The Development of a Novel Using Storytelling Technique as a Learning Tool in Promoting Student Engagement and Satisfaction

Patchara Vanichvasin, Kasetsart University, Thailand

Abstract
The purposes were to 1) develop a novel using storytelling technique as a learning too. 2) examine student engagement and satisfaction after applying a developed novel. The purposive sample group was 24 students. The research instruments were 1) a developed novel 2) a questionnaire collecting expert opinions towards appropriateness of a developed novel 3) an observation checklist towards student engagement 4) a questionnaire towards student satisfaction. Statistical methods used were content analysis, mean, standard deviation, frequency and percentage. The research results were summarized as following: 1) The developed novel consisted of 7 chapters with 69 pages covering content knowledge of learner characteristics, learner-centered teaching, educational problems, and the future of education. There were 6 main steps to develop a novel. First, the topic was chosen. Second, key concepts were used as content knowledge and design. Third, the plot and theme were planned. Fourth, the scenes were set. Fifth, the characters were introduced. Sixth, the story was written in a form of a novel. It was verified by experts as appropriate ($\bar{X}$ = 4.54, S.D. = 0.44) at a very high level in its content, structure and presentation. 2) Most of students engaged in learning activities that used the developed novel as a learning tool. Student satisfaction when using the developed novel as a learning tool was at a high level ($\bar{X}$ = 4.36, S.D. = 0.49). Students found the developed novel as a new, interesting and fun learning tool to remember, understand and retain content knowledge. In conclusion, the results suggested that the developed novel using storytelling technique yielded positive impact on student engagement and satisfaction. Therefore, the developed novel can be used as a powerful learning tool to engage students in learning activities and promote student satisfaction for better learning.

Keywords: Novel, Storytelling Technique, Learning Tool, Student Engagement, Student Satisfaction

Introduction

There is a consensus that student learning is important (Darling-Hammond, 2000) and if students do not learn, which demonstrated in form of not getting engaged and satisfied with their own learning, the established learning outcomes will not be achieved at the end of class. Fortunately, there is a variety of learning tools that can be used in the classroom to support student learning, ranging from traditional to high-tech options. Depending on course learning goals and outcomes, instructors may choose to use one or several of these learning tools to augment the teaching and learning environment in their classroom (Yale, n.d.) and learning can be enjoyable if teachers use appealing methods of teaching (DiPerna, 2008). Storytelling is commonly used in education for learning, explaining and entertaining (Li & Hew, 2017) because it engages and entertains students while enabling students to easily recall facts from the story (Rossiter, 2002). Lindesmith &, McWeeny (1994) and Zhao (2012) also stated that storytelling is a teaching method which is based on a carefully chosen story to illustrate and explain the things that teachers want students to know. This teaching method also helps students think further from the story about the insights, ideas, feelings, and experiences that remain in the story. McDrury & Alterio (2003) agreed that when storytelling is formalized in meaningful ways, it can capture everyday examples of practice and turn them into an opportunity to learn - encouraging both reflection, a deeper understanding of a topic and stimulating critical thinking skills. Therefore, it has become an important technique in the process of learning (Abrahamson, 1998), which is considered as an ideal teaching and learning tool, for it takes seriously the need for students to make sense of experience, using their own culturally generated sense-making processes (Bishop and Glynn, 1999). By telling stories, students are engaged in the process of their own learning. Research has demonstrated that engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills and promotes meaningful learning experiences (Center for Teaching and Learning, n.d.). Furthermore, many studies have shown that student engagement and satisfaction can maximize student learning as it helped reflect on students' willingness, need, desire, and compulsion to participate in, and be successful in, the learning process (Bomia et al, 1997). According to Vanichvasin (2017), she used storytelling as a knowledge management tool to promote student learning and as a communication tool to enhance the effectiveness of communication and her researches demonstrated positively that students were satisfied with the novel-based teaching and learning approach. If storytelling is used as a learning tool, it is anticipated that it can yield the same positive results. Therefore, the researcher was interested in building on her previous studies to develop a novel as a medium using storytelling technique as a learning tool through learning activities to promote student engagement and satisfaction as it seemed that storytelling can engage students and bring satisfaction to them with its entertaining characteristics. It was anticipated that the results of this research would be useful for establishing storytelling technique as a learning tool for better learning.

Research Methodology

The novel using storytelling technique intervention was developed from documentary review on theories and related researches. A six staged process from documentary review was applied. First, the topic was chosen. Second, key concepts were used as content knowledge and design. Third, the theme and plot were planned. Fourth, the

scenes were set. Fifth, the characters were introduced. Sixth, the story was written in a form of a novel. The developed novel was then examined with an appropriateness questionnaire by three experts with a variety of professional and personal background for its content, structure and presentation. After revising from comments of experts, the researcher then posted a developed novel using storytelling technique online for class learning and participation with duration of four weeks to 24 targeted samples who enrolled in courses that the researcher, as an instructor, was responsible for teaching by using purposive sampling. The researcher then examined student engagement and satisfaction after applying a developed novel with observation checklist of student engagement and student satisfaction questionnaire.

Results

The developed novel consisted of 7 chapters with 69 pages covering content knowledge of learner characteristics, learner-centered teaching, educational problems, and the future of education. There were six main steps to develop a novel. First, the topic was chosen by selecting the content knowledge to be the main focus of a novel and naming the topic of a novel. Second, key concepts were used by selecting key concepts, that is, learner characteristics, learner-centered teaching, educational problems, and the future of education to be put as key content in the developed novel. Third, the plot and theme were planned by creating the plot about the present educational problems with theme of finding the best practices to fix those problems and at the same time understanding learner more to educate them better. Fourth, the scenes were set by setting the scene around the educational problems to make a sequence of important events and to lead the main characters to find out the best practices of better education. Fifth, the characters were introduced by introducing main characters and describing them through a sequence of actions among different scenes to tell the story. Sixth, the story was written in a form of a novel by developing a novel to tell the story about finding the best practices to fix educational problems.

It was then verified by experts as appropriate ($\bar{X}$ = 4.54, S.D. = 0.44) at a very high level in its content, structure and presentation.

Table 1 Means and Standard Deviation of Appropriateness

Appropriateness	n = 24		Interpretation
	$\bar{x}$	S.D.	
Content	4.67	0.58	Very high
Structure	4.33	0.58	High
Presentation	4.67	0.33	Very high
TOTAL	4.54	0.44	Very high

From table 1, it demonstrated that mean and standard deviation of the appropriateness of a developed novel was 4.54 and standard deviation (S.D.) was 0.44. This meant that the developed novel was appropriate at a very high level.

1. Student engagement after applying a developed novel

Table 2 Frequency and Percentage of Student Engagement

Student Engagement	n = 24			
	Engaged		Not engaged	
	Number	Percentage	Number	Percentage
1. Chapter 1	24	100	0	0
2. Chapter 2	23	95.83	1	4.17
3. Chapter 3	23	95.83	1	4.17
4. Chapter 4	22	91.66	2	8.34
5. Chapter 5	20	83.33	4	16.67
6. Chapter 6	23	95.83	1	4.17
7. Chapter 7	24	100	1	0
TOTAL	94.64		5.36	

From table 2, it demonstrated that most of students (94.64 out of 100 percent) engaged in learning activities (for example: questions, discussion and etc.) that used the developed novel as a learning tool.

Student satisfaction after applying a developed novel

Table 3 Means and Standard Deviation of Student satisfaction

Student Satisfaction	n = 24		Interpretation
	$\overline{x}$	S.D.	
1. A developed novel is designed on the basis of the established learning outcomes	4.29	0.62	High
2. A developed novel helps students achieve the established learning outcomes	4.33	0.56	High
3. A developed novel is a suitable, easy and understandable learning tool	4.42	0.65	High
4. A developed novel makes the content accessible helps give content knowledge	4.29	0.55	High
5. A developed novel enhances content knowledge to a wider perspective through its learning activities	4.42	0.58	High
6. A developed novel motivates students to learn	4.54	0.59	Very High
7. A developed novel helps stimulate interest throughout the learning process	3.75	0.61	High
8. A developed novel makes the learning process much more effective through learning activities	4.29	0.62	High
9. A developed novel helps remember content knowledge	4.46	0.59	High
10. A developed novel helps students get satisfied with its entertaining characteristics	4.67	0.48	Very High
11. A developed novel is used in a variety of learning activities as a learning tool	4.50	0.51	Very High
Total	4.36	0.49	High

The data analysis in Table 3 showed that mean was 4.36 and standard deviation (S.D.) was 0.49. This meant that student satisfaction was at a high level. Results from open ended answers were that students found a developed novel as a new, interesting and fun learning tool to remember, understand and retain content knowledge.

Conclusion

In conclusion, the research yielded positive impact on student engagement and satisfaction, which supported that storytelling in a variety of forms such as a novel can be used as a powerful learning tool to engage students in learning activities and promote student satisfaction for better learning.

References

Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8 (1), 1-42.
Yale. n.d. *Instructional Tools*. Retrieved from
https://ctl.yale.edu/FacultyResources/Instructional-Tools.

DiPerna J.C. (2008). *Academic Enablers: Assessment and Intervention Considerations*.
Retrieved from http://www.pearsonassessments.com/NR/rdonlyres/DCDB0A7E-9A50-4DF3-A475 EB2FEC1A30F5/0/AcademicEnablers.pdf.

Li, E.H. & Hew, H.S. (2017). Better Learning of Chinese Idioms through Storytelling: Current Trend of Multimedia Storytelling. *The Electronic Journal of e-Learning*, 15 (7), 455-466.

Rossiter, M. (2002). *Narrative and stories in adult teaching and learning*. ERIC Digest, 1–8. Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. (ERIC Document Reproduction Service No. ED473147)

Lindesmith, K.A. & McWeeny, M. (1994). The power of storytelling. *Journal of Continuing Education in Nursing*, 25(4), 186-7.

Zhao, Y.X. (2012). Storytelling in higher education. *Logistics Engineering Management China*, 34 (2), 143-4.

McDrury, J., & Alterio, M. (2003). *Learning Through Storytelling in Higher Education: Using Reflection & Experience to Improve Learning*. London and Sterling, VA:
Routledge.

Abrahamson, C.E. (1998). Storytelling as a pedagogical tool in higher education. *Education*, 118 (3), p. 440.

Bishop, R. & Glynn, T. (1999) *Culture counts: Changing power relations in Education*. Palmerston North: Dunmore Press. Center for Teaching and Learning, University of Washington. (n.d.) *Engaging student in learning*.
Retrieved from https://www.washington.edu/teaching/teaching-resources/engaging-students-in-learning/

Bomia, L., Beluzo, L., Demeester, D., Elander, K., Johnson, M., & Sheldon, B. (1997). *The impact of teaching strategies on intrinsic motivation*. Retrieved from ERIC database (ED418825).

Vanichvasin, P. (2017). The Development of a Novel using Storytelling Technique as a Knowledge Management Tool to Promote Student Learning in Knowledge Management Subject. *Journal of Education: Faculty of Education, Srinakharinwirot University*, 18 (2), 281-292.

Vanichvasin, P. (2017). *The Development of a Novel using Storytelling Technique as a Communication Tool to Promote the Effectiveness of Communication*. Proceedings of MEDIASIA2017: The Asian Conference on Media, Communication & Film. (pp. 61-65).