

Developing Story Telling Performance Model in Improving Students' Self Confidence

Sumarsih¹, Yeni Erlita², and Asrita Sari³

^{1,2,3}Universitas Negeri Medan, Indonesia

ARTICLE INFO

Article history:

Received Jul 15, 2022

Revised Aug 20, 2022

Accepted Sep 02, 2022

Keywords:

Story Telling Performance,
Material,
Extracurricular,
Research,
Development.

Conflict of Interest:

None

Funding:

None

ABSTRACT

Extracurricular directs students to improve confidence and ability to speak English which is oriented toward student participation in various competitions such as speech, storytelling. The study aimed to develop material of storytelling performance model as a learning material of extracurricular particularly public speaking extracurricular. Since the extracurricular aims to improve students' self-confidence to perform in public area through story telling. In this context, the quality of learning outcomes in English speaking extracurricular activities is as follows. (1) Mastery of knowledge; (2) Mastery of English-speaking skills; (3) Having confidence when speaking; and (4) Able to appear in speaking using English which is oriented towards public speaking through story telling performance. Research and development were conducted in this study which used ADDIE model. The study was conducted at SMA N 11 Medan and the subject of the study was 10th grade students. The instruments of the study were observation, questionnaire, and interview. Furthermore, the study was conducted in some stages such as, Analysis, Design, Develop, Implement, and Evaluation. The result of study showed that story telling material could improve students' enthusiastic to perform in public speaking extracurricular at SMA N 11 Medan. Thus, it improved students' confidence in telling the story. Additionally, storytelling material was categorized as an excellent material to improve students' confidence through story telling validated by some experts.

Corresponding Author: Sumarsih, a Professor at Faculty of Languages and Arts, Universitas Negeri Medan, Indonesia. Tel. +62-812-6047-395). E-mail: prof.sumarsih@gmail.com



©Sumarsih, Yeni Erlita, Asrita Sari

This is an open-access article under the CC BY-SA 4.0 international license.

1. Introduction

In general, mastering listening, speaking, reading, and writing are needed in English learning (Sanjaya et al, 2014). Learning English is one of language learning as a process taken to develop language intelligence through language competence activities. Therefore, learning English is categorized to be effective if it is able to achieve the learning objectives, namely mastering the English skills. However, in achieving a predetermined learning goals, there are always the problems that hinders the achievement of the learning objectives. One of the problems that often faces by the learners in the learning process is lack of learning material and the emphasis placed on learning English related to learning model used. A language learning should place more emphasis on practice for communication. In other hand, current learning English is still monotonous and prioritizes grammar and memorizing models. Meanwhile the effective way to master the language is to practice what has been learned which encourages students to be active in learning and able to develop their own abilities. Since the learners must be independent in learning. Learning is one of the necessities of human life which is very important for survival and self-development.

Hamiyah& Jauhar (2014) stated that learning is a process of changing a person's behavior based on experience interacting with the environment which is shown in various forms such as changes in knowledge, understanding, attitudes and behavior, skills, habits, and changes in aspects of life. Purwanto,

Aunnurahman&Wahyudi (2018) stated that learning is a process carried out by individuals to obtain a new behavior change as a whole, as a result of the individual's own experience in interaction with the environment.

Speaking is one of English skills that must be mastered by students. However, speaking skill is still quite difficult for high school students to master. Although since elementary school, English has been taught. This causes the ability of students to communicate orally is still very lacking, even many of these students do not understand when other people speak English.

Based on the observations obtained, currently teaching English in senior high schools still tends to emphasize teacher centered learning, where teachers place more emphasis on mastery of grammar and memorizing the vocabulary. It is in contrast to 2013 curriculum which emphasizes student centered learning. The curriculum requires teachers to design teaching and learning process which directs students to be active not passive. There are several reasons influencing students to be less active in speaking English, namely, lack of confidence and lack of English vocabulary. In a fact, those students are lack of practice in learning English in the classroom.

Self-confidence is one of the most important aspects of one's personality. A person can be said to be confident if he is able to actualize his full potential. It is one of the prime movers in human beings and can trigger a decisive influence on a person's life, for better or for worse. Bandura (1986) describes self-confidence as people's belief in their ability to exercise control over their functions and events in their lives. Students who have self-confidence will be able to overcome their fears or negative thoughts, making it easy to communicate, especially while speaking in front of the class. The students must be able to easily convey messages, which is a benefit of self-confidence. Students must have self-confidence due to helping them to achieve their goals in the learning process. Al-Hebaish (2012) elaborated that self-confidence is one of the most influential variables that affects learning. Learning objectives are important to be emphasized because they are the initial process to direct students to complete all activities easily. Therefore, self-confidence is necessary to develop good communication especially through speaking.

Nowadays, there are several high schools in Medan that have tried to improve the student's English skills, especially in speaking English through English extracurricular which emphasizes speaking skill. The extracurricular is held once a week under the guidance of an English coach. However, addition extracurricular English at school has not facilitated the students to improve students' speaking ability effectively. Since the extracurricular learning does not have its own curriculum or syllabus so that the tutor tends to follow what is taught in the classroom with the same learning model so that the extracurricular is impressed only as an additional English class that does not emphasize improving students' English-speaking skill.

Therefore, English extracurricular in high school requires a teaching material which leads students to improve self-confidence and speaking English skill. At the end, the students do not only have the ability to speak for communicating but also the ability to speak in public place and participating in various competitions such as speech, storytelling, and other activities. Based on the preliminary data obtained, it can be concluded that the ability of students performing in front of many people is still dominated in low categories. It means 75% of students at extracurricular categorizing in low level, 15% categorizing in medium level, and 10% categorizing in high level determined based on instrument used including in some points such as, clarity, interest, vocal variety, gestures, audience awareness, and comfort level.

Thus, it is necessary to have teaching model which facilitate in improving students' speaking skill designed for extracurricular activities. This is in accordance with education in Indonesia, namely formal, non-formal and informal education, all of which are mandated in the National Education System Law no. 20 of 2003. Education which is packaged in an education system aims to educate the community so that there is a change in both aspects of behavior, knowledge and expertise. The objectives of the study are (1) to develop story telling performance model in improving students' self-confidence, and (2) to evaluate the effectiveness of storytelling performance model in improving students' self-confidence.

2. Method

2.1 Model

The ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model was administrated in this study. The ADDIE model facilitates to plan and construct efficient learning experiences, instructional designers and training developers. The ADDIE model is sufficiently general to be applied to the development of any kind of learning experience for the learners. ADDIE stands for different phases in developing a successful learning (Branch, 2009).

2.2 Data and Data Source

Data of the study refer to questionnaire and interview results administered toward 30 of tenth grade students joining English extracurricular and an English coach at SMA N 11 Medan. From two majors owned by SMA N 11 Medan, 10,5% is from social major and 80,5% is from science major. Thus, the data source of this study are tenth grade students of English extracurricular and English coach at SMA N 11 Medan.

2.3 Instruments

The instruments of the study include (1) observation sheet, (2) documentary sheer, (3) questionnaire, and (4) in depth interview guideline. In term of questionnaire, there are two types of questionnaires in evaluating students' needs and students' respond toward story telling performance model development in improving self-confidence.

2.4 Technique of Data Analysis

The study administered qualitative and quantitative description to gain description of students' need in story telling performance model development and students' improvement for their self-confidence.

3. Results and Discussion

Referring to the objective of the study, this study covers (1) Students' needs in improving self-confidence at SMA N 11 Medan, (2) story telling performance model in improving students' self-confidence development, and (3) the effectiveness of storytelling performance model in improving students' self-confidence.

3.1 Students' needs in improving self-confidence at SMA N 11 Medan

English extracurricular at SMA N 11 Medan is an additional learning held at school to improve students' skills in English. The participants of this extracurricular is a combination of two majors namely science and social. Based on data gained, it is dominated by science (80,5%) and social is 10,5%. Since, the respondents of this study are tenth grade students, each of students have different background coming from different junior schools relating to their level in introducing English before. It is shown in the figure 1.

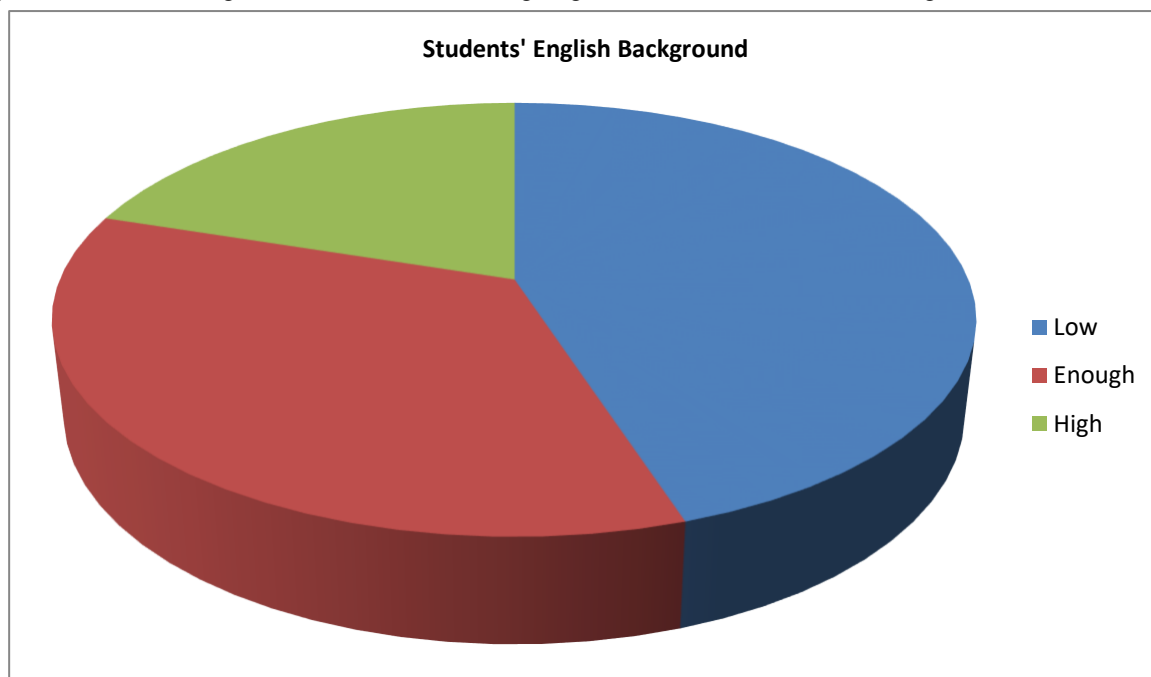


Figure 1. *Students' English Background*

Based on the figure 1 above, 45% of students is categorized in low level in introducing English before studying SMA N 11 Medan. Then, 35% is categorized in enough level and 20% categorized in high level. It means, the tenth-grade students of English extracurricular were dominated by the students who didn't have many experiences in English. In other words, they studied English, but they didn't practice intensively themselves in improving their English skills particularly speaking skill.

Furthermore, based on the result of questionnaire and interview, the students needed to improve their self-confidence since it becomes the main problem in improving their performance in public place. It made the students to tend to be silent besides expressing their ideas through speaking. Thus, the students need to have learning model in solving the problems faced which is facilitated through story telling performance model. The students' need distribution is described in the Table 1.

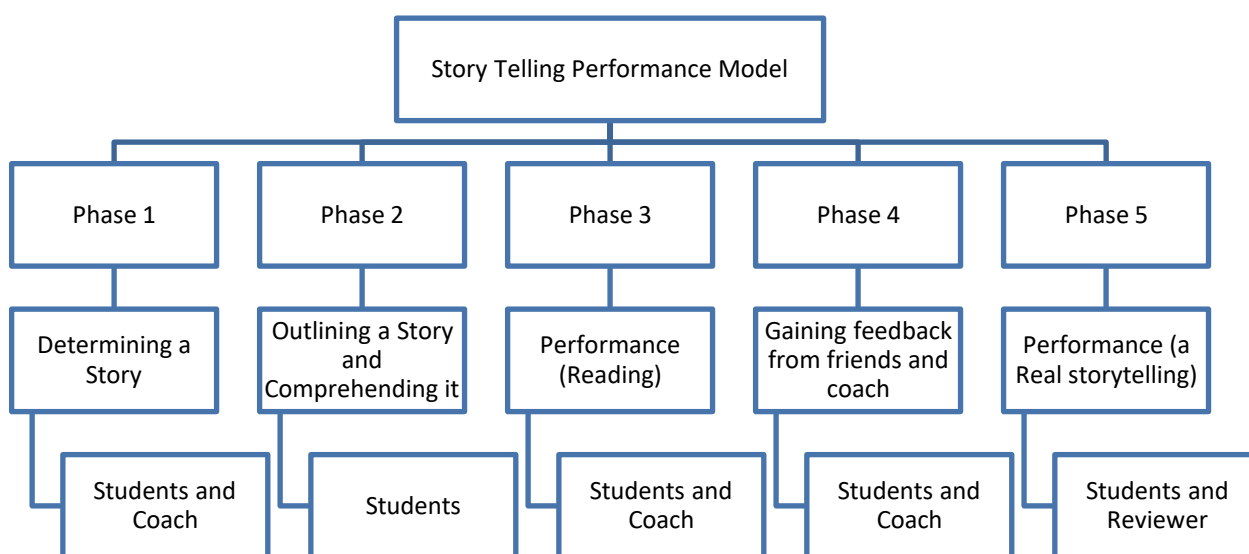
Table 1. *The Students' Need Distribution*

No	Categories	Percentage (%)
1	Strongly needed	47,4%
2	Needed	32%
3	Fairly Needed	20,6%

Based on the table 1 above, it can be concluded that the students need story telling performance model strongly in improving self-confidence with percentage 47,4%. Then, 32% is categorized in needed and 20,6% is fairly needed. Overall, the students need story telling performance model.

3.2 Story Telling Performance Model in Improving Students' Self Confidence Development

Story Telling Performance Model was developed based on need analysis gained. Story Telling Performance Model is described as the figure 3 below.

**Figure 2.** *Story Telling Performance Model*

Based on figure 3 above, there are 5 phases in story telling performance model which aims to improve students' self-confidence. They are (1) Determining a Story, (2) Outlining a Story and Comprehending it, (3) Performance (Reading), (4) Gaining feedback from friends and coach, and (5) Performance (a Real storytelling). In first, third, and fourth phase involve students and coach. Then, in second phase only involve students which means asking students to do independent learning. Additionally, in the last phase, it needs reviewer to assess students' performance as final performance.

In addition, storytelling performance model had been validated by two experts. Based on validation, the model is categorized an appropriate model in achieving learning goal namely improving self-confidence since it encourages students to practice more. Additionally, storytelling material was categorized as an excellent material the validation percentage is 95%.

3.3 The Effectiveness of Story Telling Performance Model in Improving Students' Self Confidence.

After analyzing data gained, the use of storytelling performance model toward tenth grade students joining English extracurricular at SMA N 11 Medan, it was found that the students' self-confidence improves evaluated based on evaluation sheet emphasizing in some criteria such as, clarity, interest, vocal variety, gestures, audience awareness, eye contact, comfort level, and story content. Therefore, it can be categorized as an effective model in improving students' self-confidence.

5. Conclusion

In conclusion, ADDIE model was administered in this study produce story telling performance model in improving tenth grade students' self-confidence at SMA N 11 Medan. Based on the objectives of study including (1) Students' needs in improving self-confidence at SMA N 11 Medan, (2) story telling performance model in improving students' self-confidence development, and (3) the effectiveness of

storytelling performance model in improving students' self-confidence showed that students needed the model developed. Then, storytelling performance developed had 5 phases namely, (1) Determining a Story, (2) Outlining a Story and Comprehending it, (3) Performance (Reading), (4) Gaining feedback from friends and coach, and (5) Performance (a Real storytelling). In addition, storytelling performance model was categorized as an excellent material the validation percentage is 95%.

References

- Al-Hebaish, S. M. (2012). The correlation between general self-confidence and academic achievement in the oral presentation course. *Theory & Practice in Language Studies*, 2(1). 60-65. <https://www.academypublication.com/issues/past/tpls/vol02/01/08.pdf>
- Bandura, A. (1997). *Self-Efficacy (the exercise of control)*. New York: Stanford University.
- Branch, R.M. (2009). *Instructional Design: The ADDIE Approach*. Boston: Springer
- Hamiyah, N., & Jauhar, M. (2014). Learning-Teaching Strategies in Classroom. *Jakarta: Achievement Library*.
- Purwanto, E., Aunnurahman, A., & Wahyudi, W. (2018). Management of Equality Program Development in Non-Formal Education Unit (SPNF) SKB of Kubu Raya District. *Journal of Education, Teaching and Learning*, 3(2), 260-266. STKIP Singkawang. Retrieved August 25, 2022 from <https://www.learntechlib.org/p/209042/>.
- Sanjaya, D., Rahmah, S., Sinulingga, J., Lubis, A. A., & Yusuf, M. (2014). Methods of teaching reading to EFL learners: A case study. *International Journal of Education and Literacy Studies*, 2(2), 9-14. doi: <http://dx.doi.org/10.7575/aiac.ijels.v.2n.2p.9>

The Authors:

Sumarsih, a Professor at English Language Department, Faculty of Languages and Arts, Universitas Negeri Medan, Indonesia. She finished her Doctor in language teaching from Universitas Negeri Jakarta, Indonesia. Her research interest includes language teaching, linguistics and culture. She can be contacted through email at prof.sumarsih@gmail.com

Yeni Erlita, a lecturer at English Language Department Faculty of Languages and Arts, Universitas Negeri Medan, Indonesia. She finished her magister in Applied Linguistics Study Program from Universitas Negeri Medan, Indonesia. Her research interest includes language teaching and linguistics. She can be contacted through email at mrs.yenierlita@gmail.com.

Asrita Sari, an English teacher at SMK N 1 Medan and SMA Islam Plus Adzkia, Indonesia. She finished her magister in Applied Linguistics Study Program from Universitas Negeri Medan, Indonesia. Her research interest includes language teaching and linguistics. She can be contacted through email at sariasrita1996@gmail.com.