

Effects of Storytelling and Retelling on Academic Performance of Primary School Pupils across the School Curriculum in Ekiti State

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Abstract

This study examined the effects of storytelling and retelling on academic performance of primary school pupils across the school curriculum in Ekiti State. The purpose of the study was to investigate the effects of storytelling and retelling and on the performance of primary school pupils in Basic Science Technology and Social Studies in Ekiti State. The study used a quasi-experimental pretest-posttest design. A randomly selected sample of 120 pupils responded to Basic Science Performance Test (BSPT) and Social Studies Performance Test (SSPT) which was generated to guide this study. The data generated were analyzed using descriptive analysis and t-test statistics. Hypotheses generated were tested at 0.05 level of significance. The findings of the study revealed that there is significant difference between the pretest and posttest mean scores of the pupils' performance in both Basic Science Technology and Social Studies. It was also revealed that there was significant difference between the posttest means scores of pupils exposed to storytelling and retelling strategy of teaching. This implies that storytelling and retelling has effects on the performance of primary school pupils across the school curriculum. Based on the findings of this study, it was recommended that teachers should be encouraged to embrace the use of storytelling and retelling in the teaching of curriculum contents in primary schools, teachers should be allowed to attend workshop that could enhance and improve their knowledge on the use of the strategy in teaching and an enabling environment should be

created for the proper use of the strategy in teaching learning situation in primary schools.

Keywords: Storytelling and Retelling, Performance, Pupils, Basic Science, Social Studies

Introduction

According to Fikriah, storytelling is a type of teaching approach that may assist young learners in gaining information, literacy, creativity, invention, and critical thinking (2016). As a result, as mentioned by Maulany, storytelling is particularly beneficial for teaching foreign language to young learners and stimulates youngsters to be active participants in the building of the story's meaning (2017).

Story-telling is a technique of teaching that has been shown to be extremely useful across the school curriculum (Sarah, 2016). Because learners are typically intrigued by tales, this literacy method, which is based on literature, makes learning of any material highly fascinating to them. The use of tales as pedagogical aids in the teaching and learning of school topics that are often viewed as difficult by most Nigerian students might surely help the teaching and learning process. It is anticipated that the tales that teachers use to teach curriculum subject are real in order for young learners to be able to relate to them and, as a result, do well academically. As a result, tales must be conveyed to pupils in a learner-friendly manner in order to excite, sustain, and develop their interest in the topics being discussed (Maulany, 2017).

Using tales/stories to educate entails not only the educator telling stories, but also the pupils recounting stories in order for them to better understand the topics given to them, since learning is boosted when several sub-skills of a language are activated (Morais, 2015). When students are taught tales, they listen and think, and when they repeat stories, they think and speak. Even though they will not be penalised or shamed if they falter along the way, the students are compelled to recreate the stories exactly as they were originally delivered. Retelling displays the ability to grasp literally, according to Jegede, Onukaogu, Inyang, and Arua (2003).

They went on to say that the act of repeating tales shows the learner's capacity to make inferences and draw conclusions since retelling includes organising, integrating, and classifying information that is indicated but

not articulated in a narrative. According to Mariah (2017), while employing story-retelling to teach subjects throughout the curriculum, the instructor can utilise either guided or unguided retelling depending on the learners' ability. When using guided retelling, the instructor can assist the student who is recounting the narrative by providing particular terms or expressions that the pupil may have forgotten throughout his or her retelling. Furthermore, the teacher might specify particular aspects of the tale that he wants the student who is recounting it to provide. In the lower basic levels, guided recounting is critical. Unguided recounting/retelling, on the other hand, is a voluntary or conditioned conversation or written or spoken debate concerning previously read or discussed subject.

Higher basic courses are required to conduct more unguided recounting in class since it not only helps pupils remember the things they are exposed to more readily, but it also helps them develop their linguistic ability, literary abilities, information organisation, memory, and reaction to the knowledge (Hapgood & Pallincsar, 2007). Listening to storytelling benefits pupils much, and it is becoming recognised as having crucial theoretical and practical consequences for them. Storytelling allows for cooperative learning and the development of social skills in students. However, as mentioned in the reading section, Labbo and Field (2010) believe that enabling learners to listen, savour, chorally read, envisage visuals, participate in creative movement, and manipulate literary language skills improves the narrative reading experience.

Baker and Greene (2010) define storytelling as an interaction between the narrator and the listener rather than the delivery of a memorised script. They said that the finest narrative is a collaborative effort. This definition appears to be in line with Sarah (2016), who claims that storytelling is important in the classroom since it is collaborative and engaging. Baker and Greene's interpretation of storytelling was the method of storytelling used by the researchers in the study treatment.

According to Alna (2000), listening to a narrative read from a picture book demands more creativity than narration. This is due to the fact that, in the lack of pictures, the listeners were forced to conjure up their own images of the tale. According to the aforementioned writers' descriptions, it appears that storytellers naturally use many of the strategies that experts

feel are the most successful and that readers should seek to embrace. According to Alna (2000), storytelling encourages the use of one's imagination and the active participation of listeners as collaborators in the production of the tale experience.

According to Mariah (2017), the connection between narrative and children's performance is well-established. True, there is a lot of qualitative evidence that narrative has an impact on students' performance. In educational journals, there have been several studies on storytelling and its impacts. The vast majority of studies, including some of the ones mentioned above, fall into one of two groups. The first category includes how-to articles on themes like how to tell tales better and how to incorporate storytelling into the classroom. Theoretical papers make up the second subcategory. These frequently include intriguing and useful anecdotal or qualitative data, as well as broad statements on storytelling and its impact. (2017, Mariah)

These issues, in turn, represent some of the issues that educational scholars encounter from time to time. Those who respect educational research have reservations about storytelling since its impacts have not been well established. Oral storytelling, according to Silver (2017), offers considerable benefits for children's growth and education, and while being the oldest form of instruction, Hibbin (2016) believes that it is under-utilized in today's early schooling.

Certain parts of the scientific community, in turn, are sceptical about educational research as a whole. According to Hakkarainen & Vuorinen (2018), a segment of researchers in the domains of chemistry and physics, as well as other sciences, believe that the findings of social science researchers are invalid. They felt this way because educational research virtually never had the same level of stringent control over variables as science research. Hibbin (2016) goes on to say that literacy is the dominant educational practise, and that speaking and listening are assumed to be non-problematic tools for literacy development.

Many instructors have recently discovered narrative to be an effective teaching method. For anyone interested in learning to utilise storytelling or improving their storytelling talents, the accessible literature on the subject includes a plethora of knowledge. When studying the literature on

the issue, however, it's impossible not to note that there's a scarcity of quantitative evidence on the benefits of storytelling and retelling on teaching and learning across the school curriculum. This study looked into the impact of storytelling and retelling on primary school pupils' performance throughout the curriculum.

Statement of the Problem

Teachers are concerned about their pupils' academic success. As a result, they've used a variety of teaching approaches and ideas, yet primary school students in Ekiti State have struggled academically. As a result, parents, teachers, curriculum developers, and other educational stakeholders have expressed their displeasure. As a result, low academic performance among students might be attributed to the teachers' teaching techniques or strategies.

Purpose of the Study

The purpose of this study was to explore the impact of storytelling and retelling on primary school pupils' performance throughout the curriculum in Ekiti State. It looked at the impact of storytelling and retelling on primary school students' performance in Basic Science Technology and Social Studies, respectively.

Research Hypotheses

1. There is no significant difference between the pre-test and post test mean scores of pupils exposed to storytelling and retelling strategy in Basic Science Technology.
2. There is no significant difference between the pre-test and post test mean scores of pupils exposed to storytelling and retelling strategy in Social Studies.
3. Storytelling and retelling have no significant effect on the academic performance of pupils in Basic Science Technology.
4. Storytelling and retelling have no significant effect on the academic performance of pupils in Social Studies
5. There is no difference between the post test means scores of pupils exposed to storytelling and retelling strategy and the control group.

Methodology

The quasi-experimental pretest-posttest design was adopted in this investigation. The study's participants were all pupils in Ekiti State's public primary schools. The Local Government Areas (LGAs), schools, and pupils for this study were chosen using a multistage sampling technique. The Basic Science Performance Test (BSPT) and the Social Studies Performance Test (SSPT), which were created to lead this study, were administered to a randomly selected sample of 120 primary six pupils. The test-retest technique of measuring reliability was used to assess the instrument's dependability.

This was accomplished by delivering the BSPT and SSPT tests twice in two weeks to 20 students who did not participate in the research. The scores obtained from the two separate sets of responses were correlated, using Pearson's Products Moment Correlation Coefficient Analysis. A reliability index of 0.91 and 0.73 were obtained for BSPT and SSPT respectively. These coefficients were considered relatively high enough to be used for the study. The data generated were analyzed using descriptive analysis and t-test statistics. Hypotheses generated were tested at 0.05 level of significance.

Results

Hypothesis 1

There is no significant difference between the pre-test and post test mean scores of Pupils exposed to storytelling and retelling strategy in Basic Science Technology.

Table 1

Pretest and Posttest Mean Scores of Primary School pupils in Basic Science and Technology

V a r i a b l e	N	Mean	S D	M	D
P r e T e s t	30	5.17	1.877	9.233	
P o s t T e s t	30	14.40	5.126		

P<0.05

The table above shows that the mean score of the pupils in the pre-test is 5.17 while the mean score in post –test is 18.40. The mean of difference

is 9.233. This implies that the performance of the pupils improved in Basic Science Technology after they were exposed to storytelling and retelling strategy.

Hypothesis 2

Storytelling and retelling has no significant effect on the performance of pupils in Basic Science Technology.

Table 2

t-test Analysis of the Pretest and Posttest Scores of Primary School Pupils in Basic Science and Technology

Variable	N	Mean	S D	M D	Df	t _{cal.}	t _{tab.}
Pre Test	30	5.17	1.877				
Post Test	30	14.40	5.126	9.233	58	9.423	1.871

P<0.05

From the table above, the t- calculated is 9.423 which is greater than the table value 1.871. Hence the hypothesis was rejected. The implication of this was that the performance of the pupils in Basic Science and Technology improve immensely as a result of the pupils’ exposure to storytelling and retelling strategy.

Hypothesis 3

There is no significant difference between the pre-test and post test mean scores of Pupils exposed to storytelling and retelling strategy in Social Studies.

Table 3

The Pretest and Posttest Scores of Primary School Pupils in Social Studies

V a r i a b l e	N	M e a n	S D	M D
P r e T e s t	35	5.23	1.767	13.171
P o s t T e s t	35	18.40	7.417	

P<0.05

The table shows that the mean score of the pupils in the pre-test is 5.23 while the mean score in post –test is 18.40. The mean of difference is

13.171. This implies that the performance of the pupils improved in Social Studies after they were exposed to storytelling and retelling strategy

Hypothesis 4

Storytelling and retelling have no significant effect on the performance of pupils in Social Studies.

Table 4

t-test Analysis of the Pretest and Posttest Scores of Primary School Pupils in Social Studies

Variable	N	Mean	S D	M D	Df	t _{cal.}	t _{tab.}
Pre Test	35	5.23	1.767	13.171	68	10.220	1.867
Post Test	35	18.40	7.417				

P<0.05

From the table above, the t- calculated is 10.220 which is greater than the table value 1.867. Hence the hypothesis was rejected. The implication of this was that the performance of the pupils in Social Studies improves immensely as a result of the pupils’ exposure to storytelling and retelling strategy.

Hypothesis 5

There is no difference between the post test means scores of pupils exposed to storytelling and retelling strategy and the control group.

Table 5

The Post Test Means Scores of Pupils Exposed to Storytelling and Retelling Strategy and the Control Group

V a r i a b l e	N	Mean	S D
Basic Science (Experimental)	30	14.40*	5.026
Control Group (Basic science)	33	8.03	1.944
Social Studies (Experimental)	35	18.40*	7.417
Control Group (Social Studies)	32	9.00	0.000

P<0.05

The table above show that the post test mean scores of students’ academic performance in Basic Science Technology was 14.40, control group for

Basic Science was 8.03, Social Studies was 18.40 and that of control group of Social Studies was 9.00. From this information, the performances of the pupils exposed to the treatment (storytelling and retelling) were higher compared to those in the control groups. This implies that the treatment given enhance the performance of the pupils positively.

Discussion

The study's findings indicated that after being exposed to storytelling and retelling strategies, there is a substantial difference between the pretest and posttest mean scores of the pupils' performance in both Basic Science Technology and Social Studies. This backed up Ellis's (2000) claim that using storytelling and retelling in the classroom can help instructors meet a lot of criteria in a short amount of time. As a result, storytelling is beneficial since it is adaptable and may appeal to a wide range of learning styles/types.

The study found out that when students are exposed to narrative and retelling strategies, their performance in Basic Science and Technology improves dramatically. This study supports Skantz's (2018) argument that tales may communicate science in a way that stimulates students' interest in learning science by offering relevant, clear, and memorable settings. Furthermore, storytelling can allow pupils to have a better understanding of the wider picture. They go on to say that the goal of the science curriculum should be to cultivate young people's scientific curiosity as well as their feeling of wonder and excitement. Stories, according to Siver (2017), might be a means to achieve this beneficial effect if they are relevant, enjoyable, and interesting. He suggests that instructors implement this educational method in their classrooms.

The study also found that once students were exposed to storytelling and retelling strategies, their performance in Social Studies improved. This study backed up Raines & Isbell's (2019) claim that tales may be utilised in Social Studies classrooms to augment textbooks and spice up teachings to pique students' attention and curiosity. Students' knowledge of a topic, its ideas, and generalisations can be improved via the use of stories. Also, according to Spagnoli (2019), stories may help students learn more about their own culture, history, and heritage, as well as extend their understanding and respect of other civilizations.

Stories, he claims, may help students develop empathy, social and moral values and attitudes, as well as self-confidence and self-esteem. When students help tell a tale and solve the issues of the characters as the narrative progresses, stories may bring a class together. Because stories may speak to the heart, children can be encouraged to be storey readers, tellers, and creators themselves, according to MacDonald (2011). Tales can develop pupils' abilities to listen, talk, imagine, construct phrases, and create stories because stories can speak to the heart.

According to the findings, the therapy given to the students improves their performance in a beneficial way. This was supported by Mauro (2006), who stated that storytelling and retelling aid in the development of accurate inflections, consistent expressions, and a thorough understanding of a concept, as well as Erickson (2009), who stated that storytelling aids in getting students excited and ready to learn effectively.

Conclusion

Based on the findings of this study, it could be concluded that there was significant difference between the posttest means scores of pupils exposed to storytelling and retelling strategy. This implies that storytelling and retelling has effects on the academic performance of primary school pupils across the school curriculum in Ekiti state in both subjects being understudied.

Recommendations

It was recommended that teachers should be encouraged to embrace the use of storytelling and retelling in the teaching and learning process in primary schools, teachers should be allowed to attend workshop which could enhance and improve the knowledge on the use of the strategy in teaching and an enabling environment should be created for the proper use of the strategy in teaching learning situation in primary schools.

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