

Influence Methodstory Telling on Public Communication Skills Among Students of SDN 3 Mekarsari, Depok, West Java

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Abstract

For some students, public speaking is new, although they often take the form of presentations in class. When primary school students realize that the public speaking method is a character education for the younger generation and provides creative development for multi-faceted communication, the implementation of the public speaking method takes on a new color. This requires in-depth training in implementing narrative methods for primary school students. This can be done by communicating ideas or suggestions verbally or verbally. Although they have spoken frequently since childhood, in practice many people have difficulty expressing these expressions according to the rules of public speaking. On this basis, the author will study the impact of storytelling method on the public communication skills of students in SDN 3 Mekarsari Depok, West Java.

The purpose of this study is to understand the extent of public speaking skills among primary school students in Depok, West Java, before the implementation of storytelling method, and to understand the extent of the impact of storytelling method on students' public speaking skills SDN 3 Mekarsari, Depok, West Java. The method used in this study is quantitative research method. This study is a pre-experimental study or pseudo-experiment. The design employed pretest and posttest groups. Within a group, pretests and posttests were administered before any treatment. The subjects of this study included 45 students from SDN 3 Mekarsari Cimanggis Depok, West Java. This number was determined based on the selection of primary school children based on respondents as they are easily accessible and recognize the Alpha Generation who are able to develop storytelling practices that increase confidence and improve social literacy. The sampling technique used was purposive sampling. The researchers collected samples from 45 students at SDN 3 Mekarsari Cimanggis Depok, West Java. The researchers did not switch the population from Class 1 to Class III because switching from Class 1 to Class III would be premature and there were concerns that the measurements might be invalid. The population of fourth to sixth grade students in this study is 214, or 20%, so the sample of this study includes 45 students. Therefore, when specifying the sample size for this study, the researchers mentioned hair. Hair stated that the sample size can be determined by the number of ratings x the scale value. Data collection techniques in this study used testing and observation.

The results of this study were that students who used a storytelling approach improved their ability to speak fluently, clearly, and convincingly. They are better able to convey information in an interesting way and connect the information to a relevant story. Storytelling methods also have a positive impact on students' listening skills. Through storytelling, students become more engaged and active in listening to the stories of their classmates or teachers, thereby improving

their understanding of the story content. Engaging in storytelling can inspire students' creativity in creating their own stories. This helps them develop interesting and unique narratives and improves their ability to manage emotions and express themselves.

Keywords: Elementary School, Storytelling, Depok, West Java

1. Introduction

For some students, public speaking is new, although they often take the form of presentations in class. When primary school students realize that the public speaking method is a character education for the younger generation and provides creative development for multi-faceted communication, the implementation of the public speaking method takes on a new color. This requires comprehensive public speaking skills training for primary school students. The most important thing in public speaking is the verbal or oral communication of ideas or concepts. Even though we have been speaking regularly since childhood, in practice many of us have difficulty expressing these expressions according to the rules of public speaking. Fitrananda stated that there are two factors that affect a person's public speaking ability, namely internal factors and external factors (Fitrananda, 2018).

Relevant to internal factors, that is, everything related to the individual, including physical factors (lips, mouth, tongue, vocal cords, teeth) and non-physical factors (intelligence level, way of thinking, interests, talents, character, character). Next are external factors such as habits, education level, and social environment (Romadhon, 2021). However, a person's public speaking ability is not only guaranteed by these two factors, but also requires continuous practice to maximize his or her public speaking potential. When giving a presentation or practicing public speaking in front of a class, there is sometimes a significant inhibitory factor, fear. According to, anxiety is a subjective feeling of unsettling mental tension and inability to overcome problems or a lack of security (Aryadillah, 2017).

These feelings of anxiety can lead to a variety of negative effects, including nervousness, confusion, inability to concentrate, restlessness and stuttering in communication, tremors, sweating, increased heart rate, and psychological disturbances. panic. When doing public speaking, everyone's communication is necessary. Communication is essential in everyone's life because without communication it is impossible for human beings to live as social beings. Human communication occurs not only on an individual and interpersonal level, but also within groups. This means that speaking in front of a large number of people requires a certain amount of skill, as everyone's interpretation is bound to be different. People who are not used to standing up and speaking in front of many people may indirectly suffer from stage fright or lack of confidence and lack of concentration, making it difficult for the listener or audience to understand the message being conveyed.

In measuring each person's level of anxiety, this can be seen through the public speaking methods each person implements. A study conducted by Raja to measure anxiety could be done by administering a questionnaire to 50 students (Raja, 2017). He said 75-90 percent of students feel afraid, ashamed and uncomfortable speaking a foreign language in front of others. Furthermore, feelings of anxiety are normal for everyone, especially students (Raja, 2017). However, the main factor in success is not fear, but confidence. Furthermore, a study by Tridinanti showed that there is a very close or significant relationship between a person's

confidence level and performance (Tridinanti, 2018). People with high self-confidence perform better. Additionally, group practice is a way to reduce anxiety or feelings of uneasiness and nervousness when speaking in public.

In addition to lowering anxiety levels, group training offers other benefits, including opportunity, practice, feedback from classmates, and knowledge. Today's younger generation, especially primary school students, are also feeling the problem of public speaking. This problem is caused by a lack of awareness among parents and teachers about training communication skills through public speaking. The current problem is that there are many language phenomena that are not their native language but use slang or puns to bully their friends. If parents and teachers do not guide and cultivate communication skills, this phenomenon will be difficult to control. Another serious problem is that it is difficult for students to demonstrate how to implement learning methods in front of the class. This requires rigorous training by creating a friendly, supportive environment and a non-threatening environment around him (W R Prihatiningsih, 2023).

This can be built on communication skills by being creative in communicating through the story telling method. This is not a new method that can be used by every individual, from teenagers to older people, to build self-confidence, have good relationships and be able to convey creative thoughts or ideas briefly, clearly, concisely and touchingly, which is certainly everyone's hope. Many teenagers have high intelligence in the academic field, unfortunately they are often shy, insecure, lack self-confidence and feel inadequate if asked to present/explain their ideas in public. Apart from that, the ice-breaking method can also help people who practice public speaking. Primarily, those who practice must be aware of the feeling of anxiety so that one can face it calmly, either by living with it or getting rid of it by practicing continuously (Abidin, 2014).

Every young generation should have the ability to speak in public as almost all professions involve interaction with the public, two people or even in front of the public, this is very useful in mentally preparing the Alpha generation to enter various professions. When defining self-quality, an individual should have a self-concept, which refers to all aspects of beliefs, perceptions, opinions, and paradigms possessed. Additionally, self-quality can include attitudes, perceptions, self-character, abilities, life goals, needs, and self-appearance. The existence of self-confidence determines the quality of a person's life. Therefore, the author is interested in studying the impact of storytelling method on public communication skills of students in SDN 3 Mekarsari, Depok, West Java.

2. Theoretical Studies

According to Yudha, "Skills are children's abilities to perform various activities such as motor, language, social-emotional, cognitive and affective (moral values) (Yudha, 2005). Good learning skills develop into habits. Skills There is an interaction with the development of the child's overall abilities. Without maturity, the child's abilities will not develop. Several factors influence a child's abilities, namely: genetics, nutrition, intelligence, education, health, culture, economy, society, Gender and environmental stimulation. In the Indonesian Dictionary, skills refer to the ability to complete tasks (Depdiknas, 2001). It can be concluded that skills are the ability of a child to perform various activities in his business to complete tasks. Children They must receive skills education from an early age so that they can grow into capable people who

can skillfully carry out all activities and deal with life problems in the future. In addition, they will also have the expertise to do so beneficial to society.

The skills discussed here are specific to kindergarten-age children because the kindergarten age is a prime time for practicing skills. Kindergarten children need to develop skills in the form of values and ethics, including physical and motor skills, language skills, social-emotional skills, cognitive skills, and emotional skills. All types of these skills need to be integrated into life skills. Children must apply them and even integrate them into their lives. Speaking can generally be understood as conveying meaning (thoughts, thoughts, concepts, or inner contents) to others through spoken language so that others can understand its meaning. Dance Suhartono suggests that speaking is the ability to express, express and communicate thoughts, ideas and feelings by producing clear sounds or words (Suhartono, 2005). Hariydi and Zamzami say Speaking is essentially a process of communication, because in it, a message occurs from one source to another place. From that meaning as already mentioned, it can be concluded that speaking is a process to express, state and convey ideas, thoughts, ideas, or fill your heart to others by using spoken language that you can understand by others (Suhartono, 2005).

According to Suhartono, speaking is a form of behavior of human factors, utilizing physical, psychological, neurological, semantic and linguistic factors (Suhartono, 2005). First of all, when speaking, the physical factors that produce speech sounds, such as the head, hands, and facial features, are used, that is, the speech organs. Secondly, psychological factors will affect language ability. Therefore, emotional stability not only affects the quality of the voice, but also the continuity of the conversation. Third, there are neurological factors, that is, the neural network that connects the cerebellum with body organs involved in activities such as the mouth and ears. Fourth, semantic factors related to meaning. Fifth, linguistic factors related to language structure. The sounds produced must be arranged according to certain rules to be meaningful. If the arrangement of words does not follow the rules of language, it will affect the interlocutor's understanding of the meaning.

Based on the above definitions of speaking skills and understanding, it can be concluded that speaking skills are the ability to express, present and convey ideas, ideas, concepts or content to others using spoken language that they can understand. Activities that children can do that teach them to speak well are to interact and communicate with those around them. Speech skills must be trained on children from an early age so that they can produce clear sounds or words until they are able to express, express and convey thoughts, ideas, thoughts or contented hearts to others. Through dialogue, children can learn to speak with the help of adults. By speaking, children gain experience, expand their knowledge and further develop their language. Children need reinforcement, rewards (gifts, praise), advice, and good examples or models from adults so that their language skills can develop effectively and to their maximum extent.

Storytelling is an activity performed orally in the presence of others, with or without aids, and communicated in the form of news, information, or simply a fairy tale, as the storyteller conveys an enjoyable story about it. The presentation of stories fills children's memories with information, including life values and different perspectives. The events in the story will enrich the child's experience and provide reference for solving problems or changing behaviors.

3. Research Methods

The method used in this study is quantitative research method. This study is a pre-experimental study or pseudo-experiment. The design employed pretest and posttest groups. Within a group, pretests and posttests were administered before any treatment. The subjects of this study included 45 students from SDN 3 Mekarsari Cimanggis Depok, West Java. This number was determined based on the selection of primary school children based on respondents as they are easily accessible and recognize the Alpha Generation who are able to develop storytelling practices that increase confidence and improve social literacy. The sampling technique used was purposive sampling. The researchers collected samples from 45 students at SDN 3 Mekarsari Cimanggis Depok, West Java. The researchers did not switch the population from Class 1 to Class III because switching from Class 1 to Class III would be premature and there were concerns that the measurements might be invalid. So, the population of this study in grades IV to VI taken as a sample was 214, namely 20%, so the sample in this study was 45 students, so the researcher referred to Hair in specifying the number of samples in this study. Hair stated that the way to determine the number of samples is the number of assessments x scale value. The data collection technique in this research uses tests and observations.

The population of fourth to sixth grade students in this study is 214, or 20%, so the sample of this study includes 45 students. Therefore, when specifying the sample size for this study, the researchers mentioned hair. Hair stated that the sample size can be determined by the number of ratings x the scale value. Data collection techniques in this study used testing and observation.

4. Results and Discussion

Analysis of Respondent Characteristics

In this research, those involved were students from grades 3, 5 and 6 with a total of 49 students, the most of whom were from grade 5, namely 28 people, followed by 20 people from grade 4 and only 1 person from grade 6.

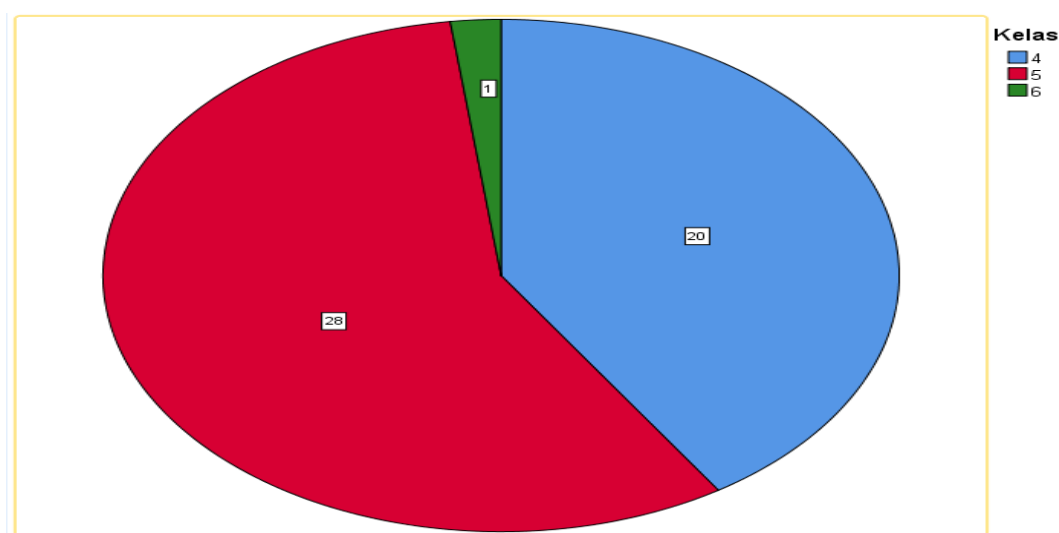


Figure 1 Class distribution of students involved in research

Source: Processed by Researchers

If we look at the gender, it is known that there are 24 women and 25 men, it seems that the portions are almost equal for the two genders.

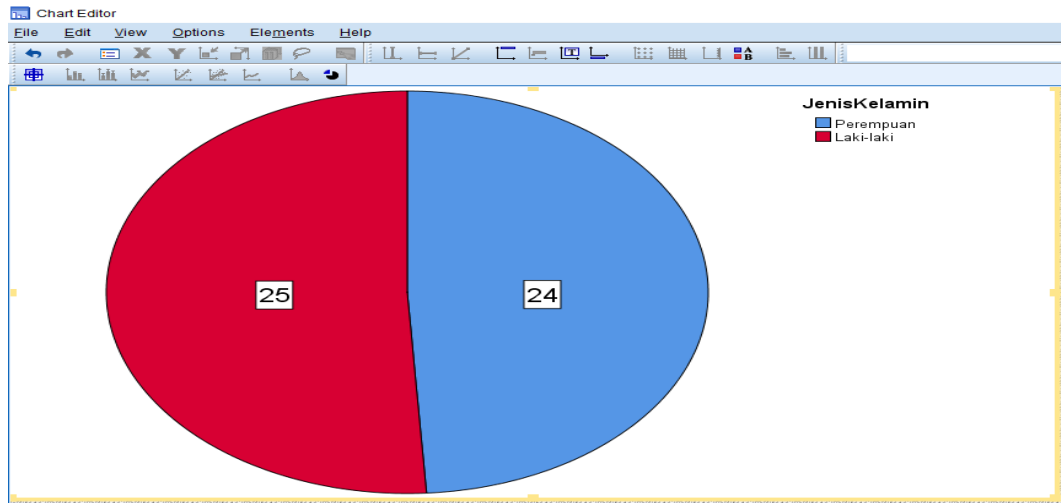


Figure 2 gender distribution
Sources processed by researchers

The next important characteristic to pay attention to is age. It is known that the majority of students involved were 11 years old, namely 29 people, in second place were 16 people aged 10 years, and 12 years old were 4 people.

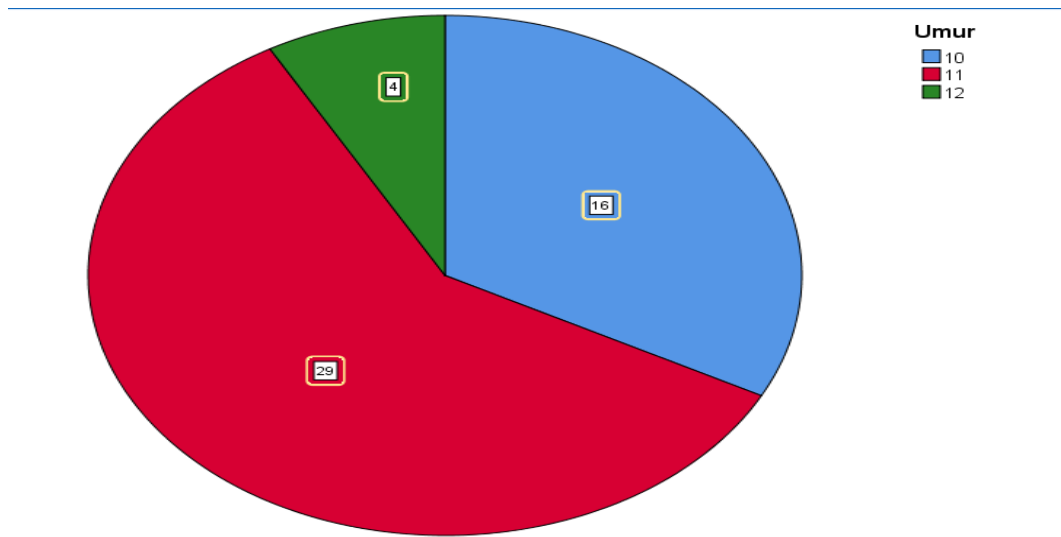


Figure 3 Age Distribution of Participants Involved
Source: Processed by Researchers

Looking at family conditions, namely parents' education, parents' jobs, and living environment conditions, the SPSS output shows that the majority of fathers' education is high school graduates at 51%, followed by 38.8% college graduates and the remainder at 38.8% junior high school graduates. 10.2%. The education of the mothers of the students involved can be said to be similar to the education of their fathers, namely that the majority have graduated from high school at 53.1%, followed by graduates from college at 34.7%, graduates from junior high school at 10.2% and the remainder have not had formal education, namely 2%.

Looking at the parents' jobs, it is known that the majority of the fathers of the students involved are private employees at 57.1%, while the majority of mothers do not work or are housewives at 65.3%, the second most father's job is entrepreneur at 26.5% while for The mother's second

highest occupation is a private employee at 24.5%, the father's third highest occupation is as ASN/TNI/Polri at 10.2%, while the mother's occupation is 8.2%. Regarding the most minority occupations, 6.1% of fathers were recorded as not working, while 2% of mothers worked as ASN/TNI/Polri.

| | | PendidikanAyah | | | |
|-------|-----------------|-----------------------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | SMP | 5 | 10,2 | 10,2 | 10,2 |
| | SMA | 25 | 51,0 | 51,0 | 61,2 |
| | PerguruanTinggi | 19 | 38,8 | 38,8 | 100,0 |
| | Total | 49 | 100,0 | 100,0 | |

| | | PendidikanIbu | | | |
|-------|-----------------|----------------------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | SMP | 5 | 10,2 | 10,2 | 10,2 |
| | SMA | 26 | 53,1 | 53,1 | 63,3 |
| | PerguruanTinggi | 17 | 34,7 | 34,7 | 98,0 |
| | TidakSekolah | 1 | 2,0 | 2,0 | 100,0 |
| | Total | 49 | 100,0 | 100,0 | |

| | | PekerjaanAyah | | | |
|-------|----------------|----------------------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | ASN/TNI/Polri | 5 | 10,2 | 10,2 | 10,2 |
| | KaryawanSwasta | 28 | 57,1 | 57,1 | 67,3 |
| | Wirausaha | 13 | 26,5 | 26,5 | 93,9 |
| | TidakBekerja | 3 | 6,1 | 6,1 | 100,0 |
| | Total | 49 | 100,0 | 100,0 | |

Figure 4: Total education of father, mother and father's occupation
Sources processed by researchers

PekerjaanIbu

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | ASN/TNI/Polri | 1 | 2,0 | 2,0 | 2,0 |
| | KaryawanSwasta | 12 | 24,5 | 24,5 | 26,5 |
| | Wirausaha | 4 | 8,2 | 8,2 | 34,7 |
| | TidakBekerja | 32 | 65,3 | 65,3 | 100,0 |
| | Total | 49 | 100,0 | 100,0 | |

LingkunganRumah

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Komplek/Perumahan | 27 | 55,1 | 55,1 | 55,1 |
| | NonKomplek | 21 | 42,9 | 42,9 | 98,0 |
| | Rusun | 1 | 2,0 | 2,0 | 100,0 |
| | Total | 49 | 100,0 | 100,0 | |

PenghasilanOrangTua

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | <500ribu | 2 | 4,1 | 4,1 | 4,1 |
| | 500 ribu - 2 juta | 8 | 16,3 | 16,3 | 20,4 |
| | 2 juta - 5 juta | 21 | 42,9 | 42,9 | 63,3 |
| | 5 juta - 10 juta | 15 | 30,6 | 30,6 | 93,9 |
| | > 10 juta | 3 | 6,1 | 6,1 | 100,0 |
| | Total | 49 | 100,0 | 100,0 | |

Figure 5. Number of Mother's Jobs, Home Environment and Parental Income
Source: Processed by Researchers

Furthermore, paying attention to the home environment where the participants live, the majority of participants live in complex/residential areas, namely 55.1%, 42.9% live in non-complex areas and only 2% live in flats.

The majority of parents' income is in the range of 2 million – 5 million as much as 42.9%, in second place the most are those with incomes of 5 million to 10 million, namely 30.6%, in third place the highest are those with parents' income of 500 thousand to 2 million, namely 16.3%, there are participants whose parents have a monthly income of more than 10 million, namely 6.1%, while there are also participants whose parents earn less than 500 thousand per month, namely 4.1%.

Based on the characteristics of the respondents above, it is known that the gender ratio is almost equal, the majority of respondents have parents who have secondary to higher education, live

in a good and orderly environment, and the majority of their parents have a monthly income at the middle to upper level.

Normality test

The normality test is a prerequisite before carrying out the Paired Sample T-Test, as explained in CHAPTER II, the data is expected to have a normal distribution so that the Paired Sample T-Test can be carried out. The SPSS output for carrying out the normality test using the Kolmogorov-Smirnov Test can be seen in the following image

One-Sample Kolmogorov-Smirnov Test

| | | Unstandardized Residual |
|----------------------------------|----------------|-------------------------|
| N | | 49 |
| Normal Parameters ^{a,b} | Mean | ,0000000 |
| | Std. Deviation | 1,07362998 |
| Most Extreme Differences | Absolute | ,127 |
| | Positive | ,118 |
| | Negative | -,127 |
| Test Statistic | | ,127 |
| Asymp. Sig. (2-tailed) | | ,047 ^c |

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

The significance value of Asymp.Sig (2-tailed) is 0.47 which is greater than 0.05. So according to the basis for decision making in the Kolmogorov-Smirnov normality test, it can be concluded that the data is normally distributed. Thus, the normality assumptions or requirements in the regression model have been met.

Uji Paired Sample T-Test

Paired Sample T-Test is carried out on each variable with the values before and after each variable. The results of the paired sample T-Test for each variable are the same, namely 0.000. The basis for making decisions based on hypotheses has been explained in CHAPTER 2, namely if:

1. The significance value of the T test is greater than 0.05, so H₀ is accepted and H₁ is rejected
2. The significance value of the T test is less than 0.05, so H₀ is rejected and H₁ is accepted

Table 3 is a summary of the T test results for each variable, meanwhile the SPSS output can be seen in the attachment.

Table 3 Recap of T Test Results

| Not Variable | Nilai Uji Paired Sample T-Test | Conclusion |
|--------------|--------------------------------|---|
| 1 | 0,000 | H0 is rejected,there was a change in value between before the training was carried out and after the training was carried out |
| 2 | 0,000 | H0 is rejected,there was a change in value between before the training was carried out and after the training was carried out |
| 3 | 0,000 | H0 is rejected,there was a change in value between before the training was carried out and after the training was carried out |
| 4 | 0,000 | H0 is rejected,there was a change in value between before the training was carried out and after the training was carried out |
| 5 | 0,000 | H0 is rejected,there was a change in value between before the training was carried out and after the training was carried out |
| 6 | 0,000 | H0 is rejected,there was a change in value between before the training was carried out and after the training was carried out |
| 7 | 0,000 | H0 is rejected,there was a change in value between before the training was carried out and after the training was carried out |
| 8 | 0,000 | H0 is rejected,there was a change in value between before the training was carried out and after the training was carried out |

Source: processed by researchers

Based on the results of the T test, it is known that there is a significant change in student scores between before and after the training. If you look at the tabulated data of before and after scores, it is known that students have experienced significant improvements in each variable. The table of values before (with code Bef) and after (with code Aft) can be seen in the attachment.

5. Conclusion

Based on the results of the analysis and discussion regarding the Analysis of the Effect of Storytelling Methods on Public Communication Skills in Students at SDN 3 Mekarsari, Depok, West Java, the researchers drew conclusions, namely:

- i. Students who are involved in the storytelling method experience an increase in their ability to speak fluently, clearly and persuasively. They are better able to convey messages in an interesting way and link information to relevant stories.
- ii. The storytelling method also has a positive impact on students' listening skills. Through story exposure, students become more involved and active in listening to stories from classmates or teachers, thereby increasing their understanding of the story content.
- iii. Participation in the storytelling method stimulates students' creativity in creating their own stories. This helps them formulate interesting and unique narratives, and improves their ability to manage their emotions and self-expression.

- iv. The students involved in the storytelling method showed a decrease in fear or anxiety when asked to speak in public. Through storytelling exercises, students become more confident and able to overcome anxiety in public situations.

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