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Boosting Speaking Skills through Video-Assisted Storytelling Technique in Vocational High School Students

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Abstract

This study investigated the effectiveness of a video-assisted storytelling technique in boosting vocational high school students' speaking skills, examined its classroom implementation, and explored the obstacles encountered during the learning process. A mixed-methods approach employing a pre-experimental one-group pre-test and post-test design was adopted. The participants were 27 vocational high school students at SMK Bina Insan Bangsa. Quantitative data were collected through speaking tests and analyzed using a Paired Sample t-test, while qualitative data were obtained from classroom observations, reflective teaching journals, and questionnaires. The quantitative findings indicated an improvement in students' speaking performance, with the mean score increasing from 43 in the pre-test to 68 in the post-test. The paired-sample t-test yielded a significance value of 0.000 ($p < 0.05$), indicating a statistically significant difference between the pre-test and post-test scores. Classroom observations further suggested that the implementation of Discovery Learning supported by video-assisted storytelling encouraged students' participation and confidence during speaking activities. Qualitative findings also identified several challenges related to fluency, pronunciation, and delivery, with fluency being the most frequently reported obstacle. Overall, the findings suggest that video-assisted storytelling may serve as a useful instructional approach for supporting speaking development among vocational high school students. Nevertheless, the results should be interpreted within the context of the study design, and additional instructional support for fluency, pronunciation, and oral delivery remains necessary to optimize students' speaking performance.

Keywords:Video-Assisted Storytelling; Speaking Skills; Vocational High School Students; EFL Learning;Discovery Learning

INTRODUCTION

Speaking skills are widely recognized as a fundamental component of English language learning because they enable learners to communicate ideas, opinions, and information effectively in both academic and real-life contexts. Linse (as cited in Sahrawi, 2021) emphasizes that speaking plays a crucial role in global communication, while Harmer (2007) defines speaking as a productive skill that requires learners to actively produce language. In English as a Foreign Language (EFL) classrooms, particularly in vocational high schools, developing speaking skills has become an important learning objective because students are expected to acquire communicative competence that supports their future academic and professional careers. Despite this expectation, many students continue to experience difficulties in developing speaking skills, including inhibition, limited ideas, low classroom participation, and frequent reliance on their mother tongue (Afisa et al., 2025). These challenges reduce opportunities for meaningful classroom interaction and indicate the need for more effective instructional strategies to support students' speaking skills development.

To address these challenges, storytelling has been widely recognized as an instructional technique that promotes meaningful language use by encouraging learners to organize ideas, construct narratives, and communicate information coherently. The effectiveness of storytelling can be further enhanced through the integration of video, which provides contextualized audiovisual input that facilitates comprehension and increases students' engagement. Muniandy and Vello (2015) argue that video-assisted storytelling reduces anxiety, increases participation, and strengthens learners' confidence, while Richards and Renandya (2002) emphasize that video enriches language learning through authentic audiovisual input. Therefore, combining storytelling with video offers both linguistic and contextual support for developing students' speaking skills.

Previous studies have consistently demonstrated the effectiveness of storytelling in improving students' speaking skills. Morrow (1983) highlighted the potential of storytelling to enhance speaking performance, while Novia (2017) and Meliza (2021) reported significant improvements in students' speaking skills after the implementation of storytelling activities. These studies primarily evaluated learning outcomes by measuring students' speaking achievement. However, they provided limited discussion regarding how video-assisted storytelling was implemented during classroom instruction and what specific obstacles students encountered throughout the learning process. Consequently, although the effectiveness of storytelling has been widely documented, evidence explaining the instructional process and learner-related challenges remains limited.

Addressing these aspects is essential because successful implementation depends not only on learning outcomes but also on how the technique is applied and how students respond to it in authentic classroom settings. This study contributes to the existing literature by extending previous research beyond the effectiveness of storytelling. In addition to examining whether video-assisted storytelling improves students' speaking skills, this study also explores its classroom implementation and identifies the obstacles experienced by vocational high school students during the learning process. These findings are expected to provide practical guidance for English teachers in designing more effective speaking instruction and to enrich empirical evidence regarding the pedagogical use of video-assisted storytelling in EFL vocational education. Based on the identified gap, this study investigated the use of a video-assisted storytelling technique to boost vocational high school students' speaking skills. Specifically, this study addressed three research questions: (1) How effective is video-assisted storytelling in boosting students' speaking skills? (2) How is the technique implemented in classroom instruction? and (3) What obstacles do students encounter during the implementation of video-assisted storytelling? This study contributes theoretically by extending the discussion beyond learning outcomes to include instructional implementation and learner-related challenges. Practically, the findings provide guidance for EFL teachers in designing more effective video-assisted storytelling activities to enhance students' speaking skills.

METHOD

This study employed a mixed methods approach using an explanatory sequential design, in which quantitative data were collected and analyzed first, followed by qualitative data to explain and enrich the quantitative findings (Creswell & Plano Clark, 2018). The quantitative phase adopted a pre-experimental one group pre-test and post-test design to examine the effectiveness of the video-assisted storytelling technique in boosting students' speaking skills. The qualitative phase explored how the technique was implemented in the classroom and identified the obstacles experienced by students during the learning process.

The study was conducted at SMK Bina Insan Bangsa, Padalarang, involving 27 second-grade vocational high school students selected through purposive sampling (Etikan, 2017). Purposive sampling was employed because the participants belonged to the same class, had relatively similar English proficiency, participated in the same English learning program, and attended all instructional sessions during the study. These criteria ensured that all participants received the same instructional treatment and provided comparable quantitative and qualitative data.

The quantitative data were collected through speaking pre-tests and post-tests administered before and after the intervention. In both tests, students individually performed a storytelling task based on a short narrative video. Their performances were assessed using a speaking assessment rubric adapted from Brown (2004), covering pronunciation, grammar, vocabulary, fluency, and comprehension. The pre-test and post-test scores were analyzed using a Paired Sample t-test to determine whether there was a statistically significant improvement in students' speaking skills following the implementation of the video-assisted storytelling technique.

The qualitative data were obtained through classroom observations, reflective teaching journals, and questionnaires. Classroom observations were conducted during three instructional meetings to document students' participation, classroom interaction, confidence, and engagement throughout the implementation of the technique. Reflective teaching journals were used to record important instructional events, students' responses, and challenges encountered during each meeting. In addition, a questionnaire adapted from Alqahtani (2019) was administered at the end of the intervention. The questionnaire consisted of seven items, including five closed-ended statements using a five-point Likert scale and two open-ended questions, designed to explore students' perceptions of the implementation and the obstacles encountered during video-assisted storytelling.

The qualitative data were analyzed using thematic analysis. The researcher first organized the observation notes, teaching journals, and questionnaire responses, then coded recurring patterns and grouped similar responses into themes related to classroom implementation and students' learning obstacles. Finally, the qualitative findings were interpreted to explain and complement the quantitative results, thereby providing a comprehensive understanding of the effectiveness, implementation process, and challenges associated with the use of video-assisted storytelling in boosting vocational high school students' speaking skills.

RESULTS AND DISCUSSION

Results

1. The Effectiveness of Video-Assisted Storytelling Technique in Boosting Students' Speaking Skills.

To examine the effectiveness of the video-assisted storytelling technique in boosting students' speaking skills, a Paired Sample t-test was conducted to compare the pre-test and post-test scores. The analysis aimed to determine whether the treatment produced a statistically significant improvement in students' speaking performance.

Table 4.5 The Result Paired Sample Test

Paired Samples Statistics	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	43.00	27	7.524	1.505

Post-test	68.00	27	8.247	1.649	
Paired Samples Correlations	**N**	**Correlation (r)**	**Sig.**		
Pre-test & Post-test	27	765	0		
Paired Samples Test	**Mean Difference**	**Std. Deviation**	**t**	**df**	**Sig. (2-tailed)**
Pre-test – Post-test	-27.00	7.882	-14.372	24	0

Table 4.5 presents the results of the Paired Sample t-test. The mean score increased from 43.00 in the pre-test to 68.00 in the post-test, indicating an improvement in students' speaking skills after the implementation of the technique. The statistical analysis revealed a Sig. (2-tailed) value of 0.000, which was lower than the significance level of 0.05. In addition, the obtained t-value (-14.372) indicated a substantial difference between the pre-test and post-test scores. These findings led to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_1), indicating that the video-assisted storytelling technique significantly boosted students' speaking skills. The improvement was reflected in students' ability to communicate ideas more effectively, demonstrate better fluency, and use vocabulary more appropriately during speaking activities. Therefore, the findings suggest that video-assisted storytelling can serve as an effective instructional technique for enhancing speaking skills among vocational high school students.

2. The Implementation of Video-Assisted Storytelling Technique in Boosting Students' Speaking Skills.

The implementation of the video-assisted storytelling technique was carried out in three instructional meetings involving second-grade vocational high school students. The learning activities were organized using the Discovery Learning model, which consisted of stimulation, problem identification, data collection, data processing, verification, and generalization stages. Video materials were used as learning stimuli to provide contextual support and facilitate students' understanding of the story content.

During the learning process, students analyzed the stories using the 5W1H framework and subsequently retold them in their own words. The activities encouraged students to identify key information, organize ideas, and practice oral communication in a structured manner. Teacher feedback was provided throughout the sessions to support students' pronunciation, fluency, and vocabulary development.

The classroom observations indicated that students became increasingly engaged and actively participated in the learning activities across the three meetings. The integration of video and storytelling helped students comprehend narrative content more effectively and supported them in expressing ideas orally. Although some students continued to experience pronunciation difficulties and occasionally relied on their mother tongue, they demonstrated greater confidence, improved fluency, and better organization of ideas during storytelling performances. Overall, the implementation findings suggest that video-assisted storytelling created a supportive learning environment that contributed to the development of students' speaking skills.

3. The Obstacles in Using Video-Assisted Storytelling to Boost Students' Speaking Skills.

Students' obstacles in using the video-assisted storytelling technique were identified through a reflective teaching journal and a questionnaire administered to 27 vocational high school students after the implementation of the learning activities. The questionnaire consisted of five close-ended items using a Likert scale and two open-ended questions designed to explore students' perceived difficulties during the storytelling activities.

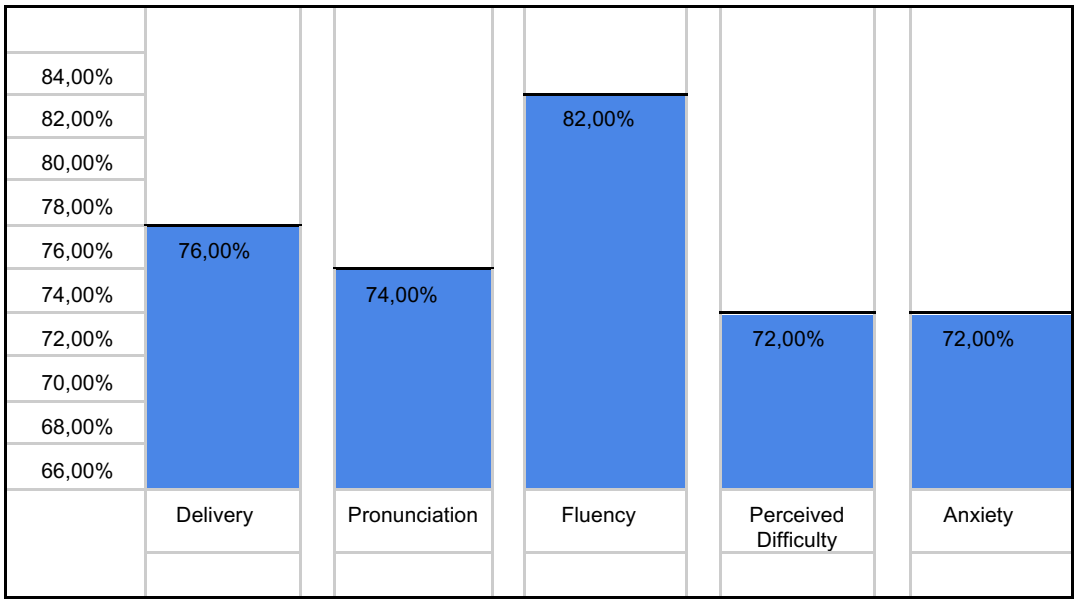

Figure 4.4 Students' Perceived Obstacles

As presented in Figure 4.4, students reported several obstacles during the implementation of the video-assisted storytelling technique. Fluency emerged as the most frequently reported challenge, with 82% of the students indicating that they experienced difficulty telling stories smoothly and continuously. This finding suggests that many students still relied on pauses or notes while retelling the story. The second highest percentage was found in delivery (76%), indicating that a large proportion of students experienced difficulty presenting their stories confidently and engaging the audience through appropriate expression and intonation. Another reported obstacle was students' general difficulty in using the storytelling technique, which obtained 74%. This result suggests that although the technique supported speaking practice, many students still experienced challenges in understanding the learning procedures and performing storytelling tasks effectively. In addition, 72% of the students agreed that they experienced anxiety when speaking English in front of the class. The same percentage (72%) indicated that students perceived the implementation of the technique as challenging. These findings imply that psychological factors continued to influence students' participation during storytelling activities. Overall, the results indicate that students encountered both linguistic and non-linguistic obstacles during the implementation of the video-assisted storytelling technique. Fluency represented the most dominant challenge, followed by delivery, general learning difficulty, and anxiety.

Discussion

The Effectiveness of Video-Assisted Storytelling in Boosting Students' Speaking Skills

The findings suggest that video-assisted storytelling served as an effective instructional strategy for enhancing students' speaking skills. The effectiveness of the technique can be interpreted from its ability to provide both linguistic and contextual support during the speaking process.

Through storytelling activities, students were encouraged to organize ideas and express them orally, while video provided visual cues that facilitated comprehension and reduced the cognitive burden of generating spoken language. As a result, students were able to construct and communicate meaning more effectively.

The integration of storytelling and video also promoted greater student engagement. The combination of narrative tasks and audiovisual input created a more interactive learning environment that encouraged active participation. This interpretation is consistent with Rahmawati and Pratama (2021), who argue that multimedia-assisted storytelling enhances learners' comprehension and spoken fluency by engaging both visual and verbal processing. Therefore, the improvement in speaking performance may be attributed not only to language practice itself but also to the meaningful context provided through multimedia support.
In addition, the findings indicate that the technique contributed to students' affective development. The video offered authentic models of pronunciation and expression, which helped students feel more confident when performing speaking tasks. This supports Kurniasari's (2020) view that the integration of video into storytelling activities can increase learners' confidence and motivation. The findings imply that speaking development is influenced not only by linguistic competence but also by psychological readiness to communicate.

Overall, the effectiveness of video-assisted storytelling appears to stem from the interaction of cognitive, affective, and instructional factors. By combining visual support, meaningful storytelling activities, and opportunities for oral production, the technique creates a learning environment that facilitates speaking development among vocational high school students.

The Implementation of Video-Assisted Storytelling Technique in Boosting Students' Speaking Skills

The findings demonstrate that the implementation of the video-assisted storytelling technique provided a structured learning experience that encouraged students to participate actively in speaking activities. The learning process was organized through the Discovery Learning model, in which students were guided to observe the video, identify relevant information, discuss the story content, organize their ideas, and retell the story using their own words. This sequence allowed students to move from receiving contextualized input to producing oral language. Such a student-centered learning process is consistent with Priyanka and Selamat (2021), who found that instructional activities incorporating Discovery Learning could support students' speaking ability by encouraging learners to actively construct and communicate their understanding.

The implementation of Discovery Learning was particularly relevant to the present findings because students were not immediately required to perform storytelling independently. Instead, they first received stimulation through video and were subsequently guided to analyze the story. Budianto et al. (2021) similarly reported that the implementation of digital storytelling within a Discovery Learning framework encouraged students to become more engaged and motivated during English learning activities. Their findings also indicated that students benefited from relevant language support during communication activities. In the present study, the use of video stimulation followed by story analysis provided a comparable progression from comprehension to oral production. Therefore, the observed student participation during the three meetings can be understood as a result of the structured sequence of activities rather than of video exposure alone.

The findings also indicate that video functioned as contextual support during the storytelling process. Students were able to observe visual representations of the story before they were required to retell it. This provided students with contextual information that could help them identify characters, events, actions, and the sequence of the story. Aflah and Yanti (2019) emphasize that multimedia technology can provide instructional activities that support English language learning when it is integrated purposefully into classroom instruction. Similarly, Anggraini (2021) reported that the use of YouTube videos accompanied by speaking practice could support students' speaking development. These findings support the interpretation that the video in the present study served primarily as an instructional scaffold that helped students understand the story and prepare for oral production.

The use of the 5W1H framework further supported students in organizing the information obtained from the video. Rather than retelling the story without preparation, students were guided to identify who was involved, what happened, when and where the events occurred, why the events occurred, and how the story developed. This process provided a simple organizational framework for transforming visual and verbal input into a coherent spoken narrative. The finding is consistent with the broader principle of student-centered language instruction, in which learners are provided with structured opportunities to process information and use the target language meaningfully (Aflah, 2021). In this context, the 5W1H framework can be interpreted as scaffolding that reduced the difficulty of organizing story information before students performed the speaking task.

Another important finding concerns students' participation during the learning activities. The classroom observations indicated that students became increasingly involved in video viewing, group discussion, story analysis, and oral retelling. This active participation is relevant to the nature of storytelling activities because storytelling requires learners to communicate ideas rather than merely recognize or reproduce language forms. Mayasari et al. (2021) found that storytelling could be an effective technique for speaking instruction and that the technique was associated with students' learning achievement and motivation. Likewise, Hutabarat et al. (2021) reported that storytelling activities could provide opportunities for students to develop speaking-related abilities through narrative activities. These studies provide support for interpreting the increased participation observed in the present study as an important component of the implementation process. The integration of video and storytelling also appeared to provide students with repeated opportunities to interact with English during the learning process. Students first listened to and observed the story, then discussed the information with their peers, and finally transformed their understanding into oral storytelling. Ginting et al. (2021) similarly reported the use of digital storytelling as a means of supporting students' speaking development. This sequence is pedagogically relevant because students were exposed to language before being expected to produce it independently. Therefore, the implementation did not rely solely on spontaneous speaking practice but provided students with input, guided processing, interaction, and subsequent oral production.

The findings further show that students demonstrated greater willingness to express ideas and participate in speaking activities during the implementation. However, this finding should be interpreted cautiously. The present study did not separately measure motivation or confidence as independent variables; therefore, the observed changes should not be interpreted as evidence that video alone caused an increase in students' motivation or confidence. Rather, the classroom observations suggest that the combination of video stimulation, group discussion, guided story analysis, and storytelling practice created conditions that supported students' willingness to

participate. This interpretation is consistent with Aflah (2021), who emphasizes the importance of classroom activities that provide learners with opportunities for active spoken interaction and meaningful use of the target language.

The implementation also demonstrates that multimedia should be integrated with pedagogical guidance rather than used as a stand-alone teaching medium. Sunubi and Utary (2020), for example, found that video-based learning could generate positive changes in students' classroom attitudes, although the learning outcomes were not automatically significant. This finding is important for the present study because it indicates that the pedagogical value of video depends on how the medium is incorporated into classroom activities. In the present implementation, video was combined with Discovery Learning, 5W1H-based analysis, group discussion, and oral retelling. Thus, the observed improvement in classroom participation and speaking performance should be understood as associated with the integrated instructional procedure rather than attributed to video in isolation.

Overall, the implementation findings indicate that video-assisted storytelling functioned most effectively when supported by a structured and student-centered instructional sequence. The combination of video-based contextual input, Discovery Learning, 5W1H scaffolding, group discussion, and storytelling practice provided students with progressive opportunities to understand, organize, and communicate story content. The findings therefore extend previous research by showing not only that storytelling and video can be used to support speaking instruction, but also how these components can be organized within classroom practice. At the same time, the implementation findings should be interpreted together with the obstacles reported in the Results section, particularly fluency, delivery, pronunciation, anxiety, and perceived difficulty. These obstacles indicate that although the instructional structure supported students' participation and speaking development, further targeted support remained necessary to address students' specific speaking difficulties.

The Obstacles in Implementing Video-Assisted Storytelling Technique to Boost Students' Speaking Skills

The findings indicate that although video-assisted storytelling supported students' speaking development, several challenges remained during its implementation. Based on the results, fluency was identified as the most dominant obstacle (82%), followed by delivery (76%), pronunciation (74%), and both anxiety and perceived difficulty (72%). These findings suggest that students encountered both linguistic and psychological barriers while participating in storytelling activities. The predominance of fluency difficulties indicates that students still experienced challenges in producing smooth and continuous speech during storytelling. This finding implies that students had not yet developed sufficient automaticity in oral language production, making it difficult for them to express ideas spontaneously. Similar findings were reported by Rahayu and Nurhayati (2020), who found that limited language proficiency often affects learners' speaking fluency during storytelling activities. Delivery emerged as the second most significant obstacle. The relatively high percentage (76%) suggests that many students experienced difficulty presenting stories effectively to an audience. Effective storytelling requires not only language accuracy but also appropriate organization, expression, and confidence during oral performance. Therefore, delivery should receive greater instructional attention alongside other speaking components. Pronunciation was also identified as an important challenge. Difficulties in pronunciation may reduce the clarity of oral communication and influence students' confidence when speaking English. This finding is consistent with Widiastuti et al. (2019), who reported that pronunciation problems remain one of the major barriers to effective oral communication among EFL learners. In addition, anxiety and

perceived difficulty each obtained a percentage of 72%, indicating that psychological factors also affected students' speaking performance. These findings suggest that students may still feel uncomfortable when performing speaking tasks despite the supportive learning activities provided through video-assisted storytelling. Previous studies have similarly emphasized that anxiety can reduce students' willingness to communicate and participate actively in speaking activities (Hasanah & Rasyid, 2022). Overall, the findings indicate that the successful implementation of video-assisted storytelling depends not only on the instructional technique itself but also on teachers' ability to provide appropriate support for linguistic and psychological challenges. Providing sufficient speaking practice, pronunciation guidance, and a supportive classroom environment may help students gradually overcome these obstacles and improve their speaking performance.

CONCLUSION

This study demonstrates that video-assisted storytelling effectively improves vocational high school students' English-speaking skills. By integrating visual context with narrative tasks, this approach helps students organize their ideas more systematically, engage actively in classroom activities, and speak with greater confidence. However, the adoption of this technique also reveals persistent learning barriers. Students continue to face both linguistic and psychological challenges, particularly regarding speaking fluency, pronunciation, and anxiety. This indicates that innovative teaching methods must be accompanied by continuous practice and emotional support to fully resolve students' speaking difficulties. These findings should be interpreted in light of several limitations, including the small sample size from a single school, the lack of a control group, and the short intervention period. Future research is recommended to involve larger participant groups, employ experimental designs with control groups, and assess the long-term impact of video-assisted storytelling on students' overall communicative competence. From a pedagogical perspective, English teachers are encouraged to integrate video-assisted storytelling into speaking instruction while providing explicit support for the areas in which students experienced the greatest difficulties. Greater emphasis should be placed on developing speaking fluency through repeated storytelling practice, improving delivery through guided performance activities, and strengthening pronunciation through systematic modeling and corrective feedback. In addition, creating a supportive classroom environment that reduces speaking anxiety may further enhance students' confidence and participation. Future research is recommended to involve larger and more diverse participant groups, include control groups or experimental comparisons, and investigate the long-term effects of video-assisted storytelling in different educational contexts. Further studies may also explore the integration of various digital media or instructional approaches to determine how different forms of technology can further enhance students' speaking skills.

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