355	

The findings show that gestures (mean 4.17), understanding of the story and story structure (mean 4.00), and pacing (3.85) were highly reported by group A students whereas gestures (mean 4.17), pacing (mean 4.00), and

story structure (mean 3.84) were reported at a higher rate by group B proficiency students. Group A students and group B counterparts did not differ significantly at a competency level of .05.

**Table 4**

*The use of the storytelling elements when using message reduction and alteration strategy with clip story between group A and group B*

Categories	N	Mean	SD	Mean	SD
		(A)		(B)	
1. Understanding of the story	20	4.34	1.03	4.17	0.90
2. Voice	20	4.34	0.87	3.84	0.68
3. Gestures	20	3.67	0.69	3.50	0.89
4. Story Structure	20	4.17	0.99	3.67	0.79
5. Time/Diction	20	3.50	0.98	3.34	0.76
6. Eye Contact /Personality	20	3.34	0.95	3.84	0.94
7. Pacing (minutes)	20	3.84	1.05	3.50	1.10
Total		27.2	6.56	25.86	6.06
		Sig. (2-tailed)			
		.325		.327	

The findings reveal that understanding of the story and voice (mean 4.34), and story structure (mean 4.17), and gestures (mean 3.67) were highly reported by group A students whereas understanding of the story (mean 4.17), voice and personality (mean 3.84), and story structure (3.67) were reported at a higher rate by Group B proficiency students. Group A students and

group B counterparts did not differ significantly at a competency level of .05.

2. What are the overall scores of storytelling elements when using different communication strategies through English camp activities: A Case Study of Municipal 1 School, Wiang Neua, Mueang Lampang District, Lampang ?

**Table 5**

*Overall score of mean, standard deviation of storytelling elements when coping with speaking problems*

Categories	Mean	SD	Sig. (2-tailed)
Group A (experimental)	25.94	1.78	.284
Group B (control)	24.35	2.03	.285

\*p<0.05

it was clear that the overall scores of the two groups did not differ significantly at .284

(group A) and .285 (group B).

## Discussion

The objective of the present study was to investigate how municipal 1 students at primary level deal with oral communication problems. The findings show different usage of storytelling elements were reported as being employed to handle communication problems due to the students' limited linguistic knowledge. In this case, they relied on various storytelling elements when using strategies to cope with the speaking problems. The discussions of certain storytelling elements were reported by the research subjects to cope with their oral communication problems.

The results of the current study enabled us to observe various storytelling elements and 4 types of CSs: attempt to think in English strategies, negotiation for meaning while speaking, social affective strategies, and message reduction and alteration strategies and storytelling elements in the two types of group work. Of these storytelling elements observed, gesture was the most frequently used with the negotiation for meaning while speaking strategies and social affective strategies whereas knows the story was less used with attempt to think in English strategies and message reduction and alteration strategies. The participants of the present study, the primary and EFL students, also prefer voice and gestures, both the experimental and control group. This includes, the use of the storytelling elements when only the attempting to think in English strategy with sequence event story only differed significantly at a competency level at .009 for both groups. This showed that the students knew how to use sequence to link ideas and were able to sequence the stories.

Thus, the results of the current study contrary to the previous findings, that is, the “high

degree of language usage” may give rise to some draw backs to the approach in these environments (Rugasken & Harris, 2009, pp. 43-51). In facts, although the participants' language level in this study is low, they are able to understand all they need to and this could result in building “their self-confidence”. Further explanation relates to the use of time, as students do not pay much more attention to the storytelling timeframe and clarity of their speech, they try to speak clearly with familiar and easy words and take their time in order not to communicate inappropriate messages, as is supported by Nakatani (2006). Furthermore, pacing is the major problem in order to provide the sequence during the telling of the stories. Aside from the issue of language ability, this also supports the work of Takeuchi, et al. (2008), that is, extroverted personality types and confidence in the use of language are factors which might promote the use of storytelling components. However, the students tend to use familiar words and avoid the risk of using new or unfamiliar words even though they may realize that the utterance is far from their communicative goal (Nakatani, 2006).

## Conclusions

The purpose of this study is to (1) apply storytelling elements to cope with speaking problems, and (2) examine the use of storytelling elements in coping with speaking problems. If language can be capably and confidently, a camp environment provides a suitable environment to develop these desirable outcomes. Therefore, the basic outcome of this study is that participants reported

the highest use of storytelling components such as knows the story, and story structure as a way to enhance their own telling of stories. The participants reported that they are most likely to use the understanding of the story, and story structure. Furthermore, the analysis of the reported storytelling components use by group A and Group B indicates that achievement uses in particular usages were the understanding of the story, story structure, and voice which were more frequently reported by group A learners. In contrast, pacing, understanding of the story, and voice reported by Group B. The remarkable differences observed between the storytelling components using the 4 CSs of group A and group B learners pose some helpful pedagogical implications. Thus, this study finding supports the previous finding that CSs are necessary to raise students' awareness of the importance of using CSs as efficient tools to cope with communication problems through strategy training or instruction (Ounis, 2016). Additionally, analysis of the students' responses to the storytelling elements in coping with speaking problems reveals that understanding the story was associated with experimental group students whereas pacing was frequently reported by the control group students. Thus, the finding suggests that group B students should acquire more comprehension in order to provide pacing and tell the stories smoothly. Learning how to tell a story promotes language development through which important language skills can be studied in meaningful contexts. Thus, English camp can help participants master language learning in an authentic natural learning environment which they are not able to acquire during normal study duration (Ismail & Tahir, 2011, pp. 61-72).

As concerns the limitations of this study

in terms of making comparisons in the Thai context, even though there were no significant differences in the use of overall storytelling elements in coping with speaking problems between group A and group B, the use of storytelling elements for each group in each type of strategy were different. In fact, group A students had a higher level of competency in coping with speaking problems than the students in group B. In addition, special education usually involves longer periods of training that can aid learners working on any kinds of presentation. Storytelling is one of an organized narrative teaching strategy that encourages students to express their emotions together with the presentation. Thus teachers should apply storytelling in classroom teaching to approach everyday problems in the classroom such as awareness and anxiety towards learning. Therefore, teachers should also make use of storytelling techniques as it is a great device to teach words and pronunciation on a regular basis for primary students.

### Suggestions

Storytelling is the most widely used of transferring information. Many students experience different moments from different stories. Gesture, voice, song, music, touch and use of props or costume provide stimuli for these senses through movement. Students will pick up the song and join in with their friends. It's a natural and fun part of storytelling. Then, using a simple prop and trying to use the same structures can make confidence, and engage students' interest for students at primary level. However, students at secondary level can retell the story in other words. Finally, the students will be able to comprehend the story better if they are able to build representa-

tion of the story. They also should use non-verbal language in retelling the story that is influenced by the relationship between the teller and the listener. The students should choose adequate stories for being a good performer. Preparation and rehearsal will also be crucial and requires.



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