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Promoting Storytelling in Enhancing Health Vocational Students' Speaking Achievement

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Abstract

Soft skills development requires the use of education media and forums. While storytelling may be used in competitions, media classes do not use it as a teaching media. Storytelling in the classroom hasn't been used to its fullest potential. English language proficiency can be improved through the use of digital storytelling, specifically on YouTube, by students. The study is intended to achieve similarities and discrepancies in the importance of the English-language achievement with general English and the implementation of digital storytelling. This study may be graded as an experimental investigation and classroom action research. This study employed cross-sectional research with independent speaking pre-test and post-test for experimental and control group design. Talking with storytelling therapy triggering different strategies is advised in experimental classes. It uses intervention research to change people's "talking," "doing" and "related practices". For the control group data combined with T-tests findings, a value of 0.417 has been achieved with an average value of -10.97436. In achieving speaking test outcomes, one may interpret that the treatment group has a more important meaning than the control group. The outcome of this study show that storytelling learning can help students at vocational health Level 2, more than the general English learning, achieve the high speaking achievement.

Keywords: Promoting Storytelling, Speaking Achievement, Speaking Skill

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INTRODUCTION

Study in the sophisticated method of storytelling in class allows the teacher to coordinate student education in support of the social and emotional learning the student. Storytelling can be used for a variety of purposes, including connecting theory and practice, enhancing understanding, increasing empathy, and helping to establish a nurse's identity. (Attenborough, 2020). Creese et al (2009) report that teachers might use the storytelling of folk culture to affirm customs, ideals, and beliefs in referencing aspects of the community's collective memory. The key contribution of students to the storytelling was to challenge its authenticity. In the teaching of storytelling and social identity practices, bilingualism and biliteracy are significant. The use of only one language will not allow participants to interact, investigate, and question the text in the same collection of tools. In the other studies of storytelling have been used in health vocational high education with different media (Attenborough, 2020) (Hunter & Hunter, 2006) (Wood, 2014) (Baldwin et al., 2014). In this study, Storytelling is tried to apply as an alternative

teaching media in the language digital practice classroom. Health vocational students need to associate meanings and emotions with words, but also, they can develop their health-specific vocabulary in the reality field (Mokhtar et al., 2011). Storytelling has implications for developing sociocultural aspect, identity aspect, communication aspect, and creativity aspect.

Students are expected to have holistic abilities within the presage-process-product framework where they are encouraged to adapt to the sociocultural and social media that is now evolving. (Chan et al., 2019) Many studies have tried to use storytelling in developing students' achievement, the other studies apply literacy tasks, folk stories, and social identity practices in teaching. This study inquires how storytelling develops the English-speaking achievement of students in digital media namely the YouTube platform. The study is intended to achieve similarities and discrepancies in the importance of the English-language achievement with general English and the implementation of storytelling. This study also offers further information on the use of narrative approaches to improve speaking achievement. This study gives an alternative way to teach the language of health vocational students in improving the language achievement. This study supports the growth of health vocational students' soft skills. They learn from one another, while the teachers play a supporting role. Only after a certain level mastery is reached are students exposed to more challenging tasks. More realistic learning through field experiences such as internships, mentoring assignments, and joint projects be exposed to the students. (Hussin, 2018). This study's use of storytelling is expected to have an impact on the development of practically holistic student literacy achievement.

In the college classroom, assessment of the storytelling is applied with students interpreting symbolism. Storytelling was used in the instructor role modeling and providing space for storytelling in a problem-based learning environment. The exemplary stories were the most common kind of stories told and used as a basis of assessment for discussion by teachers and students to tell moral tales. Using stories, vocational students may participate in a situated, interactive educational atmosphere that connects theory buildings with practical experience and problem-solving skills. (Napier, 2010) In developing storytelling, students should realize their experiences and reality how they can be connected in the learning situation. Nguyen et al. (2015) told there are good connections between storytelling and adult resilience experiences in childhood. Only one factor was a beneficial predictor of resilience for people who used storytelling in their teachings of peers. An increasing body of literature examines the uses of digital storytelling to help understand, heal, and make sense in different ways. There is far more to say about digital storytelling as a form of narration in education for adults. (Rossiter & Garcia, 2012) Students' reasoning skills, problem-solving abilities, and ability to share work experience improve as a result of storytelling.

This study applies YouTube as storytelling media in implementation storytelling for health vocational students. Digital storytellings are interactive teaching media and short threads combining the art of storytelling, including images, audio, and video, with multimedia objects. In digital storytelling, grassroots organizations and researchers have found a powerful way to make the voices of powerless people heard. The promise of digital storytelling was also taken up in higher education. Digital storytelling has been proposed as a vehicle for cultural analysis and alternatives to traditional term papers. (Rossiter & Garcia, 2012). The incorporation of technology and the use of interactive media includes digital storytelling (DST). It can help develop the skills needed for new workers in the 21st century. It enables students to communicate with an audience and demonstrate what they have learned using interactive media. This includes awareness of the subject and the ability to think as their materials are turned into interactive media. It also includes collaboration, cooperation, and teamwork, since each student group shares its experience and know-how. (Thang et al., 2014) The use of YouTube as a medium for

storytelling aids students in developing confidence in front of a camera. Digital storytelling gives all students a chance to express themselves through the telling of stories.

Chan & Lee (2021) identified four factors that influence students' speaking achievement: student learning factors, teacher pedagogical factors, institutional factors, and sociocultural factors. Storytelling is useful for health vocational students; the health profession needs creative communication to promote health for the community. Stevenson (2019) also reported that storytelling develops the ability to create, to tell stories, it allows teaching students for learning the art of intercultural communication and reflection. Storytelling is used for the imagination to tell a story about ourselves to a culturally diverse audience rather than imagining a story. Storytelling is a form of creative art that has informed and entertained across centuries and cultures. It appears that storytelling is a realistic and effective method for language learning in particular. Teachers have additional challenges to enable students to appreciate gaps in identity, culture, and language use. The practice of storytelling will involve our students in more responsible, reflective, and resilient actions. Although the results here seem transformative, many factors demand additional attention. (Stevenson, 2019) The concern of this study is how can the use of storytelling techniques help students do better on the speaking achievement.

METHODS

This study may be grade 5 as an experimental investigation and classroom action research. This study employed pre-test and post-test experimental and control group design. Two sets, an experiment, and control are chosen. Talking with storytelling therapy triggering different strategies is advised in experimental classes. The control group teaches student engagement, communication, relationships, and performance capacities by learning about exercises in General English therapy. Education for Sustainability It uses intervention research to change people's "talking," "doing, and "related practices": a method that changes other practices. Action research is a crucial and self-critical process to animate transformations through self-transformation. 'The others are transformed into an endless dance in which they each assert themselves, try to take the lead and respond to each other.' Action research is aimed at shaping other practices among circumstances. In almost any case where a problem calls for a solution, action research can be used. It can be accomplished by a teacher, a group of teachers who collaborate in one classroom, or a teacher working in a lifelong partnership with a researcher or researchers. (Cohen et al., 2007)

This study was applied random sampling for 78 participants (39 students of the control group and 39 students of the experimental group) from 350 third grade students of six departments at Poltekkes Kemenkes Surabaya. All participants have got the informed consent and commitment agreement in collecting and applying treatments. Random conditions sampling is used to create groups that are identical to or similarly balanced subject characteristics (individual differences) under independent conditions of variable manipulation. (John J. Shaughnessy, Eugene B. Zechmeister, 2013). In sampling techniques, this study used four aspects: the sample size; 1. Sample representation and parameters; 2. Sample access; 3. Strategies to use for sampling. (Cohen et al., 2007). EPT (English Proficiency test) speaking Test was given before (pre-test) and after (post-test) exposing students to Storytelling and General English. Speaking test works on two aspects: content and language aspects. Content aspect has 3 items namely addressing the question/prompt well, having relevant details, and connecting ideas. Language aspect has 4 items namely using accurate grammar, using appropriate vocabulary, having fluent speech, and having clear pronunciation. (Huang et al., 2016)

In storytelling class, the picture of students is clear - in other words, 'analysis' (see -and hear - events again). In the summary, students can say the tale. Students can provide ample information to ensure that each listener, as the storyteller, gets a 'clear picture. Students are writing as many ideas as possible so that the part of the story that inspires students to decide to tell this story and not others will clarify (victory, problem, or puzzle). If students have a listener, they may invite them to give you some idea. Students are thinking about other knowledge they know that could help students choose an explanation or interpretation that is most likely (or start getting ideas for what students might do). Students can determine which is the most plausible explanation they think and investigate whether their explanations are considered 'solid.' Students should also think about the consequences of the storytelling process. (Malderez, 2010)

General English instruction with six stages of speaking exercises. Materials and speeches are given to students. First, the students receive constructive language materials, phrases, and structures. Second, students also have a speech practice that fills the blanks in incomplete dialog scripts. Third, students interpret, mimic, and repeat detailed discussions, do not embrace drama tasks. Fourth, to express formal expression, neutral and informal circumstances, students obtain identification assignments. Fifth, students can only answer 6 questions and comprehension in real situations, assess teachers' identification, complete unfinished discussions, and write back ambiguous conversations. Sixth, students can only answer questions in real situations.

EPT (English proficiency test) speaking assessments will be administered before and after students have been exposed to storytelling and general English to gather data. The Speaking segment tests test participants' capacity in an instructional setting to speak English efficiently. In and outside of the classroom students should be able to talk well. Students must take part in academic talks with other participants in the class, synthesize and summarize what they have read in their textbooks and learned in class, and express opinions about the subject. Categories of independent speaking test score (English Proficiency Test) are the talk answers the topic question, the point of view or position is clear, the talks are direct and well organized, the sentences are logically connected, details and examples support the main idea, the speaker expresses his full thoughts, the meaning is easy for the listener to understand, various vocabulary is used, there are very few errors in grammar and the talks are in the range of 125-150 words.

RESULT AND DISCUSSION

In this study, 78 participants actively participated in activities divided into two groups. The control group was given General English and the experimental group was given Storytelling. The mean pre-test control group. was 13,948 and the experiment group was 14,333. The maximum pre-test value for the control group is 16 and the Experiment group is 15. The post-test implementation results collected data that are 15 for the control group and 24 for the experimental group and 24 for the full post-test group and 28 for the experimental group. The average post-test control group was 17,461 and 25,307. For Std. The post-test group deviation was 0.75911 and the test group was 0.62126. The monitoring units are 9 and the experimental unit is 4.

Different participants from the post-test speaking test showed they were all in a good position to understand the question (question address/well speed). In the evaluation factor, 71,8 percent in grades 2 and 28,2 percent in grades 3 were given. 69, 2 percent at the value of 2 in the evaluation component of the distribution of ideas or ideas that specifically fit the matter obviously). The participants who scored 2 were approximately 25.6 and those who earned a 3 score about 74.4 percent in the calculation component of the use of correct grammar. In evaluation, the participants who scored 2 were approximately 23.1 percent, 3 were about 74.4 percent, and 4 were approximately 2.6 percent. About the correct evaluation, participants who earned a 2 score of approximately

87.2 percent were able to attain a 3 score of approximately 12.8 percent. The participants who earned a score of 2 were around 87.2 percent in the simple aspect of pronunciation evaluation.

Data were obtained from post-speaking test results showed that 39 experimental group participants obtained a score of 4 on the aspect of the material, that of the ability to well understand the question to answer the question/ prompt), the ability to complete information (with specific details) and to link ideas. Data from the appraisal aspect showed that approximately 76,9% showed a 3-value and about 23,1% a 4-value. 39 participants in the experimental group showed a score of 4 in terms of using the required vocabulary. 64.1% of participants had a score of 3 and 35.9% had a score of 4 in the simple pronunciation evaluation component. Concerning the fluent voice, there were around 48.7 percent of participants receiving 3, and about 51.3 percent of participants receiving 4. One-sample Kolmogorov-Smirnov test should be tested for decision making in the normality assay. The distributed data are abnormal and if the sig, < 0.05 (significance), the distributed data. The data is then distributed normally (significance) > 0.05. In the statistical analysis of this study, it has been found that the significance of the meaning of $0.24 > 0.05$ is natural. To decide whether any variants are the same within the population and the sig value is the test criterion, Levene statistical homogeneity results are used. > 0.05 , then one may assume that two or more groups of variants have the same variants. The statistics show that the significance value $0.35 > 0.05$ and thus the study data in the same population can be said. Different values in the control and experimental group were seen in the study of the paired T-test effects. The significance value of 0.09 with a mean value of -3.51282 in the study result for control group data with paired T-test. The test results revealed a significance value of 0.417 for the experimental group data with a paired T-test at -10.97436.

Analysis of the results of the study on the results of the Paired T-test showed different values in the control group and the experimental group. In the analysis result for control group data with paired T-test obtained signification value of 0.09 with Mean value of -3.51282. In the analysis results for the experimental group data with paired T-test obtained a signification value of 0.417 with a Mean value of -10.97436. It can be interpreted that the treatment group showed a more signifying feel than the control group in achieving speaking test score.

This study also uploaded the task of video storytelling into YouTube. Each student uploads video storytelling to YouTube with their class account. Storytelling applied to this video format provides many benefits including students have confidence in expression in videos uploaded on YouTube. Students can take a quick video to YouTube, edit and upload it to explain a specific subject. By learning the words and phrases in their personal stories, students can improve their vocabulary. (Koutropoulos et al., 2013) The results of the study on the experimental group can be seen from the percentage of posttest data on the assessment aspect obtained data that about 76.9% showed a value of 3 and about 23.1% showed a value of 4. In terms of using appropriate vocabulary, 39 participants of the experimental group showed a score of 4. In the clear pronunciation assessment aspect, 64.1% of participants received a score of 3 and 35.9% of participants received a score of 4. In the aspect of assessment of smooth speaking (having fluent speech) the participants who obtained a score of 3 about 48.7% and who obtained a score of 4 about 51.3%.

Imagination is vital to "constructing care" in health vocational practice, but an "informed imagination" is a key problem in health vocational education. Educators were motivated by storytelling in the creation of student imagination. In health vocational and medical education, narrative preparation has been implemented in several respects. This includes literary pedagogy, in which fictional accounts of human encounters with illnesses, for example, the comprehension of human condition by rich students. This theory questions the position of the author as the sole source of the importance of the text and

emphasizes the reader. The social history is the "value foundation" of the health vocational profession, its theoretical heritage, and its wisdom in practice. The desire to envision possibilities to connect with the past is the historical imagination. It imagines how narrative learning can harness a sense of its worth. Students should use their historic creativity. (Wood, 2014)

The perspectives and expectations of patients become a primary subject of research as health vocational education is increasingly focused on the patient. It is stated that health vocational students' value academic success less than learning the practical skills and information required for professional identity development. Clinical culture should also provide an emphasis on learning and theory to promote the transfer of skills for health vocational students. Academic culture should also have an emphasis on quality and practice-based patient care. In the field of health vocational education, academic education was largely neglected. Further research is needed to understand better how the ethical conduct of health vocational in academic environments affects health vocational students' professional development. It is important to define clearly from where and from whom students learn to integrate all aspects of the information into curricula preparation to promote professional development. (Baldwin et al., 2014)

Education College introduced a progressive student education program to say a story. The stories of color will struggle with the stories of the oppressor. Distinguished dialog helps overcome the ethnocentrism and the unconscious understanding and organization of the world by several students. Literacy stories have raised awareness of literacy and literacy, pedagogy and multiculturalism in the conservation education programs. The teacher's narratives helped "to disrupt preservice teachers' stereotyped conceptions of others and to interrupt the dominant, generalized discourse on minority students with particular stories" (Coulter et al., 2007). In today's digital era, demanding students have important literacy skills because they can have a fundamental effect on individual achievements and objectives in education. (Kaeophanuek et al., 2019).

DISCUSSION

Storytelling has an impact on the language aspect of communication skills. Storytelling has a beneficial effect on reading skills. Students can grow their vocabulary and learn to use these words and phrases at any time. With each storytelling, students can demonstrate improved basic language skills including vocabulary, comprehension, process, and story reminders. They can also improve their communication skills, such as knowledge transfer (Mokhtar et al., 2011). Interactive storytelling has an impact on academic achievement, critical thinking, and the drive to learn English as a foreign language for students. (Yang & Wu, 2012)

Storytelling will give students the fun and pleasure that motivates them to lessons. Memorable storytelling captures students' interest and inspires them to study more diligently in school. History also raises awareness among students and allows them to learn about different cultures and people. (İnal & Cakir, 2014). Huang et al., (2016) reported topical awareness and fear can affect English test performance considerably. Findings point to the unique designs which could mitigate the effect of constructive irrelevance. He also reported that the study has two drawbacks to be treated carefully when attempting to generalize the performance. Instead of trying to satisfy a required course requirement, research participants participated openly in his study. Students could be nervous lower than they would if the test had high impacts of any kind.

Storytelling is a form of teaching that has shown its efficacy in teaching pedagogy. Storytelling provides the most normal and effective way to transmit, learn, and maintain knowledge. Neuroscience proves that the human brain is connected naturally so that every human experience is gained in the structure of the background and remembered. Storytelling is a learning method that has an effect on knowledge retention and learning

for students. (Eck, 2019) Storytelling can be used as an efficient method to enhance oral efficiency for EFL learners. Students are not only more involved in learning but also more responsible for learning. Storytelling by power points can also be useful in teaching students the various ways to remember. Storytelling often requires hesitant students to do their best to perfectly portray the narrative. Students can be inspired and can improve their oral skills and abilities. (Razmi et al., 2014)

Learning with storytelling has many benefits, especially for health workers. The digital narrative is a promising educational strategy and a modern field of higher education. Creative communication and writing courses at universities offer courses in multimedia storytelling. The capacity of digital storytelling stretches across many areas of research far beyond media communication and studies. The digitally developed storytelling effect on medicine and health is very positive. Health experts, patients, and their families can share their experiences and emotional support. Health patients should take advantage of shared concerns and lessons learned. Intel supports multimedia storytelling campaigns for internet welfare heroes (McLellan, 2016). Storytelling has been fueled by the revived debate in countries such as Australia, the US, and the UK. It is time to return the narrative to its key position in education. (Doecke, 2015). Digital storytelling uses a variety of electronic multimedia to present a reflective narrative without the use of written text. The intention of reflective learning should be made explicit to both students and tutors, authors say. It is difficult to assess reflective narratives when there is no written text, they say. (Sandars & Murray, 2011). Rong (2019) reports that Digital storytelling is one of the tools available in the learning market. All of the elements show a significant relationship with students' writing performance except for 'Dramatic Questions'.

The outcome of this study is that storytelling learning can help students at vocational health Level 2, more than the general English learning, achieve a high speaking achievement. Mokhtar et al (2011) proved that storytelling could be used in language classes as an effective method. Students may mix importance and emotion with words. In conversation or writing, students may also learn vocabulary. This study has applied digital storytelling on YouTube. Digital storytelling is a marriage between narrative and technology, which is a strong force in education. Increasing literature has examined how digital narratives operate in different fields, including K-12 education, higher education, medical services, aging, community action. (Rossiter & Garcia, 2012).

Storytelling provides opportunities for relaxation, entertainment, and had a significant social impact. It is anticipated that a deeper understanding of stories will lead to a greater appreciation of this resource and its enhanced use. (Flanagan, 2015) The study in the form of digital stories and storytelling in websites and applications is expected to be created. Storytelling is a recommendation for students to gain scientific insights and insights into the future. Kaeophanuek et al. (2019) identified that the use of individual digital technologies, which is professionalism, makes digital education relevant because of the fundamental influences. Digital literacy calls for a range of skills used in the implementation of digital activities. Choi (2018) explored the techniques of digital narration in a video conference. Real-life examples, realizing the value of using true emotional material, were the most common technique employed. In the online video, such as YouTube videos, students, especially young students understand what makes a video "good" Findings show that the use of high-quality video edits and footages by digital techniques increased the technological quality of the video. Choi (2018) concludes that teachers should be familiar with video production to invite additional students. YouTube student generation somehow absorbs knowledge. The digital narrative is a way of getting an insight into your exposure. Instructors may begin by fulfilling important requirements for visibility of contents, such as recording high-quality footages. Barber (2016) suggests that future interactive storytelling may use eBooks and mobile devices as realistic and

powerful contexts. The building provides people with the opportunity of learning and exchanging objects of personal significance. Digital narrative philosophy, all aspects of man seem to encourage (Tseng et al., 2019). Storytelling requests can emphasize backgrounds, attitudes, and relationships. The generation of intrinsic skills that are unknown both to faculty and students can catch new learning demands. In the final analysis, these needs for inherent learning will enrich the curricula of learners.

CONCLUSION

The storytelling learning can help students at vocational health Level 2, more than the general English learning, achieve a high speaking achievement. This study has applied digital storytelling on YouTube. Digital storytelling is a marriage between narrative and technology, which is a strong force in education. Storytelling provides opportunities for relaxation, entertainment, and had a significant social impact. It is anticipated that a deeper understanding of stories will lead to a greater appreciation of this resource and its enhanced use. Storytelling is a recommendation for students to gain scientific insights and insights into the future.

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AUTHOR CONTRIBUTION STATEMENT

This study began with the formulation and collection of data, data analysis and the conclusion of the research question. The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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