

Improving Learners' Oral Communication Skills through Storytelling Learning Method and Learning Facilities

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Abstract—This paper aims to analyze effort to improve learners' oral communication skills through storytelling learning method with variation in learner learning facilities. The research method used is Quasi Experiment. Data collection techniques used are check list and questionnaires. While the data analysis techniques used Two Way ANOVA test to analyze factorial design. The results showed: (1) there are influence of storytelling learning method to learners' oral communication skills; (2) there are influence of complete learning facilities, less complete and incomplete to learners' oral communication skills; (3) there is interaction between storytelling learning method, and learning facilities to learners' oral communication skills.

Keywords—learners' oral communication skills; storytelling learning method; learning facilities

I. INTRODUCTION

Publications on the assessment of learners' oral communication these decades require learners to have oral communication skills that will help learners succeed in the future programs [1]. This consideration is important for educators as it indicates teachers' role to facilitate and to encourage oral communication strategy which is more effective. This condition makes oral communication becomes more productive and significant [2]. Oral communication skills or speaking skills considered as the most important skills among the four skills (listening, speaking, reading and writing) [3].

Multi-functionality and competitiveness in the labour market today have encouraged scholars and industry leaders to emphasize the growing importance of oral communication skills [4]. The latest survey showed that 25% of businessman wants college to emphasize in aiding learners to develop their written and oral communication [5]. Malaysian Employers Federation (MEF) conducted a survey among its members on 1999 and found 43.6% that stated federation has employees with a problem on their written and communication skills. Similar survey also conducted on 2003 showed improvement of 54% on employees that have similar problems. Moreover, it is reported that graduates did not have adequate communication skills. These findings gave consideration for learners to improve their language and communicative skills to improve competitiveness in labour market [6].

Learning method is indicated to have an important role in forming oral communication skills supported by study that several methods can be a perfect choice to improve learners' communication gradually, such as group discussion, role playing, communicative tasks and storytelling [7]. Another solution to overcome impact from communication skills learning is to apply storytelling method. Colon-Vila agreed that story telling can help learners to listen, to build their oral and written communication and to develop understanding from scheme story [8]. Furthermore, Morrow believed that to improve speaking skills, storytelling method can be employed. Teachers can apply some principles to teach storytelling in teaching speaking skills to give learners several chances for oral communication. This condition showed that proper communication method to some extent can be used to improve students' oral communication. This strategy can improve learners' confidence, flexibility and effectiveness in oral communication [9].

The main purpose of the teaching and learning process is to bring out the desired change in oneself. This process does not take place in an empty space but in a structured environment to facilitate the learning process [10]. Learners' educational qualities have direct relevance to the availability or absence of physical facilities and the overall atmosphere in which the learning process takes place [11]. Learning facilities are designed to serve the purpose of the teaching and learning process. The school system consists of multiplicity facilities that facilitate teaching and learning process.

II. METHOD

This research is an experimental research which employed quasi experiment method because the data is originated from an existing environment without any intervention from researcher [12]. The purpose of experiment research is to investigate the presence or absence of causal relationship and the magnitude of it by giving treatment to some experimental group and investigate the control group as comparison. This research is divided into two groups of learners which are experimental class group with learning method of storytelling and control group with learning method of role playing.

The design employed in this research is 3x2 Factorial Design. There are two research groups which are experimental group and control group. Factorial design is a modification of true experimental design which considered the possibility of a moderator variable affecting the treatment of independent variables on the results of dependent variable [13].

The researcher uses a checklist of holding a meeting as a test instrument. The preparation of the checklist item contains a set of items that reflect the sequence of actions or behaviours that should be performed by examinees, which are indicators of the oral communication skills to be measured [14]. The second test instrument is a questionnaire, which is used to measure learning facilities. Using the five Likert scales which are Strongly Agree (SA) = 5, Agree (A) = 4, Less Agree (LA) = 3, Disagree (DA) = 2, Strongly Disagree (SDA) = 1 [15].

The hypothesis testing of this form is done by using parametric inferential statistics analysis which used two-way ANOVA (two factors model) in ANOVA experiment research used to test main effect and interaction effect [16]. Main effect is the influence of the dependent variable (oral communication skills), while the interaction effect is the combined effect of two independent variables (learning method*learning facility) to the dependent variable (oral communication skills).

III. RESULTS

The items used in this research is a checklist consisting of six dimensions and elaborated into 18 items to measure the learners' oral communication skills in both experimental and control classes, which have been adjusted to the indicator of oral communication skills.

Pre-test and post-test data of learners' oral communication skills both in experimental class and control class can be seen in Table I:

TABLE I. STATISTICAL DESCRIPTION OF ORAL COMMUNICATION SKILLS IN EXPERIMENTAL AND CONTROL CLASS

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Storytelling	40	56	78	68,80	6,458
Posttest Storytelling	40	80	96	88,43	4,511
Pretest Role Playing	41	56	79	67,46	6,454
Posttest Role Playing	41	76	91	82,66	4,072
Valid N (list wise)	40				

Table I show that the average post-test score of learners' oral communication skills after material review and treatment of storytelling method in experimental class is 88.43 and control class with role playing method is 82.66. The experimental class with storytelling learning method achieves the lowest score of 80 and the highest score of 96. The control class with the role playing learning method has the lowest score of 76 and the highest score of 91. The data indicates that average post-test score, highest score, and post-test lowest score in experimental class with storytelling method are bigger than in control class with role playing learning method.

The data of the learning facilities was obtained based on the score of questionnaire results of learning facilities in the experimental class and control class. Below is the combined data of learning facilities in experimental class and control class in Table II:

TABLE II. DESCRIPTION OF LEARNING FACILITIES CRITERIA IN EXPERIMENTAL AND CONTROL CLASS

Class	Learning Facilities Criteria			Total
	Incomplete	Less Complete	Complete	
Experimental	1 students	21 students	18 students	40 students
Control	7 students	20 students	14 students	41 students
Total	8 students	41 students	32 students	81 students

Table II shows the experimental classroom learning facilities with the total number of 40 students, 18 students state that the learning facilities are complete, 21 students choose learning facilities as less complete and 1 student think that the classroom facilities are incomplete. So it can be concluded that the learning facilities in the experimental class are dominated in complete and less complete category. In the control classroom, with a total number of students as 41 people, 14 students chose the learning facilities are in the complete category, 20 people think that the learning facilities are less complete and 7 students assume that the facilities are incomplete. It can also be concluded that the learning facilities in control class also dominated in the complete and less complete category.

The statistical description of the Two Way ANOVA test results will be discussed in Table III below:

TABLE III. TWO WAY ANOVA TEST RESULTS

Tests of Between-Subjects Effects						
Dependent Variable: Oral Communication Skills						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1491,800a	5	298,360	35,049	,000	,700
Intercept	185723,947	1	185723,947	21817,486	,000	,997
Learning Method	162,113	1	162,113	19,044	,000	,202
Learning Facility	365,142	2	182,571	21,447	,000	,364
Learning Method* Learning Facility	174,115	2	87,058	10,227	,000	,214
Error	638,446	75	8,513			
Total	594346,000	81				
Corrected Total	2130,247	80				

^a. R Squared = ,700 (Adjusted R Squared = ,680)

Table III is the most important output to find out whether there is a main effect of learning methods and learning facilities on learners' oral communication skills. The learning method influences the learners' oral communication skills, it is seen from the F score of 19.044 and the significance level of 0.000 (it is significant because its score <0.05). Thus H_0 is rejected which means the average of learners' oral communication skills between experimental classes which uses storytelling and control class which uses role playing methods are different statistically. Improving learners' oral communication skills in the subjects of public relations administration and protocol with storytelling learning method of 0.202. This means that the influence of learning methods of storytelling on the improvement of learners' oral communication skills in the subjects is 20.2%.

Learning facilities affect the oral communication skills, this is seen from the F score of 21.447 and significant at 0.000 (less than 0.05) which means H_0 is rejected or there is a difference average on learners' oral communication skills among the complete learning facilities, less complete facilities learning, and incomplete learning facilities. Improving learners' oral communication skills in the subjects of public relations administration and protocol with learning facility of 0.364. This means that the influence of learning facilities on the improvement of learners' oral communication skills in subjects is 36.4%. The interaction between learning methods and learning facilities also influences the learners' oral communication skills with an F score of 10,227 and significant at 0,000. Adjusted R_2 score of 0.680 means learning methods, learning facilities, and their interaction are able to explain the variability of learners' oral communication skills of 68.0%.

IV. DISCUSSION

Learning theory influences communication theory, it can be proven that for a good learning process, it needs a good communication as well. Communication theory is an important consideration in choosing a teaching strategy [17]. The most important and core issue in communication is about the method. Theory of Learning Constructivism Vygotsky considers that intellectual development can be understood only when viewed from the historical context and cultural experiences of children and rely on signalling systems that refer to symbols created by culture to help people think, communicate and solve problems [18]. The way the individual communicates his experience, the way the individual understands the experiences of others, the way the individual frees his imagination, and the way the individual understands the world and the position of oneself in it can be called storytelling [19].

This study proves that the influence on storytelling learning can improve learners' oral communication skill on the subject of holding a meeting. The results of the first hypothesis test that has been analysed and tested obtained as F score = 19.044 and Sig. 0.000 <0.05 means that H_0 is rejected, which means that to get the first hypothesis to be supported, there is an influence in storytelling method on experimental class and role playing method on control class to learners' oral communication skill on the subject of public relation

administration and protocol practice for organizing meetings. The magnitude of the effect of storytelling learning method can be seen from the partial eta squared = 0.202 with the effect size criteria is medium effect and proof on the Group Statistics Data Processing Result that the post-test score of learners' oral communication skills who used storytelling learning method is higher compared with the role playing learning method with the average score of 88.43 for the storytelling method and the average score of 82.66 for the role playing.

Teaching and learning are two activities that reflect each other, so it is better to use the term "Teaching and Learning Methods" rather than "Teaching Methods." The result of teaching is learning, so the separation of two activities is not appropriate [20]. The criteria for measuring a good teaching is the amount and quality of learning that the learners gain [21]. Generally, the teachers intend to use the direct method which is, "traditional teaching methods". This method, focuses on the teachers themselves, and tends to ignore the interaction of learners. Students in the classroom have different levels in a particular subject; therefore, teachers need to use different teaching methodologies or to find methods that can reach all learners effectively. Another reason to seek new teaching techniques is the advancement in communication technology; information technology and in particular educational technology, which has now changed the minds of current generations [22]. These studies confirm that the application of storytelling method in learning process enables learners to be able to practice oral communication skills, active following the learning in the classroom, and dare to express their opinions. Learners can thus become more confident, either in the learning process or in interacting with their environment that requires them to be skilled at speaking.

This study proves the effect of complete learning facilities, less complete learning facilities, and incomplete learning facilities on oral communication skills in the practice of holding meetings on public relations administration and class protocol subject. Results of the second hypothesis test that has been analysed and tested concerning learning facility obtained F score = 21.447 and Sig. 0.000 <0.05 which means that the second hypothesis test is accepted, that there is influence of learning facility to learners' oral communication skills on public relations administration and protocol subjects in the practice of holding a meeting. The magnitude of the influence of learning facilities on learners' oral communication skills can be seen from partial eta squared = 0.364 with the criteria effect size is medium effect. The statement proves that complete learning facilities, less complete learning facilities, and incomplete learning facilities can improve the learners' oral communication skills. Learners with complete learning facilities significantly have higher oral communication skill results than learners with less complete and incomplete learning facilities.

This is supported by a study conducted by Timilehin research suggests the relationship between learning facilities [23] and oral communication skills that learners in the learning process will not be separated from communication among learners, learners with learning facilities, or with teachers [24]. There is a significant and positive relationship between the

learning facility and the learners' learning outcomes. The better the learning facilities available the higher the learners' learning outcomes [25]. School facilities affect the daily performance of teachers and learners who use them. This decision is based on tradition, available technology, experience and the changing needs of times [26].

This study also proves that the interaction between learning method and learning facility can improve oral communication ability in practice of meeting in second semester of XI class. Results of the third hypothesis test that has been analysed and tested obtained F score = 10.227 and Sig. 0.000 < 0.05 which means that the third hypothesis is supported, that there is an interaction between learning methods and learning facilities on oral communication skills in the subjects of public relations administration and protocol of practice holding a meeting material. The magnitude of the influence of the interaction between learning methods and learning facilities can be seen from partial eta squared = 0,214 value with medium effect size. The importance of learning methods and learning facilities to improve oral communication skills have been researched with research with the results such as inhibition of language skills experienced by children with hearing impairment, implicate the special needs of learners to develop language skills with a special method, which is basically every child with hearing impairment can be developed language skills and speak through a variety of special services and special facilities to suit their needs. The development of language ability and speaking skills of children with hearing impairment should be done as early as possible in order to obtain effective results [27].

The two-way interaction of the learners and educators, where between the two occurs intense and targeted communication on a predetermined target is called learning [28]. Facilitated by teaching methods, there is no good or bad teaching method, but the way it is used weakens or strengthens it. Teachers must choose the best and most appropriate method based on learning objectives, teaching content, student interests, equipment and facilities available [29].

V. CONCLUSION

There is an influence of storytelling learning method in experimental class and role playing learning method in control class to learners' oral communication skill. Oral communication skill on students is higher in the class which used storytelling method than role playing method. This study also proves that there is an influence of learning facilities on learners' oral communication skills. Learners who use complete learning facility have a higher level of oral communication skills than students who have less complete learning facilities and incomplete learning facilities. There is an interaction between learning methods and learning facilities on oral communication skills. In conclusion, in an effort to improve learners' oral communication skill, besides using a learning method, it is to be expected that the school and their students have learning facilities with the purpose of applying them in the learning process.

ACKNOWLEDGMENT

This research was supported by Universitas Pendidikan Indonesia. We thank to Prof. Dr. H. R. Asep Kadarohman, M.Si. as head of university for policy assistance in the preparation of papers. We also thank to Prof. H. Yaya S. Kusumah, M.Sc., Ph.D. as Director of the Graduate School for assistance in developing research in the field of education. This research was made possible because of the contribution in the forms of thoughts, advice, and information from the lecturers of the Economics Education Program of the School of Post-Graduate Studies.

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