

Embracing Adult Learners through Storytelling: Community Empowerment in Temajuk Tourism Village

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Abstract

Quality human recourse is the determinant factor for the improvement of coastal-border areas. The Indonesian government encourages the improvement of foreign since foreign language is indispensable for competing in the global economy. The Ministry of Tourism and Creative Economy simultaneously holds English language training in tourism destinations in Indonesia, including the Temajuk Village that borders directly with Malaysia. This one group pretest-posttest design experimental study tested the effectiveness of a traditional yet powerful, storytelling, in improving the English speaking skill of the Tour guides in Temajuk Tourism Village. The study has proven that storytelling significantly improved participants' English speaking skills with a significance value of 0.045 (< 0.05). In terms of aspects of speaking skills, it was found that participants' Volume ($0.038 < 0.05$), Facial Expression ($0.045 < 0.05$), and Action-body Language ($0.009 < 0.05$) improved significantly. Meanwhile, storytelling had no significant effect of participants' Eye contact ($0.815 > 0.05$) and Content of the story ($0.552 > 0.05$). This study pertains to showing precious insight into community-based engagement practice. It proffers that storytelling can support tour guides' English speaking skills and potentially help the community's economy as part of community empowerment.

Keywords

Storytelling; experimental study; border community empowerment; Temajuk



I. Introduction

Temajuk Village is one of the villages in Paloh District, Sambas Regency, West Kalimantan, Indonesia. As a district located on the northernmost part of the west coast of West Kalimantan province, Temajuk Village is bordered by Malaysia. Temajuk village has tourism potential with its pristine beaches and white sand, large rocks on the shore, and stunning underwater view (Sugito, Sulaiman, Sabiq, Faozanudin, & Kuncoro, 2019). Sugito, et al. (2019) added that the coastal areas in Sebusus and Temajuk villages have become locations for the World Wildlife Fund (WWF), specifically at Turtle Conservation, Belacan River, Paloh. In Temajuk Village, entrepreneurship is something familiar that people open resorts and homestays. The majority of visitors came from Malaysia. Interviews with residents revealed that tourists visiting Indonesia through Telok Melano, Malaysia (1-2 hours away from Temajuk Village) came from Europe, America, and Australia. Therefore, English language skills are important for the people of Temajuk Village, especially for those who have resorts, homestays, or those who work as tour guides.

Law of the Republic of Indonesia Number 10 of 2009 concerning Tourism Article 19 states that every person and/or community in and around tourism destinations has the priority right to become workers or tourism managers. Thus, the community of Temajuk Village received a lot of trainings and assistances from various institutions, one of which is

in the form of training to become tour guides, to manage homestay, and to make culinary products as well as to create promotions from the Sambas State Polytechnic. The Sambas State Polytechnic provided Tour Guide training from June to September 2020. In addition to providing assistance, a study on the perception of tour guide training in Temajuk Village as the border area of Indonesia-Malaysia was conducted (Mutiaraningrum, Trisnawati, & Rosalina, 2021). From this research, it is known that participants need to improve their English skills, not only for those who work as tour guides but also those who work in homestays. From the study, it was revealed that the problem faced by the community was the lack of foreign language skills. Supriadi (2014) mentions that problem faced by tour guides is the lack of training for human resources. They are not properly programmed and there is a limited guidebook for Indonesian tourism objects. That is why it is necessary to provide human resource training for tour guides. When the researcher interviewed the Head of the Temajuk Village, he highly recommended the follow-up activities of the tour guide training in the form of speaking training which was never given by any institution to the people of Temajuk Village. It showed participants encouragement given to the authors to hold a series of training of English speaking. This research is an answer to the villagers' expectations. It is among the first research on English education that has ever been done in Temajuk Tourism Village.

Temajuk village as a coastal-border area suffers from the limited traffic and electricity infrastructure. Currently, the Indonesian government prioritizes the 3T (remote, rural, and border) areas. Magdalena and Kristianus (2018) use the term "paradoxical situation" in referring to the hopes and realities in the border area. The educational and financial gap in this coastal area is salient. Thus, community empowerment is crucial, not only for addressing educational (Magdalena & Kristianus, 2018) and social (Taylor & Wei, 2020) issues but also for resolving conflict (Sugito et al., 2019). Hence, community empowerment is urged in the coastal-border areas.

Community empowerment is defined as the process of re-negotiating power for communities so they will gain more control over their lives (Petesque, Cipriani, & Arriaza, 2020). Community empowerment in the frontier is inseparable from quality human resources and education creates quality human resources, especially in the border area (Brata, 2020; Surya et al., 2021). According to the online survey of the United Nations Department of Economic and Social Affairs Division for Social Policy and Development, community empowerment in the form of good education will provide people job that helps them earn a good living and a better life for children. However, community empowerment requires motivation to consolidate learning (Prasetyo, 2017) and engagement for connection (Taylor & Wei, 2020). Since fostering engagement in the community is a challenge (Taylor & Wei, 2020), in addressing the need for education for quality human resources, an appropriate method is crucial to ensure the engagement of the participants.

Despite the rapid surge of digital learning worldwide, it does not apply in the border areas of Indonesia. Massive digital education is not yet valid to the border areas (Magdalena & Kristianus, 2018). Recently, demand for stories has dramatically increased (Bryon, 2012) in the realm of tourism. Hence, this study used Storytelling to improve the English speaking skills of the Temajuk Villager especially the tour guides. Storytelling was chosen as a learning technique to improve participants' English skills in becoming tour guides because the pattern of storytelling techniques is to tell stories. It suits tour guides. Storytelling was chosen because storytelling is the essence and experience of tour guide activities (Bryon, 2012). Because being a tour guide relies on the ability to speak that is a productive skill, the teaching technique with storytelling is considered to be one of the right choices to be applied. Especially since the tour guide training participants

come from various ages, educational backgrounds, and social statuses, the application of storytelling that is quite relaxed and fun is expected to help the learning process.

Storytelling is retelling a story that has been read or listened to by using one's own language based on one's understanding of what one hears or reads (Zuhriyah, 2017). Thus, storytelling activities require storytellers and viewers. Storytelling not only requires the ability to speak, but also facial expressions and body gestures. This technique can help in language learning because participants are expected to be able to reconstruct meaning based on their understanding and goals according to the desired goals. According to Ikramuddin (2017), there are several forms of story telling: cave painting, oral tradition), fable, myth, legend, theater, text, and movies. Ikramuddin (2017) continued that the benefits of storytelling include motivating and fun and building positive attitudes towards foreign languages and language learning, stories train imagination, increase social experience, and increase participants' foreign language vocabulary and teach language structures more easily. In addition, the use of familiar story from the folktales is another novelty of this study. The use of local sources is inevitable to be brought in EFL teaching (Royani, 2012; Sudartini, 2012) since our generations have lost the sense of identity of their cultures and customs (Jupit et al., 2012)

Little literature is dedicated to exploring the English language learning of adult learners in informal learning settings. This study is distinct from previous studies as most of the previous studies were conducted on students (Amru, 2016; Inayah, 2015; Hidayati, 2019; Widyaningrum, Kamijan, & Raharja, 2021) and college students (Muzammil & Andy, 2017; Ramadhani, 2016). This study involved diverse learners of diverse ages, levels of education, and occupations. This study also delved deeper into the aspects included in the speaking rubric score namely Volume, Eye Contact, Facial Expression, Action Body, Content, as well as overall aspects. Most studies did not focus on certain aspects of the speaking skill as they assess students speaking skills as a whole. This research is very important because it fills a gap in research where storytelling was applied to adult learners with different characteristics such as age, occupation, and level of education in an informal setting. This study provides indications that storytelling can support community's economy as part of community empowerment.

II. Research Method

2.1 Study Design

This study employed experimental research. Experimental research intends to examine the effect of certain treatments under controlled conditions (Sugiyono, 2011). This study used a one-group pretest-posttest design, which is an experimental design that examines one group by administering pretest before treatment (storytelling) and posttest after the treatment. In the one-group pretest-posttest design, only one group was studied. This group was examined by giving treatment in the form of storytelling to see its effect on participants' English speaking skills.

| | | | |
|-----------|----------------------|-------------------------|----------------------|
| One Group | Pretest | Treatment/ Intervention | Posttest |
| | O₁ | X | O₂ |

Figure 1. Design of the Study

The problem raised in this study is “Is storytelling effective in improving speaking skills of tour guides in Temajuk Tourism Village?” The hypotheses of this research are:

H1: Storytelling is effective in improving the speaking skills of tour guides in Temajuk Tourism Village.

H0: Storytelling is not effective in improving the speaking skills of tour guides in Temajuk Tourism Village.

To provide more detailed information regarding the effect of storytelling on participants’ speaking skills, the hypothesis is broken down into the aspects of speaking skills in the scoring rubric. It includes Volume, Eye Contact, Facial Expression, Actions-body Language, and Content. Thus, more detailed hypotheses are provided.

H2: Storytelling is effective in improving the Volume aspect of tour guides in Temajuk Tourism Village.

H3: Storytelling is effective in improving the Eye Contact aspect of tour guides in Temajuk Tourism Village.

H4: Storytelling is effective in improving the Facial Expression aspect of tour guides in Temajuk Tourism Village.

H5: Storytelling is effective in improving the Actions-body language aspect of tour guides in Temajuk Tourism Village.

H6: Storytelling is effective in improving the Content aspect of tour guides in Temajuk Tourism Village.

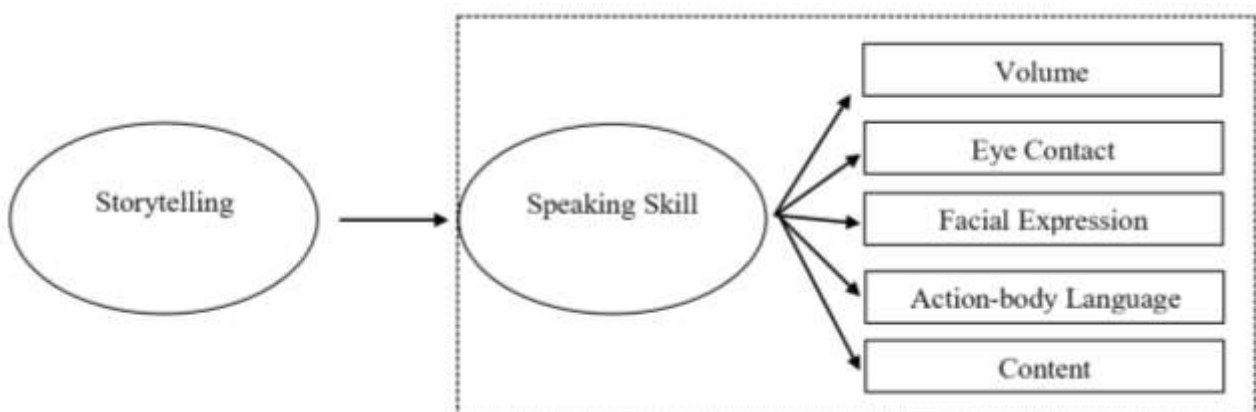


Figure 2. Hypotheses of the Study

The observation and interview were carried out along with the treatments given to add insight that may enrich the findings of the study.

2.2 Study Participant

At first, 25 participants agreed to attend English speaking training using storytelling for six meetings. However, along the journey, some participants did not attend the full six meeting. Therefore, they were discarded from the calculation. There were 17 participants of the study whose scores were calculated in this study. The data of the participants of the study are delineated in Table 1.

Table 1. Participants of the Study

| Participant | Age | Occupation | Education Level |
|--------------------|------------|---------------------|------------------------|
| P1 | 39 | Government Employee | Senior High School |
| P2 | 24 | Fisherman | Senior High School |
| P3 | 28 | Farmer | Senior High School |
| P4 | 31 | Farmer | Senior High School |
| P5 | 35 | Trader | Senior High School |
| P6 | 17 | Student | Junior High School |
| P7 | 18 | Student | Junior High School |
| P8 | 22 | Fisherman | Senior High School |
| P9 | 37 | Farmer | Junior High School |
| P10 | 25 | Farmer | Senior High School |
| P11 | 29 | Government Employee | Graduate Degree |
| P12 | 20 | - | Junior High School |
| P13 | 23 | Student | Senior High School |
| P14 | 17 | Student | Junior High School |
| P15 | 25 | - | Undergraduate Degree |
| P16 | 27 | Government Employee | Diploma |
| P17 | 26 | Student | Junior High School |

Table 1 depicts that the participants of this study were diverse. There were government employees, fishermen, farmers, traders, and students. Most of them had finished senior high school for many years. Thus, they were unfamiliar with the use of English, especially for specific purposes. They came from different ages, occupations, and levels of study. Most of them are farmers and fishermen whose education level is senior high school. In the jellyfish harvest time, all participants went to the sea. They work together to collect, clean, and sell jellyfish.

2.3 Study Procedure

The study was conducted in six meetings. Since the participants were working on weekdays, the study was carried out on weekends. They were given treatment only on weekends since on the weekdays they have different activities such as going to school and working. The study schedule adjusted the activities of the participants. For instance, the study was not conducted in Islamic holidays and the time villagers harvesting jellyfish from the sea. The study was done in three months.

The first meeting was the pretest. The pretest was carried out by asking participants to memorize the story and retell it. The second meeting was reading aloud together. The third meeting was translating the story together and finding difficult words. The fourth meeting was a discussion for the character study. The fifth meeting was the practice of telling the story using desired volume, intonation, eye contact, and gestures. The last meeting was the posttest, in which the participants retell the story using gesture and contact, as well as good volume and intonation.

2.4 Study Instruments

The ability to speak is one of the productive skills that deals with idea production and reconstruction. According to Derakhshan, Khalili, and Beheshti (2016), language skills include accuracy and fluency. Accuracy is related to using vocabulary, grammar, and pronunciation while fluency is related to speaking fluently even spontaneously (Derakhshan, Khalili, & Beheshti, 2016). The effectiveness of speaking is stated in the scoring rubric of the participants' speaking ability assessment. The scoring rubric to assess the participants' speaking skills consists of the aspects of Volume, Eye Contact, Facial Expression, Actions-body Language, and Content (Rcampus, 2018). Volume deals with whether the story is heard by the audience. Eye contact deals with how the storytellers communicate with the audiences through their eyes. Facial expression deals with the mimic of the face in telling the story. Actions-body Language deals with the gestures used in storytelling. Lastly, content deals with the flow, detail, and clear descriptions of the story. The range of scores was poor (0-60), fair (61-74), good (75-85), and excellent (86-100) as adapted from Rcampus (2018).

The instrument was tested for validity and reliability. The validity test used Pearson's product-moment. If the r -count is more than the r -table, the instrument is declared valid. The reliability test used Cronbach's Alpha. If the Cronbach Alpha value is more than 0.6, the instrument is declared reliable. Table 2 presents the results of the validity and reliability of the instrument.

Table 2. Validity and Reliability Test Results

| No | Aspect | r-count | r-table | Description |
|----|-----------------------|---------|---------|-------------|
| 1 | Volume | 0.731 | 0.632 | Valid |
| 2 | Eye Contact | 0.897 | 0.632 | Valid |
| 3 | Facial Expression | 0.870 | 0.632 | Valid |
| 4 | Actions-body language | 0.725 | 0.632 | Valid |
| 5 | Content | 0.830 | 0.632 | Valid |
| | Cronbach Alpha | 0.869 | 0.600 | Reliable |

The results of the validity test with Pearson's product-moment is > 0.361 . Hence, it is concluded that the instrument is valid. The results of the reliability test with Cronbach's Alpha show the result of > 0.600 . Thus, the instrument is reliable.

The story taught in this study is entitled "Batu Ballah, Batu Betangkup". It means the Split stone. It is a native legend from Sambas Regency, West Kalimantan, Indonesia. It tells about the struggle of a single mother with two kids who catch fish at a nearby river. The highlight of this story is the Tembakul fish or Belacak fish. The mom was craving the Tembakul fish roe. After catching some, unluckily, her children ate the fish roe before she even tasted it. There was a myth among Malay people called kemponan. It refers to bad luck when someone did not eat the food served or offered. Thus, one should at least touch the food if they do not have time or do not want to eat the food. This kemponan thing happened to the mother. He was exceedingly distraught and went to a magic stone that can devour people. She asked the stone to devour her leaving the two children crying in regret. The story is passed from generation to generation through oral tradition to emphasize the importance of obedience to parents. The story was selected since the participants are familiar with this local story. It was expected that the familiar story would help participants retell the story in English.

III. Results and Discussion

3.1 Inter-Rater Reliability Test

Table 3 depicts the results of the Inter-Rater Reliability Test by two raters using ANOVA (Hoyt's approach to reliability) on English speaking skills.

Table 3. Inter-Rater Reliability Test Results

| No | Variable | MS Error | MS Rater | Reliability | Description |
|------------------|-----------------------|----------|----------|-------------|-------------|
| Pre test | | | | | |
| 1 | Volume | 4.967 | 132.029 | 0.962 | Reliable |
| 2 | Eye Contact | 5.504 | 178.941 | 0.969 | Reliable |
| 3 | Facial Expression | 3.938 | 136.000 | 0.971 | Reliable |
| 4 | Actions-body Language | 4.129 | 466.941 | 0.991 | Reliable |
| 5 | Content | 9.235 | 276.735 | 0.967 | Reliable |
| Post test | | | | | |
| 1 | Volume | 3.596 | 192.971 | 0.981 | Reliable |
| 2 | Eye Contact | 9.441 | 49.441 | 0.809 | Reliable |
| 3 | Facial Expression | 9.004 | 178.941 | 0.950 | Reliable |
| 4 | Actions-body Language | 4.908 | 282.471 | 0.983 | Reliable |
| 5 | Content | 4.779 | 36.029 | 0.867 | Reliable |

Table 3 shows the result of the Inter-Rater Reliability Test of the speaking scoring rubric consisting of five aspects of Volume, Eye Contact, Facial Expression, Actions-body Language, and Content. A reliability value of more than 0.600 (Reliability > 0.600) was obtained. Thus, the scoring between the two raters was declared reliable.

3.2 Normality Test Results

Normality test aims to prove that the research data used is normally distributed. The test was carried out using the Kolmogorov-Smirnov test.

Table 4. Normality Test Results

| No | Variable | Z hit | Sig. | Description |
|-----------------|-----------------------|-------|-------|-------------|
| Pretest | | | | |
| 1 | Overall Aspects | 0.443 | 0.989 | Normal |
| 2 | Volume | 0.592 | 0.875 | Normal |
| 3 | Eye Contact | 0.544 | 0.929 | Normal |
| 4 | Facial Expression | 0.561 | 0.911 | Normal |
| 5 | Actions-body Language | 1.110 | 0.170 | Normal |
| 6 | Content | 0.682 | 0.740 | Normal |
| Posttest | | | | |
| 1 | Overall Aspects | 0.427 | 0.993 | Normal |
| 2 | Volume | 0.667 | 0.766 | Normal |
| 3 | Eye Contact | 0.794 | 0.553 | Normal |
| 4 | Facial Expression | 0.519 | 0.950 | Normal |
| 5 | Actions-body Language | 0.662 | 0.773 | Normal |
| 6 | Content | 1.156 | 0.138 | Normal |

The normality test used Kolmogorov-Smirnov test. The test was done on the aspects of Volume, Eye Contact, Facial Expression, Action Body, Content, as well as overall aspects. The results show that the data were normally distributed with a significance value of more than 0.05 (sig > 0.05).

3.3 Paired Sample t-test results

Paired sample t-test was done since the classical assumptions were met. The results of the paired sample t-test are presented in Table 5. It shows the comparison of the pretest and posttest scores.

Table 5. Paired Sample t-test results

| No | Variable | Mean | SD | T-count | Sig. | Description |
|----|------------------------------|--------|-------|---------|-------|-----------------|
| 1 | Overall Aspects | | | | | |
| | Pretest | 67.494 | 6.104 | 2.171 | 0.045 | Significant |
| | Posttest | 68.788 | 4.013 | | | |
| 2 | Volume | | | | | |
| | Pretest | 66.559 | 7.350 | 2.265 | 0.038 | Significant |
| | Posttest | 67.618 | 7.240 | | | |
| 3 | Eye Contact | | | | | |
| | Pretest | 66.824 | 7.382 | 0.238 | 0.815 | Not significant |
| | Posttest | 67.029 | 7.050 | | | |
| 4 | Facial Expression | | | | | |
| | Pretest | 65.353 | 6.673 | 2.176 | 0.045 | Significant |
| | Posttest | 66.824 | 5.420 | | | |
| 5 | Actions-body Language | | | | | |
| | Pretest | 68.059 | 5.169 | 2.993 | 0.009 | Significant |
| | Posttest | 71.235 | 4.641 | | | |
| 6 | Content | | | | | |
| | Pretest | 70.676 | 7.804 | 0.608 | 0.552 | Not significant |
| | Posttest | 71.676 | 2.417 | | | |

Table 5 shows that the overall mean of the pretest is 67.494 with a standard deviation of 6.104. The mean of the posttest is 68.788 with a standard deviation of 4.013. The result of the paired t-test is 2.171 with a significance value of 0.045. As a comparison, the value of the t table at 16 degrees of freedom ($\alpha = 5\%$) is 2.120. Hence, the t-count is more than the t-table (t-count > t-table) and the significance value is less than 0.05 (sig < 0.05). Thus, it can be concluded that storytelling improves participants speaking skills. Next, further hypothesis testing was carried out to see the difference between the pretest and posttest scores for each aspect.

First, the mean of pretest for volume aspect is 66.559 with a standard deviation of 7.350. Meanwhile, the mean of the posttest is 67.618 with a standard deviation of 7.240. The result of paired t-test for the volume aspect is 2.265 with a significance value of 0.038. As a comparison, the value of the t-table at 16 degrees of freedom ($\alpha = 5\%$) is 2.120. These results show the t-count is more than the t-table (t-count > t-table) and the significance value is less than 0.05 (sig < 0.05). Thus, it can be concluded that storytelling significantly improves participants' volume aspect.

Second, the mean of pretest for the eye contact aspect is 66.824 with a standard deviation of 7.382. The mean of the posttest for the eye contact aspect is 67.029 with a standard deviation of 7.050. The result of paired t-test for the eye contact aspect is 0.238 with a significance value of 0.815. As a comparison, the value of the t-table at 16 degrees of freedom ($\alpha = 5\%$) is 2.120. Therefore, the t-count is less than the t-table (t-count < t-table) and the significance value is more than 0.05 (sig > 0.05). Consequently, it is stated that there is no significant increase in eye contact aspects before and after the implementation of storytelling.

Third, the pretest mean of facial expression aspect is 65.353 with a standard deviation of 6.673 and the posttest mean is 66.824 with a standard deviation of 5.420. The result of the paired t-test is 2.176 with a significance value of 0.045. As a comparison, the value of the t table at 16 degrees of freedom ($\alpha = 5\%$) is 2.120. These results show the t-count is more than the t-table (t-count > t-table) and the significance value is less than 0.05 (sig < 0.05). Hence, storytelling improves the facial expression aspect.

Fourth, the mean of actions-body Language in the pretest is 68.059 with a standard deviation of 5.169. The mean posttest value is 71.235 with a standard deviation of 4.641. The result of the paired t-test is 2.265 with a significance value of 0.038. For comparison, the value of the t table at 16 degrees of freedom ($\alpha = 5\%$) is 2.120. It shows that t-count is more than the t-table (t-count > t-table) and the significance value is less than 0.05 (sig < 0.05). Accordingly, there is a significant improvement in the Actions-body Language aspect after the use of storytelling.

Fifth, the mean of content aspects of the pretest is 70.676 with a standard deviation of 7.804. Then, the mean of the posttest is 71.676 with a standard deviation of 2.417. The result of the paired t-test is 0.608 with a significance value of 0.552. For comparison, the value of the t table at 16 degrees of freedom ($\alpha = 5\%$) is 2.120. These results show the t-count is less than the t-table (t-count < t-table) and the significance value is more than 0.05 (sig > 0.05). Therefore, there is no significant improvement in the content aspect.

3.4 Discussion

This study revealed the power of storytelling in engaging adult learners. It exhibited its capacity to increasing participants' English speaking skills despite they came from different ages, occupations, and levels of education. As a low-cost technique (Al-Hoorie, 2021), the use of storytelling showed a significant effect on the speaking ability to tour guides in Temajuk Village. The finding is consistent with previous studies in Indonesia proving that the use of storytelling significantly improves speaking skills (Amru, 2016; Hidayati, 2019; Inayah, 2015; Muzammil & Andy, 2017; Ramadhani, 2016; Widyaningrum, Kamijan, & Raharja, 2021; Zuhriyah, 2017). To conclude, despite the different backgrounds, ages, and levels of education of the participants in this study, storytelling demonstrated its usefulness in improving participants' speaking skills.

In terms of each aspect of the speaking skill written in scoring rubrics. Statistical analysis revealed different results for each aspect. Storytelling indicates a significant improvement in participants' Volume, Facial Expression, and Action-body Language. The improvement of participants' Volume, Facial Expression, and Action-body Language is assumed to be another positive effect of storytelling. This is in line with the previous study that storytelling facilitates learner's voice, Expression, and Action-body Language (Mokhtar, Halim, & Kamarulzaman, 2011).

A participant shared his thought on storytelling.

“We laugh a lot because they (other participants) are really into it (the story).” (P15)

The significant improvement of Volume, Facial Expression, and Actions-body Language is inseparable from the fun (Printer, 2021), stimulating (Olwi, 2014), and educating (Bonds, 2016) nature of storytelling. The participants were interested in and enjoyed the learning process (Inayah, 2015). Thus, this reinforced their Volume, Facial Expression, and Actions-body Language as they are engaged and collaborated with their peers, their confidence increased. Hence, the process engaged in the success of the use of storytelling involved interrelated aspects as depicted in Figure 4.



Figure 3. *How Participants Gained Their Confidence through Storytelling*

Referring to the observation carried out during the treatment, it is known that storytelling exhibits its power in igniting participant’s motivation, excitement, collaboration, engagement, and confidence. It is fruitful as providing motivation is the critical element of community development in consolidating learning (Prasetyo, 2017). It is easier to learn speaking when you work in groups. Respondents expressed their feelings toward the implementation of storytelling to their volume, facial expression, and body language.

“Since my friends are here, I am confident.” (P3)

“They (other participants) mimic the characters ... it is funny. That is why I do not shy.” (P7)

The transcripts indicated that the improvement of the variables of Volume, Facial Expression, and Action-body Language was due to the collaboration that they memorize the story together, confidence that they were learning together in the same room, engagement that they involved in the story presentation, motivation that they eager to learn English, and excitement as they find the story interesting. Learning together despite the lack of English helps participants cope with anxiety and encourage them to be confident (Loebick & Torrez, 2015; Mokhtar, Halim, & Kamarulzaman, 2011). Storytelling is said to generate emotional connections among participants (Prasetyo, 2017; Taylor & Wei, 2020). The findings of this study support previous researches that the success of storytelling is reinforced by collaboration (Zuhriyah, 2017), confidence as it reduces anxiety (Al-Hoorie, 2021; Syafnita, Yetti, & Hartati, 2018), engagement (Gill, 2011; Grimshaw et al., 2016; Syafnita et al., 2018), motivation (Ikramuddin, 2017; Inayah, 2015; Printer, 2021), and excitement (Printer, 2021). It also improves vocabulary (Zuhriyah, 2017). Storytelling help participants exchange and address the barriers to knowledge transfer (Prasetyo, 2017). Figure 4 shows the framework underlying transfer of knowledge in storytelling.

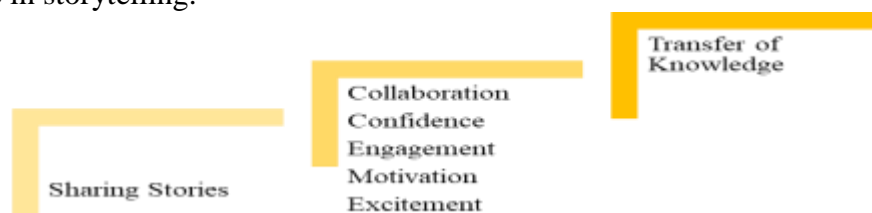


Figure 4. *Transfer of Knowledge during Storytelling*

Participants offered their thought on storytelling that they were easier to learn English through storytelling since they worked together and used local stories.

“At first, I did not know about the story, but we translated it together.” (P2)

“I added more English vocabularies.” (P15)

“English is easier when the story is familiar.” (P16)

Hence, storytelling is unquestionably useful to support participants’ speaking skills. It provides a comfortable environment for learners to engage and collaborate confidently conquering the barrier of the inability to communicate with group mates (Loebick & Torrez, 2015).

This easy-to-use and cheap method (Al-Hoorie, 2021) is an effective and efficient method to use in the border area of Indonesia. As a developing country, Indonesia suffers from the lack of traffic infrastructure, electricity supply, and internet connection, especially in 3T areas (the outermost, frontline, and disadvantaged regions). Community empowerment is crucial for developing coastal areas for overcoming conflicts as well as economic and social gaps (Sugito et al., 2019). As a form of community empowerment, the use of storytelling is an asset for social work (Taylor & Wei, 2020). This study proves that empowered communities strengthen their capacity through the transfer of skill (Petesque, Cipriani, & Arriaza, 2020). Hence, storytelling is suggested to be used as a tool for community empowerment that builds community capacity.

In contrast, in terms of eye contact and content of the story, storytelling shows no effectiveness. Different from Miller and Pennycuff (2008) that storytelling encourages learners to have meaningful eye contact, this study shows no significant effect of storytelling on participants’ eye contact. This finding is in contrast with a study conducted by Mokhtar, Halim, and Kamarulzaman, (2011) that storytelling helps learners in comprehending the content of the story. Most of the time, the participants were textbook. The content of the story was understood since they translated the story together. However, there were some information about the story left since some participants miss the paragraph. Memorizing in English is another challenge for participants who have left school for years, especially when they are taught English and Foreign Language (EFL) that without the demand of the use in daily communication.

This also proffers an indication that diverse ages, levels of education, and occupations provide a different effect on learner’s eye contact and comprehension of a story in English. It supports the studies conducted by Hu (2016) and Chen (2014) that different age groups possess different learning strategies and hereby results in different results. They did not start at the same level. Thus, an adjustment is required to be made to suit student’s English ability before the experiments.

IV. Conclusion

This study provides a suggestion of the use of storytelling is appreciated in harnessing learners’ speaking skills and fostering collaboration, confidence, engagement, motivation, and excitement. It is suggested that storytelling is utilized to augment English learning. The authenticity of the local source used helps participants familiarize themselves with the story given. From the literature we found, working with a diverse group is another challenge that has not yet been established widely. Thus, a study delved into English teaching with adult learners of various ages, backgrounds, and occupations are anticipated. Storytelling as a community-based engagement practice exhibits its power in supporting participants’ English skills. Since the development of the border area is inseparable from the quality of human resources, more locally-driven projects are expected to extend community empowerment beyond the English language learning for community welfare.

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