


# Improving Students' Story Telling Ability by Using Youtube Video

 <https://doi.org/10.31004/jele.v7i2.310>

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## ABSTRACT

The research objective is to describe the process and results as an effort to improve storytelling ability by using YouTube video for x grade students of MA Al-Fajar Pekanbaru. The method that used for the research is a descriptive method in the form of classroom action research (CAR). Data analysis techniques used were comparative descriptive techniques and critical analytic techniques. The results showed that the use of by using YouTube video can improve the storytelling ability for x grade students of MA Al-Fajar Pekanbaru

**Keywords:** YouTube; writing skill; Covid-19 pandemic

### Article History:

Received 12<sup>th</sup> December 2022

Accepted 21<sup>st</sup> December 2022

Published 31<sup>st</sup> December 2022



## INTRODUCTION

Speaking is defined as saying a word or sentence to someone or a group of people in order to achieve specific goals, such as providing information or motivation. Speaking is a person's ability to convey ideas, thoughts, messages or information to other people with the aim of being understood by the other person (Hidayati & Darmuki, 2021). "speaking is to express the needs-request, information, service, etc." (Brown & Yule) (Abugohar et al., 2019) Speaking is also a tool for communicating ideas that have been compiled and developed in response to the listener's needs. In line with this, Tarigan (2008: 16), stated that "the ability to express articulation sounds or words to express, state, convey ideas and thoughts". Tarigan, in Islamiyah, (2007, p. 14) states that speaking is one of the language skills in oral form to express the speakers' ideas to everybody else. (Sri Merdekawati & Humaira, 2022)

Alonso said speaking is a demanding skill (Hamad et al., 2019).. Therefore, the speaking ability of children will not be mastered properly without being trained routinely. If it is always trained, the ability to speak will certainly be better. Tarigan (2008 : 16) also stated that the main purpose of speaking is to communicate so that the thoughts are delivered effectively. Hasibuan et al (Andrian & Faudi, 2020) stated that Speaking is the ability will not develop if not trained continuously. The speaker must understand the meaning of everything he wants to convey to the listener, as well as the principles that underpin all of the speaker's situations, both in general

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Authors' Contribution: a-Study design; b-Data collection; c-Statistical analysis; d-Manuscript preparation; e-Funds collection.

and individually. Rakhmat (Wahyuni, 2015) says that no individual can live normally without the process of communicating or talking to other people.

Based on the previous explanation, the general definition of speaking is an activity pronounce sounds in the form of language made by humans to stating an information so they can communicate effectively.

Storytelling activities can change the view of self-concept, and physical appearance of someone at the same time as training themselves. Story-telling is a technique or an oncoming to teaching language (Kalantari & Hashemian, 2016)(Syafii et al., 2021). According to Stanley and Dillingham, (2009: 4) Story telling technique is an oral activity to grab audience attention by using multiply sensory stirring emotion of an event in a story, it involves improvisation in telling story, facial gestures, and body movement (Andrian & Faudi, 2020). According to Tarigan (2008: 17) revealed three general goals for reading activities are as follows. 1) to inform and to report, 2) to entertain and entertain, 3) persuade, invite, urge, and convince (to persuade)".

Based on the explanation that has been stated, it can be concluded that the purpose of storytelling is to communicate with other people by reporting, persuading, inviting, and convincing. The approach is also used in various learning such as social science, religion, and language. The subject materials that are most suitable for use with techniques paired with storytelling is a narrative and descriptive material.

The use of media in the teaching-learning process is not a new thing one of them is You Tube. Students should develop their digital literacy skills to be able to communicate and express their ideas through digital media (Chan, Churchill, & Chiu, 2017)(Mirza, 2020). Storytelling is a process in which a teacher tells an interesting story to the class and then ask the students to come on the stage and repeat the story in their own way (Goodwin, 1982)(Imran et al., 2021). Storytelling by using YouTube video should pay attention to the background of the student's ability so that the learning material becomes more meaningful for them. According to Sugiyanto (2010: 46), in learning activities storytelling that students are stimulated to develop thinking skills and imagination. Students' thoughts will be appreciated so that students feel more motivated to learn. In addition, students work with fellow students in cooperation and have many opportunities to cultivate information and have many opportunities to process information, and improve communication skills. Storytelling in pairs can be used by all age levels of students. A well-reading person are able to tell a good story. Reading is one of the most important language skills to have and is controlled by someone. A person's success in his career later can be determined by his ability to read. Good reading ability leads to social and professional benefits.

The development of the era, especially digital technology, has led to new breakthroughs in the world of education, one of which is by using YouTube for storytelling ability. Storytelling in a YouTube is a digital story that is built from narratives about internet culture (cyberculture) (Alexander, 2011, p. 3)(Susilo, 2021). The stories that are formed utilise multimedia (images, video, digital graphics, text, and music) to present material that is packaged in a digital format. Video materials improved students' listening comprehension skills because they are able to derive meaning from what they are watching and hearing thanks to the comprehensible

input provided by the environment in which the video takes place. "Even without hearing the language spoken clues to meaning can be picked up from the vision alone" (Çakir, 2006, p. 68)(Sanoussi et al., 2021) ,Through storytelling, individuals can learn

express themselves and create the feel of the outside world. (Barkhuizen, 2011)(Syafii et al., 2021).

The storytelling from YouTube media has the advantage of increasing interest in learning and increasing motivation to learn (Heriyana, 2014). The use of Youtube as a learning media gives a response that strongly agrees on the learning process as seen from students' interest in learning and motivation increases (Mujiyanto, 2019: 156-157)(Zulhijah, 2020) . Kamhar (2019: 5) states that the use of social media as teaching material has a positive effect in the teaching-learning process inside and outside the classroom such as YouTube(Zulhijah, 2020). SIn this study, the storytelling by using YouTube media had benefits in increasing one's interest and motivation in learning communication skills. Lambert, in his book, describes seven efficient elements in storytelling from YouTube (Lambert, 2010, pp. 9-19), namely:

- 1) Point of View Point of view, or point of contact, is the communication between the audience and the material presented.
- 2) A Dramatic Question a question to attract the curiosity of the audience.
- 3) Emotional content: interesting or involving the feelings of the audience.
- 4) The gift of your voice Narrative effects in the form of sound to provide a clear understanding for the audience
- 5) Soundtrack The addition of sound and music to enhance the audience's emotional response
- 6) Economy empowerment of material delivery to increase the effectiveness of material explanations so that the audience does not get bored.
- 7) Pacing Pacing or story rhythm determines the pace of exposure in storytelling.

YouTube media can be used for student reading activities. This medium can be applied to several languages learning materials, one of which is review text. A review text is a text that contains opinions, discussions, or assessments of a book or other works. The review text is not only limited to discussing literary works consisting of novels, short stories, poetry, rhymes, and films, but more broadly. When someone sees something, such as watching television, soap operas, or other programs, most people give comments on what they have seen. These comments can be in the form of advantages and disadvantages.

By using YouTube video for retelling story is very suitable for training students because in the implementation of the paired storytelling technique students have the opportunity to share ideas in storytelling also encourages students to increase their spirit of cooperation, students learn to carry out their responsibilities and interrelationships with their partners, develop students' self-confidence and courage when telling stories. Based on this explanation, the research objective is to

improve the process and results of Improving Students' Story Telling Ability by Using YouTube Video.

The reason the researcher chooses Classroom Action Research (CAR) is that it can answer the problems faced by teacher to improve the quality of learning. Practically classroom action research is carried out to improve or enhance students' abilities and understanding. Classroom action research is carried out in conjunction with the implementation of teaching and learning activities.

Researchers are interested in doing classroom actions to improve storytelling skills. So the thing that encourages researchers to want to research "Improving storytelling ability by using YouTube video in x grade students of MA Al-Fajar Pekanbaru".

## METHOD

The method used in this research is a qualitative descriptive method. The form of research used in this research is classroom action research, which is research that seeks to improve the quality of learning in the classroom. The stages of this classroom action research use the Kemmis and MC Taggart models. There are four stages in each cycle, namely (1) planning (planning), (2) acting, (3) observing, and (4) reflecting. Data collection techniques using direct observation and measurement techniques While the data analysis techniques used comparative descriptive analysis techniques and critical analysis.

## FINDINGS AND DISCUSSION

Performance indicators are performance formulations that will be used as a reference or benchmark in determining the success or effectiveness of research in the improvement of student learning outcomes. Research indicators are considered successful if enough students meet the school's completion target of 72% and the Minimum Completeness Criteria (KKM) of 72. If the target is met, then the cycle is stopped and declared successful. But when the entire number of students has not reached the target in cycle I, then proceed to cycle II. If in cycle II, the quality of the number of student learning outcomes reaches completion at 72% and the Minimum Completeness Criteria (KKM) at 72, the research was declared successful and the performance of teachers and researchers in using the paired storytelling technique achieved good criteria.

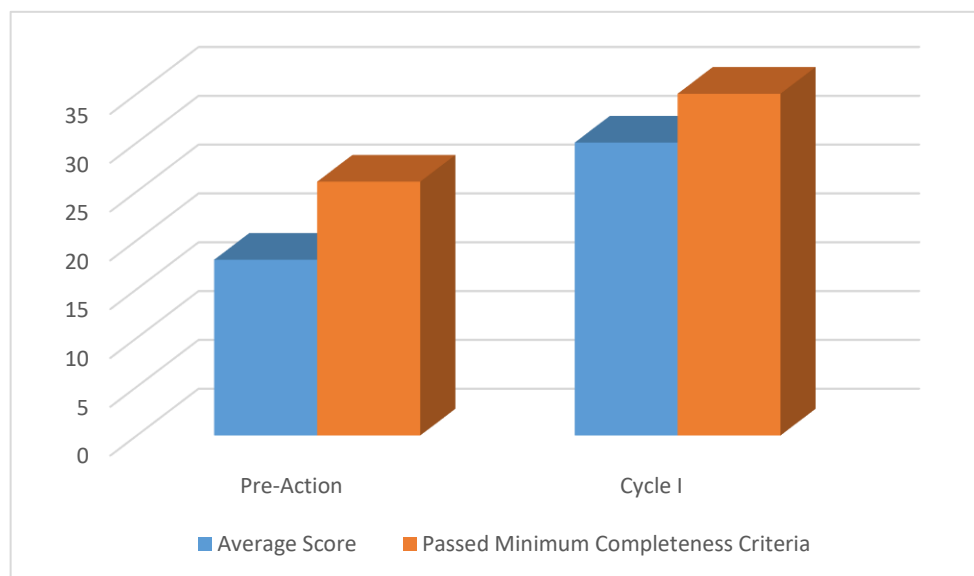
Based on the results of observations made during the first cycle, the first meeting and the second meeting obtained the following picture: the teacher still has difficulty mastering the class in cycle I, so that the atmosphere looks noisy, and the results obtained are still not optimal. When the learning process takes place in a noisy class atmosphere where students are divided into groups and arrange the position of their seats, the cooperation of group members is still very visible with some students who are less active in their groups, and at the second meeting, the students have not been able to have the courage to speak while telling stories.

The teacher obtained the results of the analysis of previous observations in the field based on several aspects of the observations. The researcher concluded that in the learning activities, the teacher was good enough to master the class. Observations were made on student learning activities with the purpose of disclosing various things that occur in the

implementation activities. Students learn storytelling skills using paired story techniques in cycle I.

**Table 1: Increase in the Average Score of Students' Storytelling Ability from Pre-action to Cycle 1**

	Result	Pre-Action	Cycle I
1	Average Score	17.83	24.91
2	Passed Minimum Completeness Criteria (KKM)	29.63%	48.15%



**Figure 1: Increase in the Average Score of Students' Storytelling Ability from Pre-action to Cycle 1**

Overall, students' discussion skills at the action stage of the first cycle have increased. It can be seen from Figure 1 based on the observation of the product, the average score of the class at the time of pre-action was 29.63%. In the first cycle, the average score of the class was 48.15%. From the score data, the class average score of all aspects from pre-action to cycle I increased by 92.60%.

The final stage of the action in the first cycle is reflection. Reflection was carried out by researchers with collaborators after the observations were completed. Researchers and collaborators discuss what has been implemented in cycle I. This reflection activity looks good. The results in the first cycle were good and showed that there was a sufficient increase, but it was still not optimal because there were still several obstacles faced. From these results, all aspects of the assessment are still classified in the sufficient category so that it still needs to be improved again in the implementation of the next cycle, especially in the following aspects, among others, some students are still lacking in the aspect of word choice, some students are still lacking in aspects of fluency and some students are still not maximal in understanding when telling stories.

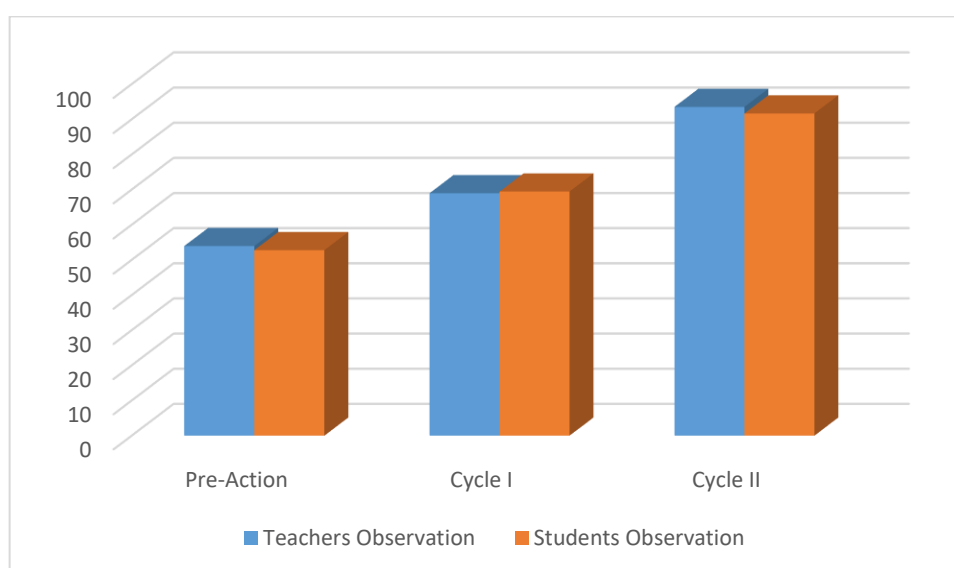
The results of the reflection both process and product along with the problems in the implementation of the first cycle will be the basis for the implementation of the next cycle, namely the second cycle. The action stages of cycle II are aimed at improving aspects that have not been achieved in cycle I. In the implementation of the action cycle, all aspects of the assessment are classified as sufficient so that it still needs to be improved again in cycle II to

achieve maximum results, especially in the aspect of word choice, fluency of speech, and appreciation of the story.

Based on the discussion, the description of the results of the YouTube video in research can improve the storytelling ability of x grade students of MA Al-Fajar Pekanbaru. The description of the increase in average completeness and final grades in the storytelling learning process from cycle I to cycle II for x grade students MA Al-Fajar Pekanbaru can be seen in table 2.

**Table 2: Comparison of the Values of the Storytelling Learning Process**

	Result	Pre-Action	Cycle I	Cycle II
1	Teachers \ Observation	53.94	68.96	93.53
2	Students Observation	52.77	69.44	91.66

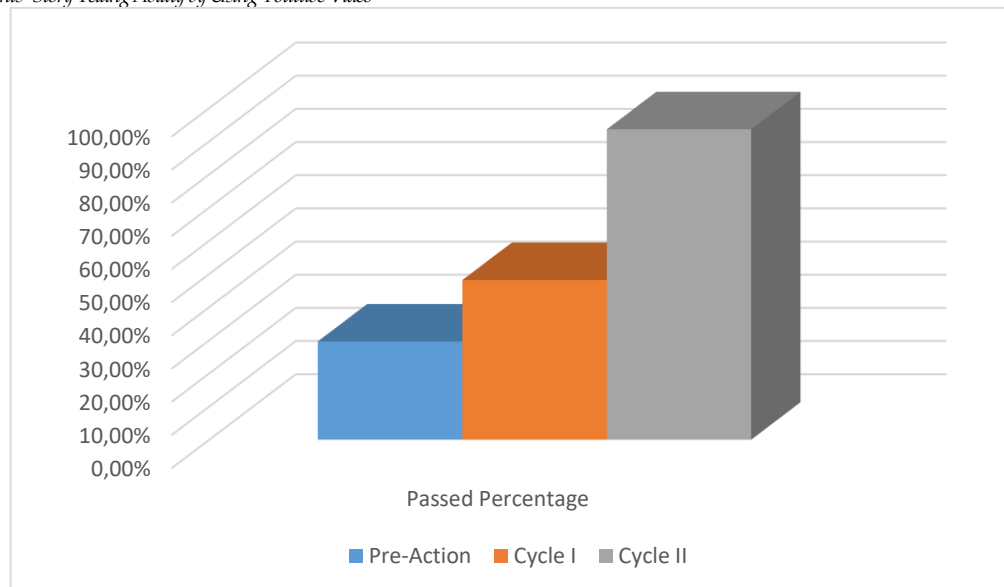


**Figure 2: Comparison of the Values of the Storytelling Learning Process**

**Table 3: Comparison of Completeness Percentage Pre-Action, Cycle I, and Cycle II**

	Cycle	Number of Students		Passed Percentage
		Passed	Failed	
.	Pre-Action	8	19	29.63%
.	Cycle I	13	14	48.15%
.	Cycle II	25	2	93.60%





**Figure 3: Increase in the Average Score of Students' Storytelling Ability from Pre-action to Cycle II**

Overall, the students' storytelling skills at the action stage of the first cycle increased. It can be seen from Figure 2 that based on overall observations, the number of students who completed the pre-action was 29.63%. In the first cycle, the number of students who completed the class was 48.15%. In cycle II, the number of students who completed 92.60% of the data, the percentage of classical completeness of all aspects from pre-action to cycle I increased by 18.52%, and from cycle I to cycle II increased by 44.45%. All aspects of students' mastery assessment on storytelling skills from pre-action to cycle II increased by 62.97%. This can be said to be better than the pre-action stage. In the second cycle, the target has been achieved, and the success, namely the percentage of storytelling skills, reached 92.60% of the total 27 students.

The learning process of quality storytelling skills is easier to deliver good and effective learning outcomes both in the quality of learning carried out by teachers and students. Improving the quality of the learning process is characterized by the following. The test scores of students' storytelling skills have increased. The average value of students in the pre-cycle is 17.86, for students who complete the Minimum Completeness Criteria (KKM) is 8 students. Next, students who have not completed 19 of 27 students and the percentage of completeness is 29.68%. The increase in the first cycle was 24.91 with 13 students who completed it and 14 of 27 students who did not complete it and the percentage of completeness was 48.15%. In the second cycle, there was an increase in the average value of students, which was 27.41 with 25 students who completed and 2 out of 27 students who had not completed, and the percentage of completeness was 92.60%. In the second cycle, almost all students reached the Minimum Completeness Criteria (KKM) score.

Based on the results of research from each cycle both in terms of student activity and the role of teachers in managing the class, they showed an increase. Looking at the average score, it can be said that the student's score has exceeded the Minimum Completeness Criteria (KKM). Teachers and researchers agreed not to continue with cycle III because the research objective had been achieved, namely to improve storytelling ability by using YouTube video for x students of MA Al-Fajar Pekanbaru.

## CONCLUSIONS

YouTube Video can improve storytelling ability in class X students at MA AL-Fajar Pekanbaru. Student learning outcomes in storytelling ability by using YouTube video in class X MA Al-Fajar Pekanbaru in the cycle are increasing and reaching the KKM value that has been determined by the school, which is 72. This increase can be seen from the comparison of the average score and the percentage increase in students before and after research. Before the Minimum Completeness Criteria (KKM) research was conducted, the average score of students was 17.86% with the percentage of student completeness 29.63%. After the research has increased with an average score of 24.91%, students with a percentage of completeness of 48.15% for the first cycle and in the second cycle, the average value of students is 27.41% with a completeness of 92.60%, so that it can be said that learning storytelling by using YouTube video in x grade students of MA Al-Fajar Pekanbaru has increased.

## ACKNOWLEDGEMENTS

Thank you JELE for publishing this article.

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