

## The Effect of the Storytelling Method on The Public speaking Skill of Cadets Surabaya Aviation Polytechnic

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### Abstract

The ability of public speaking is very much needed by cadets in the face of competition in the world of work, so an appropriate method is needed to improve the public speaking skills of cadets, one of which is by using the storytelling method. This study aims to find out the effect of the storytelling method on the public speaking skills of cadets of the Aircraft Engineering (TPU) study program at the Aviation Polytechnic of Surabaya. This study uses the design of the Explanatory Survey Method. The results showed that the effect of storytelling on the public speaking skills of cadets was in the high category. This means that more and more cadets in public speaking practice using the storytelling method will have an impact on their public speaking practice.

**Keywords:** *public speaking; storytelling; Explanatory Survey Method*

### Abstrak

Kemampuan *public speaking* sangat diperlukan oleh taruna dalam menghadapi persaingan dunia kerja, sehingga dalam pembelajaran perlu merancang metode yang sesuai dalam meningkatkan kemampuan *public speaking* taruna salah satunya adalah dengan menggunakan metode *storytelling*. Penelitian ini bertujuan mencari pengaruh metode *storytelling* terhadap kemampuan *public speaking* taruna program studi Teknik Pesawat Udara (TPU) di Politeknik Penerbangan Surabaya. Penelitian ini menggunakan desain *Explanatory Survey Method*. Hasil penelitian menunjukkan bahwa pengaruh *storytelling* terhadap kemampuan *public speaking* taruna, menunjukkan pada kategori tinggi. Artinya semakin sering taruna dalam praktek *public speaking* menggunakan metode *storytelling* akan membawa dampak pada praktek *public speaking*nya. Melalui uji signifikansi metode *storytelling* dan kemampuan *public speaking* taruna memiliki hubungan yang signifikan.

**Kata Kunci:** *public speaking; storytelling; Explanatory Survey Method*

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### PRELIMINARY

The ability to speak today is an important skill that must be possessed, especially for children of the current generation who is facing the era we know as the industrial revolution 4.0. Through language skills, humans can relate to one another, exchange

information with one another, and have the opportunity to be able to increase knowledge and insight. Therefore, language can be used as a thinking tool, a tool for exchanging information, and a communication tool.

In communicating a person needs to learn how to be a public speaker which is good, because in becoming a good speaker we must have a good mastery of the material. Storytelling can draw a relationship between speakers and participants who participate in communication activities (Paton & Kotzee, 2019).

The cadets of the Surabaya Aviation Polytechnic are required to have good language skills, especially in the ability to communicate in English. Therefore, various techniques for improving English language skills need to be improved by determining the appropriate method for cadets.

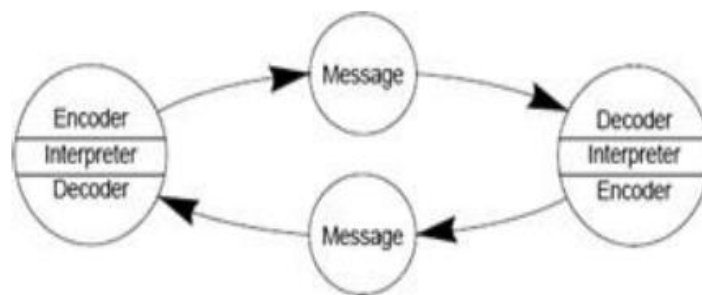
Appropriate and interesting methods and techniques in the process of teaching English to change the paradigm of cadets who have difficulty speaking and are afraid of mistakes in speaking, especially in grammar and expression. In this case, the cadets need a lot of practice to dare to speak and express their thoughts in spoken language.

Storytelling is an activity that consists of two phases, namely story, and telling. Where terms of language can be interpreted storytelling is the activity of delivering a story. When storytelling emerged, it was based more on third-person narration than self-story, even according to the current developments in storytelling, it was felt like a typical online conversation that focused on a particular topic, when storytelling thinkers began to draw attention to the way people tell stories. to share stories on the Internet in general (Vicari, 2020). In storytelling learning, it can be classified into existing learning methods (Johansson, 2021) such as lecture, discussion, snowball, and so on. From several existing methods, the researcher uses the storytelling method.

Storytelling is a way to train in recognizing a language by perfecting vocabulary which will later be assembled into a series of sentences. This can help students build their confidence while increasing their vocabulary, with the activities they engage in while telling stories can affect their confidence. So, the child is fluent in the language and will convey the sentences spoken in his language. Storytelling can

work well if the cadets are highly willing and motivated to carry out learning activities.

There are 5 (five) indicators that can be used to improve public speaking skills so that communication activities can run effectively, the first is respect, empathy, voice clarity, material clarity, and humility (Armstrong & Hope, 2016). In carrying out communication activities, the recipient of the message will encode and be able to interpret the code that has been conveyed by the sender of the message, which is called an encoder. Therefore, the success of communication is based on whether or not these three factors are achieved.



**Image 1.** Communication Scheme (Armstrong & Hope, 2016)

Researchers used the storytelling method with several considerations, namely 1) being able to hone students' speaking skills in English, 2) being able to practice pronunciation, 3) being able to increase students' vocabulary, 4) being able to increase confidence in English storytelling. The learning material chosen by the researcher is also very suitable if using the storytelling method, namely speaking English.

## METHOD

The method used in this research explanatory survey method namely the survey method with data collection techniques using a questionnaire. Questionnaires are given to TPU VA, B, and C cadets who carry out courses that speak English. This is done so that researchers get an idea of the use of the storytelling method in courses

that speak English. Survey descriptive is used to explain obtaining conditions or attitudes carried out by respondents (Morissan, 2014).

Data collection techniques are carried out through the distribution of various statements (surveys) where statements have been provided in a closed manner with alternative answers chosen by the researcher, so respondents only choose answers that are considered close to or in sync with the reality felt by the respondent (Morissan, 2014). Furthermore, data collection using interviews was carried out to receive other supporting data as complementary materials from the questionnaire.

The object of this research means that the storytelling method variable (X) becomes the independent variable. Furthermore, the variable of public speaking ability (Y) is the dependent variable. This study analyzes how the impact of the storytelling method on the public speaking skills of cadets. The samples used in this study were cadets of TPU VA, B, and C as many as 72 people.

## **RESULTS AND DISCUSSION**

This research will be calculated thoroughly, to answer the hypothesis that has been proposed. The first thing to do was to confirm descriptively the storytelling method on the cadets of TPU V A, B, and C study programs on the public speaking skills of the cadets simultaneously and partially.

This study uses a questionnaire instrument, which is used to obtain respondents' answers based on the perceptions of the respondents under study. The questionnaire used has been tested for its validity and reliability which is used to measure the effectiveness of the method of storytelling with the number of items 12 questions, and the cadets' ability to do public speaking in the course speak English as many as 5 questions, with a total of 18 questions that came from two variables.

**Table 1.** The effectiveness of the storytelling method on the public speaking skills of cadets

| No                            | Indicator   | Average | Category |
|-------------------------------|---|---------|----------|
| 1                             | When practicing public speaking I will try to continue with the storyline about the topic being discussed | 4.00    | Tall     |
| 2                             | I have identified the main event before committing to public <i>speaking</i>                              | 3.98    | Tall     |
| 3                             | I try to match the right material about what will be discussed in public <i>speaking</i>                  | 3.93    | Tall     |
| 4                             | I will practice repeatedly doing public speaking  | 3.81    | Tall     |
| 5                             | I avoid talking off-topic when public <i>speaking</i>   | 4.07    | Tall     |
| 6                             | The grammar I use can be understood by the audience   | 3.86    | Tall     |
| 7                             | The choice of words in public speaking is correct   | 3.99    | Tall     |
| 8                             | My pronunciation in public speaking is correct  | 3.96    | Tall     |
| 9                             | I will try to be a professional communicator  | 4.12    | Tall     |
| 10                            | In general, my public speaking is fluent  | 4.18    | Tall     |
| 11                            | My pronunciation is clear   | 4.22    | Tall     |
| 12                            | I always maintain eye contact with the audience   | 4.15    | Tall     |
| Storytelling method variables |   | 4.02    | Tall     |

Source: researcher data processing from the questionnaire

The storytelling method variable is contained in 12 items of field information questions. based on the ability of the data to be processed, the overall average score for the storytelling method variable is 4.02. This leads to the fact that the storytelling method for cadets of TPU VA, B, and C study programs are at a high rating. Increasing the use of the storytelling method the higher the increase in public speaking.

**Table 2.** The average score of public speaking cadets

| No                                       | Indicator | Average | Category |
|--|-----------|---------|----------|
| 1  | Respect   | 4.20    | Tall     |
| 2  | Empathy   | 4.10    | Tall     |
| 3  | Audible   | 4.14    | Tall     |
| 4  | Clarity   | 4.01    | Tall     |
| 5  | Humble    | 4.02    | Tall     |
| Ability indicator <i>public speaking</i> |           | 4.09    | Tall     |

Source: researcher data processing from the questionnaire

Obtaining the questionnaire data that was processed as a whole got a value on the method variable storytelling 4.02. This matter shows that the method of storytelling by cadets of the TPU study program VA, B, and C was in high ratings. So the increasing use of the method will also affect the practice of public speaking.

On the variable storytelling method based on the average score of overall data processing skills for the variable of public speaking ability is 4.02. This shows that the method of storytelling used by the VA, B, and C TPU cadets in the high category. Variable public speaking ability score respect being the highest indicator is in the high category with an average of 4.20. Then Indicator clarity at the lowest score of 4.01, but still in the high category. This illustrates that in general, the public speaking ability of the cadets of the TPU VA, B, and C study programs at the Surabaya Aviation Polytechnic is still in the high category to the very high category.

**Table 3.** SPSS data processing

| Model |                     | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|-------|---------------------|-----------------------------|------------|---------------------------|-------|------|
|       |                     | B                           | Std. Error | Beta                      |       |      |
| 1     | (Constant)          | 10.537                      | 1.514      |                           | 6.961 | .000 |
|       | Metode Storytelling | .155                        | .028       | .300                      | 5.539 | .000 |

Based on the ability to analyze research data and test the significance, it is known that the storytelling method has a positive and significant effect on the public speaking ability of cadets of TPU VA, B, and C study programs at Surabaya Aviation Polytechnic. The magnitude of the impact is (0.003) which is equal to 9% this percentage has meant the effect of the storytelling method on the public speaking skills of cadets of TPU VA, B, and C study programs at the Surabaya Aviation Polytechnic of 9%. The rest is influenced by other factors. This effect is also strengthened by other test abilities, namely the significant test with the acquisition of

0.000 and the value is smaller than  $= 0.05$  ( $0.00 < 0.05$ ), meaning that the storytelling method and public speaking skills of cadets have an important relationship in implementing public speaking.

Speaking is a real skill because a speaking practice has the function of giving reinforcement if done continuously. If you do not practice, you will not develop your speaking skills (Pratiwi, 2016). The most important thing that is also at the core of communication is the method. Understanding message every effective and acceptable to the audience because it can determine the delivery of the communicator or message giver. In constructivism theory, learning is considered an active activity, where students build their own insightful experiences, seek meaning from the lessons they learn, and use existing ideas to develop new concepts, ideas or concepts. have with them.

The public speaking activities of cadets in the classroom in general, such as speeches, presentations using PowerPoint, and as a Master of Ceremony (MC) will affect the cadets' habit of practicing continuously by adding an element of storytelling so that activities will support cadets in the practice of public speaking. in the classroom. For cadets who are not active in-class activities, their capacity to interact and communicate becomes less honed. So in general, the participation of cadets in the class affects the cadets' public speaking skills. The cadets who have confidence in class and can interact well in class, and have friends in class who like public speaking courses, will also like the practice so that the cadets' public speaking skills will improve.

## **CLOSING**

The effect of the storytelling method on the public speaking ability of cadets at the Surabaya Aviation Polytechnic, there is a simultaneous or continuous influence. The pronunciation indicator in the practice of the storytelling method is in the high category. While the ability of cadets to practice public speaking, the highest indicator is respect for the audience in their practice. Currently, the practice of public speaking

is no longer face-to-face with the audience but is already using digital technology (online). The digital storytelling method is a concern, where the digital concept has become a trend in the implementation of public speaking practice and has started in the family environment. If the storytelling method covers the practical implementation, then the confidence as a teller will increase.

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