

Evaluation of Storytelling Learning

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Abstract. Evaluation of storytelling learning is important to assess the success of speaking learning management. Speaking skills are important for everyday life. This study aims to describe the evaluation of storytelling learning in class VII. The type of research used in this research is qualitative research. This learning evaluation will refer to the Goal Oriented Evaluation Model micro-scale evaluation model initiated by Ralph W. Tyler. The subjects of this study were Indonesian language teachers and class VII students at SMP Negeri 33 Makassar totaling 32 people. Data was collected using test and non-test techniques. The data analysis technique used is an interpretive technique. The result of this research is that the storytelling learning program in class VII SMP Negeri 33 Makassar is successful. Thus, it is hoped that the results of this study can be useful in the implementation of storytelling learning in other schools.

Key words: learning evaluation, storytelling learning, storytelling learning evaluation

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INTRODUCTION

Speaking skills are important in a person's various social activities. In social interaction, speaking is the most common form of communication. With good speaking skills, one can convey the real meaning well too. If the speaker has speaking skills, the listener will get the same perception that the speaker expects. On the other hand, without sufficient speaking skills, listeners are more likely to receive different perceptions than the speaker expected.

The above is in line with the opinion which states that speaking skills are skills to produce appropriate speech in interacting with other people so that the speaker's intentions can be understood (Gan, 2022). Verbal communication will work well if the speakers have good speaking skills.

According to Terzioğlu & Kurt (2022), students' speaking skills need to be improved through a certain learning management system. Improving speaking skills through learning needs to be done because according to Joffe et al. (2019), students often experience language and communication difficulties. Learning management to improve speaking skills includes management of the stages before learning (planning), implementation, and after learning (assessment).

Students' speaking skills can be improved through storytelling learning (Khodabandeh, 2018). Through storytelling learning, students are expected to learn to use appropriate diction and sentences to convey ideas, ideas, or intentions. Knaak et al., (2021) stated that the

effect of storytelling on students' vocabulary mastery was very high. Therefore, storytelling learning management needs to be considered so that the quality of storytelling learning can improve.

Research by Mokhtar & Othman (2022) states that students who have participated in storytelling lessons also think that storytelling improves their communication skills. Learning to tell stories does not only affect verbal communication skills, but also reading, writing, and listening skills.

Through storytelling, students can communicate the knowledge they have built in an interesting way (Hajisoteriou, C. & Panaou, 2022). Thus, learning to speak through storytelling can attract students' attention and not make students feel bored.

In the initial review of the speaking ability of the seventh grade students of SMP Negeri 33 Makassar, especially the ability to tell stories, students looked nervous when they were assigned to tell stories in front of their friends. Students are nervous because they feel insecure. The language used by students becomes unsystematic, disjointed, and pauses too much. Many of the vocabulary and sentences used by students when telling stories are inaccurate and ineffective.

Arroba & Acosta (2021) state that the language learning model used in the classroom is still not right. In fact, the right learning strategy/model is very important to improve students' oral skills. In some cases, speaking skill learning is not implemented so that students

have speaking competence. For example, the teacher only assigned students to write stories and not tell stories orally.

Learning evaluation is important to assess the extent of success of a particular learning management. Baranovskaya & Shaforostova (2017) mention that learning evaluation is important because "Evaluation also gives teachers useful information on how to improve their teaching methods". Menix (2007) emphasized the importance of learning evaluation by saying that "the evaluation of learning as an integral and critical component of educational program evaluation and one determinant of effectiveness".

Based on the things mentioned above, this paper is structured to explain the evaluation of storytelling learning in class VII SMP Negeri 33 Makassar. This learning evaluation is expected to provide information about the success or failure of learning storytelling. The evaluation procedure and method will be explained in the next section.

METHODS

The type of research used in this research is qualitative research. This paper describes the

results of the evaluation of storytelling learning. Storytelling learning referred to in this study is learning to retell fictional stories that have been read. Evaluation is carried out at the planning, implementation, and assessment stages of storytelling.

This learning evaluation refers to the Goal Oriented Evaluation Model micro-scale evaluation model. This evaluation model was initiated by Ralph W. Tyler. The focus of this evaluation model is to measure the achievement of the objectives of a learning program. This evaluation model can be carried out in seven steps, namely: (1) setting general goals; (2) classifying goals or objectives; (3) defining goals in the context of behavioral terms; (4) define situations in which the achievement of goals can be demonstrated; (5) develop or select a measurement technique; (6) collect performance data; (7) compare performance data with behavior that describes the goal (Novalinda, et al., 2020). This learning evaluation focuses on the achievement or failure of basic competencies (general objectives) and learning indicators (specific objectives).

Table 1. Basic Competencies and Indicators of Learning Storytelling for Middle School Class VII

Basic Competence	Indicator
Retelling the contents of narrative texts (imaginary stories) that are heard and read orally, in writing and visually	Students are able to name the characters and the setting of the fantasy story Students are able to mention the sequence of fantasy stories Students are able to retell fantasy stories orally

The subjects of this study were Indonesian language teachers and seventh grade students at SMP Negeri 33 Makassar. The research was conducted in class VII G SMP Negeri 33 Makassar. The number of teachers is 1 person. The number of students is 32 people. Learning is done offline.

The research data are planning, implementation, and assessment data. Planning data is obtained from the Learning Implementation Plan (RPP) which is prepared by the teacher. Implementation data obtained from teacher activities during learning. Assessment data obtained from students.

The data collection technique in this research is a non-test and test technique. Non-test technique is the observation of lesson plans, teacher activities, and student activity. The test

technique is a storytelling task. Observation of RPP to collect planning data. Observation of teacher activities to collect implementation data. Observation of student activity and student tests to collect assessment data.

The researcher calculated the average score of the evaluation of the planning, implementation, and assessment stages with this formula.

$$Final\ Score = \frac{Score}{Max\ Score} \times 100 =$$

Researchers analyzed the data with interpretive techniques. The results of the students' storytelling ability scores were grouped according to five categories to determine student success. The five categories are very high (score range 90-100), high (score range 75-89),

moderate (score range 61-74), low (score range 50-60), and very low (range score <50). General and specific goals are said to be successful if the completeness reaches 75%.

RESULT AND DISCUSSION

The results of this study describe the evaluation of the planning, implementation, and reflection stages of the assessment. At the planning stage, an assessment of the Learning Implementation Plan (RPP) is carried out. This lesson plan is specially made for KD 4.1 learning. This lesson plan was made by the teacher who taught this lesson in class VII G

SMP Negeri 33 Makassar.

According to Asropah et al. (2019), the preparation of the learning components in the lesson plans must be integrated. The learning components in question include: development of indicators; determination of learning objectives; determination of teaching materials/materials; determination of learning resources; determination of learning methods; determination of learning media; and assessment (Asropah, et al., 2017). The results of observations of these components in learning storytelling in class VII are as follows.

Table 2. Evaluation of the Implementation Plan for Learning Storytelling for Class VII Students

RPP Assessment Indicators	Yes	No
Indicators, objectives, and KD are appropriate	√	
Learning materials and KD are appropriate	√	
Appropriate learning materials and indicators	√	
Theoretically Correct Learning Material	√	
Learning resources support students to master indicators, goals, and KD	√	
Various learning resources		√
Active student-based learning model	√	
Applying learning steps according to the learning model	√	
Learning steps and indicators are appropriate	√	
Learning media supports KD & Indicators	√	
Learning assessment and appropriate indicators	√	
Planning enrichment/remedial activities		√
Final Scor	83.3	

Based on the table above, it can be described that the components of the RPP have been compiled in an integrated manner. All learning components focus on achieving learning indicators, objectives, and basic competencies. The lesson plans have been equipped with appropriate learning materials. The learning model listed in the lesson plan is Numbered Heads Together. The Learning Media listed in the lesson plan is an LCD projector.

However, deficiencies were found in the RPP. The disadvantages of this lesson plan are

minimal learning resources and no remedial/enrichment plans. In the learning resource component, only 1 book is written. The book is an Indonesian Language Package for Class VII Semester 1. This book is published by the Ministry of Education and Culture. This book has been adapted to the 2013 curriculum.

Evaluation of the implementation stage is based on the results of observations of the implementation of storytelling learning. The following is a table of the results of these observations.

Table 3. Evaluation of Storytelling Learning Implementation Stage

Implementation	Teacher Activities	Yes (√)/ No(-)	
		Pertemuan 1	Pertemuan 2
Initial Activity	Teacher prepares students	√	√
	Teacher conveys apperception	√	√
	Teacher motivates students to take part in learning	√	√
	Teacher conveys the learning objectives	√	-
Core Activities	Teachers deliver learning materials	√	√
	Teacher delivers material that includes all indicators	√	√
	The teacher uses a student center-based learning model	√	√

	The learning model syntax is fully executed	√	√
	Learning steps and indicators are appropriate	√	√
	The teacher manages the class well / can solve unexpected problems well	√	√
	Teachers use and control the media	√	√
	Teachers appreciate student responses	-	√
	The teacher provides attention and assistance according to the needs of each student.	√	-
	The teacher uses polite language	-	-
Closing	Summarizing learning materials	-	√
	Doing reflection and follow-up	√	-
Scor	Final Scor	81.25	75
average score		78.12	

According to Rusman (2014), the implementation of the learning process is the implementation of the Learning Implementation Plan. In general, the implementation of storytelling learning is in accordance with the lesson plans. Similar to observations on lesson plans, observations in the implementation phase also focus on the suitability of learning implementation with learning indicators. Based on the table above, it is known that the implementation of learning is in accordance with

the learning indicators. However, there are still shortcomings in this storytelling lesson. Teachers still do not pay attention to some things that actually support the achievement of learning indicators, for example activities to appreciate students, use polite language, and do not reflect on the implementation of learning.

At the evaluation stage, the data obtained consisted of process and result data. The following table shows the results of observations on student activity during the learning process.

Table 4. Evaluation of Process Assessment in Storytelling Learning

Process Assessment	Student Activity Percentage (%)
Meeting I	76.68
Meeting II	78.74
Average	77.71

Process Assessment is an assessment carried out throughout and in conjunction with the learning process (Nurgiantoro, 2010). Based on the results of observations, students are considered active during the learning process. Student activity can be seen when the teacher gives students the opportunity to identify the meaning of characters and settings, identify characters and story settings, arrange story points, storytelling activities, and actively ask

questions and give their responses.

In addition to the process assessment, the teacher also assesses learning outcomes. According to Nurgiantoro (2010:47), the questions must be in line with the learning indicators. The form of the test questions is adjusted to the KD and learning indicators. Assessment is carried out on each indicator for each student.

Table 5. Percentage of Storytelling Learning Completeness

Indicator	Completeness (%)
Students are able to name fantasy story characters	83.87
Students are able to mention the background of fantasy stories	87.09
Students are able to name the sequence of events in fantasy stories	83.87
Students are able to tell fantasy stories with the right choice of words	77.41
Students are able to tell fantasy stories with effective sentences	74.19
Average	81.28

Based on the results of the assessment above, it is known that students are trained to speak with good vocabulary and effective sentences through storytelling learning. This finding is in line with the research results of Hettiarachchi et al. (2022) who showed that storytelling programs were effective in developing students' vocabulary.

Yambi (2020) mentions that process and outcome assessment is important to measure learning mastery. The outcome assessment score will be greatly influenced by the process assessment. Both should have linear properties. The following is the average score of students based on the two assessments.

Table 6. Evaluation of the Assessment Stage

Assessment Type	Average score
Process assessment	77. 71
Product Rating	81. 28
Average	79. 49

Based on the results of the assessment at the planning stage, implementation stage, and assessment stage, it can be found the results of the evaluation of the storytelling learning program in class VII. The following table evaluates the three stages of learning.

Table 7. Evaluation of Storytelling Learning

Learning stage	Score	Category
Planning	83. 3	High/Success
Implementation	78. 12	High/Success
Evaluation	79. 49	High/Success
Average	80. 3	High/Success

The final score for the storytelling learning program is 80.3. This score has exceeded the minimum score for success in storytelling that has been determined, which is 75. Thus, the general and specific objectives of the learning program are said to be successful.

CONCLUSION

Based on the results and discussion above, it can be concluded that (1) the planning stage of the Storytelling lesson was successfully adapted to the learning objectives; (2) the implementation stage of storytelling learning is successfully carried out according to the learning objectives; (3) the assessment stage proves the learning objectives have been achieved. Thus, the storytelling learning program in class VII of SMP Negeri 33 Makassar is said to be successful.

It is hoped that the results of this research can be useful in the implementation of storytelling learning in other schools. This research is also expected to be useful for further researchers.

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