



Effectiveness Of Storytelling Strategy In Enhancing Junior Secondary School Students' Achievement In Listening Comprehension In Jos North Local Government Area

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ABSTRACT

This study examined the effectiveness of the storytelling strategy in enhancing Junior Secondary School students' achievement in listening comprehension in Jos North Local Government Area, Plateau State, Nigeria. The study was guided by four objectives and four corresponding research questions and hypotheses. It was anchored on Constructivist Learning Theory by Lev Vygotsky (1978). A quasi-experimental research design involving pre-test and post-test equivalent groups was used, with 90 JSS II students randomly selected from two public secondary schools. The experimental group (50 students) was exposed to the storytelling strategy, while the control group (40 students) received conventional instruction. Data were collected using the Listening Comprehension Achievement Test (LCAT) and analysed using mean, standard deviation, and ANCOVA. The findings revealed that the storytelling strategy significantly improved students' performance in appreciative, critical, informational, and attitudinal questions, with the experimental group achieving higher post-test scores than the control group. The study concluded that storytelling is an effective instructional strategy for fostering deeper engagement, critical thinking, and comprehension in listening tasks. Recommendations included incorporating storytelling into teaching, providing teacher training, developing culturally relevant stories, and equipping schools with adequate resources for effective implementation.

Keywords: Storytelling, Listening Comprehension, Academic Achievement, Teaching Effectiveness

I. Introduction

In the realm of education, fostering

effective learning experiences is paramount to nurturing students' intellectual growth and academic success. One fundamental skill that significantly impacts students' language development is listening comprehension. Particularly crucial during the junior secondary years, this skill lays the foundation for effective communication and comprehension across various subjects. As a compelling pedagogical strategy, this vital skill of learning is not properly taught, or it is totally neglected which leads to unachieved goals at the end of a class/lesson in most secondary schools. Few educators are aware and use this powerful teaching method of storytelling to enhance junior secondary school students' achievement in listening comprehension. By incorporating storytelling into the curriculum, educators can create engaging and immersive learning environments that not only captivate students' imagination but also cultivate their listening skills, critical thinking, and emotional intelligence.

Storytelling has been an age-old method of communication and education, transcending cultural boundaries and transcending time. Its innate ability to captivate audiences and convey complex ideas in a relatable manner makes it an invaluable asset in the educational realm. When utilized effectively in the context of listening comprehension, storytelling has the potential to transform passive learners into active participants (Clark, 2022). By presenting narratives rich in characters, settings, and plotlines, educators can enthrall students' attention and create an emotional connection to the material being presented. This emotional engagement not only enhances memory retention but also encourages students to actively analyse and interpret the story's nuances, thereby strengthening their listening and comprehension skills.

Furthermore, incorporating storytelling into



the classroom setting allows educators to tailor their approach to suit the diverse learning needs of junior secondary students. With a wide array of storytelling techniques at their disposal, teachers can adapt their narratives to cater to different learning styles, ensuring that every student has an equal opportunity to thrive (Brown, 2001). Whether through traditional oral storytelling, audiovisual aids, or interactive storytelling methods, the versatility of this strategy enables educators to keep their students actively involved, leading to increased motivation and a deeper understanding of the subject matter.

Storytelling serves as a potent tool in enhancing junior secondary students' achievement in listening comprehension. Through its captivating nature, storytelling sparks interest, encourages emotional engagement, and fosters active participation among students. By incorporating this powerful pedagogical strategy into the curriculum, educators can create dynamic learning environments that cultivate essential listening and comprehension skills. As a result, students are empowered to become not only better listeners but also more critical thinkers, adept communicators, and enthusiastic learners, laying a strong foundation for their academic journey and future success.

Statement of the Problem

There is a complete neglect of listening comprehension in the teaching of English in junior secondary schools. This is supported by fact that listening comprehension is not included by English language text books and teaching materials used at this level thus teachers often use the traditional method of teaching which is not communicative and learner centred. These has turned most students to passive learners who listen without comprehending what is being taught.

This is not unconnected to low attention being paid to the teaching and learning of listening skills. This neglect results in an imbalance in the teaching and learning process of the four skills of language. Workshops are organised regularly by agencies like the national teachers' institution (NTI) and also the millennium development goals (MDGS) to produce better English teachers who would pay more attention to the four skills of language learning, but the neglect of developing students listening skills still prevails. Despite government efforts in addressing this problem the issue of lack of listening skills among learners continues unabated. One wonders how Nigeria's educational system will ever improve if this worrisome trend continues. There is an urgent need

for intervention using storytelling strategy to solve this problem.

The focus of this study therefore is to determine if storytelling strategy will enhance junior secondary school students' achievement in listening comprehension.

Aim of the Research

The aim of this study is to use storytelling strategies to enhance junior secondary school students' achievement in listening comprehension in Jos North Local Government Area of Plateau State. The objectives of this study will be:

- i. Determine how storytelling strategy will enhance students' ability to answer appreciative questions in listening comprehension in Jos North LGA, Plateau State.
- ii. Determine how storytelling strategy will enhance students' ability to answer critical questions in listening comprehension in Jos North LGA, Plateau State.
- iii. Determine how storytelling strategy will enhance students' ability to answer informational questions in listening comprehension in Jos North LGA, Plateau State.
- iv. Determine how storytelling strategy will enhance students' ability to answer attitudinal questions in listening comprehension in Jos North LGA, Plateau State.

Research Questions

The study was guided by the following research questions:

1. How does the storytelling strategy enhance students' ability to answer appreciative questions in listening comprehension in Jos North LGA, Plateau State?
2. How does the storytelling strategy enhance students' ability to answer critical questions in listening comprehension in Jos North LGA, Plateau State?
3. How does the storytelling strategy enhance students' ability to answer informational questions in listening comprehension in Jos North LGA, Plateau State?
4. How does the storytelling strategy enhance students' ability to answer attitudinal questions in listening comprehension in Jos North LGA, Plateau State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the achievement of students who were exposed to the



storytelling strategy and those who were not exposed to it in their ability to answer appreciative questions in listening comprehension in Jos North LGA, Plateau State.

2. There is no significant difference in the achievement of students who were exposed to the storytelling strategy and those who were not exposed to it in their ability to answer critical questions in listening comprehension in Jos North LGA, Plateau State.

3. There is no significant difference in the achievement of students who were exposed to the storytelling strategy and those who were not exposed to it in their ability to answer informational questions in listening comprehension in Jos North LGA, Plateau State.

4. There is no significant difference in the achievement of students who were exposed to the storytelling strategy and those who were not exposed to it in their ability to answer attitudinal questions in listening comprehension in Jos North LGA, Plateau State

Theoretical Framework

The Constructivist Learning Theory, propounded by Jean Piaget (1936) and later expanded by Lev Vygotsky (1978), serves as the theoretical framework for this study on the effectiveness of storytelling in enhancing listening comprehension among junior secondary school students. Constructivism posits that learners actively construct their knowledge through interactions with their environment and experiences, emphasizing that learning is a process of meaning-making rather than passive reception of information. Key principles of the theory include the importance of prior knowledge, social interaction, active engagement, and scaffolding in learning processes. Applying this theory to the present study, storytelling becomes a dynamic instructional strategy that aligns with constructivist principles by allowing students to engage actively with narratives, connect stories to their personal experiences, and collaborate with peers in discussing meanings. The interactive nature of storytelling also provides scaffolding opportunities, as teachers guide students through comprehension and interpretive tasks. This approach facilitates not only listening comprehension but also critical thinking and the development of language skills in a meaningful and context-rich manner, making it particularly effective in the multilingual and culturally diverse classrooms of Jos North Local Government Area.

II. LITERATURE REVIEW

Storytelling is the art of narrating real or imagined events with specific characters and a narrative structure. It serves as a means for learners to share experiences and gain wisdom, beliefs, and values from others. Moreover, stories play a pivotal role in building knowledge and form the foundation for memory and learning, connecting people to the past, present, and future (Smith, 2010:12-13).

Storytelling as a teaching method aligns well with brain-based learning principles, engaging learners and promoting active processing (Wilson et al., 2017:68). It caters to various learning styles and intelligence areas, making it effective for knowledge retention. Furthermore, storytelling creates a relaxed and humorous classroom atmosphere, fostering a sense of community among learners.

Effective stories consist of five sequential components as discussed by Abdalhamid (2012):

Setting: Describing the time, place, characters, and context to help the audience visualize the narrative.

Build-up: Creating suspense and interest through a sequence of events leading to a conflict.

Crisis: The climax or turning point of the story.

Learning: Highlighting the lesson learned by the central character(s).

Behavioural Change: Focusing on how the characters' behaviours, awareness, and abilities transform.

Storytelling offers numerous merits as a teaching pedagogy. It encourages reflective learning, making it beneficial for young professionals seeking work-based experiences (Anderson, 2021). The engagement and emotional connection in storytelling lead to improved understanding and retention of course content. Moreover, storytelling promotes experiential learning, and learners become active participants in the process. The interactive nature of storytelling facilitates language skills development (Smith, 2019). Storytelling is a powerful educational tool that not only imparts knowledge but also fosters emotional engagement and understanding among learners. Incorporating storytelling into teaching practices aligns with brain-based learning principles and supports students' diverse learning styles and intelligence areas.

Listening is the ability to accurately receive and interpret messages in the communication process. It is a key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated. According to Field (2018) listening means paying



attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body. In other words, it means being aware of both verbal and non-verbal messages. Your ability to listen effectively depends on the degree to which you perceive and understand these messages. Listening is not a passive process. In fact, the listener can, and should be at least as engaged in the process as the speaker. The phrase “active listening” is used to describe this process of being fully involved.

Listening comprehension refers to the skill of comprehending native speech at its regular pace in unstructured scenarios. This ability encompasses more than merely recognizing auditory grammar; it involves re-auditorizing, extracting essential information, retaining it, and establishing connections to construct meaning. This intricate mental process entails receiving, interpreting, and responding to sounds from a sender, culminating in the retention and connection of the gathered information with both the immediate and broader socio-cultural context of the speech. Listening, thus, demands significant cognitive effort from the listener, including the interpretation of sounds, deciphering word meanings, and activating background knowledge (Abdalhamid, 2012).

Using storytelling strategy can be an effective and engaging approach to enhance junior secondary students' achievement in listening comprehension. Storytelling has been a fundamental aspect of human communication and learning for centuries. By leveraging this natural inclination for narratives, educators can create a more immersive and memorable learning experience for students, especially when it comes to improving their listening skills.

Firstly, incorporating storytelling into listening comprehension exercises can captivate students' attention and foster a positive learning environment. Rather than relying solely on dry and mundane listening tasks, teachers can present stories that align with the students' interests and age-appropriate themes. This allows students to become emotionally invested in the content, making them more likely to actively participate in the learning process. According to Vandergrift (2004) by being engaged in the story, students naturally focus on the speaker, picking up important details, nuances, and context that are crucial for comprehension. Furthermore, storytelling allows for the use of various elements such as voice modulation, facial expressions, and body language, enhancing the listening experience and helping students interpret

non-verbal cues, which is essential for effective communication.

Secondly, storytelling can be used as a stepping stone to scaffold listening skills. Teachers can start with simpler stories and gradually increase the complexity as students' listening proficiency improves. According to Richards and Renandya (2002) with each new story, educators can introduce new vocabulary, idiomatic expressions, and grammatical structures, promoting language development alongside listening comprehension. Additionally, incorporating discussions and follow-up activities related to the story can encourage critical thinking and analysis, reinforcing the comprehension process. Teachers can also encourage students to retell or reenact the stories, fostering creativity, and providing additional opportunities to practice listening and speaking skills. By integrating storytelling into the curriculum, students can develop their abilities to infer, deduce, and predict, which are crucial components of proficient listening comprehension.

In conclusion, storytelling is a powerful tool for enhancing junior secondary students' achievement in listening comprehension. It captivates students' attention, creates an immersive learning environment, and allows for the incorporation of various language elements. By leveraging storytelling strategy, educators can make listening exercises more engaging and memorable, ultimately leading to improved listening skills and language development in students.

Empirical Review

A lot of scholars have carried out researches on the use of storytelling to improve the four skills of language learning. Some of these are:

Dopemu (2010) researched on Effects of Teaching Listening and Speaking Skills Using Audio-visual materials on Students' Oral English Performance in Senior Secondary School in Kano State. Three null hypothesis were formulated for the study and tested at probability of 0.05 levels of significance. The study made use of students' listening comprehension test instrument and their level of attainment in listening comprehension. The entire population for the study was 131,589 students obtained from six senior secondary schools selected from the study area. 506 respondents were sampled out of the total population using simple random sampling techniques. The data collected for the study were analysed using analysis of variance to answer to the research questions as well as testing the null hypotheses. The findings of the study revealed that there was significant differences in the



performance of respondents' subject

Akintemi (2014) researched on Effects of Storytelling on Listening Skills of Primary One Pupil in Ibadan North L.G.A of Oyo state, Nigeria. The study adopted pretest posttest control group quasi experiment design. Two public primary school were purposely selected and randomly assigned to experimental group was exposed to storytelling with illustrations, while the control group was exposed to storytelling without illustrations, marrows 10-point scale for retelling analysis was used to measure the listening skills of pupils before and after listening to stories in Yoruba language. Data collected was analysed using ANCOVA. There was a significant main effect of treatment on the listening skills of primary one pupils. The researcher recommended that story telling in indigenous language with illustrations should be adopted by teacher in primary schools to teach listening skills.

The two scholars' researches addressed vital areas of using storytelling to enhance reading and listening skills in senior secondary schools in Kano and primary schools Oyo states respectively. This research will be carried out in Jos North LGA of Plateau State. It will address problems of listening comprehension by using storytelling to find solutions that can improve listening comprehension of JSS two students of Jos North LGA of Plateau State Nigeria.

III. METHODOLOGY

The researchers adopted a quasi-

experimental research design, specifically a pre-test and post-test equivalent of control and experimental groups design. The population was 4,532 JSS II students in Jos North Local Government Area and the sample was 90 students who were randomly selected from two public secondary schools. The sample consisted of 50 students in the experimental group and 40 students in the control group. The random sampling technique was used to select the sample. The instrument for data collection was the Listening Comprehension Achievement Test (LCAT). Data collected were analysed using mean and standard deviation to answer research questions, while Analysis of Covariance (ANCOVA) was used to test the null hypotheses at a 0.05 level of significance.

IV. RESULTS AND DISCUSSION

This study was carried out to examine the effects of storytelling strategy on Junior Secondary School 2 Students' achievement in reading comprehension in Jos North Local Government Area. This section presents the results of analysis based on research questions and hypotheses raised and formulated for the study.

Answering of Research Questions

Research Question One

How does the storytelling strategy enhance students' ability to answer appreciative questions in listening comprehension in Jos North LGA, Plateau State?

Table 1

Pre-test and Post-test Achievement Mean Scores of Students in the ability to answer appreciative questions in listening comprehension in the Experimental and Control Groups

Group	N	Pre-test		Post-test		Mean Gain	\bar{x} - difference
		Mean	SD	Mean	SD		
Experimental	50	22.80	9.91	61.38	12.70	38.58	16.58
Control	40	22.50	8.70	44.50	11.08	22	

Table 1 presents the pre-test and post-test achievement mean scores of students in their ability to answer appreciative questions in listening comprehension for both experimental and control groups. In the experimental group, the post-test mean score increased significantly to 61.38 with a standard deviation of 12.70, compared to the pre-test mean score of 22.80 and standard deviation of 9.91, resulting in a mean gain of 38.58. Conversely, in the control group, the post-test mean score rose

modestly to 44.50 with a standard deviation of 11.08 from a pre-test mean score of 22.50 and standard deviation of 8.70, with a mean gain of 22. The mean difference between the experimental and control groups' post-test scores was 16.58, indicating that students exposed to the storytelling strategy in the experimental group outperformed those in the control group. This suggests that the storytelling strategy significantly enhanced students' ability to answer appreciative questions in listening



comprehension. At the pre-test level, both groups exhibited poor and comparable achievements, but the intervention led to marked improvement in the experimental group.

Research Question Two

How does the storytelling strategy enhance students' ability to answer critical questions in listening comprehension in Jos North LGA, Plateau State?

Table 2
Pre-test and Post-test Achievement Scores of Students ability to answer critical questions in listening comprehension in the Experimental and Control Groups

Group	Test	N	\bar{X}	SD	Mean Gain	Mean Difference
Experimental	Pre-test	50	27.20	10.89	32.76	9.01
	Post-test	50	59.96	14.57		
Control	Pre-test	40	22.25	10.50	23.75	
	Post-test	40	46.00	10.81		

Table 2 presents the pre-test and post-test achievement scores of students in their ability to answer critical questions in listening comprehension for both experimental and control groups. In the experimental group, the pre-test mean score was 27.20 with a standard deviation of 10.89, which improved significantly in the post-test to a mean score of 59.96 and a standard deviation of 14.57, resulting in a mean gain of 32.76. Meanwhile, the control group had a pre-test mean score of 22.25 with a standard deviation of 10.50, and a post-test mean score of 46.00 with a standard deviation of 10.81, yielding a mean gain of 23.75. The mean difference between the post-test scores of the

experimental and control groups was 9.01, demonstrating that students exposed to the storytelling strategy in the experimental group achieved higher gains in answering critical questions compared to those in the control group. This indicates that the storytelling strategy significantly enhances students' ability to answer critical questions in listening comprehension.

Research Question Three

How does the storytelling strategy enhance students' ability to answer informational questions in listening comprehension in Jos North LGA, Plateau State?

Table 3
Pre-test and Post-test Achievement Scores of the Students in ability to answer informational questions in the Experimental and Control Groups

Group	N	Pre-test		Post-test		Mean Gain	\bar{x} - difference
		Mean	SD	Mean	SD		
Experimental	50	28.20	10.04	61.58	13.98	33.38	14.13
Control	40	23.75	9.79	43.00	8.83	19.25	

Table 3 presents the pre-test and post-test achievement scores of students in their ability to answer informational questions in listening comprehension for both experimental and control groups. In the experimental group, the pre-test mean score was 28.20 with a standard deviation of 10.04, which significantly improved in the post-test to a mean score of 61.58 with a standard deviation of 13.98, resulting in a mean gain of 33.38. For the control group, the pre-test mean score was 23.75 with a standard deviation of 9.79, and the post-test mean score increased to 43.00 with a standard deviation of 8.83, yielding a mean gain of 19.25. The mean difference between the post-test scores of

the experimental and control groups was 14.13, indicating that students exposed to the storytelling strategy in the experimental group achieved higher gains in answering informational questions than those in the control group. This finding suggests that the storytelling strategy significantly enhances students' ability to answer informational questions in listening comprehension.

Research Question Four

How does the storytelling strategy enhance students' ability to answer attitudinal questions in listening comprehension in Jos North LGA, Plateau State?



Pre-test and Post-test Achievement Scores of the Students in ability to answer attitudinal questions in the Experimental and Control Groups

Group	N	Pre-test Mean	SD	Post-test Mean	SD	Mean Gain	\bar{x} - difference
Experimental		29.20	9.66	64.56	15.16	35.36	18.61
Control		25.25	9.06	42.00	7.91	16.75	

Table 4 presents the pre-test and post-test achievement scores of students in their ability to answer attitudinal questions in listening comprehension for both experimental and control groups. In the experimental group, the pre-test mean score was 29.20 with a standard deviation of 9.66, which improved significantly in the post-test to a mean score of 64.56 with a standard deviation of 15.16, resulting in a mean gain of 35.36. Conversely, the control group had a pre-test mean score of 25.25 with a standard deviation of 9.06, and a post-test mean score of 42.00 with a standard deviation of 7.91, yielding a mean gain of 16.75. The mean difference between the post-test scores of the experimental and control groups was 18.61, showing that students exposed to the storytelling

strategy in the experimental group achieved higher gains in answering attitudinal questions compared to those in the control group. This indicates that the storytelling strategy significantly enhances students' ability to answer attitudinal questions in listening comprehension.

Test of Hypotheses

Hypothesis One

There is no significant difference in the achievement of students who were exposed to the storytelling strategy and those who were not exposed to it in their ability to answer appreciative questions in listening comprehension in Jos North LGA, Plateau State.

Table 5

ANCOVA Result on Post-Test Achievement Mean Scores of Students' Ability to Answer Appreciative Questions

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	6776.282 ^a	2	3388.141	24.060	.000	.356
Intercept	29182.001	1	29182.001	207.229	.000	.704
Covariate	444.407	1	444.407	3.156	.079	.035
Group	6276.505	1	6276.505	44.571	.000	.339
Error	12251.373	87	140.820			
Total	280281.000	90				
Corrected Total	19027.656	89				

a. R Squared = .356 (Adjusted R Squared = .341)

Table 5 indicates that $F(1,87)=44.571$, $F(1, 87) = 44.571$, $p < 0.05$, since the p-value of 0.000 is less than the 0.05 level of significance. Therefore, the null hypothesis was rejected, suggesting that the storytelling strategy significantly impacted students' ability to answer appreciative questions. The partial eta squared value of 0.339 implies that 33.9% of the variance in achievement is attributable to the storytelling strategy, while other factors account for the remaining variation. Additionally, the adjusted R² value of 0.341 reveals that 34.1% of the total variation in students' achievement can be

explained by the storytelling strategy. This result underscores the effectiveness of the storytelling strategy in enhancing students' ability to answer appreciative questions in listening comprehension.

Hypothesis Two

There is no significant difference in the achievement of students who were exposed to the storytelling strategy and those who were not exposed to it in their ability to answer critical questions in listening comprehension in Jos North LGA, Plateau State.



Table 6

ANCOVA Result on Post-Test Achievement Mean Scores of Students to Answer Critical Questions

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Squared	Eta
Corrected Model	4440.717 ^a	2	2220.359	13.006	.000	.230	
Intercept	35406.015	1	35406.015	207.403	.000	.704	
Covariate	110.015	1	110.015	.644	.424	.007	
Group	3810.849	1	3810.849	22.323	.000	.204	
Error	14851.905	87	170.712				
Total	279362.000	90					
Corrected Total	19292.622	89					

a. R Squared = .230 (Adjusted R Squared = .212)

Table 6 reveals that $F(1,87)=22.32$, $p < 0.05$, indicating that the null hypothesis was rejected. This result demonstrates that the storytelling strategy significantly influenced students' ability to answer critical questions. The partial eta squared value of 0.204 suggests that 20.4% of the variance in achievement is attributable to the storytelling strategy, while the remaining variation is due to other factors not included in the study. Additionally, the adjusted R^2 value of 0.212 indicates that 21.2% of the variability in students' achievement can be explained by the storytelling strategy. These

findings highlight the effectiveness of the storytelling strategy in enhancing students' ability to answer critical questions in listening comprehension.

Hypothesis Three

There is no significant difference in the achievement of students who were exposed to the storytelling strategy and those who were not exposed to it in their ability to answer informational questions in listening comprehension in Jos North LGA, Plateau State.

Table 7

ANCOVA Result on Post-Test Achievement Mean Scores of Students in Ability to Answer Informational Questions

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Squared	Eta
Corrected Model	9415.737 ^a	2	4707.868	40.235	.000	.481	
Intercept	25769.899	1	25769.899	220.238	.000	.717	
Covariate	348.181	1	348.181	2.976	.088	.033	
Group	7884.905	1	7884.905	67.387	.000	.436	
Error	10179.819	87	117.009				
Total	284200.000	90					
Corrected Total	19595.556	89					

a. R Squared = .481 (Adjusted R Squared = .469)

Table 7 reveals that $F(1,87)=67.39$, $p < 0.05$, indicating that the null hypothesis was rejected. This demonstrates that the storytelling strategy significantly improved students' ability to answer informational questions. The partial eta squared value of 0.436 shows that 43.6% of the variance in achievement is attributed to the storytelling strategy, while the remaining variation is explained by other factors not included in this study. Additionally, the adjusted R^2 value of 0.469 indicates that 46.9% of the variation in students' achievement can

be accounted for by the storytelling strategy. These findings confirm the effectiveness of storytelling in enhancing students' ability to answer informational questions in listening comprehension.

Hypothesis Four

There is no significant difference in the achievement of students who were exposed to the storytelling strategy and those who were not exposed to it in their ability to answer attitudinal questions in listening comprehension in Jos North LGA, Plateau State



Table 8
ANCOVA Result on Post-Test Achievement Mean Scores of Students in Ability to Answer Attitudinal Questions

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	9886.704 ^a	2	4943.352	27.103	.000	.384
Intercept	29559.165	1	29559.165	162.063	.000	.651
Covariate	142.624	1	142.624	.782	.379	.009
Group	9810.612	1	9810.612	53.788	.000	.382
Error	15868.196	87	182.393			
Total	284643.000	90				
Corrected Total	25754.900	89				

a. R Squared = .384 (Adjusted R Squared = .370)

Table 8 shows that $F(1,87)=53.79$, $p < 0.05$, indicating that the null hypothesis was rejected. This result confirms that the storytelling strategy had a significant positive effect on students' ability to answer attitudinal questions. The partial eta squared value of 0.382 suggests that 38.2% of the variance in achievement is attributable to the storytelling strategy, while other factors account for the remaining variation. Additionally, the adjusted R^2 value of 0.370 implies that 37% of the variation in achievement can be explained by the storytelling strategy. These findings highlight the effectiveness of storytelling in enhancing students' ability to answer attitudinal questions in listening comprehension.

V. Discussion of Findings

The findings of this study indicate that the storytelling strategy significantly enhanced students' ability to answer appreciative questions in listening comprehension. The post-test scores in the experimental group showed a substantial mean gain of 38.58 compared to a mean gain of 22 in the control group. This suggests that storytelling allows students to better appreciate and connect with the content being presented, fostering deeper understanding and engagement. This outcome aligns with the findings of Ellis and Brewster (2014), who observed that storytelling aids in improving students' listening comprehension by providing contextually rich narratives that capture their interest and encourage critical engagement with the material.

Furthermore, the study demonstrated that storytelling strategy significantly improved students' ability to answer critical questions. The experimental group exhibited a higher mean gain of 32.76, surpassing the control group's mean gain of 23.75. This suggests that storytelling encourages

analytical thinking as students evaluate, interpret, and question the content. This finding corroborates the work of Isbell et al. (2004), who highlighted that storytelling prompts students to think critically by presenting them with diverse perspectives and encouraging them to synthesize information, thus enhancing comprehension skills.

The ability of students to answer informational questions was also significantly improved through storytelling, as evidenced by the experimental group's mean gain of 33.38 compared to the control group's 19.25. This implies that storytelling helps students to better retain and recall specific details from listening tasks. The findings align with Bruner's (1996) theory that storytelling enhances cognitive scaffolding, allowing students to better organize and retrieve information. By presenting content in a structured and memorable way, storytelling reinforces students' ability to process and recall details effectively.

Lastly, the study showed that storytelling positively influenced students' ability to answer attitudinal questions in listening comprehension. The experimental group achieved a notable mean gain of 35.36 compared to the control group's mean gain of 16.75. This underscores the role of storytelling in fostering empathy and personal connection to the content, which aids in interpreting attitudes and emotions. This observation is supported by Baker and Greene (2018), who argue that storytelling helps learners internalize values and attitudes embedded in the narratives, thereby improving their interpretive and empathetic skills in comprehension tasks.



VI. SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

Summary of Findings

The study investigated the effectiveness of the storytelling strategy in enhancing Junior Secondary School students' achievement in listening comprehension in Jos North Local Government Area, Plateau State, Nigeria. The findings are summarized as follows:

1. The storytelling strategy significantly improved students' ability to answer appreciative questions in listening comprehension. The experimental group demonstrated a notable increase in post-test mean scores compared to the control group, with a mean gain difference of 16.58. This finding indicates that the storytelling strategy fosters a deeper appreciation and engagement with the listening material.
2. The use of storytelling significantly enhanced students' ability to answer critical questions. The experimental group showed a mean gain of 32.76 compared to 23.75 in the control group, with a mean difference of 9.01 in post-test scores. This demonstrates that storytelling promotes critical analysis and evaluative skills among students.
3. Students exposed to the storytelling strategy significantly improved their ability to answer informational questions. The experimental group had a mean gain of 33.38 compared to 19.25 in the control group, with a mean difference of 14.13 in post-test scores. This underscores the role of storytelling in enhancing students' comprehension and retention of factual details.
4. The storytelling strategy significantly enhanced students' ability to answer attitudinal questions. The experimental group recorded a mean gain of 35.36 compared to 16.75 in the control group, with a mean difference of 18.61 in post-test scores. This finding indicates that storytelling is effective in fostering attitudinal comprehension, helping students understand and respond to underlying emotions, intentions, and attitudes in listening materials.

Conclusion

In conclusion, the study demonstrated that the storytelling strategy is an effective instructional approach for improving Junior Secondary School students' listening comprehension skills in Jos North Local Government Area, Plateau State, Nigeria. The strategy significantly enhanced students' abilities to answer appreciative, critical,

informational, and attitudinal questions, with notable gains in post-test scores compared to the control group. These results highlight the value of storytelling in fostering engagement, critical thinking, and deeper comprehension, making it a powerful pedagogical tool for improving listening achievement in secondary school education.

Recommendations

In line with the findings, the following are recommended:

1. Teachers should incorporate storytelling as a regular teaching strategy to improve students' listening comprehension skills. By making lessons engaging and relatable, storytelling fosters active participation and enhances students' ability to critically analyse and appreciate information.
2. Education authorities should organise workshops and training sessions to equip teachers with effective storytelling techniques. These programs will enable educators to craft compelling stories that address various comprehension skills, ensuring optimal student engagement and learning outcomes.
3. Curriculum developers should include culturally relevant and age-appropriate stories in teaching materials to resonate with students' experiences. This approach not only enhances comprehension but also promotes cultural awareness and the preservation of local traditions among learners.
4. Schools should be adequately equipped with audio-visual aids and storytelling materials to support the implementation of the storytelling strategy. These resources will enrich the storytelling experience, catering to diverse learning styles and improving comprehension across all question types.

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