



## Developing Interactive Storytelling Model to Facilitate Young Learners' Speaking Skills

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**Abstract.** Story-telling is a method that teachers can use in learning activities to facilitate young learners' development, especially their language development. Through story-telling, students are given opportunities to ask questions and provide responses in simple yet effective sentences. As Istikhoroh, Gilar, and Tri (2018) found, interactive story-telling program has positive effects on speaking skills improvement of 5- to 6-year-old learners. However, teachers' ability to perform story-telling activities still depends on fairy-tales or story books and hand puppets provided by the school. In other words, the instruction process tends to be conventional. Meanwhile, in this digital age, there are various technology-based facilities available, such as android application, which can be used in learning process to create an interactive learning atmosphere. Thus, the researcher conducted a further study to develop an android-based interactive story-telling model. The study aimed to describe the basic requirements of an android-based interactive story-telling model, the field test process of the model, and the reflection on the android-based interactive story-telling model. This study employed Reeves' Design Based Research (DBR) method. Data was gathered through interviews, field observation, audio and visual recording, and expert judgement techniques. The research instrument was internally validated by experts in early-childhood education and experts in language/linguistics. It also underwent an external validation through field testing in TK Perwari I, Tasikmalaya City; conducted in two separate time. In general, android-based interactive story-telling model is suitable for learning. The reflection on the development of this product yielded an android application-based interactive story-telling model to improve speaking skills in young learners.

**Keywords:** Interactive Storytelling Model, Android , speaking skills

**INTRODUCTION** ~ Speaking skill is one of the expressive language skills that young learners (5-6 years old) should master, as set forth in the Decree of Indonesia's Ministry of Education and Culture (Permendikbud) No. 146 year 2014 concerning the 2013 Curriculum for Early Childhood Education [1]. There are various learning activities that can facilitate speaking skills development, including story-telling. This has been confirmed by Said and Budimanjaya [2] who noted that 'Story-telling is ideal for implementation in lower levels of education, such as Early Childhood Education, Kindergarten, and lower grades of elementary school.' In story-telling, teachers must present the

story in a way that students find interesting and fun. However, story-telling activities often turn into a monotonous and tedious learning process because the teacher lacks the ability to prepare and perform the story. Kindergarten teachers in Tawang Sub-district, Tasikmalaya City, for instance, tend to tell stories by reading aloud from books. Meanwhile, in this digital age, the available technology in education can be readily used to facilitate interactive story-telling in teaching process. One of such technology is android application. In their daily lives, most teachers are capable of utilizing android device and applications. However, they rarely use their android



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gadgets to facilitate story-telling in their classes; even though one of the teaching skills that the 21<sup>st</sup>-century teachers should possess is the ability to master and use technology in classroom learning situations (Gunawan, et al., 2019) [3]. Consequently, students' speaking skills development, which can be facilitated through story-telling activities, is not optimal. Hence, the researchers decided to develop an android-based interactive story-telling model to improve young learners' speaking skills.

This study is a continuation of previous studies on the effect of interactive story-telling program on students' speaking skill. The study conducted by Istikhoroh, Gilar, and Tri (2018) [4] found that interactive story-telling program had positive effects on improving speaking skills of 5- to 6-year-old students. Similarly, Laura (2014) [5] noted that story-telling could improve linguistics abilities, because story-telling activities involved the development of interactive relationship between teachers and students. Johanes (2016) [6] argued that interactive story-telling had positive correlation with speaking abilities. The present study is different from those previous studies in that the current researchers developed a story-telling guidelines or manual for teachers using a readily-available educational technology, i.e. android-based application, to facilitate young learners' speaking skills development.

## METHOD

This study employed Reeves' Design Based Research method which consists of four stages: problem identification and analysis, product design development, product field-testing, and product reflection [7]. The subjects in this study are teachers of B kindergarten group in TK Perwari I, Tasikmalaya City, West Java Province, Indonesia. During the problem identification and analysis stage, the researchers collaboratively identify and analyze the problems found in the field with the teachers. In the product design development, the researchers formulated the steps of implementing android-based interactive story-telling activities. In the next stage, product field-testing, teachers implemented the developed interactive story-telling model in their classes to test the suitability of the model and to improve it. In product reflection stage, the researchers evaluated and developed the final product of android-based interactive story-telling model

## FINDINGS AND DISCUSSION

### Problem Identification and Analysis

In this stage, the researchers analyzed and identified the problems found in the field in order to formulate a solution by developing a product based on theoretical review and practitioners' needs. The solution was given through theoretical review process and alternative solutions were offered until it was agreed that the field practitioners needed a



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development of story-telling guidelines or manual that implement educational technology in the form of android-based interactive story-telling model. The model contained the topics covered in the 2013 curriculum and it facilitated students' speaking skills development in accordance with their development needs.

### Product Design Development

In this stage, the researchers formulated the steps of story-telling. The steps consist of three stages: planning, presenting, and evaluating. The planning stage involves practicing divergent thinking, the presenting stage involves practicing revising clarity, and the evaluating stage involves practicing new vocabulary usage.

#### 1. Planning.

In the planning stage, the teacher begins the lesson by greeting the students and praying together. Then, the teacher prepares the required equipment and media, i.e. android-based devices that have been installed the story-telling application from *playstore*. Teacher then instructs the students to sit in a circle and begins the apperception activity on the topic pertaining to the story content. The last step in the planning stage is informing students about the activities that will be conducted and facilitating a warm-up activity so that the students will be more

focused in receiving the lesson.

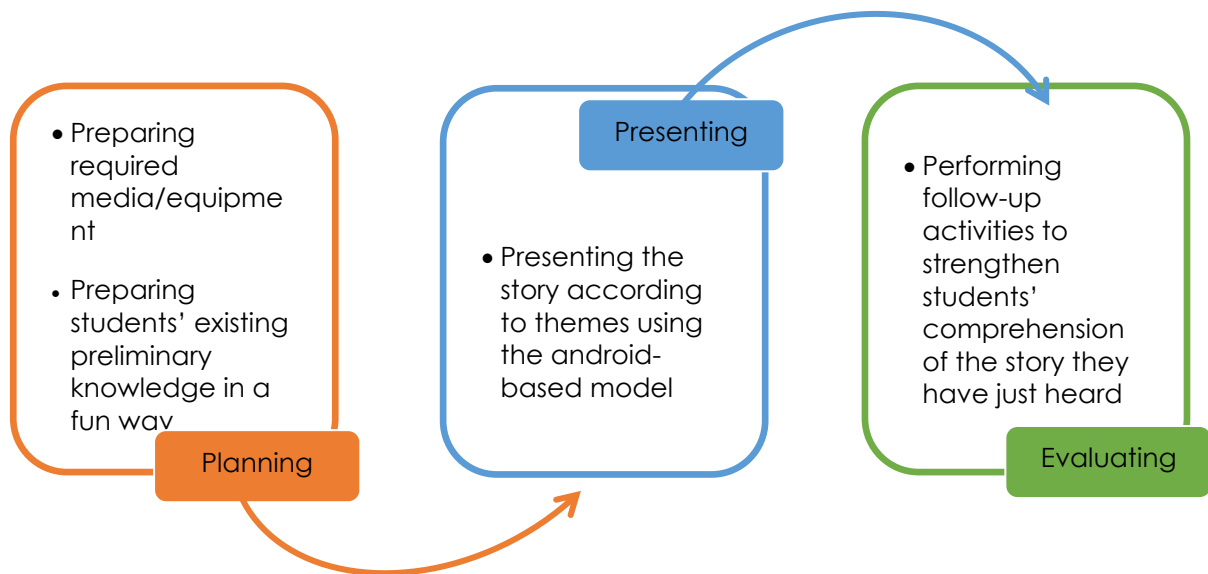
#### 2. Presenting.

In the presenting stage, teacher runs the android application that contains the story that have been previously chosen. Teacher then guides the students to read the title of the story. Then, students are instructed to listen to the story on the android application and the teacher monitors the activity until they finish.

#### 3. Evaluating.

In the evaluating stage, teacher guides students to use their newly-acquired vocabularies in different contexts. To facilitate students' listening and speaking skills development, teacher performs several interactive activities, including questioning students about the story, asking students to continue the story, instructing students to create a roleplay based on the story (in groups), and facilitating students to play games available on the android application. To strengthen students' comprehension of the moral values in the story, teacher conducts reinforcement activity about solving everyday problems based on the story.

The learning concept of the three story-telling stages is presented in the following Figure 1.



**Figure 1.** Learning Concept

### Product Field-testing

Story-telling model was tested by experts in early childhood education and in language (through expert judgement technique) to ensure its suitability and validity. The experts tested different aspects of the model in accordance to their own field of expertise. Based on the validation test result, the media was suitable for field-testing after several revisions. The experts suggested the addition of evaluating activities in the model to measure students' speaking skills development.

The field-testing was conducted in two different classrooms, using the same topic (animal). The learning model could be optimally implemented in learning, as evident in teachers' responses to questionnaires about product suitability. Teachers provided good and positive appreciation to the model in their responses. Listening to stories from an

android application was able to facilitate students' speaking skills development, as shown in the game results during the evaluating stage. The implementation of the model in field-testing showed that an android-based story-telling model, integrated with the topic of animals in the learning activity, can facilitate students' speaking skills development in both classrooms. The average percentage of students' speaking skills development in B1 group of TK Perwari I was as follow: 67% of students developed very well, 16.5% developed as expected, and 16.5% began to develop. Meanwhile, in B2 group of TK Perwari I, 91.5% of students' speaking skills developed very well, and 8.5% developed as expected.

### Product Reflection

Reflecting on the product yielded the final form of the developed product. An analysis showed that the final product



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offered several benefits. Teachers can use in classroom situation to deliver the lesson material (topics) using the available educational technology. The model improves teachers' productivity in conducting the lesson. It also makes story-telling activities more interactive, develops students' listening skills in an interesting way, and facilitates students' language skills, particularly speaking skills. The final product also has some drawbacks. One of the biggest drawbacks is that the implementation of an android application must be supported by several electronic devices such as smartphones, laptops or PCs, and speakers. However, this conclusion cannot and should not be used as a reference for the effort of getting special budget to bring about a digital learning as demanded by the 21<sup>st</sup> century education and the 4.0 industry revolution. The 21<sup>st</sup> century education and the 4.0 industry revolution require schools to provide digital equipment for learning purposes and require teachers to be able to operate them in learning activities. This should be viewed as a motivation for teachers to improve their competencies and capabilities in providing digital learning and taking part in the development of digital-based learning.

## CONCLUSION

Students and teachers achieved a positive result in learning using android-based interactive story-telling model to improve young learners' speaking skills. In conclusion, one of the solutions to present

an interactive story-telling activity is by equipping the teachers with guidelines or manual based on technology in education. Such technology can be implemented to facilitate young learners' language development.

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