

## The Implementation of Telling a Story and Storytelling Video on Students' Motivation in Learning English

Rezky Uspayanti<sup>1\*</sup>, Wahyuniar<sup>2</sup> Ray Suryadi<sup>3</sup>

<sup>1\*</sup> English Education Department, Faculty of Teacher Training and Education, Universitas Musamus, Merauke, Indonesia

<sup>2</sup> Indonesian Language Literature and Education Department, Faculty of Teacher Training and Education, Universitas Musamus, Merauke, Indonesia

<sup>3</sup> English Education Department, Faculty of Teacher Training and Education, Sembilanbelas November University, Kolaka, Indonesia

### Abstract

*This research aimed to find out the students' motivation in learning English with the use of storytelling. The research was categorized as descriptive qualitative research. The research was done in Junior High School YAPIS Merauke which focused on eighth grade in 2021. The sample was chosen by using cluster random sampling. The sample focused on VIII. A which consisted of 21 students. The data was taken through observation using an observation checklist and interview. The observation checklist included 20 statements and the interview included 8 questions related to motivation and storytelling. The result of observations and interviews showed that the students' motivation increased in learning English. For treatment step, students were motivated to ask and respond to the questions given. Thus, most students enjoy learning English through videos, students are interested in the teaching materials provided, and some students understand the material better by presenting using videos, concluding the material, and understanding by presenting the material through the zoom application. In addition, by telling stories, most students are more flexible in retelling the contents of the story and they are also motivated by using such a way.*

**Keywords:** Motivation; storytelling; telling a story; video.

---

<sup>1\*</sup>Corresponding author, email: [rezky05@unmus.ac.id](mailto:rezky05@unmus.ac.id)

**Citation in APA style:** Uspayanti R, Wahyuniar, & Suryadi R Last Name, Initial of First Name. (Year). The Implementation of Telling a Story and Storytelling Video on Students' Motivation in Learning English. *JADEs: Journal of Academia in English Education*, Vol. 3 (1), P 69-76

Received June 20, 2022; Accepted 29 June 2022; Published June 30, 2022

DOI: <https://doi.org/10.32505/jades.v3i1.4303>

©IAIN Langsa All rights reserved.

## 1. INTRODUCTION

The digitalization progress in education could not be avoided. The use of technology is reflected in methods and learning media with digital tools. This means the learning process needs interesting methods and media to support the learning objectives. The learning process is signed with the interaction of teacher and learners and some learning components such as media, method, and learning environment. The learning process is the process where the teacher is a facilitator and the students as acceptor or listeners that accept the information or messages. To support the learning process, the teacher should be creative in giving material and prepare interesting learning media. There is a need for learning media as a tool for intermediary students to receive materials. This way will help teachers in teaching and make it easier for students to understand and accept materials.

One of the popular learning media used is using video. Video is an interesting learning media for students because videos are made with an interesting display, equipped with pictures and writing so it is easy to see and imitate other people (Sumardi, Nathael, Witri, & Kusriani, 2021). Video is also a non-printed teaching material that is rich and complete information because it is seen or watched by the students directly (Daryanto, 2010). Learning videos made and used by the teacher should be based on students' level and need including variation and interesting pictures so the students have the motivation and interest in the learning process.

In education zona, the learning process must pay attention to student learning activities and motivation because this is a very important factor. The low learning motivation of students in the learning process can prevent students from understanding the material presented by the teacher. Motivation is an important factor because it is a condition that

encourages students to learn. The people who have high motivation in learning will be easy to be a success in learning while someone who has low motivation in learning English will be difficult to catch the material learning (Uspayanti, Bawawa, Betaubun, Butarbutar, & Leba, 2020). Motivation has an important role to reach success in learning. Motivation in learning is influenced by several factors namely external, internal, and learning approach factors (Syah, 2011). From this description, it can be concluded that not only internal factors and external factors influence the motivation to learn, but the learning approach gave an effect on students' motivation.

One of the solutions to promote students' motivation and autonomy is combining storytelling and technology. For this research, the combination can be used by using storytelling video. Thus, one way to integrate technology into classrooms across curricular areas is through digital storytelling. Storytelling is a natural method of human communication and is prevalent in all aspects of human social interaction (Foelske, 2014). People tend to make better sense of complex ideas, concepts, or information when it occurs via storytelling. Digital storytelling allows students to become engaged across the curriculum by the use of many forms of media that they are familiar with and comfortable using. Storytelling is one of the most enjoyable literary arts that have captured human beings' attention for eternity d to send moral, social, political, entertainment, religious messages, and other fields (Shemy, 2020).

By knowing the importance of storytelling and telling a story for students, the researchers did the research focused to find out the students' motivation in learning English by using storytelling. After the students

watched the video, they conclude the story based on the video, and the other students asked questions.

## **2. LITERATURE REVIEW**

### **2.1. Learning Media**

Media is anything that can convey and distribute messages from sources in a planned manner to create a conducive learning environment where the recipient can carry out the learning process efficiently and effectively. Learning media can be said a learning aid, namely, everything that can be used to stimulate the thoughts, feelings, attention, and abilities of students so that they can encourage the learning process (Sumardi et al., 2021). There are many kinds of learning media such as textbooks, journals, learning videos, etc. This research focused on video namely storytelling video as an effective tool in the teaching and learning process.

### **2.2. Telling a story and Story Telling video**

Story telling video is one of the learning media that was used to help the students in learning on interesting views. Telling story from home is different from storytelling. Telling story or telling is the process of capturing the imagination of the audience by showing them the unfolding of a scene and not by describing the scene (Jerz, 2011).

### **2.3. Motivation**

Various psychologists have studied human behavior and formalized their findings in various theories of motivation. This theory of motivation provides a good understanding of how people behave and what motivates them. Motivation is a conscious effort to influence a person's behavior to do something or to achieve certain results or goals (Purwanto, 2017). According to (Sutrisno, 2011) motivation is a factor that affect a person's behavior to perform a certain activity. According to Robbins in (Fauzi, 2018) states that motivation is the process of causing something to happen, direction, and continuous effort made by someone

in achieving goals. Meanwhile, Stefan Invanko in (Yusuf, 2018) states that motivation is an individual's desire to achieve a goal and motivation is the cause of action.

Based on some views, it can be concluded that motivation is an effort that can cause a person to have a desire in achieving a certain goal. Learning requires motivation for learning outcomes to be optimal. Given the right motivation, then learning will be more successful. Motivation will always determine the intensity of the learning effort for students and is the most important thing in the learning process because, without motivation, learning objectives are difficult to achieve. In line with the opinion (Sadirman, 2011) says that the function of learning motivation is as effort in achieving learning achievement. In other words, by trying to do the task diligently, and solving various problems independently and tenaciously, then a person can produce optimal performance.

### **3. METHODS**

This research was categorized as descriptive qualitative research which focused on students' motivation in learning English. The research was done in Junior High School YAPIS Merauke. The sample chosen was students of VIII.A that consisted of 21 students. The data was taken through observations and interviews. The observation checklist consisted of 20 statements related to motivation. The indicators used for the observation checklist were very less (KS), less (K), enough (C), good (B), and very good (SB). In this research, the researchers asked the students to watch storytelling videos. In one meeting included one to 2 storytelling videos that should be understood by the students after that the students tell the story using their words based on the video watched. The interview given consisted of 8 questions related to motivation and views on "telling a story and storytelling video" in learning English. Interviews were given to make the data more valid.

For analyzing the results of the observations, the researchers used Excel to find out the results of the presentation of the observation checklists used at the time of observation. To analyze the results of the interviews, the researcher analyzed the data using qualitative analysis data based on theory (Miles & Huberman, 2012) which consisted of three stages, namely data reduction, data display and conclusion verification. Then at the final stage, conclusions are drawn based on the results of the data analysis.

#### 4. RESULTS

To find out the students' motivation, the researchers did observation and interviews to see the students' motivation while teaching and learning process using storytelling video.

##### 4.1 Observation

The observation was done by using an observation checklist that consisted of 20 items. The observation was done in four meetings namely the first observation before doing treatment and the next observation was done after the treatment was given namely using storytelling video in the teaching and learning process. Based on the observation before giving the treatment, the students had low motivation, the students were not active in asking and answering questions. Thus, the students were not interested in learning process. The results of the observations can be seen from the results of the observations checklist in class VIII.A in four meetings. The result can be seen in the following table 1.

*Tabel 1. The result of the Observation Checklist*

Proses	Kategori				
	KS	K	C	B	SB
<b>Before Treatment</b>	5%	35%	50%	10%	0%
<b>Treatment 1</b>	0%	5%	30%	65%	0%
<b>Treatment 2</b>	0%	0%	20%	65%	15%
<b>Treatment 3</b>	0%	0%	5%	65%	30%

For the results of the observation checklist (VIII.A) before giving treatment, 5% refers to the indicator very less (KS), 35% refers to the indicator less (K), 50% enough (C), 10% good (B), and 0% in the very good category (SB). Furthermore, in treatment 1, it can be seen that there is an increase in learning motivation where 0% refers to the very poor category (KS), 5% refers to the less category (K), 30% is sufficient (C), 65% is in a good category (B), and 0% in the very good category (SB). In treatment 2, there was an insignificant increase where 0% was in the very poor category (KS), 0% was in the poor category (K), 20% in the sufficient category (C), 65% in the good category (B), and 15% in the very good category (SB). In the 3rd treatment, there was also an increase where 0% refers to the very poor category (KS), 0% refers to the less category (K), 5% is sufficient (C), 65% to the good category (B), and 30% to the very good category (SB). The presentation diagram can be seen in diagram 1 below!

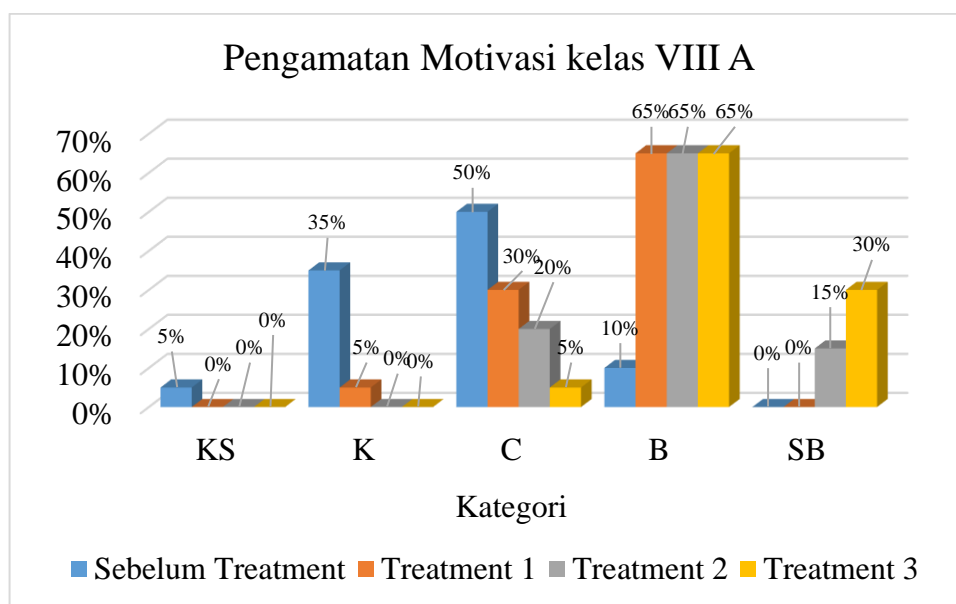


Figure 1. The improvement of students' motivation

## 4.2 Interview

Based on the results of interviews conducted with students in VIII.A, the use of storytelling video and telling a story can affect their motivation in learning, it is evidenced by the results of interviews that have been conducted with students at SMP Yapis Merauke. Interviews to measure students' motivation in learning were only conducted once, namely at the end or after being given treatment. There are 8 interview questions given related to student motivation in learning using the telling story strategy. Interviews were conducted face to face and via zoom. Based on the results of interviews that have been carried out, where most students enjoy learning English through videos and then retelling the contents of the video, students are interested in the teaching materials provided, some students understand the material better by presenting using videos, can conclude the material, and some students understand with the presentation of material through the zoom application. In addition, with the strategy of telling stories from home, most students are more flexible in retelling the contents of the story through videos and they are also slightly motivated by using such a way.

## 5. DISCUSSION

Initial observations were carried out to see the students' motivation in learning English. Observations were made using an observation checklist consisting of 20 statements. For observations in class VIII.A that observations were carried out before giving treatment and at the time of applying the storytelling video following asking students to tell the story based on the video given. Based on the results of observations obtained that the students were motivated to ask and respond to the questions given. This can be seen from the results of the observation checklist where before being given treatment, 10% refers to the good indicator (B), and 0% to the very good category (SB). In treatment 1, 65% refers to the good category



(B), in treatment 2, 65% refers to the good category (B), and 15% to the very good category. In the third treatment, 65% in the good category (B), and 30% in the very good category (SB).

Thus, the researchers also used interviews to make the data more valid. Interviews were conducted by face-to-face and via zoom. Based on the results of interviews that had been carried out, most students felt enjoyed learning English through videos and then retold the contents of the video, students were interested in the teaching materials provided, some students understood the material better by presenting using videos, can conclude the material, and some students understood by presenting the material through the zoom application. In addition, by telling stories from home, most students were more flexible in retelling the contents of the story through videos and they are also slightly motivated by using such a way. This result is related to (Pamujo Effa Kusdianang, 2016) story retelling can improve the students' motivation in learning English, especially for the speaking part. Thus, storytelling has contributed to enhancing various skills, such as communication, critical thinking, motivation, and initiative in partnership with others (Shemy, 2020).

## 6. CONCLUSION

The targets of this research were students in class VIII.A. In collecting data, the researchers used observation and interviews. Based on the results of research that had been carried out at Junior High School YAPIS Merauke, it can be concluded that there was an increase in motivation in learning. From the results obtained, it can be seen that there was a comparison of the increase in students' motivation in learning English in class VIII.A starting from the stage before being given treatment and after being given treatment. Suggestions from this research, it will provide information to readers, especially teachers regarding one of the

media used in teaching that affects students' motivation in learning which can be a guide for other teachers and further researchers.

## REFERENCES

- Daryanto. (2010). *Media Pembelajaran Peranannya Sangat Penting dalam Mencapai Tujuan Pembelajaran*. Yogyakarta: Gava Media.
- Fauzi, R. I. (2018). *Pengantar Manajemen Edisi Revisi*. Yogyakarta: Andi Offset.
- Foelske, M. (2014). *Digital Storytelling : The Impact on Student engagement, Motivation and Academic Learning*. University of Northern Iowa UNI ScholarWorks.
- Jerz, D. G. *Show, don't (just) tell.*, (2011).
- Miles, M. B., & Huberman, M. A. (2012). Analisis Data Kualitatif: Buku Sumber Tentang Metode-Metode Baru. In *Universitas Indonesia\_UI Press*.
- Pamujo Effa Kusdianang. (2016). *IMPROVING STUDENTS' MOTIVATION IN SPEAKING ABILITY BY USING STORY RETELLING*.
- Purwanto, N. (2017). *Psikologi Pendidikan*. Bandung: PT Remaja Rosdakarya.
- Sadirman. (2011). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: PT Rajagrafindo.
- Shemy, N. S. (2020). The Impact of Digital Storytelling on Motivation and Achievement in Teaching Scientific Concepts for Pre-School Students. *European Journal of Education Studies*, 7(12).
- Sumardi, U., Nathael, L., Witri, R., & Kusriani, F. (2021). Pengaruh Penggunaan Media Video Terhadap Motivasi Belajar Peserta Didik. *EDUTECH. Jurnal Teknologi Pendidikan*, 20(1).
- Sutrisno, E. (2011). *Manajemen Sumber Daya Manusia*. Jakarta: Kencana.
- Syah, M. (2011). *Psikologi Belajar*. Jakarta: PT Raja Grafindo Persada.
- Uspayanti, R., Bawawa, M., Betaubun, M., Butarbutar, R., & Leba, S. M. R. (2020). *The Implementation of Blended Learning Method on Chemistry Students' Motivation in Learning English*. <https://doi.org/10.2991/assehr.k.201014.092>
- Yusuf, H. A. (2018). *Pemahaman Manajemen Sumber Daya Manusia*. Yogyakarta: CAPS (Center For Academic Publishing Service).