

***Developing a Novel Using Storytelling Technique as a Communication Tool
to Enhance the Effectiveness of Communication***

Patchara Vanichvasin, Kasetsart University, Thailand

The Asian Conference on Media, Communication & Film 2017
Official Conference Proceedings

Abstract

The purposes were to 1) develop a novel using storytelling technique as a communication tool 2) examine the effectiveness of communication after applying a developed novel. The purposive sample group was 27 undergraduate students. The research instruments were 1) a developed novel 2) a questionnaire collecting expert opinions towards appropriateness of a developed novel 3) a questionnaire towards the effectiveness of communication. Statistical methods used were content analysis, mean and standard deviation. The research results were summarized as following:

1) The developed novel consisted of seven chapters with 63 pages covering knowledge of instruction subject. There were six main steps to develop a novel. First, the topic was chosen. Second, key concepts were used as content knowledge to communicate. 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 then verified by experts as appropriate ($\bar{X} = 4.58$, S.D. = 0.44) at a very high level in its content, structure and presentation and was tried out with non-targeted group of students with high effectiveness of communication at $\bar{X} = 4.07$ and S.D. = 0.21.

2) The effectiveness of communication was at a high level ($\bar{X} = 4.23$, S.D. = 0.56). Targeted students found it as a good, new, modern and interesting way to communicate content knowledge.

In conclusion, a developed novel using storytelling technique can be used as a powerful communication tool in teaching and learning process to communicate content knowledge to students, which resulted in enhanced communication effectiveness.

Keywords: Novel, Storytelling, Communication Tool, Effectiveness of Communication

iafor

The International Academic Forum
www.iafor.org

Introduction

Fundamental to teacher and student success is the teacher's ability to communicate effectively with students. Without good communication skills, teachers disable the learning process. Teachers must have the ability to communicate their subject-matter expertise to facilitate classroom learning and participation. When a teacher fails to communicate effectively with students, their comprehension level drops, and they eventually lose grasp of the subject matter (Mayhew, 2017). As a result, with ineffective communication, students did not succeed in learning the subject matter. Content knowledge given may be thrown away.

Therefore, communication is critical to successful teaching and learning of subject matter. There are many communication tools that teachers can use to communicate their subject-matter expertise for best learning process and success. Storytelling technique was one of communication tools that can be used because effective communication uses stories and effective communicators uses stories (Gargiulo, 2006). In addition, the effectiveness of storytelling as a communication tool has been supported by evidence from several disciplines including nursing, social science and psychology (Greenhalgh, 2001).

Also, it has been used for centuries as a powerful vehicle for communication. Regardless of medium, stories are enjoyed by everyone as they have appeal because they capture interest and attention, enable recall of details by association, and bring facts to life by putting them in personal scenarios (Davidhizar & Lonser, 2003). It has proven to be an effective teaching pedagogy and learning process (Eck, 2006). According to Vanichvasin (2017), she used storytelling technique with a novel-based approach as a knowledge management tool to promote student learning and her research demonstrated that student achievement was higher significantly after using a developed novel. Furthermore, students were satisfied with the novel-based teaching and learning approach at a high level.

There are three functions of stories that are central to communication. First, stories empower the speaker and help him or her create an environment. Second stories are efficient encoders of information as they can be used as containers for values and other types of information. Third, stories acts as tools for thinking. (Gargiulo, 2006)

Therefore, this research then aimed to develop a novel as a medium using storytelling technique to enhance the effectiveness of communication due to its functions of creating learning environment, being efficient information encoders and acting as tools for thinking. It was anticipated that the results of this research would be useful for establishing storytelling technique as an effective communication tool for best teaching and learning of subject matter.

Research Methodology

The novel using storytelling technique intervention was developed from documentary review on theories and related researches. Instruction subject-matter was chosen due to its complexity and must-know knowledge for students. Their comprehension of the subject matter was essential for application of the content knowledge when entering field experience. A six staged process from documentary review was applied. First, the researcher chose the topic. Second, the researcher used key concepts as content knowledge. Third, the researcher planned the plot and theme. Fourth, the researcher set the scenes. Fifth, the researcher introduced the characters. Sixth, the researcher wrote the story. The developed novel was then examined by three experts with a variety of professional and personal background for its content, structure and presentation. It was also reviewed by non-targeted samples of 10 individuals who studied storytelling. After revising from comments of experts and feedback of non-targeted samples, the researcher then posted a developed novel using storytelling technique online for class learning and participation with duration of four weeks to 27 targeted samples who enrolled in an undergraduate course where storytelling served as content knowledge of subject matter. The researcher then evaluated the effectiveness of communication with effective communication questionnaire.

Results

1. The developed novel consisted of seven chapters with 63 pages covering content knowledge of instruction subject. There were six main steps to develop a novel. First, the topic was chosen. Second, key concepts were used as knowledge to communicate. 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 then verified by experts as appropriate ($\bar{X} = 4.58$, S.D. = 0.44) at a very high level in its content, structure and presentation and was tried out with non-targeted group of students with high effectiveness of communication at $\bar{X} = 4.07$ and S.D. = 0.21.
2. The effectiveness of communication was demonstrated in Table 1.

Table 1 Means and Standard Deviation of Effective Communication

Student Satisfaction	n = 27		Interpretation
	\bar{x}	S.D.	
1. A developed novel helps understanding in its content	4.11	0.51	High
2. A developed novel helps communicate appropriate content	4.07	0.47	High
3. A developed novel helps communicate the content clearly	4.04	0.52	High
4. A developed novel makes the content accessible	4.22	0.80	High
5. A developed novel uses easy to read and appropriate language	4.37	0.79	High
6. A developed novel is written in sequences and the whole story is related	4.30	0.54	High
7. A developed novel helps stimulate interest	4.11	0.80	High
8. A developed novel helps lessen the complexity of content to an easy to read content	4.26	0.66	High
9. A developed novel helps motivate students to read	4.30	0.61	High
10. A developed novel helps retain knowledge gained from the content	4.52	0.51	Very High
Total	4.23	0.56	High

The data analysis in Table 1 showed that mean was 4.23 and standard deviation (S.D.) was 0.56. This meant that the communication was effective at a high level.

Results from open ended answers were that students found a developed novel as a good, new, modern and interesting medium to communicate content knowledge.

Conclusion

In conclusion, a developed novel using storytelling technique can be used as a powerful communication tool in teaching and learning process to communicate content knowledge to students for better comprehension of the subject matter, which resulted in enhanced communication effectiveness.

References

Mayhew, R. (2017). Why Is It Important for Teachers to Have Good Communication Skills?. Retrieved from <https://bizfluent.com/info-11404496-important-teachers-good-communication-skills.html>.

Gargiulo, T.L. (2006). *Stories at Work: Using Stories to Improve Communication and Build Relationships*. London: Praeger Publisher.

Greenhalgh, T. (2001). Storytelling should be targeted where it is known to have greatest added value. *Medical Education*, 35 (9), 818-9.

Davidhizar, R. & Lonser, G. (2003). Storytelling as a Teaching Technique. *Nurse Education*, 28 (5), 217-221.

Eck, J. (2006). *An Analysis of the Effectiveness of Storytelling with Adult Learners in Supervisory Management*. Research Paper of the Master of Science Degree Career and Technical Education. University of Wisconsin-Stout.

Patchara Vanichvasin. (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).