



Implementation of Storytelling Method on Students' Speaking Skills in the Department of Occupational Therapy

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ABSTRACT

Many students believe that speaking is one of the skills that is difficult to do considering that Indonesian people do not use English in their daily lives. In learning, lecturers should use learning methods that are fun, interactive, inspiring, and motivate students to actively participate according to their talents. One method that can be used is storytelling. Storytelling not only involves verbal skills, but also the ability to think critically, organize storylines, and interestingly convey information. This study aims to find out whether the storytelling method affects students' speaking skills in the Department of Occupational Therapy. The research method used is an experimental quantitative research method with One group Pre and Post post-test design. The sample involved 90 students of the Department of Occupational Therapy at the Ministry of Health of Surakarta. The data collection technique in this study is the tests. The results of the Wilcoxon test showed that the application of the storytelling method was proven to affect the speaking skills of students majoring in occupational therapy. In conclusion, the storytelling method significantly enhances the students' speaking skills in the Department of Occupational Therapy.

Keywords: *storytelling, speaking skills, learning method*

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INTRODUCTION

English is an international language that has been used in almost all fields of life in the era of communication so as to connect all kinds of knowledge to the whole world. This means that learning to master English is a very important need, because by mastering English one can easily expand their relationships in the international world. English is the first foreign language learned in Indonesia; this position is different from the second language, according to Toyyibah et al. (2022). In this case, the second language is learned after the mother tongue, with the characteristics of the language used in the surrounding community. Conversely, a foreign language is a language spoken in a different nation that is not frequently employed in social situations. Because English is a foreign language that is not frequently used in Indonesian society, its position leads to its infrequent usage in social interactions within the community, making it a challenging language to acquire. As a result, English is now required to be taught in Indonesian schools and institutions. Additionally, English must be learnt as a second language following Indonesian (Mendikbud, 2013).

According to Sulistiyarningsih, Ardianingsih, & Mardayanti (2023), learning a language, particularly English, requires mastery of four skills: speaking, listening, reading, and writing. Since speaking allows us to communicate and get information, speaking abilities are useful in day-to-day living. Teaching speaking skills is crucial because they help students improve their reading, writing, listening, and thinking abilities. The ability to speak English is not something that can be picked up quickly; it takes a lot of practice and speaking chances. Many students believe that speaking is one of the hardest skills to master because English is not used in daily life by Indonesians. Learning techniques that are entertaining, engaging, motivating, and encourage students to actively participate based on their abilities should be employed by lecturers.

Based on the observations of students in the Department of Occupational Therapy, many of the students are not able to speak using English. This is proven when the lecturer invites them to communicate with the English hahaha, many of them have not been able to respond and do not understand what is being conveyed. This inability is suspected because they are not used to communicating in English, the lecturers' teaching strategies and methods are not appropriate, and their environment is not supportive. In addition, the English scores of some Occupational Therapy students have not reached the minimum score standards determined.

One of the methods that can be used is Storytelling. Storytelling involves not only verbal skills, but also the ability to think critically, organize storylines, and convey information in an interesting way (Ramlan, Sulistiono, & Mustafida, 2023). This method provides opportunities for students to practice conveying ideas in a structured manner, improve vocabulary, and develop confidence in public speaking. In addition, storytelling creates a more interactive and creative learning atmosphere, so that it can increase students' motivation in practicing speaking skills. Therefore, the researcher conducted a study on the application of the storytelling method to speaking skills in students in the Department of Occupational Therapy. The purpose of this study is to find out whether the storytelling method affects speaking skills in students in the Department of Occupational Therapy.

METHOD

The research method used is an experimental quantitative research method with a One group Pre and Post Test Design. This sample is 53 students of the Department of Occupational Therapy at the Ministry of Health of Surakarta. The data collection technique in this study is using tests. The test is used to obtain data on the results of students' speaking skills. The test is carried out 2 times, namely pre-test and post-test.

Table 1. Speaking Skills Assessment Guidelines Grid

Assessed Aspects	Benchmark	Score	Criterion
Pressure	Very precise use of pressure	18-20	Excellent
	Proper use of pressure	15-17	Good
	Improper use of pressure	12-14	Enough
	Very inappropriate use of pressure	9-11	Less
Pronunciation	Very precise use of speech	18-20	Excellent
	Proper use of speech	15-17	Good
	Inappropriate use of speech	12-14	Enough
	The use of speech is very inappropriate	9-11	Less
Vocabulary/diction	Very appropriate vocabulary/diction selection	8-10	Excellent
	Choosing the right vocabulary/diction	5-7	Good
	Improper vocabulary/diction selection	3-4	Enough
	The choice of vocabulary/diction is very inappropriate	1-2	Less
Sentence structure	Very precise use of sentences	8-10	Excellent
	Proper use of sentences	5-7	Good
	Inappropriate use of sentences	3-4	Enough
	The use of sentences is very inappropriate	1-2	Less
Smooth	Very fluent in speaking	8-10	Excellent
	Fluent in speech	5-7	Good
	Lack of fluency in speaking	3-4	Enough
	Very poorly spoken fluently	1-2	Less
Disclosure of speech material	Disclosure of speech material that fits the story	8-10	Excellent
	Disclosure of speech material that is appropriate to the story	5-7	Good
	Disclosure of speech material that is not in accordance with the story	3-4	Enough
	The disclosure of speech material is very inconsistent with the story	1-2	less

Assessed Aspects	Benchmark	Score	Criterion
Attitude	A very reasonable attitude	8-10	Excellent
	Reasonable attitude	5-7	Good
	Unreasonable attitude	3-4	Enough
	A very unnatural attitude	1-2	less
Courage	Very brave to speak in front of the class	8-10	Excellent
	Dare to speak in front of the class	5-7	Good
	Lack of courage to speak in front of the class	3-4	Enough
	Very lacking courage to speak in front of the class	1-2	less

Hypothesis testing is used to determine the provisional conjectures formulated in the research hypothesis using a two-party test with the degree of error used in this study is 5% or = 0.05. Furthermore, the test of the difference between the two average learning outcomes of the pre-test and post-test was intended to determine the initial ability before being given the storytelling method and after being given storytelling using the SPSS 20 computer program.

The research procedures began with the preparation stage, including determining the research sample of 53 students from the Department of Occupational Therapy, designing the speaking skills assessment guidelines, and preparing the pre-test and post-test materials. In the implementation stage, the pre-test was conducted to assess the students' initial speaking skills. Subsequently, the storytelling method was introduced and applied in a series of interactive and engaging learning sessions. After the intervention, a post-test was conducted to measure the improvement in students' speaking skills. The data collected from both tests were then analyzed using SPSS 20 to compare pre-test and post-test results and determine the effect of the storytelling method on students' speaking skills.

RESULTS AND DISCUSSION

Sample Characteristics

The subjects in this study are 90 students majoring in Occupational Therapy. In the measurement of speaking skills before the treatment of the application of the Storytelling method (pre-test), a minimum score of 45 and a maximum of 85 were obtained. The measurement of speaking skills after the treatment of the application of the storytelling method (post-test) obtained a minimum score of 65 and a maximum of 94. It can be seen in table 2.

Table 2. Description of Statistics

Variables	Mean	SD	Min.	Max.
Speaking skills before the intervention of the application of the storytelling method	75,96	7,31	45	85
Speaking skills after the intervention of the application of the storytelling method	83,76	4,59	65	94

Normality Test

This normality test has the purpose of finding out whether a research data is normally distributed or not. The results of the normality test in this study can be seen in the table below.

Table 3. Normality Test Results
Tests of Normality

Test	Group	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistics	Df	Sig.	Statistics	Df	Sig.
	Pretest	.255	90	.000	.724	90	.000
	Posttest	.240	90	.000	.863	90	.000

a. Lilliefors Significance Correction

Based on the table of normality test results above, it is known that the df (degree of freedom) value for the pretest and posttest is 90, respectively. So that means the number of data samples for each group is more than 50. So that the use of the Kolmogorov-Smirnov technique to detect data normality in this study can be said to be appropriate. In the Kolmogorov-Smirnov test for pretest, a value of sig. 0.000 (<0.05) then the pretest data is abnormally distributed, while for the posttest the sig value is obtained. 0.000 (<0.05) then the posttest data is also abnormally distributed. Thus, the next step is for the researcher to test the difference using non-parametric statistics, so that in the test using the Wilcoxon test.

Bivariate Test

Non-parametric wilcoxon is used to test two pretest and posttest data, provided that the data is not normal. The results of the wilcoxon test in Table 4 show a comparison of speaking skills before and after the intervention of the application of the storytelling method.

Table 4. The Effect of the Application of Storytelling Methods in Improving Speaking Skills

Test Statistics ^a	
	Posttest - Pretest
Z	-8.162b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test
 b. Based on negative ranks.

Based on table 4, which is the output of "Test Statistics" above, it is known that Asymp.Sig. (2-tailed) is worth 0.000. Since the value of 0.000 is smaller than < 0.05 , it can be concluded that "Ha is accepted". This means that there is a difference between the speaking skills test for Pretest and Posttest, so it can also be concluded that "there is an effect of the application of the storytelling method significantly improving students' speaking skills".

Discussion

The results of the differential test showed that the application of the storytelling method was proven to have an effect on the speaking skills of students majoring in occupational therapy. This is because this method involves the preparation and delivery of stories in a structured manner, which helps students hone their verbal communication skills. In occupational therapy, the ability to speak clearly and effectively is very important, both in interacting with patients and in delivering therapy instructions. Storytelling also encourages students to think critically, improve vocabulary, and exercise confidence when speaking in public, all of which are essential skills in the occupational therapy profession. In addition, storytelling creates an interactive and fun atmosphere, so that students are more motivated to practice speaking.

The application of storytelling methods often has a positive impact on a person's speaking skills (Hastuti, Yunus, & Asdar, 2021). This technique helps in building a clear structure in communication (Dewi, Saraswati, & Furqon, 2022). In storytelling, a person learns to organize information in an orderly way, consisting of an introduction, content, and conclusion. This structure is very important in speaking effectively because it makes it easier for the audience to follow and understand the message conveyed (Anggraini, Utomo, Sunarno, & Pramono, 2018; Murti, Atmoko, & Subekti, 2022). In addition, storytelling can increase clarity in speaking (Aerila et al., 2022). By telling stories, one practices delivering a message in a focused and directed manner, avoiding the confusion that may arise if information is conveyed without a plan. This process teaches how to structure words and ideas clearly, so that the message conveyed becomes easier for the audience to understand. Storytelling also helps in honing the skills of the audience (Kustiawan & Yafie, 2021; Tengler, Kastner-Hauler, Sabitzer, & Lavicza, 2022) (MacAulay & Angus, 2019; (McMichael, Schwerdtle, & Aye-

Karlsson, 2023). In this method, the speaker often interacts with the listener, using an engaging storyline to keep their attention. This trains the ability to speak to become more adaptive and responsive to the audience, which is an important skill in effective communication.

Furthermore, storytelling can increase confidence in public speaking. By practicing storytelling regularly, a person feels more prepared and comfortable with the material presented. This confidence is invaluable when speaking in front of an audience, as it can reduce anxiety and improve communication performance. However, there are some challenges that may arise. Focusing too much on the elements of the story without paying attention to the context or purpose of the conversation can make the audience feel like they are not getting the information they need. In addition, in situations that require a formal structure, such as in business or academic communication, overly liberal storytelling may be considered inappropriate. Therefore, it is important to apply storytelling wisely and adapt it to the existing context. For students, the application of storytelling or storytelling methods can be a very valuable tool in improving their speaking skills (Baehaki, 2023; Rahiem, 2021; Rong & Noor, 2019). In an academic context, storytelling helps students to compose and deliver presentations in a more engaging and easy-to-understand way. By organizing their material in the form of stories, students can better relate information, so that audiences—whether lecturers or classmates—can more easily follow their flow of thought.

In addition to improving structure and clarity, storytelling also supports students' rhetorical skills. Using storytelling techniques, students practice how to present their arguments or analyses in a persuasive and compelling way. It involves the use of compelling narratives, as well as techniques such as analogies and metaphors, which can make their presentations more lively and captivating, as well as help the audience to better understand and remember the information. Furthermore, storytelling provides an opportunity for students to practice public speaking in a more confident way. The process of building and telling a story helps students to feel more comfortable and ready when speaking in front of a group. This confidence is important in an academic setting, especially when facing presentations or class discussions, where effective speaking skills are often assessed (Ekaningtyas, 2022; Hakim & Sarif, 2023).

However, students need to be careful not to get caught up in the excessive use of storytelling. Focusing too much on story elements without conveying relevant information can distract from more important academic goals (Afwadzi, Wahyuni, & Sulalah, 2023; Makmun & Isnaini, 2023; Nurhayati, Amiruddin, Juanda, & Elfira, 2022). Therefore, it is important to strike a balance between the story and the academic substance, ensuring that the narrative used supports and clarifies the main message (Bangun et al., 2024; Chindany & Mansoor, 2020; Susilo, 2021). Storytelling can also help students adapt to various communication contexts. In the academic world, students are often faced with different types of assignments and audiences. The ability to use storytelling flexibly helps them tailor their communication approach to specific needs, whether in group presentations, discussions, or academic writing. Thus, storytelling not only improves their speaking skills but also prepares them to communicate more effectively in various situations.

CONCLUSIONS AND RECOMMENDATION

The conclusion of this study shows that the application of the storytelling method significantly improves students' speaking skills, especially in the context of the occupational therapy department. With the average speaking skill score increasing significantly after the intervention, and a p-value of 0.000 indicating this difference is very significant, it can be concluded that storytelling is effective as a learning method to develop speaking skills. This method not only helps students in honing their communication skills, but also builds their confidence in conveying information orally, which is an important skill in the occupational therapy profession.

Based on the conclusions of this study, it is recommended that students majoring in occupational therapy be more active in using the storytelling method in practicing speaking skills, both in academic activities and professional practice. Students should take advantage of storytelling to improve their communication skills, understanding concepts, and confidence in interacting with patients. For lecturers, the

storytelling method can continue to be applied and developed in the learning process to create an interactive atmosphere and encourage students to be more involved in discussion and presentation activities. Lecturers can also provide constructive feedback to help students improve their speaking skills.

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