

IMPROVING STUDENTS' ABILITY IN SPEAKING SKILL BY USING VIDEO-BASED STORYTELLING

^{1*} Heva Seri Rezeki, ² Budi Rizka, and ³ Dara Yusnida

^{1,2,3} Department of English Education, Faculty of Teacher Training and Education, Iskandar Muda University, Banda Aceh, Indonesia

*Corresponding author: hevaserirezeki@gmail.com

Abstract

Speaking is the first way to interact with others in the social community. Furthermore, the success in learning a language at first can be seen from the ability of the learner's speaking. However, it is very hard for the beginners to speak the foreign language, especially English. Therefore, the researcher is interested in conducting research entitled Using Video-Based Storytelling Techniques to Improve Students' Speaking Skills. Because, this method is easier and faster for students to accept and they are able see firsthand what is shown in the story and it is easier to remember it and capture the meaning of the story that is displayed. Thus, this research aims to find out whether the use of digital story telling effective to improve students' speaking skill. This research was focused on speaking the effectiveness of using video-based storytelling to improve the students' speaking skill. This research applied a pre-experimental research design. The researcher used a purposive sampling method and took only class IX the sample of the research which consisted of 20 students. In addition, the researcher applied an instrument of this research namely oral test. In pre-test and post-test, the researcher gave topics through digital storytelling to stimulate the students to speak in front of the class. In pre-test and post-test, the students, one by one, speak each other with the researcher in the class. After pre-test, the researcher implemented a media of teaching speaking namely video-based storytelling as a treatment then the result of post-test was compared with the result of the students' pre-test. The result found that the significant improvement of the students' speaking ability. The score of grammar in expressing ideas was improved (150%) from the mean score 1 in pre-test to be 2.5 in post-test. The score of vocabulary in expressing ideas was improved (145%) from the mean score in pre-test 1.1 to be 2.7 in post-test. The score of comprehension in expressing ideas was improved (147%) from the mean score 1.05 in pre-test to be 2.6 in post-test. The score of fluency in expressing ideas was improved (150%) from the mean score 1.1 in pre-test to be 2.5 in post-test. The score of pronunciation on in expressing ideas was improved (108%) from the mean score in pre-test 1.2 to be 2.5 in post-test. It was proved by looking the percent improvement pre-test and post-test in grammar was 150%, in vocabulary 145%, in comprehension 147%, in fluency 150%, and in pronunciation 108% it means the students' speaking improved after teaching speaking by using Video-based storytelling as media. The result of post-test can be improved from poor level to the average level and good level of classified.

Keywords: Speaking, Using Video, Storytelling.

1. Introduction

Humans are social beings, since they often socialize, interact and communicate with one another. One way to interact and communicate is by speaking. In socializing, speaking is very important because

speaking is the sound of articulation of words to express feelings and ideas. According to Sepahvand (2014) there are several reasons for the purpose of speaking such as personal satisfaction and as career support.

Tahir (2015) says that someone is considered successful in learning a foreign language when he or she is able to speak in that language. In this case, to practice this language people are still afraid, to make as they still do a pronunciation error. Sarason (1984) in Muliawati (2020) mentions that anxiety as a combination of cognitive, emotional, and physical dimensions called exam anxiety. In other words, anxiety is a negative thought that attacks someone while doing a test. The factor that makes people afraid to speak is anxiety. Which is caused by anxiety, people feel stressed, threatened, and burdened.

Speaking is a second language skill after listening which requires practice to improve pronunciation. Goh & Burns (2012) in Ayouni (2018) stated that to learn a second language, speaking mastery is a priority in English. The success of language learning is judged by how well and proficient they speak orally. Ultimately, students are expected to have sufficient speaking skill to learn through daily interactive communication in the classroom. Several researchers conducted research on improving speaking ability by Irawan (2011), Akhyak and Indramawan (2013), Kalantari and Hashemian (2015). Based on the early explanation above, the aim of study are to investigate the effectiveness of using video-based storytelling technique.

2. Literature Review

Speaking

Brown (2000) speaking is interactive the process of creating, receiving, and constructing meaning. This means that speaking can convey our opinion, and the message conveyed can be understood. Nunan (2003) explained that speaking is produced by the ability of the oral. It means that in communicating, the speaker produces words that are arranged into sentences with the intent and purpose of being conveyed. Harmer (2007) states speaking is the ability to speak fluently and not only know the features of the language, but also the ability to process information on the spot. From the definition above it can be concluded that speaking is a process to clearly convey our feelings, opinions, and ideas to others so that they understand our intentions and goals.

Types of Speaking

According to Brown (2001) there are six categories of speaking skill area. Those six categories are follows:

1) Imitative

Imitative speaking is a kind of practicing an intonation or trying to pinpoint a certain vowel sound. It is carried out not for the purpose of meaningful interaction but, focusing on some particular element of language form. This activity is usually performed in form of drilling.

2) Intensive

Intensive speaking goes to one step beyond imitative to include any speaking performance that is design for practicing some grammatical aspect of language. It can be in the form of self-initiated or pair work activity.

3) Responsive.

Responsive assessment task includes interaction and test comprehension but at somewhat limit level or vary short conversation, standard greetings and small talk, simple request and comments, and so forth.

4) Interactive.

The differences between responsive and interactive speaking are in the length and complexity of the interaction, which sometimes includes multiple exchanges and or multiple participants.

5) Extensive.

Extensive oral production task includes speeches, oral production, and storytelling during which the opportunity for oral interaction to listener is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

6) Interpersonal.

Like in the transactional, Interpersonal speaking here is also carried out in a dialogue. It is purposed for maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve several factors such as, slang, ellipsis, sarcasm, a casual register, etc. This often makes the learners difficult to understand the language, or even misunderstood.

Technique in Teaching Speaking

There are many techniques for teaching speaking. The following are some of the techniques for teaching speaking which can be implemented by teacher:

a. Role-Playing

One of the methods for developing speaking skill is role-playing. They are creating a dramatic situation in the classroom, creating simply acting and dialogue, assigning actors to role-play (Newmar in Fauziati, 2010).

b. Game

The game is something that can be played by following predetermined rules where there are losers and there are winners (Anggara, 2010).

c. Creative Problem-Solving

According to Dewi (2008) creative problem-solving is a learning model that focuses on teaching and skills in solving problems.

d. Conversation

Zainil (2008) says that there are several speaking groupings that can facilitate speaking English while mastering all parts of speaking skill.

e. Sing a song

Through singing students easily understand sentences. Singing is a tool that can express students' feelings and thoughts this activity is an interesting activity for students (Kurnia, 2010).

f. Storytelling

Cameron (2001) stated that storytelling is an activity that is carried out orally and each story has its own form because they are designed to be heard.

Storytelling

Storytelling is an oral activity to attract the attention of the audience and evoke emotion from the story involving improvisation in the story, facial movements, and body movements (Stanley & Dillingham, 2009). Cameron (2001) stated that storytelling is an activity that is carried out orally and each story has its own form because they are designed to be heard. This means that storytelling is conveyed through language to express ideas and experiences to listeners. According to Miller & Cuff (2008) storytelling in class is a way to improve students' spoken language. Eliwarti (2013) mention that Storytelling is an effective teaching strategy to increase students' understanding. This means that storytelling is a reliable assessment component in identifying story elements.

Types of Storytelling

There are three types of storytelling, they are oral, digital and written storytelling.

1. Oral speaking

In oral speaking, students are not limited by their ability to write many vocabulary that can be used and according to their understanding. Oral storytelling allows students to tell their own life stories so they can identify human behavior (Dujmovic, 2006).

2. Digital Storytelling

Robin (2011) mention that digital storytelling practice telling stories using computer-based tools. This means that it use technological tools.

3. Written Storytelling

Written storytelling students should use a deeper vocabulary and correct grammar. The term narrative writing is defined as a text that describes events from the author's point of view, according to a certain structure, based on people's responses (Charlotte, 2001). Sisserson, et al (2002) says that when telling stories, students enjoy being together, getting each other's points of view, getting direct answers, and writing about topics that interest them. Students can correct and expand responses in written stories (Burton, 2008).

According to Kayi (2006) in this way the teacher not only overcomes the students' speaking ability, but also gets the attention of the class. Heninger (2005) reveals that storytelling can encourage students to use language for different purposes in retelling based on different topics and themes. it is important to teach students how to retell a story and the outcomes of stories they have seen, read, and heard.

The Advantages of Storytelling

Kasimi (2008) in Harmawati (2020) Storytelling is the oldest form of education. Cultures around the world have always told tales as a way of passing down their beliefs, traditions, and history to future generations. Stories capture the imagination, engaging the emotions and opening the minds of listeners. Consequently, any point that is made in a story or any teaching that is done afterward is likely to be much more effective. The most important advantages of storytelling may be summarized as follows:

- a. Stories are motivating and fun and can help develop positive attitudes towards the foreign language and language learning. They can create a desire to continue learning.
- b. Stories exercise the imagination. Children can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations. This imaginative experience helps develop their own creative powers.
- c. Listening to stories in class is a shared social experience. Reading and writing are often individual activities; storytelling provokes as hared response of laughter, sadness, excitement and anticipation which is not only enjoyable but can help build up child's confidence and encourage social and emotional development.
- d. Children enjoy listening to stories over and over again. This frequent repetition allows certain language items to be acquired while others are being overly reinforced. Many stories also contain natural repetition of key vocabulary and structures. This help children to remember every detail, so they can gradually learn to anticipate what is about to happen next in the story. Repetition also encourages participation in the narrative. Following meaning and predicting language are important skills in language learning.
- e. Listening to stories allows the teacher to introduce or revise new vocabulary and sentence structures by exposing the children to language in varied, memorable and familiar contexts, which will enrich their thinking and gradually enter their own speech.

3. Research Method

In this research, the writer uses a quantitative approach to analyze the data. The researcher applied a pre-experimental research design, and implicating pre-test and post-test to measure students' skills in

speaking. The research conducted at MTsN 3 Banda Aceh which is located at Kampus Unida street No.188, Punge Blang Cut, Kec. Jaya Baru, Kota Banda Aceh, 23232. There were 107 students and used Purposive Sampling as a sample. The data obtained from pre-test, and post-test in scale classification. The score of improving students' speaking skill is calculated using the calculation rubric form (Nugraha, 2018).

Table 1. The Rating Scale Classification

Classification	Scale	Rating
Excellent	81-100	5
Very Good	61-80	4
Good	41-60	3
Average	21-40	2
Poor	0-20	1

To find out the mean score of the students' answer by using the formula proposed by: (Gay, 2006)

$$x = \frac{\sum x}{N}$$

Where :

- X = Mean Score
- $\sum x$ = Total Score
- N = The Number Subjects

To know the improvement of the students' speaking, the researcher uses the percentage technique design by: (Marson & Marbel in Ratnasari, 2016)

$$P = \frac{x_2 - x_1}{x_1} \times 100.$$

Where :

- P = Percentage Improvement of The Students
- X1 = Pre- Test Mean Score
- X2 = Post- Test Mean Score

Calculating the t- test analysis of students' speaking using the formula:

Mean score of gain (D) by (Gay, 1981)

$$D = \frac{\sum D}{N}$$

Where :

- D = Deviation
- $\sum D$ = Standard Deviation
- N = Number of Students

To find out the significant differences between the score of pre-test and post-test, the researcher uses the following formula by: (Gay, 1981)

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

Where :

- t = Test of Significant
- D = The difference between the score of pre-test and post-test (x1-x2)
- \bar{D} = The mean score of the difference between the score of pre-test and post-test
- $\sum D^2$ = The sum of the difference score
- N = The number pairs of subject in the study

4. Results and Discussion

The improvement of the students' speaking skill can be see though the mean score of indicators in pre-test and post-test.

Table 2. the mean score of the students' speaking skill.

Indicators	Mean Score		The Improvement (%)
	Pre-test	Post-test	
Grammar	1	2.5	150%
Vocabulary	1.1	2.7	145%
Comprehension	1.05	2.6	147%
Fluency	1.1	2.5	150%
Pronunciation	1.2	2.5	108%

Table 2. Above showed that the score of grammar in expressing ideas was improved (150%) from the mean score 1 in pre-test to be 2.5 in post-test. The score of vocabulary in expressing ideas was improved (145%) from the mean score in pre-test 1.1 to be 2.7 in post-test. The score of comprehension in expressing ideas was improved (147%) from the mean score 1.05 in pre-test to be 2.6 in post-test. The score of fluency in expressing ideas was improved (150%) from the mean score 1.1 in pre-test to be 2.5 in post-test. The score of pronunciation on in expressing ideas was improved (108%) from the mean score in pre-test 1.2 to be 2.5 in post-test. It was proved by looking the percent improvement pre-test and post-test in grammar was 150%, in vocabulary 145%, in comprehension 147%, in fluency 150%, and in pronunciation 108% it means the students' speaking improved after teaching speaking by using Video-based storytelling as media. The result of post-test can be improved from poor level to the average level and good level of classified.

In this research, the writer found that there was a significant of speaking skill after teaching speaking by using digital storytelling.

Table 3. Test Significant of Speaking Skill

Skill	T-test	T-table
Speaking	29.4	2.131

Table 3. Showed that speaking skill obtained the value of t-test was greater than t-table value (29.4 > 2.131). It indicated that there was significant difference between the result students' pre-test and post-test in speaking skill. The null hypothesis (H0) was rejected, and the alternative hypothesis (H1) was accepted.

Discussion

The purpose of this study was to find improving students' speaking skill by using video-based storytelling at MTsN 3 Banda Aceh in 2023. The instruments used in this study that is pre-test and post-test. The improvement of the students' speaking skill in pre-test and post-test and the score of grammar in expressing ideas was improved (150%) from the mean score 1 in pre-test to be 2.5 in post-test. The score of vocabulary in expressing ideas was improved (145%) from the mean score in pre-test 1.1 to be 2.7 in post-test. The score of comprehension in expressing ideas was improved (147%) from the mean score 1.05 in pre-test to be 2.6 in post-test. The score of fluency in expressing ideas was improved (150%) from the mean score 1.1 in pre-test to be 2.5 in post-test. The score of pronunciation on in expressing ideas was improved (108%) from the mean score in pre-test 1.2 to be 2.5 in post-test. It was proved by looking the percent improvement pre-test and post-test in grammar was 150%, in vocabulary 145%, in comprehension 147%, in fluency 150%, and in pronunciation 108% it means the students' speaking improved after teaching speaking by using Video-based storytelling as media. The result of post-test can be improved from poor level to the average level and good level of classified. The significant of speaking skill obtained the value of t-test was greater than t-table value ($29.4 > 2.131$). It indicated that there was significant difference between the result students' pre-test and post-test in speaking skill. The null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted.

Furthermore, there are important differences in this study compared to the previous studies. In previous studies this research has some similarities to research conducted by Irawan (2011), Akhyak and Indramawan (2013), Kalantari and Hashemian (2015) In terms of increasing students' activeness and speaking skill. However, there are differences with previous studies the researcher using video-based storytelling to improve students' speaking skill.

5. Conclusions

Based on the result and the discussion of the findings previously, the researcher concludes that video-based storytelling was affective to improve the students' speaking skill. The students' speaking skill by using video-based storytelling in teaching speaking skill at nine Grade Students of MTsN 3 Banda Aceh, it was proved by looking at the mean score and t-test of the students speaking skill in pre-test and post-test. The total of students' achievement in grammar mastery in pre-test was greater than pre-test ($1 > 2.5$) with improvement was 150%. In vocabulary mastery in pre-test was greater than pre-test ($1.1 > 2.7$) with improvement was 145%. In comprehension, the pre-test was greater than pre-test ($1.05 > 2.6$) with improvement was 147%. In fluency mastery in pre-test was greater than pre-test ($1.1 > 2.5$) with improvement was 150%. In pronunciation mastery in pre-test was greater than pre-test ($1.2 > 2.5$) with improvement was 108%. It shows that using video-based storytelling can improve students' speaking abilities.

References

- Abraham, I. & Miller, R. (2008). Does Practical Work Really Work A Study The Effectiveness of Practical Work as a Teaching and Learning Method in School Science, *International Journal of Science Education*, 30, (14), 1945-1969.
- Akhyak&Indramawan, A. (2013). Improving the Students' English Speaking Competence through Storytelling (Study in Pangeran Diponegoro Islamic College (STAI) of Nganjuk, East Java, Indonesia). *International Journal of Language and Literature*, 1(2), 92-98.
- Brown, H-Douglas. (2000). *Principles of Language Learning and Teaching*. London: Longman.
- Brown, H. Douglas. (2001). *Teaching by Principles: an Interactive Approach to Language Pedagogy*. New York: Addison Wesley LongmanInc.
- Burton, Graeme. (2008). *Yang Tersembunyi Di Balik Media (Pengantar Kepada Kajian Media)*. Yogyakarta : Jalasutra.
- Cameron, Lynne. (2001). *Teaching Languages to Young Learner*. New York. Cambridge University press.
- Charlotte, L. (2001). *Narrative in Institution*. Oxford: Blackwell Publishing.

- Dujmovic, M. (2006). Storytelling as a Method of EFL Teaching. *Pergendira Journal*, 3, 111-126.
- Fauziati, Endang. (2010). *Teaching English as a Foreign Language (TEFL)*. Surakarta: PT. Era Pustaka.
- Gay, L. R. 1981. *Educational Research: Competencies for Analysis and Application*. London:Prentice-Hall International (UK) ltd.
- Gay, L. R., Mills, G. E., & Airasian, P. (2006). *Educational Research: Competencies for Analysis and Applications*. Columbus: Merrill Greenwood.
- Harmer, Jeremy. (2007). *The Practice of English Language Teaching, Fourth Edition*. Pearson Longman: Harlow
- Henniger, M. L. (2005). *Teaching young children: An introduction (3rd ed.)*. Upper Saddle River, NJ: Pearson Education.
- Irawan, H. (2019). Using Picture-Based Story Telling Technique to Improve the Speaking Skill. *Journal University of Malang*, 1(2)
- Kalantari, F. & Hashemian, M. (2015). A story-telling approach to teaching English to young EFL Iranian learners. *Journal of English Language Teaching*, 9(1), 221-234. <https://doi.org/10.5539/jelt.v9n1p221>
- Kayi, H. (2006). *Teaching Speaking: Activities to Promote Speaking in a Second Language*. http://iteslj.org/articles/kayi_teachingspeaking.html,
- Kurnia, T. (2010). *Cara Efektif Menghafal dengan Bernyanyi*. <http://artikelpgsd1b2009.blogspot.com/2010/01/cara-efektif-menghafal-dengan-bernyanyi.html>
- Muliawati, I., Ismail, N. M., Lismalinda., & Rizka, B. (2020). Test-Taking Anxiety Among EFL University Students in Toefl Test: A Case Study From Indonesian Context. *Humanities & Social Sciences*, 8(3), 200-208.
- Nugraha, Muldiyana. (2018). Manajemen Kelas dalam Meningkatkan Proses Pembelajaran. *Jurnal Keilmuan Manajemen Pendidikan UIN Banten: Tarbawi*, 4, 27-44.
- Nunan, D. (2003) Nunan, David 2003. *Practical English Language Teaching*. New York : Mc Graw Hill
- Robbins, Stephen P. & A. Judge, Timothy (2011). *Organizational behavior*. Fourteenth Edition. Pearson education. New Jersey 07458. 77-89
- Sepahvand, H. (2014). The effect of oral reproduction of short stories on speaking skill in Iranian high school students (case study: khorramabad, Iran). *International Journal of Science and Research (IJSR)*, 3(7), 1847-1851.
- Sisserson, K., Manning, C., Kenpler, A., & Jolliffe, D. (2002). Authentic Intellectual Achievement in Writing. *The English Journal*, 91, 63-69. <https://doi.org/10.2307/821818>
- Stanley, N., and Dillingham, B. 2009. *Performance Literacy Through Storytelling*. Florida: Maupin House Publishing.
- Suhendi, H., Anggara, S. (2010). *Perilaku Organisasi*. Bandung: CV. Pustaka.
- Tahir, S. Z. A. (2015). Improving Students' Speaking Skill through Yahoo Messenger at University of Iqra Buru. *International Journal of Language and Linguistics*, 3 (3): 174-181. <https://doi.org/10.11648/j.ijll.20150303.20>
- Usman, B., Ayouni, N., Samad, I. A., & Fitriani, S. S. (2018). Teachers' Elicitation: Inviting Students to Speak. *Journal of English Education, Literature and Culture*, 3(1), 51-65. <http://doi.org/10.30659/e.3.1.51-65>
- Zainil. (2008). *Actional Functional Model: Language Teaching Method*. Padang: Sukabina Offset.