

The Influence of Storytelling Method on the Public Speaking Communication Skills among the Students of Mercu Buana University Meruya West Jakarta

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ABSTRACT---- *The study aims at identifying the public speaking communication skills among the students of Mercu Buana University Meruya, West Jakarta, before and after the implementation of the storytelling method. In addition, the study also aims at identifying the presence or the absence of the impact of the storytelling method on the public speaking communication skills of the Mercu Buana University students in Meruya, West Jakarta. By using the SPSS Version 20, 40 students have been gathered as the samples of the study and these students come from all faculties in the Mercu Buana University. After the data have been gathered, the data are analyzed using the descriptive statistical test and the hypothesis test. In this regard, the researchers have implemented the normality test and the hypothesis test. The hypotheses within the study are tested using the following criteria: (1) if the rate of significance < α (sig. value < 0.05) then H_0 is rejected and H_a is accepted; and (2) if the rate of significance > α (sig. value > 0.05) then H_0 is accepted and H_a is rejected. The results of the study show that the students of Mercu Buana University have understood the concept and the implementation of the storytelling method. From the results of the analysis toward the assessment category of the storytelling method, out of 8 assessment variables 3 variables do not have significant influence on the storytelling method that the students of Mercu Buana University have implemented and the three variables are Pressure, Material Disclosure, and Participant Gesture. In addition, the results of the paired sample t-test there are significant differences between the pre-test results and the post-test results. These findings show that the storytelling method is highly influential for the changes on the public speaking communication skills that the students of Mercu Buana University perform.*

Keywords----storytelling method, university students, public speaking communication skills

1. INTRODUCTION

Establishing communication can be done everywhere at any time. The presence of human beings on the earth as social creatures demand interindividual interaction and communication. Both interaction and communication within the surrounding environment are related to the implementation of the needs to transfer information and to channel emotion, aspiration, and expectation through speaking and writing activities. All of these activities that become parts of the needs to share facts are generally known as communication itself (Cetinkaya, 2011). In this regard, communication is one of the important elements for an individual to adapt themselves into the surrounding environment (Yuksel, 2008). Technically, communication is already known any individual in any profession and therefore individuals should develop their communication skills (Balci, 2012). With regards to the statement, the importance of oral communication should be developed within the two or the three decades ahead (Patil, 2009). Therefore, communication skills should be mastered by each individual who is capable to interpret these skills in their own daily life.

Dibia et al. (2007, p.3) states that the main function of language is to serve as a communication tool. An individual learns a language because he or she is pushed by the needs to establish communication with the people around him or her. As a communication tool, language is able to deliver either ideas or messages from the transmitter to the receiver. In addition, language can also establish the communication creativity through the storytelling method. This method is not a new aspect since it can be performed by every individual, despite the age, in order to establish confidence, gain better relationship, and deliver creative thoughts or ideas in a clear, brief and touching manner.

Many adolescents and young adults have high level of intelligence in the domain of academics. Unfortunately, these adolescents and young adults are sometimes timid, inferior, unconfident, and incapable whenever they are asked to present/explain their ideas before the public. Ever since the old times, the capacity to speak before the public has been one of the important aspects for attaining a better life. For example, Winston Churchill has been known by the world because of his short yet inspiring speech. Similarly, President Soekarno has been known as one of the world's best orators. Not only that, President Obama has captured the attention of the Americans through his public speaking skills. Indeed, it is his good public speaking skills that has made Obama re-elected again.

In relation to the above explanation, the failure to establish communication before the public still becomes an issue for many individuals. The reason is that the sense of being nervous as they stand before the eyes of many people always overwhelm many people and this situation has become a general sight up to date. The sense of being nervous before the

public is not only experienced by the adolescents but also by the many people across the professions. Therefore, it is important to teach the students, especially the ones in the university degree, to be encouraged to speak before the public so that they will be the personality that has the courage to speak in front of many people within their own professionalism. According to one source, in order to do so, storytelling can be used for training individuals to share their opinions through a number of stories. The main point of the statement is that teaching the storytelling capacity to the students as early as possible is highly important since the storytelling process provides the tool for transferring knowledge into the social context. Human knowledge is based on stories, while human brain contains the cognitive machine that is necessary for understanding, recalling, and telling stories. Referring to the statements by several experts, storytelling can be considered as an activity of sharing and interpreting experiences. Stories are general and can serve as the bridge for putting together culture, language, and era. In other words, storytelling can be used for teaching different cultural ethics, values, and norms.

The public speaking communication skills should be mastered by the young generation, especially the university students, since these skills are parts of the prerequisite competence in any domain of science within the academic world. At the university level, the public speaking skills are useful for preparing the mental of the students to enter a number of professions since almost all professions involve the presence of the public, be it two persons or more. In fact, the policy from the campus of freedom is also expected to be some sort of innovation in order to answer the challenges of the contemporary universities with regards to preparing the well-qualified labors in accordance with the demand of the 21st Century and the Industrial Revolution 4.0.

According to Arini et al. (2006, p.49), speaking skills or oral language skills refer to the skills that each individual has in order to be engaged in his or her environment. Through these skills, an individual can express himself or herself and can also deliver his or her knowledge, thoughts, and feelings to other people. Automatically, through the importance of mastering the good and appropriate speaking skills, every university student is expected to uncover the potential that lies within especially in forging the self-confidence. Basically, every university student is able to speak but not all university students master the speaking skills. Thus, the speaking skills should be mastered by the university students since these skills are directly related to the overall learning process both inside and outside the university environment.

The learning success of the students in attending to the teaching-learning process in the university level, both online and offline, is highly determined by their mastery of speaking skills. Students who are unable to speak well and appropriately will have difficulties in attending to the learning activities for all courses. At the same time, the mastery of learning materials also determines the speaking skills during the learning material presentation, the group discussion, and the question and answer. The formal speaking skills, in this regard, demands intensive training and guidance. Therefore, lecturers hold a very vital role in exercising the students' speaking skills through the establishment of effective discussion through both the virtual time and the real time.

In order to identify the learning situations within the Mercu Buana University in relation to the speaking skills, the researchers observe the implementation of the learning process within the university. Based on the results of the observation, the researchers have found a number of problems that can be identified as the factors behind the low speaking skills of the students. In terms of a number of presentation assignments, the real practice of the assignment presentation itself has not been optimum. One of the proofs is that there are still some university students who cannot defend their undergraduate thesis well before the board of examiners. It seems that the students have been less motivated to speak before the class because they are provided with less opportunities to share their ideas. On another occasion, it also seems that some university students have not read a number of literatures such as textbooks, journals, news media, and scientific articles that can be their source of references in developing their ideas.

Human beings are organisms that have the capabilities to communicate or to tell stories both in individual life and in social life. The process of telling stories is the reflection of the human mind into the structure of narration and this reflection is mostly remembered in the subconscious (Irawan: 2021). The fact is that stories are able to deliver understanding in both the small version and the big version. Thereby, storytelling can serve to expand the analytical capacity of the thinking process. At the same time, the storytelling can be a tool for delivering knowledge into the social context. Such knowledge can be the basis of the story from the human brain, which contains the cognitive machines that are necessary for understanding, recalling, and telling stories.

Nurgiyantoro (2001, p.278) states that the process of telling stories has been one of the habits in the society from the old times until the present times. With regards to the statement, almost all students who enjoyed listening to a story will always be ready to re-tell the same story again, especially when the story is amusing. Indeed, human beings are storytelling organisms both individually and socially. Telling stories reflects the human brain as the thoughts in the narrative structure. Through storytelling as well in some news, the facts, be they in either the small portion and the big portion, can be easily understood. Furthermore, through storytelling an individual is able to expand his or her analytical skills. In this case, the storytelling process can be implemented through the use of several methods namely the motivational lecture, the inspiration games, the interactive games, the simulation, the discussion, or the question-and-answer session.

Learning public speaking skills does not need peculiar talent. In fact, learning public speaking skills is easier in comparison to learning swimming or learning driving a car. Every normal person can be a skillful presenter or speaker if he or she has the will to exercise himself or herself seriously under the directed guidance from the mentor or the lecturer in a university. In addition to it, public speaking can also be performed in order to neutralize the friendly ego of fear or anxiety that has been perceived directly during the process of speaking before the public. Furthermore, the public speaking

methods can be used to share opinions freely, to share different perspective, to deliver ideas, and to express one's self in accordance with the overall characters of the given individual. The public speaking itself can be used for assessing the storytelling skills of the young generation, especially the university students, so that they will be more encouraged and be more confident. In turn, the university students will not be nervous anymore when they have to tell stories before the classroom or even before the public. The method that has been usually implemented in order to encourage the university students to talk is the paired storytelling. This method is able to shape the characters of the young generations, especially the university students, in pursuing the oral language skills through storytelling. Departing from the above phenomena, the researchers are interested to conduct a deeper research entitled *The Influence of Storytelling Method on the Public Speaking Communication Skills among the Students of Mercu Buana University Meruya West Jakarta*.

2. METHODOLOGY

According to the Complete Dictionary of Psychology (Chaplin, 2005), method can be defined as: (1) a systematic procedure that includes the efforts of investigating facts and concepts; and (b) one of special techniques in psychology such as experimental method or clinical method. This terms indeed includes special procedures that are used in the fact investigation and the concept formulation from certain perspectives. Therefore, through this section the researchers should explain further the method that has been adopted.

During the course of the study, the approach that had been adopted was the quantitative approach. According to Sugiyono, (2010, p.7), a quantitative research refers to the use of the scientific methods that have fulfilled concrete/empiric, objective, measured, rational, and systematic principles. Such a kind of approach is also known as the pre-experimental research or the quasi-experimental research. Then, with regards to the design of the study, the researchers had implemented the one group pre-test post-test design. Through the use of the one group pre-test post-test design, the researchers should conduct a test prior to the provision of the given treatment. Thereby, the results of the treatment would be more accurate because the researchers were able to compare the situations before and after the treatment (Sugiyono, 2013, p.96). The design of the study itself was illustrated as follows:

$$01 \times 02$$

Notes:

- 01 = Pre-test score (before the provision of the treatment)
- 02 = Post-test score (after the provision of the treatment)

Furthermore, the paradigm that the researchers had adopted in the study were the post-positivism paradigm. Post-positivism paradigm refers to the understanding that every aspect in a social reality can be viewed holistically as a single scientific entity that should be interpreted in-depth since the social reality is interested as a plural one (Hendrarso in Suyanto & Sutinah, 2005). In order to gather the necessary data, the researchers used the research instrument that had been devised and, after the data had been gathered, the researchers analyzed the data using the statistical analysis in order to test the hypotheses that had been defined. With regards to the context of the study, the aspects that would be assessed within the implementation of the storytelling method were emphasis, pronunciation or intonation, vocabulary or diction, sentence structure, fluency, speaking material disclosure, attitude or gesture, and courage.

The data for the study were selected out of a population. In general, population can be defined as an area of generalization that consists of subjects or objects with certain qualities and characteristics that a researcher has set in order to be studied and verified (Sugiyono, 2010, p.15). In other words, a population does not only consist of people but also objects and other matters in the nature. At the same time, it can also be defined further that population does not merely refer to the amount of the subjects the objects under the study but, instead, a population can refer to all traits/characteristics that the subjects or the objects have (Sugiyono, 2011). Specific to the context of the study, the subjects were the students of Mercu Buana University in Meruya Area, West Jakarta. The study itself was conducted online through the administration of an online training program in the form of pre-test and post-test. The pre-test and post-test activities were administered through the use of Google Form that the researchers had prepared. There were 40 university students who had attended the online training program and these students were from the Faculty of Communication, the Faculty of Business and Economics, the Faculty of Computer Science, and the Faculty of Engineering. All of these students were selected as the samples for the study through the use of the purposive sampling technique. According to this sampling technique, the researchers should select the samples based on certain considerations since there had been too many students in the university, causing the researchers to have difficulties in identifying them one by one.

According to Hair et al. (1995, in Kiswati, 2010), the definition of a representative sample number depends on the results of the multiplication between the number of indicators and the number of scales. Therefore, the researchers should base the selection sample on the following formula:

$$\text{Sample} = \text{number of indicators} \times \text{number of scales} = 8 \times 5 = 40$$

Furthermore, Nazir (2005) defines that data gathering refers to the use of systematic and standardized procedures for attaining the necessary data. Data gathering was a very vital step in a study since the data are used in order to answer the problems that have been formulated within the given study. In the context of the study, the data were gathered through the use of test and observation. After the data had been gathered, the data were analyzed using the descriptive statistical test, the analysis prerequisite statistical test, and the hypothesis test.

Descriptive statistics refer to a number of data processing techniques which aim at recording and analyzing data without making or drawing conclusions upon the population under observation. This kind of statistics provides the way to reduce the amount of data into more manageable forms and to describe the data accurately with regards to the mean, the difference, the relationship, and alike (Suharsini, 2007, p.107). The results of the descriptive analysis serve to attain better description in order to answer the existing problems. Within the study, the analysis toward the descriptive statistics was conducted by using the SPSS 20 software.

In relation to the descriptive statistics, the analysis prerequisite test was also conducted in order to test the data that had been attained so that the researchers could progress to the hypothesis test. The analysis prerequisite test itself was conducted in the form of normality test. Within the normality test, the method that had been adopted was the Shapiro-Wilk method with the assistance from the SPSS 20 software. On the contrary, the hypothesis test, which had been conducted in order to identify the temporary assumption that had been hypothesized, was performed in the form of two-way test with the degree of error 5% or 0.05. Then, the two-way mean test for both the pre-test activities and the post-test activities was conducted as well in order to identify the preliminary skills before and after the provision of the storytelling method by using the SPSS 20 as well.

The hypotheses in the study were tested by referring to the two criteria below:

- If the rate of significance $< \alpha$ (sig. value < 0.05), then H_0 is rejected and H_a is accepted.
- If the rate of significance $> \alpha$ (sig. value > 0.05), then H_0 is accepted and H_a is rejected.

3. RESULTS AND DISCUSSIONS

a. Results

After 40 respondents from the Faculty of Communication, the Faculty of Economics and Business, the Faculty of Computer Science, and the Faculty of Engineering had been selected, the researchers found the following demography.

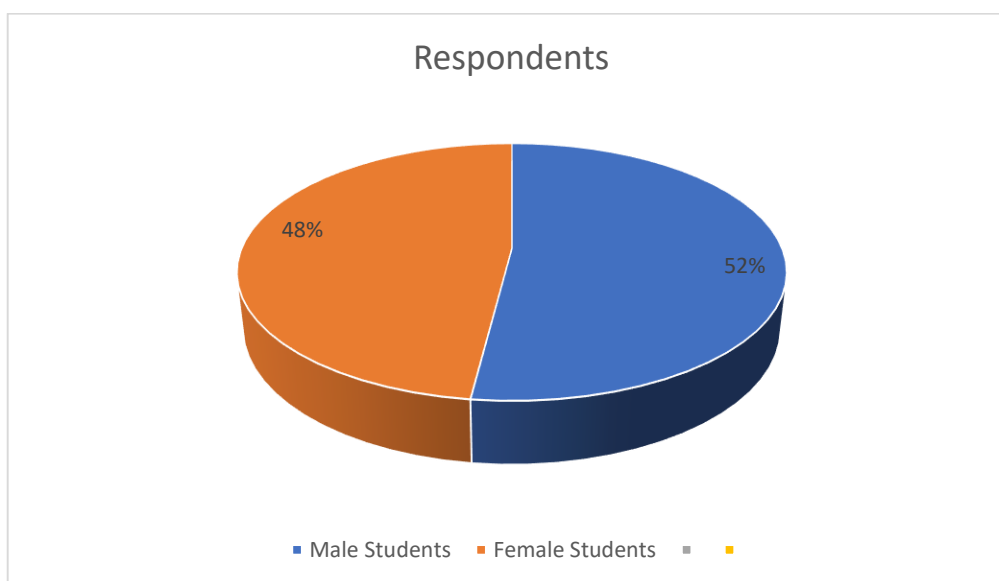


Figure 1. Demographic Data on the Gender of the Respondents

Based on the data in Figure 1, it was apparent that 52% respondents had been male and 48% respondents had been female. Thus, the data showed that most of the respondents had been male. These respondents were selected from Mercu Buana University which had been located in Southern Meruya Street 1, RT 4 / RW 1, Kembangan District, the Administrative City of West Jakarta, the Province of Jakarta Special Capitol 11650. The study itself was an experimental researcher which provided the storytelling method to the students who had not attended the Public Speaking Course in each Faculty.

In this section, the researchers described the process or the procedures in which the storytelling method had been implemented. Prior to the study, the researchers observed and interviewed a number of lecturers about the communication activities and a number of university students about the explanation and the exposition of a case study in the learning materials using the storytelling method. Departing from the findings from the interview and the observation, the researchers

would like to administer a public speaking training program for the students of Mercu Buana University in order to identify the influence of the storytelling method on the public speaking skills that these students had.

Within the storytelling method training program, the researchers administered the pre-test and post-test activities and the results of these activities were provided in Table 1 below.

Table 1. Descriptive Statistics of Pre-Test and Post-Test Activities

	N	Minimum	Maximum	Mean	Standard Deviation
Pre-Test	40	24	39	27.78	3.355
Post-Test	40	26	39	29.40	2.718
Valid N (listwise)	40				

Source: Data Processing by Researchers

Departing from the results in Table 1, the researchers categorized the findings into 8 (eight) aspects of assessment namely: (1) emphasis; (2) pronunciation or intonation; (3) vocabulary or diction; (4) sentence structure; (5) fluency; (6) speaking material disclosure; (7) attitude or gesture; and (8) courage. The results of the assessment for the eight aspects were provided in Table 2 below.

Table 2. Frequency of Statement Based on the Assessment Aspects or Category

		N	Minimum	Maximum	Mean	Standard Deviation
Emphasis	Pre-Test	40	3	5	3.43	.675
	Post-test	40	3	5	3.53	.716
Pronunciation or Intonation	Pre-Test	40	3	5	3.52	.599
	Post-test	40	4	5	4.05	.221
Vocabulary or Diction	Pre-Test	40	3	5	3.60	.591
	Post-test	40	3	5	4.02	.276
Sentence Structure	Pre-Test	40	3	5	3.48	.599
	Post-test	40	3	5	3.77	.530
Fluency	Pre-Test	40	3	5	3.45	.614
	Post-test	40	3	5	3.62	.603
Speaking Material Disclosure	Pre-Test	40	3	5	3.30	.564
	Post-test	40	3	5	3.33	.572
Attitude or Gesture	Pre-Test	40	3	5	3.18	.446
	Post-test	40	3	5	3.23	.480
Courage	Pre-Test	40	3	5	3.85	.533
	Post-test	40	3	5	4.05	.316

Source: Data Processing by Researchers

From the results in Table 12, several findings could be explained. First of all, looking at the pre-test results and the post-test results, it was apparent that the students of Mercu Buana University had shown improvement on all aspects of public speaking skills. Then, in order to assure that the data had been normally distributed, the researchers proceeded to the normality test. The results of the normality test were provided in Table 3 below.

Table 3. Data Normality Test

One-Sample Kolmogorov-Smirnov Test			
		Pre-Test	Post-Test
N		40	40
Normal Parameters ^{a,b}	Mean	27.775	29.400
	Std. Deviation	3.3550	2.7156
Most Extreme Differences	Absolute	.223	.238
	Positive	.223	.238
	Negative	-.130	-.138
Kolmogorov-Smirnov Z		1.412	1.503
Asymp. Sig. (2-tailed)		.037	.022
a. Test distribution is Normal.			
b. Calculated from data.			

Table 3 above showed that the Kolmogorov-Smirnov Z value for the public speaking communication skills had been 1.412, while the significance value asymp. sig. (2-tailed) for the public speaking communication skills had been 0.37. Since the significant value for both variables had been higher than 0.05 ($\alpha > 0.05$), the data were normally distributed. Therefore, it could be concluded that public speaking communication skills had been normally distributed.

Table 4. Results of Hypothesis Test by Means of Paired Sample t-Test

Paired Samples t Test									
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test – Post-Test	-1,6250	1,2339	,1951	-2,0196	-1,2304	-8,329	39	,000

From the results of the paired sample t-test in Table 4 above, it was apparent that in Pair-1 the sig. value (2-tailed) was $0.000 < 0.050$. Therefore, it could be concluded that there had been differences on the mean score for the storytelling method between the pre-test activities and the post-test activities among the students of Mercu Buana University. As a result, H_0 had been rejected and H_a had been accepted.

The presence of such significant difference between the pre-test activities and the post-test activities showed that the storytelling method had been influential for the changes on the public speaking communication skills within the students of Mercu Buana University. In relation to the significant difference between the pre-test activities and the post-test activities, and in relation to the eight components of assessment within the study, the researchers could identify the most successful implementation of storytelling method and the figure on the most successful implementation was provided in Table 5 below.

Table 5. Results of Paired Sample t-Test for 8 Aspects of Story Telling Method Assessment

Paired Samples t Test									
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE-TEST AND POST-TEST OF EMPHASIS	-.1000	.3789	.0599	-.2212	.0212	-1.669	39	.103
Pair 1	PRE-TEST AND POST-TEST OF PRONUNCIATION OR INTONATION	-.525	.506	.080	-.687	-.363	-6.565	39	.000
Pair 1	PRE-TEST AND POST-TEST OF VOCABULARY OR DICTION	-.425	.501	.079	-.585	-.265	-5.369	39	.000
Pair 1	PRE-TEST AND POST-TEST OF SENTENCE STRUCTURE	-.300	.464	.073	-.448	-.152	-4.088	39	.000
Pair 1	PRE-TEST AND POST-TEST OF FLUENCY	-.17500	.38236	.04275	-.26009	-.08991	-4.094	79	.000
Pair 1	PRE-TEST AND POST-TEST OF SPEAKING MATERIAL DISCLOSURE	-.025	.158	.025	-.076	.026	-1.000	39	.323
Pair 1	PRE-TEST AND POST-TEST OF ATTITUDE OR GESTURE	-.050	.221	.035	-.121	.021	-1.433	39	.160
Pair 1	PRE-TEST AND POST-TEST OF COURAGE	-.200	.405	.064	-.330	-.070	-3.122	39	.003

From the results in Table 8, the researchers grasped several descriptions on the process of the storytelling method implementation. First, on the aspect of Emphasis, there was not any significant improvement from the pre-test activities into the post-test activities since the sig. value (2-tailed) had been 0.103 ($0.103 > 0.050$). Second, on the aspect of Pronunciation or Intonation, there was significant improvement from the pre-test activities into the post-test activities since the sig. value (2-tailed) had been 0.000 ($0.000 < 0.050$). Third, on the aspect of Vocabulary or Diction, there was significant improvement from the pre-test activities into the post-test activities since the sig. value (2-tailed) had been 0.000 ($0.000 <$

0.050). Fourth, on the aspect of Sentence Structure, there was significant improvement from the pre-test activities into the post-test activities since the sig. value (2-tailed) had been 0.000 ($0.000 < 0.050$). Fifth, on the aspect of Fluency, there was significant improvement from the pre-test activities into the post-test activities since the sig. value (2-tailed) had been 0.000 ($0.000 < 0.050$). Sixth, on the aspect of Speaking Material Disclosure, there was not any significant improvement from the pre-test activities into the post-test activities since the sig. value (2-tailed) had been 0.323 ($0.323 > 0.050$). Seventh, on the aspect of Attitude or Gesture, there was not any significant improvement from the pre-test activities into the post-test activities since the sig. value (2-tailed) had been 0.160 ($0.160 > 0.050$). Eighth, on the aspect of Courage, there was significant improvement from the pre-test activities into the post-test activities since the sig. value (2-tailed) had been 0.003 ($0.003 > 0.050$). In sum, the mean score of the public speaking communication skills from the students of the Faculty of Communication, the Faculty of Economics and Business, the Faculty of Computer Science, and the Faculty of Engineering, Mercu Buana University Meruya, West Jakarta, after the implementation of the storytelling method had been 39.00, which indicated significant improvement.

Last but not the least, referring to the results in Table 5, it was apparent that the implementation of the storytelling method had gained success as having been reflected by the mean score in each category. However, there were three categories that should be given intensive exercise in order to develop the public speaking communication skills of the Mercu Buana University students. The three aspects were: (a) Emphasis; (b) Speaking Material Disclosure; and (c) Attitude or Gesture.

b. Discussions

Departing from the results that have been analyzed, the researchers find that three aspects do not show significant improvement namely: (a) Emphasis; (b) Speaking Material Disclosure; and (c) Attitude or Gesture. The reason is that the measurement of storytelling method treatment has been conducted online since Indonesia has been impacted by the Covid-19 Pandemic in the meantime. As a result, the students are unprepared because they do not have sufficient knowledge and access to the necessary information whereas sufficient knowledge and sufficient access to information are highly necessary since public speaking demands broad knowledge so that the audience will not be bored with the material deliver by the speakers. With regards to the statement, the researchers find that most of the students have read texts during the storytelling method training program; as a result, these students tend to be awkward, do not establish eye contact with the audience, and tend to be monotonous in speaking before the audience. In addition, the researchers also find that the students have not been able to understand the context of the contemporary materials or the context of the trending issues in the respective domain since they are less enthusiastic in putting extra efforts to search information from numerous literatures. At the same time, the students seem to be less interested to read more literatures as well and this situation is very apparent during the administration of the storytelling method training program.

The results of this study are in line with the results of the other studies that have been previously conducted. For example, the results of this study are in line the results of a study entitled “The Oral Communication Skills of the University Students in the Teaching-Learning Process” by Suryaningrum and Takarini (2007), which show that there has been level difference on the anxiety to establish communication between the new university students and the old university students. The mean score of the anxiety level for the new university students is higher than that of the old university students. This finding thus shows that the new university students are more anxious to establish oral communication than the old university students. Based on the assumption that both the population of the new university students and the population of the old university students are homogenous, it can be concluded that the teaching-learning process that has been implemented is able to improve the quality of the oral communication among the university students.

In addition, the results of this study are also in line with the results of another study entitled “The Influence of Storytelling Model on the Speaking Skills of Grade V Students MI Jamiatul Khaerat the City of Makassar” by Nurliah Syarifuddin, which show the success of both the pre-test activities and the post-test activities after the implementation of the storytelling model in Grade V MI Jamiatul Khaerat Malengkeri, the City of Makassar with the sig. value $0.163 > 0.050$; in this study, the H_0 is rejected and the H_a is accepted with the rate of significance 0.000. Furthermore, the results of this study are in line with the results of a study entitled “Improving the Oral Communication Skills through Storytelling Method” by Aulia, Suwanto, and Santoso (2018), which show that for more than four decades the experts have considered the oral communication issues as fundamental ones and therefore they should start focusing their attention toward the negative impacts of the communication behaviors and the other important life aspects (McCroskey, 1978, p.78). At the same time, the results of the current study also explain that the level of communication difficulty for an individual indeed leaves an in-depth impact toward the oral communication skills, the social skills, and the self-esteem (Witt & Behnke, 2006, p.168).

The success of the university students to develop their public speaking communication skills through the implementation of the storytelling method thus will impact their preparedness to enter employment after they have graduated from the university. Such preparedness is highly necessary for the students since in the employment the students are demanded to be able to perform lobbying, to influence stakeholders, and to establish relationship.

4. CONCLUSIONS

Based on the results and the discussions within the study, the researchers would like to draw several conclusions. First, the university students show improvement on their public speaking communication skills after the implementation of the storytelling method. Through the public speaking, the students are introduced to the information about the conception and the implementation of the public speaking skill in both their surrounding environment and their future employment. This improvement is shown by the results of the pre-test activities with the lowest score 24.00, the highest score 39.00, and the mean score 27.78, and also by the results of the post-test activities with the lowest score 26.00, the highest score 39.00, and the mean score 29.40. In other words, it can be stated that the university students show improvement in terms of their understanding toward the storytelling method.

Second, from eight categories that have been assessed, three categories in the storytelling method do not have significant influence among the students of Mercu Buana University. The three categories are Emphasis, Speaking Material Disclosure, and Attitude or Gesture.

Third, based on the results of the paired sample t-test, there have been significant differences between the pre-test results and the post-test results. These significant differences show that the storytelling method has influenced the changes on the public speaking communication skills among the students of Mercu Buana University on eight aspects namely: (1) emphasis; (2) pronunciation or intonation; (3) vocabulary or diction; (4) sentence structure; (5) fluency; (6) speaking material disclosure; (7) attitude or gesture; and (8) courage.

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