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MIDDLE EAST UNIVERSITY
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The Impact of Using the Story-Building Strategy on Enhancing the Speaking Skills of the Third-Grade Students in Jordan

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أثر استخدام استراتيجية بناء القصة في تحسين مهارات التحدث لدى طلاب الصف الثالث في الأردن

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A Thesis Submitted in Partial Fulfilment of the Requirements for the Master's Degree in Education

Department of Administration and Curricula

Curricula and Instructions Methods

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Authorization

I, **Juliana Khalid Haddadin**, hereby authorize Middle East University to provide libraries, organizations, and even individuals with hard copies or Soft copies of my thesis upon request.

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This thesis" **The Impact of Using the Story-Building Strategy on Enhancing the Speaking Skills of the Third-Grade Students in Jordan"** was successfully defended and approved in June 2022.

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Declaration

I hereby declare that this thesis represents my own work which has been done after registration for the degree of Academic Administration and Curriculum at The Middle East University and has not been previously included in a thesis or dissertation submitted to this or any other institution for a degree, diploma or other qualifications.

This thesis is a presentation of my original research work. Wherever contributions of others are involved, every effort is made to indicate this clearly, with due reference to the literature, and acknowledgment of collaborative research and discussions. The work was done under the guidance and supervision of Dr. Ahmad Tabieh.

Juliana Khalid Haddadin

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Dedication

This study is wholeheartedly dedicated to my beloved parents, who have been my source of inspiration and given me strength when I thought of giving up and who continually sacrifice and provide their moral, spiritual, emotional, and financial support.

To my father Khalid Haddadin, My source of strength, for his continued protection and guidance.

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The Impact of Using the Story-Building Strategy on Enhancing the Speaking Skills of the Third-Grade Students in Jordan
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Abstract

This study aims to measure the impact of using the story-building strategy on enhancing the speaking skills of the Third- Grade students in Jordan. To achieve the goal of this study, the researcher conducted the quantitative research. The study sample consisted of (27) third-grade students from the National Orthodox School in Amman.The sample was a purposive sampling. Pre and post-test were prepared including a set of skills to measure the student's speaking level.Validity and reliability has been verified. Research results revealed that teaching with a story building strategy enhanced the speaking skills of the third grade students in Jordan. This study can be coonsidered as a foundation for the future researchers concerning the next stages in phase 2(Story-builing), which includes the two advanced stages of phase two, stages (B)- (Advanced wordless picture storybooks) and stages (C)-(Stick-figure stories).

Keywords: Growing Participator Approach (GPA), Speaking Skills, Story building strategy, Primary stages.

أثر استخدام استراتيجية بناء القصة في تحسين مهارات التحدث
لدى طلاب الصف الثالث في الأردن
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الملخّص

تهدف هذه الدراسة إلى قياس أثر استخدام استراتيجية بناء القصة في تحسين مهارات التحدث لدى طلاب الصف الثالث في الأردن. ولتحقيق هدف الدراسة، تم استخدام المنهج التجريبي ذي التقييم شبه التجريبي. وتكونت عينة الدراسة من (27) طالبًا في الصف الثالث الاساسي في المدرسة الوطنية الأرثوذكسية–عمان وتم اختيارها قصديا. وتمثلت أداة الدراسة باختبار قبلي وبعدي يتضمن مجموعة من المهارات لقياس مهارات التحدث لدى الطلبة. وتم التحقق من صدق وثبات أداة الدراسة. وأظهرت النتائج أن التدريس باستخدام استراتيجية بناء القصة يحسن من مهارات التحدث لدى طلبة الصف الثالث في الأردن.وتوصي هذه الدراسة الباحثين لدراسة المراحل الاخرى من المرحلة الثانية (بناء القصة) التي تشمل المرحلتين (قصص مصورة متقدمة)(B) و(مشاهد مصورة)(C)، وهما مراحل متقدمة من المرحلة الثانية.

الكلمات المفتاحية: منحى تطور المشاركين، مهارات التحدث، استراتيجية بناء القصة، المراحل الابتدائية، طلاب الصف الثالث.

CHAPTER ONE

Background and Significance of the Study

Introduction

English language is a worldwide language that helps students in general to communicate (Rao, 2019). However, there are four skills that a student needs to excel in the language. They are listening, speaking, reading and writing. These are called the four "language skills" that lead us to express ourselves using smooth vocabulary. One of the essential skills for effective communication is the ability to speak, as it allows us to convey information in a way that the listener can understand (Sreena & Ilankumaran, 2018).

Speaking skills are defined as the skills, which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand. Speaking skills are essential because children at this stage are non-native students who do not speak English as their native language (Halder et al., 2019).

Studies have proven that speaking skills are easy for students to acquire when teachers use teaching practices based on the principle of visual reflection, in addition to the creation of narrative contexts based on this reflection (Roccio, 2012). Speaking skills for the primary stage are simpler to acquire when school teachers apply educational methods with less emphasis on the written word, and more on practical tasks, such as drama, storytelling, role-play, speaking and listening, which make it an enjoyable skill to learn (Hassan et al., 2021).

Story building has become highly prevalent in the educational and training process in recent years (Demirel, 2022). Story building is used to target meaningful and sustainable learning and claims that the educational story creation strategy allows students to

consolidate and repeat material in a comfortable setting (ASAN & ÇELİKTÜRK SEZGİN, 2020).

Story building is defined as a strategy used to help the student in forming new vocabulary through the description of the scenes and pictures. This strategy enables them to express themselves in fundamental and accurate sentences and convey the idea in the same style as a native speaker would, depending on the three stages in the story-building strategy (Brumleve & Brumleve, 2019).

Story building is the second stage out of six stages that form the Growing Participator Approach (GPA). It is an approach used to help the students in using new vocabulary through their imagination of scenes and pictures. Later on, they can express them as structural and significant sentences to be able to relate to those around them, and convey their ideas in the appropriate manner (Brumleve & Brumleve, 2019).

The attraction of story building directly correlates with its influence on a student's education because it helps them to take a huge leap in that aspect. It can help to fill in that gap in the process of learning a second language (Altun, 2020). Reading or listening to stories for telling somebody would help much in developing the skill of speaking. When they record their voice, they will unconsciously develop their speaking skills (Lucarevschi, 2016).

This study suggests valuable guidelines for the teachers to introduce various activities that involve the story-building strategy for the primary the first time "English as Foreign language" (EFLs) to practice their speaking skills in classrooms. Consequently, they would expand their language in a sophisticated manner. Thus, this is why this study lights on the impact of using the story-building strategy to enhance speaking skills.

Problem Statement

Humans are visual creatures, and students who can see as well as hear or read remember information considerably better. As a result, combining visual aspects into stories may help in capturing students' attention, expanding their imagination, and creating a more supportive environment in which they might be driven to communicate more confidently. The speaking skills of primary EFL students are generally poor and need improvement as they already have a limited vocabulary range. Moreover, the teachers' strategies to enhance these skills are ineffective because the current teaching strategy may not be enjoyable for all students (Kashinathan & Abdul Aziz, 2021). Teachers ingeneral focus on reading and writing skills instead of speaking and they feel more secure about the lack of teaching speaking strategies that affects students' interaction. This is due to the fact that stimulating methods are not used and combined into an exciting story framework (Asadovna, 2021). As a result, students become dissatisfied with the teacher's teaching style. Hence, there is an urgent need to investigate the effectiveness of the story building that is related to the GPA strategy by enhancing the speaking skills of the third-grade primary students in Jordan.

Study Purpose

This study demonstrates the effectiveness of the story-building strategy on enhancing speaking skills among third grade EFL students.

Significance of the Study

Practical Significance

Teachers can attend workshops to improve the students' speaking skills within the classroom by using this strategy's creative activities. These activities can be an icebreaker between the students while they are learning new vocabulary and grammar.

Theoretical Significance

Implementing the story-building method through activities to improve students' speaking skills is essential to form positive attitudes in students and teachers. It also reveals the amount to which students interact with the people surrounding them. Moreover, it develops their ability to express themselves in those situations (Brumleve & Brumleve, 2019).

Throughout this study, researchers encourage administrators to train teachers on this strategy in order to present students with new, diverse, rich, and valuable methods for developing primary school students' speaking skills.

Definitions of Key Terms

The Growing Participator Approach (GPA):

Conceptual Definition: A technique or methodology based on the notion that language and culture cannot be separated and may be employed to develop various approaches (Thomson, 2012).

Operational Definition: This approach includes six phases, starting with (The Here-and-Now Phase (one to two months, ideally), followed by The Story-Building Phase (six to eight weeks, ideally). The Shared Story Phase is next (ten to fifteen weeks), followed by The Deep Life Sharing (four to six months), and then Native-to-Native Discourse Phase (four to six months). The last phase is (Self-Sustaining Growth) (Brumleve & Brumleve, 2019).

Story building strategy:

Conceptual Definition: This is the second phase of the Growing Participator Approach strategy that helps students to have the ability to speak more freely with the

help of a supportive teacher. The primary activity at this time employs wordless picture stories (Brumleve & Brumleve, 2019).

Operational Definition: The third-grade teacher will teach students using the story-building method throughout activities that includes comic stories in the English language in order to enhance their speaking skills. The study uses the story building strategy with comic stories which consequently helps to develop the students' speaking skills.

Speaking skills:

Conceptual Definition: Is defined as an interactive process of meaning construction that includes creating, receiving, and processing information (Altun & Sabah, 2020). These are described as the skills that allow us to communicate effectively. It also allows us to express information vocally and in a way that the listener can understand (*Growing participator approach – speak broadly*, 2021).

Operational Definition: The total degree that the third-grader students will receive from the post-test will be prepared to measure the level of their speaking skills.

Study Limitations and Delimitations

Limitations: This study is determined by the teacher's seriousness in the experimental group in applying the activities of the story-building strategy. In addition, the comprehensiveness and accuracy of the post-test in measuring students' speaking skills, and the extent of the validity and reliability of the study instruments are other significant limitations.

Delimitations: This study will apply to the third-grade primary students at private schools in Jordan -Amman governorate in English, at the National Orthodox school (NOS) during the second semester (2020- 2021).

CHAPTER TWO

Review of the Literature

The following chapter consists of three parts: conceptual framework, theoretical framework, and Literature Review.

Conceptual Framework

Figure (2.1) shows a conceptual map showing the relation between the speaking skills and the story building strategy. The researcher will process the variables, analyze them statistically, draw conclusions, and monitor the gap by comparing them with the reference standard (Scopus database) to develop results and recommendations according to this gap.
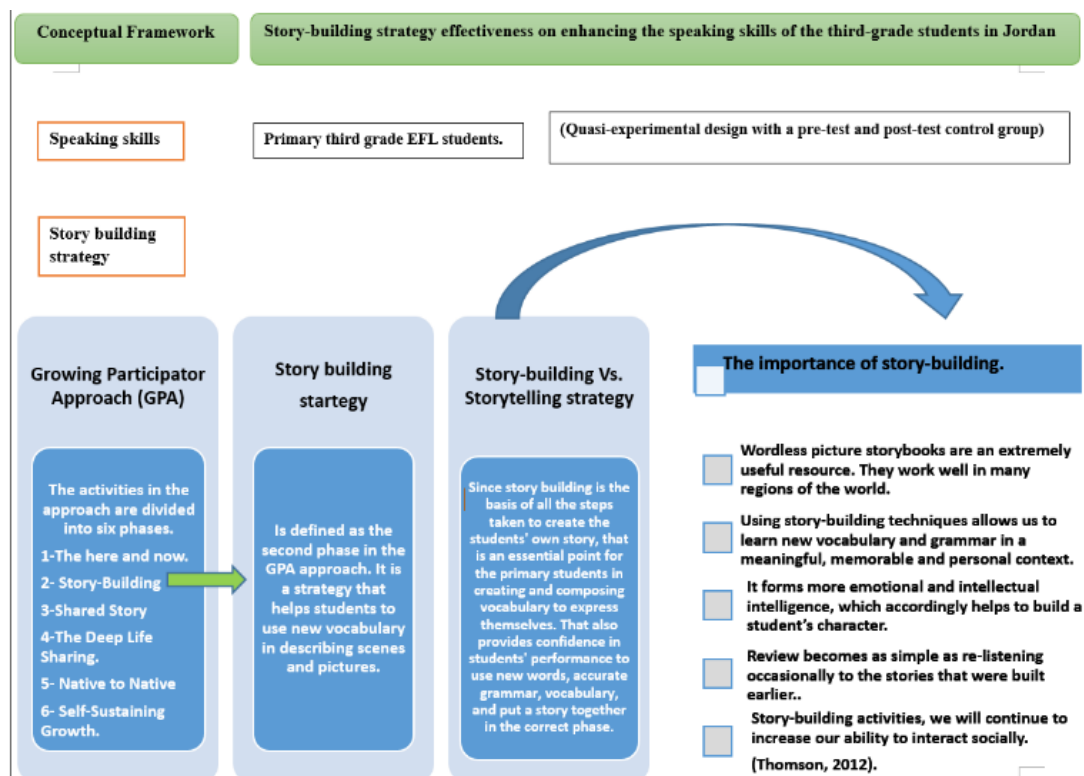

Figure (2.1): Conceptual Framework

Theoretical Framework

Growing Participator Approach (GPA): This approach was developed by Greg Thomson as a new approach to second language learning. The purpose of GPA is not language acquisition but being gradually involved in a new community that is constantly evolving over time. Theoretically, GPA is based on Lev Vygotsky's Sociocultural Theory, particularly as understood by James Wertsch. This involves the mediated character of human mental life and the zone of proximal development, also known as the growth zone (Thomson, 2012).

The GPA: is defined as a set of language-learning principles and the primary assumption is that language and culture cannot be separated. Therefore, when you learn a foreign language, you also learn its culture and fully participate in its lifestyle. This approach emphasizes the importance of valuing the culture. GPA supports Michael Agar's effort to break the academic circle and then separate language and culture (Mas & Baiguatova, 2015).

GPA emphasizes understanding and listening as the natural path toward language speaking skills. These principles apply not just to words but also to word combinations and word patterns. As noted, the larger picture also includes the sociocultural processes that cognitive processes reflect (Mas & Baiguatova, 2015).The activities in the approach are divided into six phases, occurring in the students' Zone of Proximal Development by the teacher. These activities are designed to encourage comprehension so that the students will begin to produce language that he/she was only able to understand in the previous phase. Each student demonstrates continuous growth as they progress through the program at their own pace. Each student is expected to develop at various rates and is ready for the next phase differently (Thomson, 2012).

Thomson divided language learning into Phases as in figure (2.2).

Six Phases of Super-Charged Activities

1. Beginners	2. Beginners	3. Non-Beginners	4. Non-Beginners	5. Advanced	6. Advanced
Here-And-Now Phase	Story-Building phase	Shared-Story Phase	Deep-Life-Sharing Phase	Native-To-Native Resource Phase	Self-Sustaining Growth In Community
first 100 hours with Language Helper (6% of total Language Sessions)	150 more hours (11% of total Language Sessions)	250 more hours (17% of total Language Sessions)	500 more hours (33% of total Language Sessions)	500 more hours (33% of total Language Sessions)	sessions as needed

Figure (2.2): Six Phases of Super Charged Activities

The ability to understand speech, according to Thomson, is the base for acquiring the other skills (reading, writing, listening and speaking). He devised six tasks and vocabulary goals to help GPs steadily improve their capacity to absorb speech until they can practically understand everything they hear.

The Six Phases Program: starting with (The Here-and-Now Phase (learning a new vocabulary), followed by The Story-Building Phase (being able to make a story). The Shared Story Phase (become more and more proficient to understand and discuss "world stories") comes next followed by the Deep Life Sharing (engage in life-story interviewing). The Native-to-Native Discourse Phase (large volume of native-to-native speech) is the fifth phase followed by the last phase which is (a Self-Sustaining Growth) (Mas & Baiguatova, 2015).

Story building is defined as the second phase in the GPA approach. It is a strategy that helps students to use new vocabulary in describing scenes and pictures. In addition, it helps students to enhance their listening skills. As a result, students would express themselves in fundamental and accurate sentences as native speakers (Brumleve &

Brumleve, 2019). **Story building** is also a method for assisting children in using new language by employing their imaginations of settings and imagery. Later on, children should convey them as structural and meaningful phrases to communicate and transmit their views effectively to others around them. (Asadovna, 2021)

Phase Two is divided into three parts: **2A**, **2B**, and **2C**. During Phase 2A, you will use wordless image storybooks to discuss all of the shown settings and events with a fluent partner, who will help you, speak and express your ideas verbally. During Phase 2B, the procedure will switch to the fluent partner telling you a story using new wordless visual storybooks. You will then clarify whatever you are unable to comprehend in the story.

During Phase 2C, you will sketch stick-figure stories describing events from your own and your fluent partner's life (Brumleve & Brumleve, 2019).

This study uses the strategy of building a story with graphic images, which consequently helps to develop the skills of students in conversation. This type of activity is excellent for this phase in your language and culture learning. Using visuals, for example, allows more interaction among students. It can also form more emotional and intellectual intelligence, which accordingly helps to build a student's character. (Zarifsanaiey et al., 2022)

Story Building vs. Storytelling Strategy:

Storytelling is just a repetition of an already told story, while story building is the learning process in building a foundation to create the student's own story utilizing their previously learned abilities within language learning. Therefore, story building is the base of all the steps taken to create your own story. It provides confidence in the students as they take their steps in using new words, accurate grammar, and vocabulary, in addition to putting a story together in the correct phases. Students learn how to use their

imagination and be able to think outside the box. (Bietti et al., 2018). Using a graphic story method keeps your communication activities similar from one day to another. The activities have built-in repetition allowing us to go from the familiar to the unknown. We begin by using language that we are capable of using, and our language partner helps us expand and improve. Using story-building strategies, we may learn new vocabulary and grammar in a meaningful, memorable, and personal context (Altun, 2020).

Speaking Skills in English

We learn a language through "four language skills": listening, speaking, reading, and writing, leading us to express ourselves using smooth vocabulary (Rao, 2019). When we learn our native language, we usually learn to listen first, then to speak. Learning to read and write takes place at older ages.

Speaking skill is defined as the act of conveying information as speech. It is one of the most challenging language skills that students must confront. Speaking skill is the most important of the four language skills in English. Although mastery of each skill is required to become a well-rounded communicator, speaking effectively offers speakers numerous benefits. Consequently, Good speaking skills are the act of generating words that listeners can understand and a good speaker is clear and informative (Khalikova, 2022).

Speaking allows students to interact more in school activities with their classmates, which increases their self-confidence. In addition, it enables them to create presentations that help them efficiently communicate with their classmates and break the fear of speaking in the limelight (Al-khresheh et al., 2020).

English language learning has become a very crucial skill from all around the globe. Beside learning the English language, it needs practice and usage to be conquered.

Speaking the English language counted as one of the most vital skills especially in the academic area. Speaking skills are one of the major and impactful skills for communication in any language, especially when they are not using their first language. This ability is used orally in language and a mediocre within which people communicate with each other. Harmer (Harmer,2008) stated that EFL language learners are putting all their efforts while they use the language. In addition, one of the important skills that enable language learners to communicate and expressing viewpoints also giving responses.

EFL stands for English as a Foreign Language. Usually, this refers to English being taught in a Non-English speaking country but may also refer to any situation where English is being taught to a speaker of another language. EFL learners need explicit instruction in speaking, which, like any language skill, generally has to be learned and practiced.

Speaking is one of the central elements of communication. In EFL teaching. It is an aspect that needs special attention and instruction. In order to provide effective instruction, it is necessary for teachers of EFL to carefully examine the factors, conditions. And components that underlie speaking effectiveness. Effective teaching through storybuilding method and speech promotion activities, will progressively help learners to speak English fluently and appropriately.

Speaking skills can be developed simply by assigning students general topics to discuss or by having them talk about certain subjects.Of course, there is a lack of attention to the factors that hinder or facilitate the production of the spoken language.Therefore, in order to provide advice for developing competent speakers of English, teachers should keep these questions in mind: What affects the oral communication of primary EFL

students?What are the components underlying speaking effectiveness? And how can EFL learners' speaking abilities be improved?

Children aged 6 to 12 are in a critical stage in their learning process, as this age group is the most receptive to learning. Because of the brain's elasticity and rapid neural formation, preschoolers can learn languages at a faster rate (Cahyati & Madya, 2019). This is an advantage as it causes the brain to work more efficiently. Therefore, those who learn a language at a very young age develop the accent of a native speaker. Learning a new language during the preschool years is mandatory. If a child does not learn any language, including non-verbal languages, during this period, they will theoretically face major difficulties in their learning process as they grow up.

Literature Review

The following section presents a summary of other studies story building strategies or other relevant studies in the master's thesis:

Ratih (2015) studied the impact of storytelling on students' speaking skills as well as their attitudes toward the storytelling technique. This study was carried out on the tenth-grade students at Bandung Senior High School. The results of this study show that the storytelling technique improved students' speaking ability.

Marzuki et al. (2016) aimed to improve the EFL students' speaking skills and their classroom activities through the implementation of the Interactive Storytelling Strategy. The sample contained 22 Junior High Indonesian EFL students. This study showed that the implementation of the Interactive Storytelling Strategy increased the EFL students' speaking ability and their classroom activities.

In this study, Zuhriyah (2017) wanted to know whether storytelling could improve the students' speaking skills with the specific purposes of describing the lecturer's activities, the students' activities, and the students' responses when storytelling was applied in the speaking class. The result found that storytelling could improve students' speaking skills.

Thùy (2018) examined storytelling's impact on EFL fifth-grade students' speaking English proficiency at Minh primary school in Kien Giang. The sample was divided into an experimental group (EG) and a control group (CG). The EG was taught using a storytelling style, while the CG was taught using a traditional speaking style. In collecting the data, tests and a questionnaire were used. As a result, the results data revealed that the experimental group had favorable emotional, behavioral, and cognitive views toward storytelling.

Hakim (2018) aimed to improve students' speaking skills through storytelling techniques to the third-grade students of MIS Darul Ulum Muhammadiyah Bulukumba. The researchers conducted action research, which includes the stages of planning, action, observation, and reflection. Qualitative and quantitative method is used to collect the data. The result of this research showed that storytelling could have a positive impact on learning to speak.

Hidayati (2019) this study aimed to investigate whether or not storytelling positively affects the students' speaking skills at the tenth-grade students of MA Nurul Haramain. The population of this research is the tenth-grade students of MA Nurul Haramain Narmada, with the sample being class X B consisting of 21 students. It shows that storytelling has a significant impact on students' speaking skills.

In this study, Yanto (2019) wanted to know whether storytelling techniques significantly affect students' speaking ability and determine components of speaking skills that improved by implementing storytelling techniques on students speaking ability. Then the sample was selected class eleven IPK 1 as are experiment classes totaling 30 students and the class eleven IPK 2 as a control class with a number of (35) students. The results showed that the storytelling technique significantly affects students' speaking ability.

Tambunan et al. (2020) aimed to improve students' speaking skills through storytelling technique to the eleventh-grade students of SMA Swasta Katolik Budi Murni 2 Medan in a real-life context. The researchers used Classroom Action Research (CAR). The result of this research showed that the student's responses after being taught by using the storytelling technique were very good.

In this study, Hartono et al. (2020) wanted to design a learning model, namely storytelling, to know if it could improve the students' speaking skills in English at Junior High School (SMP). The population was the eighth-grade students of Junior High School in Sungai Penuh Sub district, Sungai Penuh City. The data in this research are in the form of quantitative data. The result can be referred to as guidance by teachers and students to improve speaking skills through storytelling.

Turnip et al. (2020) studied the effect of storytelling on students' speaking skills and their attitudes toward the storytelling technique. This study was carried out on the second-grade students at SMP Yayasan Pangeran Antasari. The data were collected using a speaking test using pictures in narrative texts as the media. This study shows that the picture strip story positively affects students' speaking skills by improving the students' speaking scores.

Al-Khresheh (2020) aimed to investigate the effectiveness of using "picture media" in improving the speaking skills of a group of 20 Indonesian non-native Arabic speakers. This study showed that picture media is an indispensable component in improving Arabic speaking skills. The data in this research are in the form of quantitative descriptive data.

Minh & Thuy (2021) examined storytelling's impact on secondary school students' speaking English proficiency at Thanh Hoa Secondary School. The sample was divided into an experimental group (EG) and a control group (CG). The EG was taught using a storytelling style, while the CG was taught using a traditional speaking style. After that a set of survey included eight questions is used to examine secondary students' states of mind, points of view towards speaking and Storytelling. In collecting the data, tests and a questionnaire were used. As a result, the results data showed that applying Storytelling frequently is effective in improving learners' speaking performance.

Hutabarat (2021). This study determines how persuasive storytelling improves students' speaking skills. Also, to help researchers and readers understand what media and approaches teachers can use in the classroom to help students, particularly junior high school students, enhance their vocabulary. This study shows that the storytelling technique improved students' speaking ability.

Mardiyanti et al. (2021) aimed to determine the effect of the visual media-assisted storytelling method on the speaking skills of fourth-grade students of SDN 2 Bagik Payung Timur. The results of this study are expected to be useful theoretically and practically. This research method is quantitative research. The result showed that the image media assisted storytelling method affects the speaking skills of fourth-grade students of Bagik Payung Timur for the academic year 2020/2021

Gaping Table: Table (2.1) explains what distinguishes the current study from previous studies.

Table (2.1): Gapping table

Study Title	Purpose	Sample and Sampling	Methodology
Ratih (2015) Improving students' speaking skills through a storytelling technique	To look at the impact of storytelling on the tenth grade of Senior High School students' speaking abilities and their attitudes toward the storytelling technique.	150 students	Mixed method – Qualitative and quantitative
Gap	The previous study focused on Storytelling activities used to improve the students speaking skills of high school students. While this study provides steps on how to build a story rather than storytelling.		
(Marzuki et al., 2016) Improving the EFL learners' speaking ability through interactive storytelling.	To increase EFL learners' speaking abilities and classroom activities by implementing an interactive Storytelling Strategy.	The class comprised 22 Indonesian EFL students from Junior High.	Qualitative
Gap	This study used the interactive storytelling strategy for Junior High Indonesian students to enhance their speaking skills. They focused on grades 7-9 students, while this study focuses on the third-grade students.		
Zuhriyah, M. (2017) Storytelling to improve students' speaking skills	To encourage the beginners at Hasyim Asy'ari University to speak English. It wanted to find out whether storytelling could improve the students' speaking skills or not.	43 students of Hasyim Asy'ari University.	Quantitative
Gap	This study used the storytelling strategy at the university. Storytelling activities were limited to written text, and no activities were offered to help develop speaking skills among students. This study, on the other hand, targeted third-grade students with a variety of activities.		
Lê Thị Thùy,(2018) The effect of storytelling on EFL grade-5 students' oral performance at An Minh primary school in Kien Giang	To measure the students' performance through the storytelling strategy.	92 students.	Quantitative
Gap	This study used storytelling rather than story building and examined its impact on students' achievement as a whole. At the same time, it focused on helping students to improve their speaking skills. The study lacks activities that enrich the use of the story-building strategy. The current study, on the other hand, offers activities that will help students to improve their speaking skills by focusing on the story-building strategy.		
Hakim (2018) Application of storytelling techniques in improving speaking skills in elementary school students.	To improve students' speaking skills through the application of storytelling techniques to the third-grade students of MIS Darul Ulum Muhammadiyah Bulukumba.	2 cycles	Mixed method – Qualitative and quantitative
Gap	This study used the storytelling for the third grade, using two instruments: interviews, and speaking tests, to gather information. It offers a theoretical part that talks about the strategy that allows students to use a storytelling strategy to improve their speaking ability. While this study provides steps on how to build a story rather than storytelling.		

Study Title	Purpose	Sample and Sampling	Methodology
Hidayati (2019) The effect of storytelling towards students' speaking skill at X grade students of Nurul Harmain Boarding school.	To look at the impact of storytelling on the tenth grade of Nurul Harmain Boarding school students' speaking abilities and their attitudes toward the storytelling technique.	21 students of Nurul Harmain Boarding school.	Qualitative
Gap	This study used the oral storytelling activities for the tenth grade students to enhance their speaking skills. They focused on the secondary tenth grade students, while this study focuses on the primary third-grade students.		
Yanto (2019) The effect of storytelling technique towards students' speaking ability at class eleven of state Islamic senior high school (MAN) saildo.	To examine the storytelling techniques to give a significant effect towards students' speaking ability.	65 students in seven classes spread.	Quantitative
Gap	This study employed storytelling rather than story building and examined how it affected students' overall performance. Meanwhile, it focused on assisting students in improving their speaking abilities. There are no activities in the research that support the story-building method. On the other hand, the current study provides activities that will help students enhance their speaking abilities by emphasizing the story-building technique.		
(Tambunan et al., 2020) Improving students' speaking skill through storytelling technique to the eleventh grade students of SMA Swasta Katolik Budi Murni 2 Medan.	To improve students' speaking skills through storytelling technique to the eleventh-grade students of SMA Swasta Katolik Budi Murni 2 Medan.	35 students from eleventh grade of SMA Swasta Katolik Budi Murni 2 Medan.	qualitative and quantitative
Gap	This study used the storytelling for the eleventh grade, using two instruments: resolution, and testing, to gather information. It offered specific activities and strategies that allowed the students to show how the storytelling strategy was used. It was used for high school students, while this current study focused on using a story-building strategy for primary school students.		
Turnip et al. (2020) The effect of using picture strip story on students' speaking skill	To find out the impact of using the Picture Strip Story on the post-testscore for the second grade students.	20 students form SMP Yayasan Pangeran Antasar	Quantitative
Gap	This study used storytelling rather than story building and examined its impact on students' achievement as a whole. Storytelling activities were limited to narrative text. While this study provides steps on how to build a story rather than storytelling.		

Study Title	Purpose	Sample and Sampling	Methodology
Hartono et al., (2020) A Development of Storytelling in Teaching English Speaking at Junior High School	To develop teaching materials in English speaking skill. at Junior High School (SMP) level.	30 eighth-grade students from Junior High School.	Quantitative
Gap	This study used the storytelling for the eighth-grade students Junior High, using the instruments of questionnaires, checklists, and English-speaking tests, to gather information. Students' development was shown theoretically in this study. No activities were offered to help develop speaking skills among students. In contrast, the current research focuses on third-grade students.		
Al-Khresheh (2020) The Efficiency of Using Pictures in Teaching Speaking Skills of Non-native Arabic Beginner Student	To examine the efficiency of using pictures media in teaching speaking skills of Non-native Arabic beginner student.	20 Indonesian university students from Northern Border University.	Qualitative
Gap	This study used the storytelling at the university, using two instruments: observation, and a survey, to gather information. Storytelling activities were limited to oral activities, and no activities were offered to help develop speaking skills among students. On the other hand, this study targeted third-grade students with various activities.		
Minh & Thuy (2021) The Impacts of Storytelling On Secondary School Students' Speaking Ability	To examine how secondary school students' speaking performance may be improved when applying Storytelling on speaking lesson.	80 students from Thanh Hoa Secondary School.	Mixed method – Qualitative and quantitative
Gap	The previous study focused on Storytelling activities used to improve the students speaking skills of secondary school students. While this study provides steps on how to build a story rather than storytelling.		
Hutabarat(2021) Students' Speaking Skill Trough Storytelling Technique At Smp Negeri 4 Tanjung Morawa	To improve students' public speaking abilities through storytelling.	27 students from SMPN 4 Tanjung Morawa's Junior high school students.	Qualitative
Gap	This study used the interactive storytelling strategy for Junior High school students to enhance their speaking skills. Researchers collect data through class observation. They focused on eighth grade students, while this study focuses on the third-grade students.		
Mardiyanti et al., (2021) The effect of storytelling method assisted with picture media towards speaking skills of 4th grade students	To determine the effect of the graphic media-assisted storytelling method on the speaking skills of fourth grade students.	Fourth grade students of SDN 2 Bagik Payung Timur.	Quantitative
Gap	This study used storytelling rather than story building and examined its impact of using graphic media-assisted storytelling method on the speaking skills of fourth grade students. The study lacks activities that enhance the usage of the story-building technique. The current study, on the other hand, provides activities that will assist students in improving their speaking abilities by emphasizing the story-building method.		

CHAPTER THREE

Methodology and procedures

Study Design

The researcher used the (Quasi-experimental design with a pre-test/post-test control group) as a general methodology for this study to view the impact of a story-building strategy on enhancing the speaking skills of the experimental group students in the English language. Figure (3.1): shows the design of the study.

G1 O1 O1	**X:** Story building strategy
	Pre-test: Examine the Equivalent in achievement
G2 O2 **X** O2	**Post-test:** Speaking skills test.
Pre-test **Post-test**	**O1:** Control Groups
	O2: Experimintal group

Figure (3.1): Study Design

Participation

The study was applied to the primary EFL third-grade students at a National orthodox school in Amman. The purposive sample consisted of 27 students in two groups: The first group had 13 students, and the second had 14 students.

Study Instruments

The researcher prepared each of the following instruments:

First: The speaking skills Pre-test:

The test was performed before starting the study, the teacher gave a pre-test to measure the pre-level of the students in the speaking skills and the level of parity among

each group to avoid the effects that any confounding variables may have. Students were redistributed within the two groups according to the results of this test to achieve equality between the two groups.The test was recorded by the researcher to collect the data.

Second: The speaking skills Post- test:

It is a test that the researcher prepared to measure the speaking skills level of the third-graders in the English language. It is carried out after applying the Story-building strategy.

The researcher prepared pre and post-tests to measure a set of speaking skills containing (Content and grammar /Word Choice - Vocabulary/ Story building/ Sequences / Sentence structure/ Ideas / Pronunciation / Fluency / Language usage / Parts of speech). The researcher used these skills to assess the students clearly. The skills were placed in a rubric divided into three sections in terms of score calculation (0.25-0.5-1), to measure their speaking skills in general. As shown in Appendix D.

Validity and Reliability of Study Instruments

Validity and Reliability of the pre-test and the post-test.

To measure the content validity, the researcher presented the two tests to experts in English language and specialists in Methods of teaching in English Language to verify the clarity, coverage, scientific accuracy, and the extent of speaking skills, which then adjusted in accordance with their recommendations.

The post-test was applied to a pilot study sample of (27) students outside the sample to examine the constructive validity, item discrimination index, and the item difficulty index, as well as the Cronbach's alpha coefficient factors for reliability.

Table (3.1) shows the item discrimination index and the item difficulty index for each Paragraphs in the post test.

Table (3.1): The item discrimination index, and the item difficulty index.

Paragraphs	*Item difficulty index	**Item discrimination index
Content and grammar	.6600	.330
Word Choice/ Vocabulary	.5600	.523
Story building	.5800	.421
Sequences	.6400	.579
Ideas	.3500	.589
Sentence structure	.4700	.370
Pronunciation	.7895	.336
Fluency	.7368	.710
Language usage	.6842	.320
Parts of speech	.4800	.300

**: Negative (deleted), 0-019: poor, 0.20-0.39: Accepted.

*: 0.30 -0.80: Acceptable

Table (3.1) shows that the items difficulty of the test ranged from (0.320 to 0.790), while the item discrimination factors ranged from (0.30 to 0.766).

The researcher accepted all the test paragraphs.

To verify the validity of the study instrument, the researcher calculated the values of Pearson's correlations between skills and overall performance. as shown in table (3.2).

Table (3.2): The Results of the Correlation between Skills and Overall Performance.

Skills		Correlation Coefficient
Content and grammar	Pearson Correlation	.742
	Sig. (2-tailed)	.000
Word Choice/ Vocabulary	Pearson Correlation	.768
	Sig. (2-tailed)	.000
Story building	Pearson Correlation	.878
	Sig. (2-tailed)	.000
Sequences	Pearson Correlation	.828
	Sig. (2-tailed)	.000

Skills		Correlation Coefficient
Ideas	Pearson Correlation	.911
	Sig. (2-tailed)	.000
Sentence Structure	Pearson Correlation	.839
	Sig. (2-tailed)	.000
Pronunciation	Pearson Correlation	.807
	Sig. (2-tailed)	.000
Fluency	Pearson Correlation	.822
	Sig. (2-tailed)	.000
Language Usage	Pearson Correlation	.569
	Sig. (2-tailed)	.011
Parts of speech	Pearson Correlation	.495
	Sig. (2-tailed)	.031

Table (3.2) shows the Correlation between Skills and Overall Performance that are ranged from (0.50-0.91), which is refer to the statistical indicator level ($\alpha = 0.05$), which has a constructive validity that makes the instrument applicable.

The researcher verified the reliability by calculating the alpha Cronbach coefficient, and the corrected half-split reliability coefficient of the Spearman-Brown equation. Table No. (3.3) Shows the results of the reliability:

Table (3.3): Alpha Cronbach and Half- split of the post test.

Skills	Alpha Cronbach	Half- split corrected with Spearman Brown equation
Content and grammar	0.770	0.771
Word Choice/Vocabulary	0.806	0.815
Story building	0.830	0.838
Sequences	0.885	0.877
Ideas	0.781	0.804
Sentence structure	0.810	0.894
Pronunciation	0.866	0.718
Fluency	0.815	0.789
Language usage	0.761	0.775
Parts of speech	0.711	0.703
Overall	0.955	0.879

Table (3.3) shows that all correlation coefficients are acceptable percentages because they are above the acceptable limit (0.70) (Pallant, 2005), thus indicating that the study instrument has high reliability, and therefore the instrument is suitable for application to achieve the study's purposes.

To verify the normality, the normal distribution test has been applied. Table 3.4 Shows the results of the Kolmogorov-Simirnov test.

Table (3.4) Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Overall	.136	27	.200[*]	.940	27	.124

*This is a lower bound of the true significance.

Table (3.4) shows that the value of the Kolmogorov-Smirnov test was (0.136) of statistical indicator (α =0.200) and this is greater than (α =0.05), which refers to the data that were normally distributed; that proves the same result of the Shapiro-Wilk test in a value of (0.940) in a statistical indicator of (α =0.124), which is greater than (α =0.05).

Verification of the Groups equivalence

A pre test was applied to the two groups to verify the equivalence of them. an Independent Sample (t) test was used. Table (3.5) and (3.6) Shows the results of the analysis:

Table (3.5): Means and standard deviation of the pre-test for the experimental and the control groups.

Group Statistics					
Skills	**Group**	**N**	**Mean**	**Std. Deviation**	**Std. Error Mean**
Content and grammar	Experimental	13	6.6250	1.01294	.28094
	Controlled	14	6.2054	1.13044	.30212
Word Choice/ Vocabulary	Experimental	13	6.2212	1.17942	.32711
	Controlled	14	6.0357	.96005	.25659
Story building	Experimental	13	5.7404	1.33020	.36893
	Controlled	14	5.4554	1.61469	.43154
Sequences	Experimental	13	6.1250	1.53857	.42672
	Controlled	14	5.7679	1.65458	.44221
Ideas	Experimental	13	6.2788	1.21316	.33647
	Controlled	14	6.2143	1.27892	.34181
Sentence Structure	Experimental	13	6.6442	1.08715	.30152
	Controlled	14	6.3661	1.41206	.37739
Pronunciation	Experimental	13	6.5481	.78650	.21814
	Controlled	14	6.4375	1.32809	.35495
Fluency	Experimental	13	6.7212	.97382	.27009
	Controlled	14	6.5625	1.02698	.27447
Language Usage	Experimental	13	6.6250	.88388	.24515
	Controlled	14	6.6875	1.39604	.37311
Parts of speech	Experimental	13	6.7981	1.20712	.33479
	Controlled	14	6.8214	1.06373	.28429
Pre-speaking skills	Experimental	13	64.3269	8.36622	2.32037
	Controlled	14	62.5893	9.59247	2.56370

Table (3.5) shows the mean value between the experimental and the control groups that were relatively close for each skill. To measure the standard deviation and the statistical difference of the mean values, an Independent sample (t) test was used. As shown in table (3.6)

Table (3.6): Independent Samples T-Test between groups in pre-test

Skills		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	Df	Sig. (2-tailed)
Content and grammar	Equal variances assumed	.583	.452	1.013	25	.321
Word Choice-Vocabulary	Equal variances assumed	.474	.498	.450	25	.657
Story building	Equal variances assumed	.591	.449	.498	25	.623
Sequences	Equal variances assumed	.295	.592	.580	25	.567
Ideas	Equal variances assumed	.160	.693	.134	25	.894
Sentence Structure	Equal variances assumed	2.811	.106	.570	25	.574
Pronunciation	Equal variances assumed	5.075	.033	.261	25	.797
Fluency	Equal variances assumed	.002	.965	.411	25	.684
Language Usage	Equal variances assumed	3.890	.060	-.138-	25	.892
Parts of speech	Equal variances assumed	.109	.744	-.053-	25	.958
Overall	Equal variances assumed	1.031	.320	.500	25	.622

The results of the above table (3.6) show the following:

1. There is no significant difference at (α=0.01) between the score means of the experimental and the control groups on the pre-test, which indicates that the two groups are equivalent before executing the story building strategy. A (t) test was ranged (0.500) in a significance difference of (0.622).

2. The homogeneity requirement was achieved, as all levels of Levene's Test were statistically irrelevant at (α=0.01). in a (F) test of (1.031), and at a significant difference of (0.320), indicating that the variation in the experimental and the control groups were equal. in the pre-test.

The activities for story-building strategy.

The researcher prepared a set of Story-Building activities consist of three phases. 2A: using wordless picture storybooks. 2B: the process shifted to the language partner using new wordless picture storybooks to tell a story, and 2C: drawing stick-figure stories depicting stories from your own life and the life of your language partner. These three phases are aimed at improving the level of speaking skills for primary third-grade students. The activities took 2 to 3 months to be applied.

The activities were exactly related to phase 2A which was focusing on using comic stories, and wordless pictures, students were trying to describe them in their way using their language, then they have to think if they were this character what would they say in this situation. First, students were working in a heterogeneous group to discuss the pictures together supervised by teachers. Team groups will encourage them to share their knowledge and thoughts so they can correct and improve themselves.

Students can also work in pairs after they have practiced for an appropriate period of time using the right way to express themselves and their surroundings.

Figure (3.2) presented how students were interactive in the story building discussions. Students were distributed in groups; each group took a different picture. They have to build a story and the conversations between the characters in each picture. There is no requirement for students to use a specified number of words.

Figure 3.2: Students Interaction

There is a video that expresses the interaction of students during the class by introducing a model to build a story between the characters of (the rabbit and the worm). Students played the role of each character to build their story.

This model in the link attached shows the improvement of the speaking skills progress of the two students from the experimental group, where there is a marked change in terms of fluency in speech, story building, brainstorming, new words, and their performance. Figure 3.3 shows the video link about student's performance in speaking:

https://youtu.be/JDGCaqWbKxE

Validity and Reliability of the story building activities

The researcher presented the activities to a group of curriculum and instruction specialists in teaching the English language and to English Language experts as well as to expert teachers with more than ten years of experience in teaching the primary stage to confirm the clarity, inclusiveness, and relevance of the activities to the story-building

strategy. Experts asked twice over a period of time to ensure the consistency of their views towards these activities. The activities have been finalized according to the feedback.

Data Analysis (Processing Data)

- Item difficulty index, item discrimination index, correlation coefficient, and Cronbach's alpha coefficient to examine the validity and reliability for the pre and post-test.

- Kolmogorov-Smirnov goodness of fit test to examine the normal distribution, and Levene's test to examine the homogeneity.

- Paired sample t-test ANCOVA for the pre-test and post-test comparisons within the groups and Independent samples t-test to draw comparisons between the experimental and control groups.

Study Procedures

- Determine the problem.

- Perviouse Literalure review.

- Identification of study sample, control group and experimental group.

- Preparation of pre-tests, post-tests, and activities of story-building strategies.

- Verify the reliability and validity of study instruments and their readiness for use.

- Execute the pre-test on the study groups and then redistribute them according to the results to achieve equality of the level of pre-speaking skill knowledge.

- Apply the Story-Building Activities on the Experimental groups, using in parallel the traditional methods with the control group.

- Apply the post-test in order to measure the post-speaking skills knowledge and collect the data.

- Analysis of data and extraction of results.
- Draw conclusions and recommendations.

CHAPTER FOUR
Findings and Results

Hypothesis one;

"There is no significant difference at (α=0.01) between the scores of the experimental group's pre-speaking skills test and the post-speaking skills test in terms of story building strategy."

The mean and standard deviations of the experimental group students' performance were extracted in the pre and post-test. Table (4.1) shows the results of the analysis:

Table (4.1): The means and standard deviations of the experimental group performance in pre and post-test.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	64.3269	13	8.36622	2.32037
	Post-test	76.7308	13	7.15197	1.98360

Table (4.1) shows the differences in the mean value of the experimental group students in the pre and post-tests. The results revealed that the post-test was reported the most by the respondence with a mean value of (76.7) and a standard deviation of (7.15), while the pre-test mean value was (64.3) with a standard deviation of (8.36).

To measure the statistical differences of the mean values, T a paired-sample t-test was used to examine the experimental group, as shown in table 4.2

Table (4.2): Paired Samples t-test of the pre and the post scores of the experimental group.

Paired Samples t-test				
		T	**Df**	**Sig. (2-tailed)**
Pair 1	Pre – Post	-10.184-	12	.000

Table (4.2) shows that the mean difference between the pre and the post experimental group at a significance level (0.00) of the two (t) test were (10.184). The findings revealed that the post-performance results were substantially improved, which indicates that teaching with the story-building strategy improves the speaking skills for the experimental group.

Hypothesis two;

"There is no a significant difference at (α=0.01) between the scores of the control group's pre-speaking skills test and the post-speaking skills test in terms of story building strategy."

The mean and the standard deviations of the control group students' performance were extracted from the pre and post tests. Table (4.3) shows the results of the analysis:

Table (4.3): Mean and standard deviations of control group students' performance in the pre and post tests.

Paired Samples Statistics					
		Mean	**N**	**Std. Deviation**	**Std. Error Mean**
Pair 1	Pre-test	62.5893	14	9.59247	2.56370
	Post-test	66.5000	14	9.12888	2.43980

Table (4.3) shows differences in the mean value of the control group students' performance in the pre and the post-tests. There was a small difference between the mean values of the pre and post-tests at a standard deviation of (9.5) and (9.12) consecutively.

To measure the statistical differences of the mean values, a paired-sample t-test was conducted for the experimental group, as shown in table (4.4).

Table (4.4): Paired Samples Test

		T	**Df**	**Sig. (2-tailed)**
Pair 1	Pre-Post-test	-2.536-	13	.025

Table (4.4) shows that the (t) value difference between the pre and post-control groups was (2.53) at a significance level of (0.025). The difference supports the fact of the post-performance was improved closly in the expermintal group not the control group.

Hypothesis three;

"There is no a significant difference at (α=0.01) between the results of the post-speaking skills test of the experimental and the control groups in terms of story building strategy."

The values of the mean and standard deviations of the students in both groups were extracted from the post-test. Table (4.5) shows the results of the analysis:

Table (4.5): Means and standard deviations of the experimental and control groups in the post-test.

Descriptive Statistics			
Dependent Variable: Post-test			
Group	**Mean**	**Std. Deviation**	**N**
Experimental	76.7308	7.15197	13
Controlled	66.5000	9.12888	14

Table (4.5) shows the differences in the mean values of the experimental and the control groups in the post-speaking test. The findings were in favor of the experimental group over the control group with a mean value of (76.7) and a standard deviation of (7.1).

To validate the statistical differences and the impact of the story-building strategy on enhancing the speaking skills for the post-test after the pre-testing, a covariation Analysis Test (ANCOVA) was performed. as shown in tables (4.6) (4.7).

Table (4.6): Analysis of covariance of post-test

Tests of Between-Subjects Effects						
Dependent Variable: Post-test						
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Pre	1156.486	1	1156.486	51.333	.000	.681
Group	531.172	1	531.172	23.577	.000	.496
Error	540.696	24	22.529			
Corrected Total	2402.727	26				

Table (4.6) shows a significant difference between the mean values of the experimental group and the control group in the post-test at F (23.577) at a significance level (0.00). The Partial Eta Squared was (0.496). This shows the impact of using the story-building strategy on enhancing the speaking skills, as shown in table (4.7).

Table (4.7): Adjusted Mean Value

Group				
Dependent Variable: Post				
Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Experimental	76.052[a]	1.320	73.328	78.776
Control	67.131[a]	1.272	64.506	69.755

a.   Covariates appearing in the model are evaluated at the following values: Pre = 63.4259.

Table (4.7) shows a significant difference between the mean values of the experimental group and the control group in the post-test, the difference was in favor of the experimental group over the control group at a mean value of (76.052). This shows the impact of teaching with a story-building strategy that enhanced the speaking skills of the third-grade students in Jordan.

CHAPTER FIVE
Conclusions and Discussion

This chapter included the conclusion and the discussion that is related to main pupose of the study which is "The effectiveness of the story-building strategy on enhancing speaking skills among third grade EFL students."

The conclusion was revealed that using the story-building strategy enhanced the speaking skills of the third grade EFL students.

This conclusion was attributed to the fact that "a set of skills had been employed to develop students' speaking skills through a range of activities and a collection of comic stories that focus on the story-building strategy.

Unlike the traditional strategy, the story-building activities that were utilized in the classroom had a positive impact on enhancing the students' speaking skills by using their language to express themselves and the environment surrounding them. Therefore, the post-test results revealed that these activities increased the students' motivation to interact freely with each other, which refers to the activities that have been used. This breaks the disinterest - demotivation among the students by implementing the activities in an interactive and enjoyable style to help the students engage more actively in their life. Story building was one of the reasons that led to improving the students' speaking skills.

Contrary to the traditional learning style, students, in the early stages, preferred to express and discover themselves and the things around them practically using numerous words. It also increased the students' confidence while practising these activities to improve their speaking skills. The findings are in line with study the finding of Hall and Higgins (2005) study which indicated that the lack of methods affects students' confidence and achievement.

Taking into consideration that children cannot sit still for a long time during the classroom before getting bored and distracted, the experimental group was placed in activities that support and improve this vulnerability. The finding is in line with the finding of Gańdara et al. (2005) study which revealed some difficulties that face the students' performance and achievement.

Students were involved in comic stories and were asked questions to expand their thoughts and imagination in groups to share their knowledge in teamwork.This in turn, motivated the students to compile an appropriate amount of new words and retrieve the old forgotten words due to the lack of continuous practice. Students were trained to describe the picture to build their own story in a way that suits the students' level according to the teacher's instructions. The teacher arranged students back into groups and asked them to build the story again using the past form. This process aimed at making sure that they understood all parts of the sequencing process. The finding is in line with the finding of the Pattanpichet (2011) study which indicated that teamwork improves students speaking skills.

Story-building activities, which are the second phase in the GPA approach, contained dynamic characteristics: they provided a huge "comprehensible input", gave several opportunities for deep interaction on a wide range of issues, and encouraged consistent growth in connection with the teacher and other students. This helped students to gradually use complex sentences in their daily speech and connect them to the stories they have built with their peers. These findings are in line with the finding of the Thomson (2011) study which indicated that using story-building activities enhances students' performance in speaking skills.

A vocabulary sheet was a source that helped students to memorize and use the new words in different situations. This sheet improved the spirit of competition among students, which increased their ability to "negotiate meanings" and interact freely with their peers. Students became engaged and encouraged to have many conversations on many subjects. The finding is in line with the finding of the Agosto (2013) study which indicated that learning using many resources affects student achievement by supporting the development of critical thinking skills, creativity, active participation, narrative thinking abilities, and interpersonal skills.

The control group was taught using traditional methods in which the teacher is the center of the teaching process. Students struggled to face challenges in their traditional curriculum, which is currently used most of the time in many schools. Traditional teaching methods did not encourage students to engage more positively in their learning process and focus on teaching grammar more than speaking skills whereas using fun activities in an enjoyable environment, which can improve students' abilities to gain better achievements. This was not used with the control group, which ended up being a boring and non-enjoyable experience. This finding is in line with the finding of Wery and Thomson (2013) study, which indicated that using fun and enjoyable learning environment could encourage students and improve their speaking skills.

Having the same teacher for both groups who knows the students' levels proves that having different teachers using their strategies can make a difference in the student's performance. Therefore, it reflects the weakness of their speaking skills which was not observed in the experimental group. This finding is in line with the finding of the Asakereh and Dehghannezhad (2015) study which indicated that a good teacher with a good strategy can positively affect the student's performance and achievements in speaking skills.

Story building strategy was used to target meaningful and sustainable learning that enabled the students in the experimental group to consolidate and practice suitable material in an enjoyable environment in order to enhance their speaking skills. Using a story-building strategy directly affects the students' performance as it helps them to take a step forward in their speaking skills. It also helps to fill in the processing gap of learning a second language in the primary stages. Grade three students are likely to have the capacity to improve their skills. This unconsciously would help to develop their ability to speak a second language, which refers to their age in the primary stage by reading or listening to stories. These findings are in line with the finding of the Mardiyanti et al. (2021) study which indicated that using story building strategy improves the students' speaking skills in the primary stage.

Primary students have a broad imagination that helps them innovate and give sensational thoughts. Students in the experimental group had been exposed to certain activities that helped them to improve their speaking skills. These types of story-building activities provided a pleasant and interesting basis for interaction. This, in turn, helps to motivate students to interact in the environment surrounding them and increases their confidence to use their speaking skills well enough in their daily lives. This finding is in line with the finding of the Turnip et al. (2020) study which indicated that the story-building strategy positively affects students' speaking skills performance in their primary stage.

The more frequent training periods demonstrated greater performance for all students regardless of their levels. Nonetheless, individual improvement can differ from one student to another. This finding is in line with the finding of the Marzuki et al. (2016) study which showed that the implementation of the Interactive Story-building during an

extensive training period increased their speaking ability. Unlike the control group, which was not trained using similar activities such as worksheets, comics, and motivational contests, information has been absorbed traditionally. Which was based mainly on the formal curriculum which focuses on learning English grammar and basic information other than focusing on improving their speaking skills. These findings are also consistent with the finding Al-Khresheh (2020) study which aimed to investigate the effectiveness of using non-traditional curricula that can improve the students' performance in speaking skills.

It was found that lack of planning in the traditional teaching style was the cause of insufficiency of students' speaking skills, forcing parents to look for private English classes or teaching centers that only focus on improving conversational skills. This result goes in line with (Hakim, 2018) in which he rejected the idea that planning, action, observation, and reflection showed that a good technique could have a positive impact on learning to speak a second language.

To conclude, the experimental group results showed a better improvement than the control group which had been exposed to the story-building strategy in the post-test. Specific activities were provided in fun and enjoyable ways using comic stories .This process helped the students to improve their speaking skills and understand the environment surrounding them. The activities have built-in repetition allowing the students to go from the familiar to the unknown. This study suggested valuable guidelines for the teachers to introduce various activities that involve the story-building strategy for the primary EFLs to practice their speaking skills in classrooms. Contrary to the control group who were not able to improve their speaking skills or understand the environment surrounding them better.

Recommendations

In the light of the above-mentioned conclusions, this study recommends the following:

- Guide researchers to study the next stages in phase 2, which includes stages B and C that are advanced stages of phase two.

- Employ various research instruments like new activities, conversation books, and a word log (a sheet to write down the meaning of any word).

- Put forward a plan to introduce the stories to the students before the teacher starts.

- Start working in an individual stage with the student who needs extra help then start placing them in groups.

- Allocate more time to regular speaking classes during the week.

- Conduct further research on the GPA studies and theses in other educational specializations and compare them.

- A good starting point on the Internet for finding these books is:
  http://www.amazon.com. /http://www.bookcloseouts.com/
  http://www.strictlybargainbooks.com; http://www.icobooks.com/ http://www.addall.com /
  www.charlesbridge.com

Suggestions

The Red Book

There is a sample for a conversation book called the red book, and a word log sheet as an extra resource to give the students to help them manage and memories the new words.

The red book is a book that contains pictures with dialogues for some situations in real life, which can help them practice daily conversations in lifelike formal greetings, small talks, telephone calls, and coincidences. This book can be found on the Learning American English website, which offers suitable material to learn English easily.

This material focuses on dialogues that can provide models on which students can base their conversations. Therefore, it forces students to focus on language production in a way that helps them practise correct usage. The suggestions below encourage students to role-play and practice new tenses, structures, and language functions. Once students become familiar with these new language elements, they can then use the dialogues as models to practise writing and speaking on their own. Appendix-A shows the red book.

Word Log

A word log is a student's sheet that is available in each class to write the new words to memorize them later. The researcher made a sheet consisting of four columns (the new word, the meaning, use it in a sentence, and draw a picture). With early-stage students, we need to pay attention to their writing skills so that the word is not forgotten. Appendix B shows the word log.

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Appendices

Appendix A: The Red Book

https://americanenglish.state.gov/files/ae/resource_files/b_dialogues_everyday_conversations_english_lo_0.pdf

Contents

Appendix B: Word Log

Vocabulary List

Student Name: _____

Words	Definition	Use in a sentence	Draw it

Grade 3

Appendix C: Possible Ideas

Possible Ideas for Page 1 (Based on Abilities at the End of Phase 1—The First 100 Hours)

This is a boy.	He is in his bedroom.	These are his boots.
He is not wearing his boots.	The boots are behind him.	They are between the boy and the bed.
He is wearing slippers.	He is wearing pyjamas.	His shirt is on the floor.
His socks are on the floor.	He is sitting on a small stool.	The stool has three legs.
He is sitting in front of his bed.	It is a very high bed.	The bed is against the wall.
The bed is near the corner.	It is night time.	This is the moon.
The window is open.	There is no curtain on the window.	There is a pillow on the bed.
There is a light over the bead.	There is a string on the light.	It is warm outside.
There is a blanket on the bed.	The dog's tail is curved.	The boy has a dog.
The boy has a frog	The frog is in a big jar.	Where is the lid?
There is no lid.	The dog is standing with his front paws on the edge of the jar.	The dog's nose is in the jar.
The dog is looking into the jar.	The dog is looking at the frog.	The dog is happy.
He is smiling. Everyone is smiling.	The boy is looking at the frog and he is happy.	The frog is looking at the boy and he is happy.

NOTE: Double click on the picture to open the pdf file.

Appendix D: Pre-Post Speaking Test Rubric

Score	1	0.5	0.25
Content and Grammar **My score ( )**	Shows a full understanding of the topic. No grammatical mistakes.	Shows a good understanding of the topic. A few grammatical mistakes.	Doesn't seem to understand the topic well. Many grammatical mistakes.
Word Choice/Vocabulary **My score ( )**	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are inappropriate and not understood by the audience.
Parts of speech **My score ( )**	Using different parts of speech.	Using some parts of speech.	Never use any parts of speech.
Story building **My score ( )**	The primary setting is correctly identified and illustrated—a complete sentence describing the setting accurately.	One of the settings is correctly identified and illustrated—a complete sentence describing the setting accurately.	None of the settings from the story is identified. A sentence describing the setting is inaccurate.
Sequences **My score ( )**	Tells all important events form the begging , middle and end.	Tells most events form the begging , middle and end.	Tells some events form the begging , middle and end.
Ideas **My score ( )**	Student explained his/her ideas clearly.	Sometime the ideas aren't explained.	The ideas aren't explained

Sentence structure **My score ( )**	The sentences are clear and easy to understand.	Some of the sentences are unclear and difficult to understand.	The sentences are often unclear and difficult to understand. The main idea is unclear.
Pronunciation **My score ( )**	Speaks clearly all the time.	Speaks clearly most of the time.	Often mumbles or can't be understood.
Fluency **My score ( )**	Speaks fluently.	A little hesitation but can be followed.	Hesitation makes him/her difficult to be followed.
Language usage **My score ( )**	Student used correct sentences structure /syntax that was appropriate in supporting the topic.	Presenter used correct sentence structure/syntax that was mostly appropriate for the topic.	Presenter used incorrect sentence structure/syntax that was not appropriate for the topic.

Appendix E: Pre-Post Speaking Test

The Pre-Speaking Skills Test
The second semester Final Exam 2021/2022

Subject: English	Exam Date: / / 2022
Grade: 3	Duration:
Teacher Name: Juliana Haddadin	Total: / 20

1.The function of the exam.

The exam will measure the speaking skill of the primary third grade students at National orthodox school (NOS).

2. The content of the exam.

The exam will include three questions.

3. The status of the exam.

The exam will be given for the students individually.

NOTE: The teacher will record the whole exam period.

Describing the mechanism of the exam:

stage 1:

Three boxes will be given by the teacher to each student. Some words will be given to students as a hint to help them speak more.

Box1: Items.

Box2: Cards for (places)

Box3: Cards for (verbs).

1

The Post-Speaking Skills Test
The second semester Final Exam 2021/2022

Subject: English	Exam Date: / / 2022
Grade: 3	Duration:
Teacher Name: Juliana Haddadin	Total: / 20

Definition of the pre-test

The function of the post-test

The exam will measure the speaking skill of the primary third grade students at National orthodox school (NOS).

The content of the post-test

The exam will include three questions.

The post-test application

The first two questions will be given to the students individually, while the last question will be discussed in small groups.

The teacher will apply the post-test following the procedures that come next:

Q1) The teacher will ask the students some questions in general to check their understanding.

Q2) The teacher has already chosen four short stories to use for the test. Students will get a short story, which has only pictures. The students should reorder the story. The teacher will ask some questions about the story to help the students talk deeply about story.

Appendix F: Research agreement

MEU جامعة الشرق الأوسط
MIDDLE EAST UNIVERSITY
Amman - Jordan

مكتب رئيس الجامعة
Office of the President

الرقم، در/خ/1198
التاريخ: 2022/03/05

معالي الأستاذ الدكتور وجيه موسى عويس الأكرم
وزير التربية والتعليم

تحية طيبة وبعد،

فتهديكم جامعة الشرق الأوسط أطيب التحيات وأصدق الأمنيات، وحيث إن المسؤولية المجتمعية قيمة أساسية في تحقيق رسالة الجامعة ورؤيتها، وبهدف تعزيز وترسيخ أسس التعاون المشترك الذي يُسهم في تأدية الجامعة التزامها نحو خدمة المجتمع المحلي وتنميته، يرجى التكرم بالموافقة على تقديم التسهيلات الممكنة للطالبة **جوليانا خالد جريس حدادين** ورقمها الجامعي (402010033) المسجلة في برنامج ماجستير **المناهج وطرق التدريس / كلية العلوم التربوية**؛ والتي تتولى القيام بتطبيق اختبار قبلي وبعدي على طلاب الصف الثالث في مدرسة الوطنية الأرثوذكسية الخاصة فرع الأشرفية؛ لاستكمال رسالتها الجامعية والموسومة بعنوان" **أثر إستخدام إستراتيجية نباء القصة في تحسين مهارات التحدث لدى طلاب الصف الثالث في الأردن**"، علمًا أن المعلومات التي ستحصل عليها ستبقى سرية ولن تُستخدم إلاّ لأغراض البحث العلمي.

شاكرين لكم حسن تعاونكم واهتمامكم.

وتفضلوا بقبول فائق الاحترام والتقدير...

رئيسة الجامعة

أ.د. سلام خالد المجادين

Appendix G: Written Pledge

Written Pledge

I, the undersigned, --------------------------and the guardian of ------------

----------------- agree that my son /daughter participates in the pre- and

post-test that will be held by the school under the supervision of the

third grade English language teacher.

Besides, I know that the teaching strategy that will be used in the

second semester is the story- building strategy.

And I here I sign

Parent's signature:

Appendix H: Reviewer Panel

جامعة الشرق الأوسط
MIDDLE EAST UNIVERSITY
Amman · Jordan

عمادة الدراسات العليا والبحث العلمي

Deanship of Graduate Studies & Scientific Research

نموذج تشكيل لجنة مناقشة مقترح

اسم الطالب	جوليانا خالد جريس جرادن
الرقم الجامعي	٤٠٢٠١٠٠٣٣
الكلية	العلوم التربوية
القسم	الادارة والمناهج
التخصص	المناهج و طرق التدريس
الجنسية	الاردنية

أعضاء لجنة المناقشة الداخليين

١. أ.د. محمد حمزه

٢. د. اياسٌ المغربي

أعضاء لجنة المناقشة الخارجيين المقترحين:

١. أ.د. خالد ابو لوم (0796100 220)

٢. أ.د. عدنان الجادري (0795335863)

٣. د. مجدد الصمادي (0776560200)

مراقب الجلسة (يعبأ من قبل عمادة الدراسات العليا والبحث العلمي)

_____

* الموعد المقترح الاربعاء ٨/٦/٢٠٢٤ (٢١-٢) عبدالطهي

* عدم وجود تعارض _____

* عقد المناقشة:

وجاهي ☑   عن بعد ☐