

IMPROVING STUDENTS' SPEAKING ABILITY BY CREATING A STORYTELLING RECORDED IN A VIDEO

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ABSTRACT

Technology helps a lot in the education field. Implementing technology would influence the atmosphere either on students' motivation or on language itself. Oral communication is an essential skill that could help students' lives in the future. The most students' problem in studying English is expressing ideas. Some experts said that storytelling can be used to improve students' learning to express oral communication. Connecting with this idea, the researchers decided the purpose of the study was to improve the students' speaking ability by producing storytelling created in the form of a video component. The researchers used Action Research. The students were required to create a cartoon story, voiceover narration, and background music that was produced in a video presentation. The object of the research was 30 students of the Accounting Department for the 2nd Semester of 2023. The result of the study was significantly improved, which could be seen from the mean of the first project, which amounted to as big as 77,33, while on the second project, the amount was 83,16. The evaluation kept increasing with every evaluation. The conclusion stated that the model was successfully implemented.

Key words: Improving, Speaking Ability, Storytelling, Video

INTRODUCTION

In the global era, we cannot avoid speaking English. It is not only used to engage in international business but also in technology in which the language used for the instruction is English. English is a skill that is important and needed by people.

Speaking is actually regarded as a challenging skill. According to what has been observed during the teaching and learning process, there are still a lot of university students who are struggling to speak up in English. Their trouble is forming coherent phrases, keeping up a conversation, pronouncing words correctly, and even expressing their feelings, ideas, and thoughts. It is becoming more complex since grammar should be one of the considerations to produce communication accurately. This relates to the statement (Phuong & Le, 2020) and supported by (Fakhrudin et al., 2021), which states that the contribution of grammar to speaking skills is the speech produced is ineffective unless it is accurate. Students should obtain some fundamental grammar points to be able to communicate effectively.

Based on the interview results of the students who are unable to communicate in English, students have never trained themselves to do so, are unaware of the practical ways to communicate in English, and are fearful of making mistakes while pronouncing words and conveying their ideas in English. (Ratnasari, 2020) pointed out that there are some challenges faced by the students, such as lack of vocabulary, fear of mistakes and shyness, anxiety, lack of confidence, and lack of motivation. This problem was also observed by Swary 2014, quoted by (Ramadania, 2021) about the sources of the students' difficulties in producing oral communication; the first is awareness of the students about learning to speak English is too low. The second is in the learning process. The teacher uses Indonesian dominantly. The third students do not have enough opportunities to practice English speaking. The fourth is students' vocabularies are too limited. The fifth is students do not know how to pronounce the words. Sixth, students are afraid of making mistakes. And the last, students are feeling shy.

In order to address the issue, the researchers engaged storytelling techniques in the English-speaking class to cover the problem. Zaro and Saberri in Akhyak and Indramawan (2013: 20), quoted by (Dos et al., 2019), define storytelling as an activity involving the interaction between the storyteller and audience and between an individual and the listener at a certain level. Further, Safdarian (2013: 208) in (Dos et al., 2019) states that storytelling is a way for the students to retell stories in a different word construction after being told the stories by the teacher. Coconi (in Ramadania, 2021) defined storytelling as the communication of events through the use of words and sounds. This is an art of expression and improvisation, which revolves around a

plot and or narrative point of view. Podung (in Ramadania, 2021) defined storytelling as the art of using language, vocalization, physical movement, and gesture to express the elements and images of a story to a specific. Hopkins (1994) (Ramadania, 2021) claimed that a skillful teacher can use stories to develop more efficient listening, more fluent speaking, and the ability to read and write easily and competently.

Based on the above definition, the researchers came to the conclusion that storytelling is the practice of using language to communicate a story to a listener or audience. A storyteller is a person who tells a story using interesting words, phrases, and gestures.

An effective storyteller and the story should be active and crucial for performing identification, empathy, imitation, and imagination. The story's characters become a reflection of the view of the audience. They make an effort to relate to the fictional characters. This will demonstrate sympathy for them. The listeners' imaginations will be used to continue this, and they might then replicate it.

Review of Related Literature

(Kadamovna, 2021) states that language is a tool for communication. We communicate with others to express ideas and to know others' ideas as well. Communication takes place where there is a speech. Since speaking relates to real human life, students should learn to deliver their ideas verbally, interact, and bring messages to their environment.

Based on the research in the classroom, just a few students could communicate orally in English. The majority had trouble delivering their speech. To handle this, teachers need a strategy to improve the student's ability.

This situation arises and becomes a problem because not all students are ready and able to express their speaking ability automatically. There are times when students simply do not know what to say or to finish their statements. Nothing can truly help them because all they need to do is do the speaking, which means that not every single student who is required to use the chance to speak up could do it well. Storytelling is one of the strategies used to assist students in coming up with ideas for speeches fluently. Storytelling has a strong connection with the atmosphere of human life. People frequently share tales about their lives as they go about them. According to Fisher & Frey (2007: 16), quoted by (Tambunan, Veronika, Raja, and Lumban, n.d.), speaking is the uniquely human act or process of sharing and exchanging information, ideas, and emotions using oral language. The goal of speaking is to achieve interactive communication between the speaker and the listener.

Students' oral communication skills would improve through storytelling, and

the atmosphere would be less formal but fun. Moral lessons are embedded in many legend stories. Above all, the main goal of employing storytelling in the classroom is to improve students' oral communication.

The art of storytelling is inextricably linked to human life. Skharninda & Setyowati (2020) confirms that fairy tales are close to the world of children. When listening to fairy tales, children will also enjoy and know the meaning contained in the story. Therefore, in storing-telling activities, the way to tell the story becomes meaningful because the process and the impression through fairy tales can be conveyed to all.

(Dos et al., 2019) states that storytelling is the original form of teaching and has the potential to foster emotional intelligence and help the child gain insight into human behavior. Further, he says that it also promotes language learning by enriching learners' vocabulary and acquiring new language structures. Moreover, storytelling can provide a motivating and low-anxiety context for language learning, which is meant to help the teacher as a storyteller prepare for a storytelling "performance" for students.

Most cultures in Indonesia have a long oral tradition of telling stories. Students will benefit from this model and hope to enjoy it when dealing with this issue (Megawati, 2018). The researcher thinks that the type of storytelling known as digital storytelling can help students tell stories. In digital storytelling, the story is portrayed in the form of video while the student speaks throughout. It is time for the challenges for students to adjust to the technology.

Telling stories can support learning and help the students to become active (Jones, S., & Chapman, 2017) because Effective ways to learn languages can be provided by using stories in class.

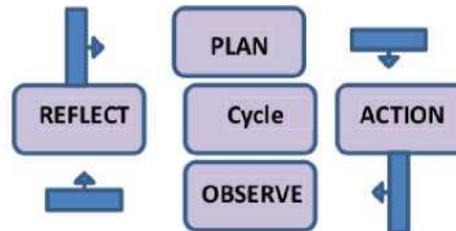
It was downloaded from ([Language, 2023](#)), which informs that storytelling can promote language development:

1. Stories are great tools for memorizing new words and phrases because the visualization, emotion, exaggeration, and motion in the story bring new information that can be absorbed easily by students
2. Stories give context memories give a vivid context, which is key for mastering new words. It enables to facilitate the complete language acquisition method.
3. Stories teach grammar and syntax in the most natural way while listening to a story, the grammar is intuitively acquired, and information and adopting the styles are noticed
4. Stories enable linguistic and cultural immersion to improve their language skills, students also gain a deeper understanding of

the culture, customs, and traditions, which are essential when relocating to a foreign country.

METHOD

In this study, the researchers use an Action Research Study.



Planning:

Steps of the Planning

1. Preparing the project and assigning it to the students.
2. Preparing the students' list of group
3. Preparing the observation sheet
4. Preparing the pre-test and post-test

Action

The researcher examines the pre-test

1. The students work on the project
2. The students consult the project
3. The students perform the project
4. The researchers score the project
5. The researchers conducted the post-test

Observation

It is used to note the process and the result of the project which was implemented.

Reflection

It is an evaluation taken from the steps of observation to get the weaknesses of the model implemented that has already been carried out in using storytelling to teach speaking.

In doing the evaluation, the researchers assigned a pre-test before teaching speaking by using storytelling recorded in the form of video. The post-test is done at the end of the action. From the result, the researchers could see the development of the model

implemented.

The researcher used pre-test and post test

The pre-test and post-test were set to face-to-face tests with a length of time around ten to fifteen minutes for every single student, with questions and answers developed from the topic assigned. The researchers kept the criteria to judge the students' ability to be the students' mark.

Population and Samples

The subject was the Accounting students of the second semester of the D4 Management Accounting Program - State Polytechnic of Malang, with samples of thirty students.

The Students' Steps in Working on the Project

The essence of digital storytelling consists of the following four phases:

Pre-production;

Production;

Post-production

Distribution

3|

In the pre-production phases, the steps were researching videos, drafting and developing the script, and ultimately engaging in oral storytelling.

Then, next, students created scripts to get a coherent story of an event.

After that, a story map was created to get the key elements of the narrative. Since the finished output was media-based, writing scripts and narrative were essential for the creation of the digital story.

Students produced multimedia components and recorded their own voices for the production phase. The content was then organized and edited into a digital story during the post-production stage.

The Distribution phase was the students' performance recorded in a video and demonstrated in the classroom.

Method of Data Collection

The steps for collecting data were as follows;

STEPS ON THE ACTIVITIES

➤ Pre-test

➤ Introduction

➤ Introducing a storytelling method

➤ Implement the model

➤ Post-test

Each item or indicator was scored by the following criteria:

Students' score interval (based on the guidance 'book of the State Polytechnic of Malang

| | |
|----------|-----------|
| ➤ 85-100 | Excellent |
| ➤ 71-84 | Very good |
| ➤ 60-70 | Good |
| ➤ 40-59 | Low |
| ➤ 0-39 | Failed |

Data Analysis Procedure:

Below are the steps to assess the student's speaking ability to measure the student's ability:

- > Pre-test
- > Teaching step
- > Post-Test

Storytelling was used as a strategy to develop students' speaking ability. The researchers used tests twice for this study. They were a pre-test and a post-test. The researchers judged the test results by determining the mean score.

The researcher implemented the T-test technique to be used to compare and calculate the mean of the pre-test and post-test scores as follows:

$$\bar{X} = \frac{\sum X}{N}$$

X — mean

X = score sum or add

N = Subject

$$t \text{ test} = \frac{\sum D}{\sqrt{\frac{N \sum D^2 - (\sum D)^2}{N - 1}}}$$

FINDINGS

In the process of the research, the students' scores were improved significantly. It showed that the strategy implemented worked well. Below is the score's improvement that can be seen in the following table:

Table 4. The Improvement of the Students' Score

| The score of | Reached By |
|--------------|----------------|
| 8 | Two students |
| 9 | Three students |
| 10 | 12 students |
| 12 | Nine students |
| 13 | One student |
| 15 | Three students |
| Total | 30 students |

Table 5. The Comparison Score on the Students' Project Evaluation

| | Project 1 | Project 2 |
|-------------------|-----------|-----------|
| The Lowest Score | 65 | 70 |
| The Highest Score | 80 | 85 |
| Total Number | 30 | 30 |

Table 5 shows that the student's scores increased significantly.

In Project 1, the lowest score was 65, and the highest score was 70, while in Project 2, the lowest score was 70, and the highest score was 85.

The mean of the student's scores can be seen below:

$$X_{p1} = \frac{2320}{30} \cdot 100\% = 77,33$$

$$X_{p2} = \frac{2495}{30} \cdot 100\% = 83,16$$

Table 6. The mean score on the Students' Project

| Students' Project | Total Score | Mean |
|-------------------|-------------|-------|
| Project 1 | 2320 | 77,33 |
| Project 2 | 2495 | 83,16 |

Table 6, on project 1, the mean of the student's score was 77.33, while on project 2, it was 83.16. It can be concluded that the strategy improved the students' skills. It could be concluded that students who achieved a score of 70 were considered as having the ability of 'good' while students who reached the score of 80 and above were very good, and it was said that the model was successfully implemented.

DISCUSSION

The data taken from the questionnaire, interviews, and observation found that the implementation of the student's speaking ability by creating storytelling recorded in a video was a success in improving the student's skills, as expected by the researchers.

Mostly, students liked the model as it was interesting and able to develop students' English skills, especially oral communication skills. The model was effective and efficient to be implemented as it was delivered in a fun way.

The strategy implemented was easy to comprehend. The students chose freely for the story to be used as their project, which was based on their ability level and their preference for the story itself, so the students were happy doing the project without feeling in doubt and afraid.

The students' technology skill was developed well since they had to learn some application systems, such as the Canva application that was used to create the background of the story that performed in the form of PowerPoint or video background setting, including cutting the film from the video or youtube and inserted some voices in the PowerPoint to be used as a background voice in the video and some other skills needed. According to (De Bock, 2019), *today's students are exposed to more advanced technology in the form of digital media, such as podcasts and blogs, interactive whiteboards, and mobile devices.*

The model could be used as an alternative strategy that avoids the students' boredom in learning the reading skill. It was adding the energy to create the creativities either on the story itself, the background setting, or even innovating the technology skill to complete the project become a worthy outcome. (Agosto, 2016) stated that *storytelling enhanced literacy benefits such as cognitive engagement and critical thinking.*

It was found that the model implemented could motivate the students to share ideas without being doubted or even afraid to make mistakes. The script guided them to the correct line to be produced, either on the grammar used or on the content of the story.

From the response data, the conclusion was the students enjoyed the strategy,

and it helped to improve their achievement in learning English. At the same time, the students learned to be responsible, to be tolerant working in a team and to be self-confident.

The researchers found the atmosphere created was amused since the researchers placed the role as a facilitator. Students felt free from being afraid to express ideas. (Alismail, 2015) stated that *multimedia tools such as digital storytelling provide students with opportunities to participate and interact in the classroom while gaining new skills such as synthesis, analysis, and evaluation.*

The project assignments were hard enough and needed a lot of energy, effort, and time, but students enjoyed doing it. The great motivation covered their hard work. The innovative energy was created by the warm atmosphere.

CONCLUSION

The conclusion was found that the students were successful in having self-confidence to share ideas, so it was a great improvement. The improvement in the students' mean score was 77.33, followed by the second evaluation which the mean was 83.16. Further, the questionnaire, interview results, and observation show that students agreed, enjoyed, motivated, and concluded that creating storytelling recorded in a video is a fun model to be used to learn English.

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