THE EFFECTIVENESS OF STORYTELLING TECHNIQUE IN PUBLIC SPEAKING SUBJECT OF SECOND SEMESTER STUDENTS

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Abstrak

Penelitian Pra-Eksperimental pada Mahasiswa Program Studi Pendidikan Bahasa Inggris IKIP PGRI Pontianak: Efek Teknik Bercerita dalam Mata Kuliah Public Speaking Mahasiswa Semester II Fakultas Bahasa dan Seni Universitas Keguruan dan Ilmu Pendidikan Persatuan Guru Republik Indonesia Pontianak, dibimbing oleh Dr. Diah Astriyanti, M.Pd. dan Maliqul Hafis, M.Pd. Studi ini bertujuan untuk mengetahui seberapa efektif metode bercerita dalam mata kuliah public speaking bagi mahasiswa semester II di Universitas PGRI Pontianak. Penelitian ini menggunakan metode pra-eksperimen. Dalam pengumpulan data, peneliti menggunakan pre-test dan post-test sebagai alat pengumpulan data dengan instruksi tes berbicara. Penelitian ini melibatkan 93 mahasiswa semester II jurusan Pendidikan Bahasa Inggris, terdiri dari 26 mahasiswa kelas A Pagi, 36 mahasiswa kelas B Pagi, dan 31 mahasiswa kelas A Sore. Metode cluster random sampling digunakan dalam penelitian ini. Metode ini digunakan untuk memilih sampel ketika subjek penelitian atau sumber data relatif besar. Peneliti memeriksa homogenitas sampel dengan kriteria yang sama serta dilakukan pada angkatan dan program studi yang sama. Hasil penelitian ini menunjukkan bahwa metode bercerita efektif dan signifikan bagi mahasiswa dalam meningkatkan kemampuan berbicara. Rata-rata skor pre-test mahasiswa adalah 48,97 dan meningkat menjadi 85,32 setelah menggunakan metode bercerita. Berdasarkan tabel, nilai *sig. two-tailed* adalah 0,01, lebih kecil dari 0,05, yang menunjukkan bahwa ada perbedaan besar antara hasil belajar sebelum dan setelah perlakuan. Oleh karena itu, dapat disimpulkan bahwa metode pembelajaran bercerita efektif dalam meningkatkan kemampuan berbicara mahasiswa. Hipotesis alternatif (Ha) diterima: nilai mahasiswa semester II IKIP PGRI Pontianak berubah setelah menggunakan metode bercerita.

Kata Kunci: Teknik bercerita, *Public speaking*, Mahasiswa Universitas PGRI Pontianak.

Abstract

The Effectiveness of Storytelling Technique in Public Speaking Subject of Second Semester Students (A Pre-Experimental research at the English Education Study Program Students of IKIP PGRI Pontianak). Supervised by Dr. Diah Astriyanti, M.Pd and Maliqul Hafis, M.Pd. Language and Art University of Teacher Training and Education Institute of the Republic of Indonesia Teachers Association Universitas PGRI Pontianak 2024. This study aims to determine how well students in the second semester of public speaking employ the storytelling strategy University PGRI Pontianak. This study used pre-experimental research, in collecting the data, the researcher used the pre-test and post-test for tools of data collection with the use of test instructions of speaking. Second semester students majoring in English were population of this research with a total of 93 consisting of A Morning 26 students, B Morning 36 students, and A Afternoon 31 students. This research use cluster random sampling. A regional sampling method called cluster random sampling is used to choose samples when the subject of the study or the data source is relatively large. The researcher inspect the homogeneity sample with the same criteria and conducts the same batch, and same study program. The results of this research indicate that the storytelling method is effective and important for public speaking students. Students obtained an average score of 48.97 before the test and increased to 85.32 after using the storytelling method. Based on the table, the sig value. two tails is 0.01 and the sig value. two tails less than 0.05, which indicates that there is a significant difference between learning outcomes before and after the test. Therefore, it can be concluded that learning using the storytelling method is effective in increasing students' speaking ability scores. The alternative hypothesis (Ha) is accepted: the grades of second semester students at IKIP PGRI Pontianak change after using the storytelling method.

Keyword : Storytelling technique, Public speaking, Students University PGRI Pontianak.

INTRODUCTION

Since English is a globally recognized international language, there are opportunities to learn it all over the world. Some people realize that learning English is to be able to interact and communicate in data and verbal form. "We need effective English skills in all aspects of life in this era of globalization." This shows that mastery of English is very important because it provides many benefits in the era of globalization.

It is crucial to master the four fundamental English language abilities of speaking, writing, listening, and reading. Instead of being taught as a subject or course, English should be taught as a communication tool. Humans are social beings who constantly engage and communicate with one another, and talking is how they do it first. If someone wishes to communicate effectively, one of the most crucial abilities that needs to be developed is speaking ability. Speaking is how people express their ideas, objectives, aspirations, and opinions to other people or to accomplish specific aims. In this situation, individuals verbally convey their ideas and desires. Stated that speaking is a language skill that students who study languages must have because the goal of language learning is communication.

Offering foreign language learners speaking techniques can increase people chances of communicating, which is important. In teaching English, undergraduate students should master speaking skills to espouse their public speaking when they are teaching to students. According (Putra, 2015) speaking skills for university students is important because by mastering speaking skills the students are prepared for the numerous presentations and performances that they will be required to give at a high level. This is the reason why speaking is the important thing to be mastered.

However, in practice, several types of speaking are included in the ability to speak such as public speaking. Public speaking is a moment when someone speaks with other people in front of them in public. But considering that English is not used for daily communication, this is difficult to do. Some problems are usually related to internal factors, such as a lack of vocabulary, difficulty arranging good sentences, or a lack of confidence to speak up. Apart from that, external factors can also cause this problem, such as the living environment, as well as educational experience.

As students advance in their schooling and jobs, public speaking is a crucial talent that they must acquire and hone. The art of public speaking means speaking to others verbally with the aim of convincing, educating, changing perspectives, providing explanations, and disseminating information. However, because English is not their first language, many

students face difficulties in real life. More than 61% of students in the United States admit to being afraid of public speaking, according to Gallego et al. (2022). Apart from that, according to Yutika Seli & Santosa (2023), students often face problems such as lack of self-confidence, lack of knowledge, nervousness, shyness, and lack of motivation.

Razi et al. (2021) stated that there are many ways to teach speaking skills to students based on the difficulties students face in public speaking. These strategies include role playing, drills, games, picture descriptions, and storytelling. However, there are several strategies that prospective teachers can use for public speaking, such as storytelling, debates, and speech competitions. Researchers chose the storytelling method from various methods to find out how effective the method is in improving public speaking skills. Safdarian (2013) states that storytelling is when students can retell a story using new words after the teacher has told the story. According to Andrian and Faudi (2020), stories are also a good teaching tool because they allow students to concentrate on the structure of the story. Oral practice through storytelling improves speaking and verbal communication skills, including pronunciation and articulation. "Telling stories can help students use information and convey messages to other people" (Julia, 2015: 1). They can also create their own stories or provide summaries of stories they have heard. Thus, storytelling is a method that allows students to speak directly.

The reason the researchers wanted to see the effect of storytelling techniques on students' speaking abilities was because the researchers saw that there were many benefits contained in storytelling techniques and storytelling techniques were also continuous with a person's speaking abilities, and several previous research journals explained that storytelling techniques could influence speaking abilities. Because of this, the researcher became interested in researching and seeing whether it was true that storytelling techniques could influence a person's speaking ability and in this research the researcher applied and conducted research on second semester students.

Researcher used a storytelling approach in this research because storytelling is a teaching approach that can help students communicate creatively when learning English. This approach can help students acquire new vocabulary and acquire new language structures, as well as giving them the opportunity to express their values, fears, hopes, and dreams through stories. After investigating and reading previous research, researchers found that.

The aim of this research is as follows: to determine the effectiveness of storytelling techniques in public speaking skills in second semester students and to determine whether storytelling techniques are effective or not for public speaking skills in second semester students.

METHODS

Researcher will use a pre-experimental design to determine possible cause and effect between independent and dependent variables. Group development under two different conditions was compared in a pre-experimental design (Creswell & John, 2012). A control group was included in the pre-test and post-test design that the researchers used. The participants were split up into two groups: one that got the treatment (the experimental group) and another that didn't. To measure the impact of the experiment, the experimental group was given a pre-test with the instruments to be used. After treatment, the control group was given a post-test with the same instrument. Researchers also used experimental teaching to find out whether the story method is useful for public speaking students.

Population refers to the entirety of individuals within a certain group, whether that group represents a nation or a collective of individuals sharing a common trait. A population is a group of people who have a specific characteristic. Second semester students with a major in English are a population of this research with a total of 93 consisting of A Morning 26 students, B Morning 36 students, and A Afternoon 31 students.

This research used cluster random sampling. A regional sampling method called cluster random sampling is used to choose samples when the subject of the study or the data source is relatively large. The researcher checks the homogeneity sample with the same criteria and conducts the same batch and study program. The researcher finds A Morning, B Morning, and A Afternoon have those criteria. After that, the researcher chose one class to be sampled randomly. The researcher chooses one class in this way, that is the B Morning class. So researcher just will use one class where it is B Morning class as a sample.

In this research, the researcher used one class B Morning class for the second semester students with a total of 36 students. According to Creswell & John (2012), the sample refers to a subset of the target population that the investigator intends to examine to draw generalizations about the target population.

The researcher used measurement techniques in this research. Collecting data by measurement certainly refers to quantitative data and analyzing it statistically. The

measurement technique is public speaking performance and public speaking ability. The purpose of this technique was to analyze the public-speaking students. Researchers choose test formats as a type of test in measures. The researcher used instructions as the test format. Public speaking students will be measured using a subjective assessment based on a scale of the effectiveness of storytelling on public speaking students.

The speaking instruction test was used in this study. Researchers recorded student activities during the exam with tape recording. Students' speaking abilities were recorded during the pre-test and post-test. This tape recorder is not only very helpful in assessing students' speaking skills in oral tests, but also aims to prevent interpretation errors when assessing students' speaking skills.

In the analysis of the collected data, the research elaborates on descriptive statistics and parametric statistics. he collected data were entered and analyzed using SPSS version 27. The researcher used the Parametric which includes a normality test and T-test. Descriptive statistics is a way of collecting and presenting data. Descriptive statistics includes various methods of collecting, compiling, organizing, processing, presenting, and analyzing numerical data. To check the students' public speaking, they were given oral tests before and after conducting the treatment. The speaking scoring rubric was applied to measure the student's ability in some aspects of speaking.

This study was conducted on second semester students at IKIP PGRI Pontianak. Researchers will start with research steps. During the data collection process, the researcher used stories as an instrument and then asked students to speak in front of the class as the audience. They conducted a pre-test, post-test, and treatment during eight meetings using a storytelling approach to students and assessing their public speaking skills with a speaking rubric. Next, the researcher will calculate the results of the pre-test and post-test data using SPSS to calculate descriptive and parametric statistics. The goal is to find out whether there is an improvement or not between these values. Finally, the researcher will make a report and present research findings to determine how effective the story method is in public conversation.

Before the treatment was given in class, a previous trial was conducted on June 24, 2024. The purpose of this trial was to evaluate students' speaking abilities and assess their ability to speak in public, especially in terms of building stories and performing speaking.

RESULTS AND DISCUSSION

Research Findings

Researcher conducted the data on Juny 24, 2024 at IKIP PGRI Pontianak until July 15, 2024. Measurement test is used in this research findings. Researcher was collected the data with 36 students in one class. Researcher used Microsoft Excel and SPSS for calculating the data.

1. **Data Description**

    This session discusses the research results by looking at students' pre-test and post-test scores. Mean scores, variances, standard deviations, normality tests, hypotheses, t-tests, and treatment effect sizes were calculated during the analysis.

    a. **Individual score**

    Researcher given score of pre-test and post-test with individual first. From the pre-test carried out, the student scores were obtained as follows :

Table 4.1 student scores pre

Pre test

		Frequency	Percent
	40	6	16.7%
	43	5	13.9%
	46	5	13.9%
	49	3	8.3%
Nilai	51	6	16.7%
	54	4	11.1%
	57	4	11.1%
	60	3	8.3%
	Total	36	100%

From the following table, 6 students received the highest pre-test score of 51, or 16.7% of the total.

Table 4.2 student scores post

Post Test

		Frequency	Percent
	74	3	8.3%
	77	3	8.3%
Nilai	80	6	16.7%
	83	4	11.1%
	86	5	13.9%

6

89	5	13.9%
91	5	13.9%
94	3	8.3%
97	2	5.6%
Total	36	100%

From the following table, the highest number of students' pre-test scores was 80, as many as 6 people (16.7%).

b. Mean Score

By dividing the total pre-test and post-test scores by the number of students, the average pre-test score is 48.97, and the average post-test score is 85.32.

Table 4.3 mean score

Statistics

	Pre test	Post Test
Total	36	36
Mean	48.97	85.32

Researcher use mean score classification according to Cohen *et al* 2005:338, so that the pre-test scores fall into the very poor classification and the post-test scores fall into the excellent classification. The table of students' pre-test and post-test scores can be seen in Appendix 1.

c. Analyze Different Score

The author analyzes the students' different scores on the pre-test and post-test to find out how influential the storytelling technique given is on students' speaking abilities. So the results found are as follows:

Table 4.5 different score

Different score

		Frequency	Percent
Nilai	20	1	2.8%
	34	4	11.1%
	35	1	2.8%
	37	24	66.7%
	38	5	13.9%

40	1	2.8%
Total	36	100%

The highest difference score between pretest and posttest was 37, which was repeated 24 times (66.7%); the highest value is 40, which is repeated 1 time (2.8%); and the smallest value is 20, which repeats 1 time (2.8%).

d. Standard deviation

The calculation and results of standard deviation were as follows:

1) Pre-test

The $\sum(xi-x)^2$ was 1.404,942, and the total number of students was 36. Thus, the standard deviation was calculated as follows:

$$s1 = \sqrt{\sum \frac{(Xi - \bar{X})^2}{n-1}}$$

$$s1 = \sqrt{\frac{(1453,889)^2}{35}}$$

$$s1 = \sqrt{41,53968}$$
$$s1 = 6,44$$

Based on the result above, it can be concluded that the standard deviation of pre-test was 6,44.

2) Post-test

The $\sum(xi-x)^2$ was 1513,639, and the total number of students was 36. Thus, the standard deviation was calculated as follows:

$$s2 = \sqrt{\sum \frac{(Xi - X)^2}{n-1}}$$

$$s2 = \sqrt{\frac{1513,639}{35}}$$

$$s2 = \sqrt{43,24683}$$
$$s2 = 6,57$$

Based on previous calculations, the post-test variance is 6.57.

2. Normality Test

Table 4.6 normality test

Tests of Normality		
	Kolmogorov-Smirnov[a]	Shapiro-Wilk

	Statistic	df	Sig.	Statistic	df	Sig.
Pre test	.127	36	.149	.930	36	.025
Post Test	.130	36	.133	.956	36	.164

According to the table above, the results of the normality test carried out using the SPSS program show that the sig. two tails for the pretest of 0.149 and a sig. two tails for the posttest of 0.133. Sig value. two tails for both pretest and posttest are greater than 0.05, This indicates that the pre-test and post-test data are normally distributed.

3. **Parametric Statistic T-Test**

   a. **Testing hypothesis**

   A hypothesis test was done to decide whether the tested hypothesis was rejected or accepted. This is the result of testing the research hypothesis :

   1) If the Sig. (2-tailed) value (T) If the Sig. (2-tailed) value is less than the critical table value, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. This suggests that the speaking scores of IKIP PGRI Pontianak second-semester students before and after using the storytelling technique change significantly.

   2) The alternative hypothesis (Ha) is rejected, and the null hypothesis (Ho) is accepted if the Sig. (2-tailed) value (T) is greater than the critical table value This shows that the speaking scores of second semester students at PGRI Pontianak University did not change or were different after using storytelling techniques.

Table 4.7 testing hypothesis

	Paired Samples Test							
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre test - Post Test	-36.36111	3.06270	.51045	-37.39738	-35.32484	-71.233	35	.001

Paired T-Test is a statistical test analysis method to determine the difference between 2 paired samples. Paired here means that the 2 groups of data to be tested are the same, especially in terms of the amount of data available.

In the table above the value of sig. (2-tailed) is (0,01). The value of Sig. (2-tailed) <(0.05) means that there is a significant difference between the pre-test and post-test learning outcomes. So it can be concluded that learning with storytelling techniques is effective in increasing the speaking value of students. It can be concluded that the alternative hypothesis (Ha) is accepted, there are changes after the story telling technique was carried out on the grades of second semester students at IKIP PGRI Pontianak.

b. **Effect size**

Table 4.8 Effect size

Paired Samples Effect Sizes					
		Standardizer[a]	Point Estimate	95% Confidence Interval	
				Lower	Upper
Pre test - Post Test	Cohen's d	3.06270	-11.872	-14.656	-9.081
	Hedges' correction	3.09601	-11.744	-14.498	-8.983

Effect size is one test in a statistic that measures the extent a variable influences other variables in a study or show how effective a variable is affect other variables.

In the table above, the effective size value is 3.0, so it is included in the strong effect classification (>1.00), which means that in this study the researcher found that storytelling techniques have a great influence on public speaking in second semester students.

Discussions

As shown by previous data analysis, the storytelling method significantly influenced the speaking scores of second-semester students. This is evidenced by the increase in the average post-test score by 36.35 points compared to the pre-test. The average pre-test score was 48.97, while the post-test average rose to 85.32. After the treatment, students performed much better in the post-test than in the pre-test, demonstrating that storytelling techniques as a treatment had a significant impact on their speaking abilities. Several research journals were referenced to strengthen and validate the findings of this study, confirming the effectiveness of storytelling techniques in improving students' speaking skills.

To evaluate the hypothesis proposed in this study, a paired sample t-test was used to analyze the independent variable, learning strategies based on self-regulated learning, and the dependent variable, learning outcomes of grasping concepts. The normalcy test, one of the prerequisites for the Paired Sample t-test analysis, is used to examine research data before analysis (Tarumasely, 2020). The results of the normality test show that the data exhibits a normal distribution. Both the pre-test (0.149) and post-test (0.133) have significance levels over 0.05. The data is confirmed to be normally distributed since these values are greater than the 0.05 cutoff, enabling parametric tests to be used for additional analysis.

The paired t test, also known as the paired t test, is used in this study to evaluate the effect of a particular therapy on the same sample over two time periods. Pretest and post-test data are two different types of sample data that are collected during this process. To ensure that the data gathered was normally distributed, the pretest and post-test were both checked for normality (Susilo & Ernawati, 2018). The t-test was used as a statistical parametric test. Since the t-test involves two variables that are grouped and related to one another, a paired sample test was conducted. After carrying out the paired sample test, the sig value was obtained. (0.01), value sig. (0.01) <(0.05) which means learning using story telling techniques is effective in influence students' speaking scores.

After the research, the researchers found that the effect size (effect size) had a value of 3.0 and was classified as having a strong influence. This shows that the storytelling learning method greatly influences students' speaking scores in the second semester.

Because storytelling is one of the teaching strategies for creative communication in English language learning, the researcher employed it in this study. Students can learn new language structures and expand their vocabulary with its assistance. Students can convey their ideals, anxieties, goals, and dreams via stories. After the researcher searched and read several previous studies, the researcher found that storytelling was more effective in helping to make students' speaking better, because storytelling has benefits such as increasing vocabulary, expanding knowledge and ways of thinking, making it easier to convey stories, and can increase your confidence in speaking in front.

One effective way to improve students' speaking skills is by applying the storytelling method. Storytelling is a storytelling technique that has been used since ancient times to convey messages and moral values. In an educational context, the storytelling method can be applied to teach various speaking skills, including speak in the form of negotiation text. Learners often passive during lessons and tend to just listen without actively participating.

Many students are hesitant to express opinions when asked by educators. In fact, effective learning occurs through two-way communication between participants students and educators, unfortunately, only a few students dare to appear to speak in front general (Ilham et al., 2024).

Storytelling can give students experience and knowledge in improving speaking skills using language English, so they feel more confident and able grow his confidence when performing a story in front of the class. Boyle 2018 in the (Oktanisfia & Susilo, 2021) said, the power of storytelling lies in the narrator's ability to convey experiences to the listener so that the listener can be interested with the story being told. Plus, storytelling give opportunity for children For improve language and reasoning skills they (Oktanisfia & Susilo, 2021).

Researchers state that the storytelling method is more effective than traditional methods for teaching speaking skills. This is due to the ability of storytelling techniques to engage students in guided learning and problem solving, which ultimately results in improved students' speaking abilities. These researchers also suggest that storytelling techniques are very beneficial for language learners because they allow students to discuss various topics in their own words and use their previous experiences to make conclusions about situations in which they encounter problems. This research found that storytelling techniques improved students' speaking abilities in the initial and final speaking tests. This is different from previous research which found that storytelling techniques did not influence learner development. This shows that storytelling helps students learn English and increases their awareness of speaking skills. The findings demonstrated that, in comparison to the control group, the experimental group performed better on the pre- and post-tests. In other words, the storytelling method is more effective in teaching and learning foreign language speaking skills than traditional methods (Zare-Behtash et al., 2016).

CONCLUSION

Storytelling is a technique that can influence students' speaking abilities, because storytelling can enrich students' vocabulary, can increase students' confidence in speaking because they speak conceptually, and can help listeners be more interested in hearing what students are talking about. After the researchers conducted research, the researchers concluded that storytelling had a significant impact in influencing students' speaking scores. The scores before and after employing storytelling strategies differed significantly. After using the storytelling technique, students' grades increased significantly, this happened

because students became more conceptual about speaking in front and students were more prepared to speak in front by telling stories. The difference in student scores before and after the storytelling technique shows that some students who previously still found it difficult to speak in public showed improvement after using the storytelling method. These results are also supported by several reviews and previous research journals. It is the same that storytelling techniques influence students' speaking abilities, and make students' speaking abilities even better.

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