IMPROVING STUDENTS' ENGLISH SPEAKING SKILLS THROUGH DIGITAL STORYTELLING

A THESIS

Submitted as a Partial Fulfillment of the Requirepments for S1 - Degree

By

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ABSTRACT

IMPROVING STUDENTS' ENGLISH SPEAKING SKILL THROUGH DIGITAL STORYTELLING

By

Indah Ayu Eka Pratiwi

Digital storytelling is a type of contemporary storytelling media that includes audio visuals and audio recordings. This research was conducted to help teachers in solving problems that occurred due to some of the anxiety that teachers felt about students' English language skills. The location of this classroom action research was carried out at MTs Muhammadiyah Periangan Riau, Pubian District, Central Lampung Regency.

In this research, researcher used collaborative CAR, meaning that collaboration involves other parties. The researcher role in this research is as a collaborator. The subjects of this classroom action research were grade 9 students. In collecting data, researchers used observation sheets, field notes and speaking tests.

This research was conducted in 2 cycles. The first cycle was carried out on 18 and 19 September 2023. The second cycle was carried out on 25 and 26 September 2023. This research uses digital storytelling as a medium to help improve the English language skills of grade 9 students at MTs Muhammadiyah Riau Periangan. The result of thi research, digital storytelling is able to improve the speaking skills of students in class 9 of MTs Muhammadiyah Riau Periangan.

KeyWords : Improving, Speaking, Speaking Skill, Digital Storytelling

DECLARATION

The researcher is a student with the following identity:

Name   : Indah Ayu Eka Pratiwi

Student's Number   : 1911040358

Hereby, I stated this thesis entitled "Improving Students' English Speaking Skill Through Digital Storytelling" is completely my own work. I am fully aware I have quoted some statements and theories from various source and those are properly acknowledged in the text.

Bandar Lampung, October 15th, 2023

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MOTTO

فَتَعٰلَى اللّٰهُ الْمَلِكُ الْحَقُّ ۚ وَلَا تَعْجَلْ بِالْقُرْاٰنِ مِنْ قَبْلِ اَنْ يُّقْضٰٓى اِلَيْكَ وَحْيُهٗ ۖ وَقُلْ رَّبِّ زِدْنِيْ عِلْمًا(114).

"So God is high, the real King. And don't you (Muhammad) hurry (read) the Qur'an before it has been revealed to you, and say, "O my Lord, increase knowledge to me". (Q.S Thaha : 114)"[1]

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[1] *Q.S At-Taha : 114*

DEDICATION

Alhamdulillah, thanks be to Allah SWT, for all the grace, guidance and blessings that have been given to complete this thesis. All thanks are always expressed only to You, O Rabb, for always providing help when you are in trouble and anxiety and when you are in your lowest position. With a sense of happiness and pride, I dedicate this thesis to:

1. My beloved parents, Mr. Sodikun, Mr. Risman and Mrs. Herlina, as well as my beloved grandmother, namely Grandma Nawen, who wholeheartedly provided prayers and support in the form of materials, so that I could complete my college education with a Bachelor's degree.

2. My almamater is UIN Raden Intan Lampung.

CURICULUM VITAE

Indah Ayu Eka Pratiwi is the daughter of Mrs. Herlina and Mr. Risman, but she grew up accompanied by Mr. Sodikun and Mrs. Herlina. He was born on July 10, 2000.

She began her studies at the ABA Riau Periangan Kindergarten from the age of 5 to the age of 6. She continued her elementary school education at SD Muhammadiyah 02 Riau Periangan in 2007 and graduated in 2013. Then she continued to secondary school at MTs Muhammadiyah Riau Periangan in 2013 and graduated in 2016. After graduating from high school, Indah continued to MA Muhammadiyah Metro in 2016 and graduated in 2019. Then after graduating from school, in 2019 she registered as an English education department at the tarbiyah and teacher training faculty of UIN RADEN INTAN LAMPUNG.

Since childhood, Indah has been active in school activities, both academic and non-academic. It is very enjoyable to have the opportunity to take part in competition activities several times. At the beginning of 2018, Indah took part in an international competition in Bandung (OLYQ) and managed to get a bronze medal. Apart from that, during college he was an active student. He once served as an entrepreneurial member of the Ampibi KIP-K organization and was chairman of the organizational field at the IMM Tarbiyah and Teacher Training Faculty.

ACKNOWLEDGEMENT

Alhamdulillah, thanks be to Allah SWT. God of the universe, who has given so many blessings, one of which is the blessing of studying and health, so that the author can complete the final thesis assignment with the title "Improving Students' English Speaking Skills through Digital Storytelling". Sholawat is framed as greetings that are always poured out to the true revolutionary, namely His Majesty Rosulullah SAW, a leader whose personality we should idolize and follow.

The author is not alone in completing this thesis. The author received a lot of help from various parties, especially from supervisors, so that this thesis was completed as expected. Therefore, the author would like to express many thanks to the honorable:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of the Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.
2. M Ridho Khalid, S.S., M.Pd, the chairman of English Education Department of UIN Raden Intan Lampung.
3. Yulan Puspita Rini, S.S., M.Pd, the secretary of English Education Department of UIN Raden Intan Lampung.
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6. All lectures in English Education Department at UIN Raden Intan Lampung who have provided knowledge to the author during the lecture period.

7. Head of Madrasah, teachers and staff of Mts Muhammadiyah Riau Periangan who have provided assistance until the completion of this thesis.
8. My parents who have provided support in the form of moral and material.
9. Class B class 19 friends who cannot be mentioned one by one, friends at Putri 98 Sukarame boarding house, Bandar Lampung.
10. My best friend especially ajeng sitoresmi, gita rahma saputri, and putri anisya syafitri who always help my research study.

Hopefully what has been written in this thesis can be useful for yourself and others. There are many shortcomings in the process of writing this thesis, therefore, the author opens up constructive criticism and suggestions to readers.
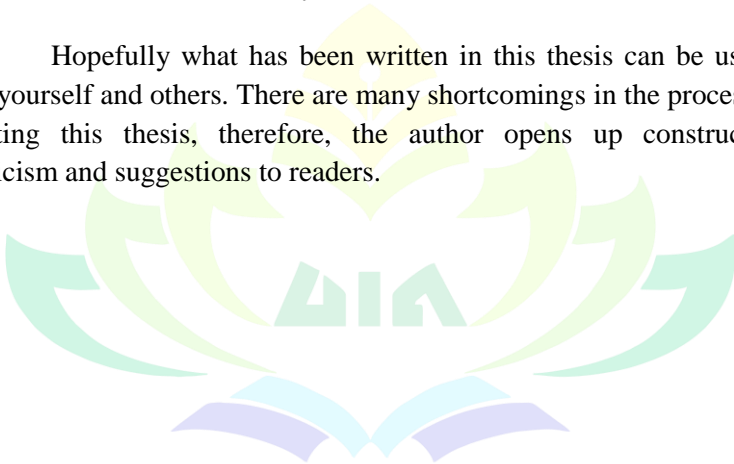
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CHAPTER I
INTRODUCTION

A. Title Confirmation

To support the title of this research, there are several terms that must be explained in the following title. The explanation of the terms in the title is intended to reduce and eliminate misunderstandings in the reader's understanding of the research material below. The terms that need to be explained are as follows:

1. Definition of Improving

The pursuit of improvement, broadly defined as deliberate actions to bring about favorable change, has gained importance[1]. The improvement is a process, a way of doing things to improve something or an activity effort to advance something, something better than before. While the meaning of the intended increase from the research title this has the meaning of trying to make students' English speaking skills be better than before. The improvement process carried out in this study will use the classroom action research (CAR) as a method with digital story telling (DST) as a media.

2. Definition of Speaking Skills

Speaking is the skills of reproducing the flow of an articulated sound system to convey the will, need of feeling, and desire to others.[2] Speaking is an activity that requires oral language skills. It is a productive skills used by people to share information or some expression. Speaking always involves students' practical activities in communicating in English, the skills that requires a level of student confidence in speaking English at school and outside the school environment. The speaking skills referred to by the researcher is the

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[1] Heri Gunawan, "Kajian Teori Pareto Improvement Dan Teori Pareto Efficiency Terhadap Reklamasi Pantai," *Jurnal Hukum Uniski* 4, no. 1 (2015).

[2] Iskandarwassid and H Dadang Sunendar, *Strategi Pembelajaran Bahasa*, *PT. Remaja Karya* (Bandung, 2016).

ability to speak English by students who are good in pronunciation and fluently, confident and not stuttering for fear of being wrong by using digital storytelling.

3. Definition of Digital Story Telling

A digital storytelling is considered as the suitable medium for the 21st century students which have different characteristic and needs. Digital storytelling is combination of spoken narrative, a number of visual, soundtrack and new technology to share the story. A Digital storytelling is considered as a powerful teaching and learning medium that engages the students and the teacher over the last few years. A Digital storytelling comes to fulfill the storyteller's dream which is utilizing technical tools to live personal tales using images, music or soundtrack, and graphic.[3] Based on that explanation, DST is a type of media that combines aspects of image visualization with sound effects. In this study, digital storytelling is meant as a medium for students to improve their speaking skills in using English.

B. Background of the Problem

This research was conducted to assist teacher in solving problems that occur due to some of the anxiety that teachers feel about students' English-speaking abilities. One of the anxieties felt is the difference in students' speaking abilities. The difference lies in the fluency of students showed in telling stories by using digital media in telling stories by using English directly in English classes. This affects the teacher to understand the use of digital learning media in improving students' speaking skill. Hence, teacher should concern for students in the learning process. Whereas, the role of author in this study is as collaborator for assisting the teacher in improving students' English speaking skills. This research use the classroom action

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[3]Sefti Anggrelin, "The Effect of Digital Storytelling on Students Speaking Skill at State Senior High Chool Rupit," (Thesis, State Islamic Univercity Sulthan Thaha Saifudin Jambi, 2022), 22.

research (CAR) method because the benefit of it is to improve the quality of learning for which they are responsible.

Several indicators can be used to determine the success of the learning process. These factors include: (1) effective; (2) efficient; (3) interesting. Effective learning is learning that is able to bring students to achieve learning objectives or competencies as expected. Efficient learning means learning activities should use relatively little time and resources. Interesting learning is learning that can interest students learning process[4]. The effectiveness, efficiency, and attractiveness of a learning program will facilitate students to achieve optimal learning outcomes because it can help the teacher in assessing the needs of students, allowing them / teacher to understand which classroom strategies may be helpful. Moreover these three factors certainly include learning methods, strategies and media.

In learning activities, methods, strategies, and media that are skewed cannot be separated. They play an important role in creating success in classroom learning. Learning strategy is a plan to achieve learning objectives. Meanwhile, the learning method is an operational step of selected learning strategy in achieving learning objectives. Two learning elements above, can not stand without learning media. Learning media is one of the ways or tools used in the teaching and learning process. Learning media is very crucial in the learning proses because student may listen to the information offered by the teacher while engaging in other learning activities such as observing, doing, exhibiting, and others, in order to avoid boredom and acquire the content more effectively and efficiently. Furthermore, the benefits of instructional media, are as follows: (a) By using learning media, the learning process will be more interesting, which can motivate student learning; (b) By using learning materials, students can easily understand the material and enable students to master the learning

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[4] P Smith and T Ragan, *Instructional Design.*, *Upper Saddle River, (New Jersey: Merrill*, 1999), 153.

objectives; and (c) By using instructional media, students better able to master the learning objectives[5].

Nowadays, the development of ICT has impacted to the educational process, including learning and learning media[6]. This development, mostly, create the interesting learning media for students. One of the interesting learning media used today is digital media. Digital media is media whose contents are in the form of a combination of data, text, sound, and various types of images that are stored in a digital format and disseminated through networks based on optical broadband cables, satellites, and microwave systems[7]. One example of interesting digital media to use in education is digital story telling. It is a combination of various multimedia features such as graphics, text, recordings, sounds, songs, music and videos with the art of storytelling to present certain material or points within a certain duration and packaged in an attractive digital format.

In today's increasingly globalized society, English literacy is seen as a critical skill. English is widely acknowledged as the universal language of communication, and it should be prioritized to improve individual English growth abilities so that students are prepared to thrive in the Fourth Industrial Revolution for understanding the culture of other countries. Hence English makes it easier for someone to connect with the wider world and compete in the industrial era. Since the importance of the English language and the growing need to enhance English are being emphasised all over the world.

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[5] A. H. Hujair Sanaky, *Media Pembelajaran*, (Yogyakarta: Safira Insania Press, 2009).

[6] Viknesh Nair and melor Md Yunus, "Using Digital Storytelling To Improve Pupils' Speaking Skills In The Age Of COVID 19," *Sustainability* 6, no.15 (2022): 1 - 19, https://doi.org/10.3390/su14159215.

[7] Terry Flew, *New Media: An Introduction ed. 3*, (New York: Oxford Univercity Press, 2008), 45.

Speaking is one of four skills that are very important in learning English. It is labeled as a productive skill because a speaker actively produces language to make meaning. It is also known as oral communication that is used to convey information or expression. Accordingly, by learning to speak, students can communicate and interact with other people more fluently. Moreover, by improving the speaking skill he students can utter their feeling, idea, and opinion. It can be said that students will be successful in mastering English when they can communicate with others using oral language[8].

The real challenge of speaking practice occurs when students speaking directly in this class research. The challenges that are often encountered in speaking skills are students' lack of vocabulary, pronunciation problems, nothing to say, lack of motivation, and use or interference of the mother tongue. In speaking class, students' motivation to actively speak in English plays important role in achieving deep learning. Motivation refers to students' subjective experiences, especially their willingness to engage in lessons and learning activities and their reason for doing so. It means that students will achieve the learning goal when they have high motivation to do so and also stated that students are the potential to handle tasks most successfully when their motivation is positive. However, the problem that often arises is that many students find it difficult to speak English, and there are many reasons for this problem. Mostly, students face several challenges and problems in learning or implementing speaking skills in their activities. It is due to a lack of habit to speaking English, the second is that students often seem to think beforehand about what to talk about, and the third is the lack of vocabulary they have.

In relation to the speaking problems above, this pre-research found more specific things that were experienced by research subjects such as teacher anxiety towards students who had poor speaking

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[8] Wahyuni, Sujoko, and Teguh Sarosa, "Improving Students' Speaking Skill Through Project-Based Learning (Digital Storytelling)," *English Education Jurnal* 6, no. 2 (2015): 161 - 168. https://doi.org/10.20961/eed.v6i2.35943.

skills, low self-confidence in using English, and lack of vocabulary students had shown good English skills when using digital media. The schools studied are schools that use digital media as a means of learning English. However, the use of digital media is less practiced by teachers who teach.

Digital storytelling, therefore, consider a recommended media to improve speaking skills. Out of the fourth preview research using digital storytelling, the researcher indicates that mostly digital storytelling applied in the school level such as elementary and junior high school. The Teacher is interested in applying digital storytelling techniques to improve the speaking skill of students.[9]

C. Identification of the Research Area and its Focus

Based on the background of the problems above, this research focus in improving students' speaking skills by using digital storytelling as learning media. Therefore, identification of this research are:

1. The students' English speaking skills were not good.
2. The student's fluency in speaking English is better using digital storytelling than speaking directly

D. Limitation of the Problem

Based on the identification of the research area above, this research was concerned on speaking skills and media used to improve, and the focus is learning media by digital storytelling. Then, limitation of the problem was focused on 9th -grade students' at Mts Muhammadiyah Riau Periangan.

E. Formulation of the Problem

Does Digital Storytelling Improve Students' Speaking Skills In English of Mts Muhammadiyah Riau Periangan?

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[9] Fadhillah Zamzam, "Digital Storytelling To Improve Students' Speaking Skill," *Jurnal Studi Guru Dan Pembelajaran* 3, no. 3 (2020): 524 - 528, https://doi.org/10.30605/jsgp.3.3.2020. 517.

F. Objective of the Research

The research objective is to find Digital Storytelling can Improve Students' Speaking Skills In English of Students Mts Muhammadiyah Riau Periangan.

G. Significance of the Research

The writer hopes that this research will be useful theoretically and practically.

1. Significance of theoretically

Theoretically, this study is useful as reference material for further research using different analytical methods and techniques, for the sake of future scientific advances.

2. Significance of practically

The importance of this research study is expected to have no meaning only for the author himself, but also for other parties, ie English teachers, students, and other researchers.

a. For teachers

The results of this study are expected to assist teachers in improving students' speaking skills using digital storytelling media.

b. For students

With the existence of digital storytelling media in teaching speaking, it is hoped that this will provide many opportunities for students to be creative and courageous in speaking performance.

c. For other researchers

The researcher hopes that this research can be a reference for others researchers who want to learn about digital storytelling media to improve students' English skills.

H. Relevant Research

This research used several relevant previous studies as reference to this study. Below is the relevant previous studies used in this research:

1. SitiNurjanah. The title of this research is Using Digital Storytelling to Improve Students' Listening Ability. This research was conducted using pre-experimental research by a quantitative method where the data gained from the listening test. The purpose of this research to improve students' listening ability at the eight grade of MTs Syekh Yusuf Sungguminasa using digital storytelling.[10]

2. PutriNurrahmah. The title of this research is The Effect of Digital Storytelling in Improving The 8th Graders Narrative Writing. The method of this study is quantitative method with quasi experimental design by applying pre test and pot test design. The purpose of this research is to know whether digital storytelling is effective or not to improve students' narrative writing skills.[11]

3. Putri Aulia Gunawan. The title of this research is The Use of Digital Storytelling in Students Writing Recount Text. This research use quasi experimental study as a method. The purpose of this research is to investigate the use of digital storytelling in students' writing recount text at the eighth grade students' of MTs Pembangunan UIN Jakarta.[12]

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[10] Siti Nurjanah, "Using Digital Storytelling to Improve Students' Listening Ability (A Pre-ExperimentalResearch at the Eighth Grade of MTs Syekh Yusuf Sungguminasa in the Academic Year 2018/2019)" (Muhammadiyah University of Makassar, 2019).

[11] Putri Nurrahmah, "The Effect of Digital Storytelling in Improving the 8th Graders' Narrative Writing" (Muhammadiyah University of Jakarta, 2018).

[12] Putri Aulia Gunawan, "The Useof Digital Storyteling In Students' Writing Recount Text" (Syarif Hidayatullah State Islamic University Jakarta, 2019).

4. Insana Kamila, Indawan Syahri, Mulyadi. The title of this research is The Influence of Using Digital Storytelling an Motivation on Speaking Skill of Eleventh Grade, Students of SMA Negeri 1 Simpang. The method of this research is analyzed by using descriptive statistic, normality, homogeneity, pair sample t-test, independent sample t-test and two-way ANOVA. The purpose of this research is to find out the influence of using digital storytelling and motivation on speaking skill of eleventh grade students of SMA Negeri 9 Simpang.[13]

5. Arifah, Dian. The title of research is The Use of Digital Storytelling to Improve The Seventh Graders' Speaking Skill of SMP N 1 Seyegan Sleman. The research used descriptive qualitative method. The aims of the research are to identify the types of illocutionary acts which are misunderstood by Caitlin in "mockingbird" novel.[14]

6. Ginting N, Situmorang N A, Aries tanti, Saras Putri, Tarigan. The title of this research is Improving Students' Speaking Skills By Digital Strorytelling Technique In Pandemic Covid-19. The aim of this research is to determine wether using digital storingtelling strategy can help students develop their speaking skills, as well as to clarify how using a digital strorytelling strategy can help students improve their speaking skills.[15]

7. Syafriadin. The title of this research is Digital Storytelling Implementation For Enhancing Students' Speaking Ability In Various Text Genres. This research was

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[13] Insana Kamila, Indawan Syahri, and Mulyadi Mulyadi, "The Influence of Using Digital Story Telling and Motivation on Speaking Skill of Eleventh- Grade Students of Sma Negeri 1 Simpang," *Exposure : Jurnal Pendidikan Bahasa Inggris* 10, no. 1 (2021): 141–47, https://doi.org/10.26618/exposure.v10i1.5101.

[14] Arifah Dian, "The Use of Digital Storytelling to Improve the Seventh Graders' Speaking Skill of SMP N 1 Seyagen Sleman" (Universitas Marcu Buana, 2016).

[15] Nurfadilah Ginting et al., "Improving Students' Speaking Skills By Digital Storytelling Technique in Pandemi Covic-19," *ELT (English Language Teaching Prima Journal)* 2, no. 2 (2021): 82–99, https://doi.org/10.34012/eltp.v2i2.1753.

conducted to investigate the impact of digital storytelling towards senior high school students' speaking ability in various text genres, and analyze in what extand it works effectively. This research used an action research and random sampling technique. [16]

8. Vikneshnair and melorMdYunus. The title of this research is Using Digital Storytelling To Improve Pupils' Speaking Skills In Age Of Covid-19. This study used quasi experimental method. The aims of this research is to investigate the use of toontastic 3D, a digital storytelling app, to improve pupils' speaking skills. In this study, a pre- and post-test and a questionnaire were used as methods for data collection. The findings revealed that the potential benefits of digital storytelling had a beneficial impact on pupils' speaking skills. The findings also demonstrated that digital storytelling engaged students in the story's content not just by encouraging motivation and curiosity but also by instilling confidence in their ability to speak in English. The results from the questionnaire indicate that digital storytelling facilitates 21st-century learning by allowing interactive and collaborative learning that encourages pupils to speak English.[17]

9. Mohamed Abdelmageed and Zeinab El-Neggar. The title of this research is Digital Storytelling EnhauncesTudents' Speaking Skills AtZewail University of Science And Technology In Egypt. The aim of this study was two-fold: firstly, to investigate the effect of digital storytelling on learners' oral proficiency, and secondly, to determine how far learners were satisfied with the digital storytelling

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[16] Syafryadin, et al., "Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres," *International Journal of Recent Technology and Engineering (IJRTE)* 8, no. 4 (2019): 3147–51, https://doi.org/10.35940/ijrte.d8002.118419.

[17] Viknesh Nair and Melor Md Yunus, "Using Digital Storytelling to Improve Pupils' Speaking Skills in the Age of COVID 19," *Sustainability (Switzerland)* 14, no. 15 (2022), https://doi.org/10.3390/su14159215.

experience. The research employed a quasi-experimental design in which eight first-year college students at Zewail University of Science and Technology in Egypt participated in the treatment that lasted for five weeks in the summer of 2017. The instruments for data collection constituted a pre-post speaking proficiency test, an interview, and written reflections. The findings showed that there was a statistically significant positive effect on learners' oral performance. It was also revealed that the participants were greatly satisfied.[18]

10. Melor MD Yunus, PrecinthaRubini A, Kung Lian Yong. The title of this research is Hear Me Out! Digital Storytelling To Enhance Speking Skills. this study aims to investigate the use of digital storytelling in enhancing students' speaking skills in English and the perceptions of the students with regards to the use of digital storytelling to improve their speaking skills. The study was carried out with 20 Form 4 students studying in a suburban school in Pahang, Malaysia. The main instrument used in this study is the School Based Oral Assessment (SBOA) form which was used for the pre-test and posttest.[19]

I. Systematics of the Research

This research is divided into five parts. The first part is the Introduction, the second part is Frame of Theory and Hypothesis, the third part is the research method, the fourth part is the finding and discussions and the fifth part is the Conclusion and Recommendation

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[18] Mohamed Abdelmageed and Zeinab El-Naggar, "Digital Storytelling Enhances Students' Speaking Skills at Zewail University of Science and Technology in Egypt," in *Society for Information Technology & Teacher Education International Conference*, 2018, 278–287.

[19] Precintha Rubini A/P P. James, Kung Lian Yong, and Melor Md. Yunus, "Hear Me Out! Digital Storytelling to Enhance Speaking Skills," *International Journal of Academic Research in Business and Social Sciences* 9, no. 2 (2019): 190–202, https://doi.org/10.6007/ijarbss/v9-i2/5533.

CHAPTER II
LITERATURE REVIEW

A. Theories

1. The Concept of Speaking

   a. Definition of Speaking

   Speaking is fundamentally a method of exchanging messages with another person (communication). The connection's message was transformed to symbols that both parties could understand.[20] Furthermore, speaking can get or share information, ideas, knowledge and other.

   Everybody can speak to others by direct or indirect, such as by phone, by video-calling, etc. Speaking is so much a part of daily life that we take it for granted.[21] Speaking is ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'[22].

   Based on the definition of speaking above, it is necessary to learn and master on speaking because speaking is an activity of conveying information. This activity must be mastered properly, so that the information conveyed can be well received.

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[20] Khundaru Saddhono and st y Slamet, *Meningkatkan Keterampilan Berbahasa Indonesia (Teori Dan Praktik)* (bandung: karya putra darmawati, 2016).

[21] naya andelina Anggryadi, "The Effectiveness Of Storytelling In Improving Students' Speaking Skill" (univ. of Muhammadiyah Prof. Dr. Hamka, 2014).

[22] Jeremy Harmer, *The Practice English Language Teaching,* ed. 5 (New York: Peorson, 2007).

b. Aspect of Speaking

There are several aspects to master in order to speak well, including pronunciation, vocabulary, fluency, accent, grammar, and comprehension.[23] They are explained below.

1) Pronunciation.

Pronunciation is defined as how language is spoken.[24] Pronounced like the production of an important sound in sense.[25] It affects how words are said, pronounced, assimilated, intonation and stressed. Poor pronunci 13 makes communication difficult and prevents e from making meaningful statements. A good speaker's pronunciation makes it easier to understand the specific message or information being conveyed. In contrast, if the speaker has poor pronunciation, it will be difficult to understand the message. Therefore, pronunciation is very important.

2) Vocabulary.

Vocabulary is the set of words that a person knows and uses that include all words of a particular language.[26] A vocabulary is a list or set of words for a particular language, or a list or set that can be used by speakers of a language.[27] To create meaningful utterances and sentences, people need to use the right vocabulary to express something. In other words, good speaking skills require mastery of vocabulary.

[23] David Harris, *Testing English as a Second Language* (New York: Graw Hill Book Company, 1974).

[24] A S Hornbory, *Oxford Advanced Learners Dictionary* (Oxford: Oxford University, 1995).

[25] E Dalton, *Teaching Pronunciation* (London: Longman Group, 1998).

[26] A S Hornbory, *Oxford Advanced Learners Dictionary of Current English* (New York: Oxford University Press, 2006).

[27] Evelyn Hatch and Cheril Brown, *Vocabulary, Semantics, and Language Education* (New York: Cambridge University Press, 1995).

Without sufficient vocabulary, students find it impossible to communicate well with their speaking skills.

3) Grammar.

Grammar is a way to organize make sentences and make good sounds.[28] Grammar is one analyze the form of meaningful sentences.[29] Therefore, grammar skills help speakers to use and understand English.

4) Fluency.

Fluency is to communicate a message.[30] A fluent person can deliver a speech without spending a lot of time thinking about what to say, and English is a foreign language to Indinesian country. If people want to speak English fluently, they need a lot of practice. Fluency can also be defined as the ability to speak fluently and accurately to meet job requirements. This is based on how comfortable the student is speaking, how easily words come up, and whether there are major pauses or gaps in the student's speech .

Basically, being fluent means being able to keep up with the language. There are successful communication requires:

a) Ability to express the phonological features of language in a comprehensible way

b) Learn patterns of stress, rhythm and intonation

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[28] Delba L. Cook Hirai et al., *Academic Language/Literacy Strategies for Adolescents* (New York: Routledge, 2009).

[29] S Thornbury, *How to Teach Grammar* (New York: Peorson Education, 1999).

[30] Jil Haldfield and Charles Haldfield, *Intoduction to Teaching English* (England: OUP Oxford, 2008).

c) Acceptable level of language proficiency

d) Trading and interpersonal skills

e) Ability to give short or long speeches

f) Interaction management skills

g) Skills negotiate meaning

h) Conversational listening skills (a successful conversation requires both a good listener and a good speaker)

i) Skills in identifying and negotiating purposeful conversations

j) Using proper conversational style and fillers.[31]

5) Comprehension.

Comprehension is the way to understand something has been delivered.[32] Communication goes smoothly when there is a need for understanding between the speaker and the listener. Students can understand what someone is saying or listening by providing student responses such as answers, questions and feedback during communication. From the description it is clear that speaking has important aspects as accuracy includes pronunciation, grammar and vocabulary, fluency, accent and finally comprehension.

c. Teaching speaking

1. Principle of teaching speaking

As known English is a foreign language in Indonesia. Hence, there are some principles

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[31] David Nunan, "Designing Tasks for the Communicative Classroom" (New York: Cambridge University Press, 1989), 32.

[32] H Dougles Brown, *Language Assesment Principle And Classroom Practices* (San Francisco: State University, 2004).

that teachers should understand to make it easier for their students to learn English. There are several principles for teaching language by speaking to students.

a) Students should be taught language elements in situations that clarify the meaning of the language elements. The essential features of the sounds, structures, words, and their placement in speech of the language used should be articulated.

b) Good pronunciation must be correctly demonstrated to the student so that each word and meaning can be clearly distinguished when reproducing the language as the student speaks.

c) In addition to the phonetic system, the learner must also be taught the structural system of the language. This can be applied through many examples. Learners need to understand word order, inflection, derivation, and other meaningful features of the English language. For example, the teacher provides different patterns for several sentences using the same root, and the students are interested in the meaning, confirm it through observation and inquiry, and finally create the meaning themselves. is expected.

d) The teacher should develope the studenys ability in speaking for answering the questions, responding, speak out, post properly. Because speaking and writing are different, the way you answer questions is also different. states that it is

usually easy to answer questions when speaking, but when writing they answer questions using complete and correct sentences.[33]

e) Checking student comprehension. This can be resolved by applying some steps to learning to speak. First, select materials for an intensive "active" presentation. The aim is to get the students interested in participating enthusiastically in the speaking lessons. Then rate it by its complexity. We will explain the contents from the easiest to the most difficult. Proper placement always facilitates student comprehension. Third, rank by the criteria of frequency of use. Fourth, arrange the model utterances so that students can observe repeated features to help them understand the main rules.

f) Learning to speak is not the same as writing. Hence, learning and practicing a language by speaking is also different. Spoken language requires not only the skills to acquire and understand the language, but also the culture, gestures and expressions that give special meaning to words and phrases. Intonation patterns can also express the speaker's emotions. People can express expressions of a particular like as show the anger, joy, sadness, etc.[34]

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[33] Finocchiaro, *English as A Second Language: From Theory to Practice* (New York: Regent Publishing Company, 1974).

[34] Finocchiaro.

2. The role of teacher

    In order for students to speak fluently, teachers have to play different roles during students' speaking activities. There are the teacher roles:

a) Prompter

    As prompters, teachers need to help students who have no idea or can't imagine what to say. Otherwise, our students will lose the fluency we expect. This issue can be resolved by carefully suggesting without interrupting the discussion or offending the student.

b) Participants

    As a participant, teachers themselves may wish to participate in discussions and role-plays. However, in such a position the teacher must be careful not to interfere too much. In addition, the teacher should be a good animator when making students give speeches. This can be achieved by making the activity clear and enthusiastic. So you can easily create classes of interest.

c) Feedback Provider

    As feedback providers, teachers have the ability to carefully consider the implications of different possible approaches. Over-correcting a student's mistakes can make them unable to speak, but kindly correcting them will free them from difficult misunderstandings and hesitation. It all depends on the teacher's approach and the adequacy of the teacher's feedback in the particular

situation. However, it is important to provide feedback at the end of the activity. The aim is to clarify the content of the activity and the language used.[35]

d. Type of Speaking

Speaking is a technique for two people to exchange ideas or information. In order for the pupils to learn properly in speaking class, the applicant professional teacher's students should be able to learn optimally. To improve students speaking abilities, there are types of speaking that must understand, namely:

a) Imitative. In this, people use speaking in communication to get information needed. The audience must precisely replicate a word, phrase, or sentence when speaking in this manner. Although grammar is a factor in the scoring system, pronunciation is the key feature of speaking evaluation. The fact that language communicative competence is not necessary in imitation speaking needs to be emphasized. In actuality, the listener mimics the speaker's speech.

b) Intensive. Intensive speaking does not emphasize on pronunciation or phonological aspect. Understanding meaning of the sound is needed to respond certain tasks but the interaction with the counterpart is minimal. The activity sample is reading loud sentences and dialogue completion.

c) Receptive. Receptive is the ability to understand spoken language by listening. The

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[35] Jeremy Harmer, *The Practice English Language Teaching*, 4th ed. (Pearson: Longman Harlow, 2007).

speaker is prompted to speak quickly as a result. Making a straightforward request or statement in response to a brief chat is an example of an activity that falls under this category of speaking.

d) Participatory. Participative is a type of speaking that is carried out with two-way communication or dialogue which will then produce a common understanding. The primary distinction between responsive and interactive speaking is the weight and complexity of the phrases. The number of speakers is important since conversations frequently require more than two participants.

e) Prodigious. This type of speaking is excellent speaking. The speaker must communicate with the counter speakers during extensive speaking, which may include responding to questions and generating conversation. The highest level of speaking ability that necessitates powerful linguistic elements might be referred to be extended speaking.[36]

According to explanation, there are 5 different types of speaking copying a word, phrase, or speech in imitation intensive tasks, such as reading aloud and finishing sentences and dialogue. Responsive as in conducting a brief discussion. Extensive and interactive, including addressing queries and generating discussion.

e.   Function of Speaking

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[36] Brown, *Language Assesment Principle And Classroom Practices*.

The function of speaking are classified into three types; talk as interaction, talk as transaction, and talk as performance.[37] Each of these activities is quite distinct in term of form and function and requires different teaching approaches.[38] Bellow are some the explanations of the function of speaking:

1) Talk as Interaction

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When a person meet with others, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to build a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the massage. Talk as interaction has several main features as follows:

a) Has a primarily social function
b) Reflects role relationships
c) Reflects speake's identity
d) May be formal or casual
e) Uses conversational conventions
f) Reflects degrees of politeness
g) Employs many generic words
h) Uses conversational register
i) Is jointly constructed

2) Talk as transaction

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[37] Gillian Brown and George Yule, *Discourse Analysis* (Cambridge: Cambridge University Press, 1983).

[38] Jack C Richard, *Teaching Listening and Speaking from Theory to Practice* (Cambridge: Cambridge University Press, 2008).

Talk as transaction refers to situation that focus is on what is said or done. The main features of talk as transaction are:

a) It has a primarily information focus
b) The main focus is on the massage and not the participants
c) Participants employ communications strategies to make themselves understood
d) There may be frequent questions, repetitions and comprehension checks, as in the example from the preceding classroom lesson
e) There may be negotiation and digression
f) Linguistic accuracy is not always important

3) Talk as Performance

This refer to public that transmits information before audience, such as classroom presentation, public announcement, and speeches. The main feature of talk as performance are:

a) Explaining a need or interaction
b) Describing something
c) Asking questions
d) Asking for clarification
e) Confirming information
f) Justifiying an opinion
g) Making suggestion
h) Clarifying understanding
i) Making comparison
j) Agree and disagree[39]

2. Concept of speaking skills

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[39] Richard, *Teaching Listening and Speaking from Theory to Practice*.

a. Definition of Speaking Skills

Speaking skills is fundamentally an instrument of act. Speaking skills is the capacity to enunciate articulation sounds or words to express, say, and convey thoughts, ideas, and feelings.[40] Moreover speaking ability is the capacity to utter words in a way that conveys thoughts, ideas, and emotions.[41] So speaking skills are the ability to convey messages or information easily understood what is the point being discussed or the point being conveyed.

b. Factors Influencing Speaking Skills

Teachers must identify the factors that influence their speaking performance in order to assist pupils in overcoming speaking learning challenges. Performance conditions (such as time constraints, planning, performance standards, and the level of assistance) as well as affective elements (such as motivation, confidence, and anxiety) can have an impact on students' speaking abilities. Subject expertise and criticism during speaking exercises.[42]

3. Concept of Digital storytelling
   a. Definition of Digital Storytelling

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[40] Tarigan Djago, *Teknik Pengajaran Kemampuan Berbahasa* (Bandung: Angkasa, 1983).

[41] Arsjad, *Pembinaan Keterampilan Berbicara Bahasa* (Jakarta: Erlangga, 1993).

[42] Nguyen Hoang Tuan and Tran Ngoc Mai, "Factors Affecting Students' Speaking Performance at Le Thanh Hien High School," *Asian Journalof Educational Research* 3, no. 2 (2015): 8–23.

As known digital storytelling is a visual presentation of moving images and sounds produced by a computer or comparable device. Moreover, digital storytelling, which includes audio-visual (video) and audio recording, is the contemporary type of storytelling that uses computers as a medium to convey stories. This is similar in accordance with the statement of B. Dogan and B.R Robin "*Digital storytelling combines the storytelling craft with multimedia elements such digital graphics, text, recorded voice narrations, movies, and music to present content in a timely, digitally packaged manner*"[43].

b. Categories of Digital Storytelling

Digital storytelling is also divided into several types, namely photo stories or photo stories, video words, presentations, performances, and video clips. Photo stories are digital combining images and text only. Word videos are words or phrases combined with images to create short films or simple video presentations. The second category is slightly different from the form of presentation where there are not only images and text, but usually a voice narrates the displayed images and text. The next category or staging is digital storytelling which displays real actions, speech, setting places. The last category or video clip is the most sophisticated digital storytelling because it contains pictures, word narration, sound recordings, music, animation and other

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[43] Bulent Dogan and Bernard R. Robin, "Implementation of Digital Storytelling in the Classroom by Teachers Trained in a Digital Storytelling Workshop," *Proceedings of Society for Information Technology & Teacher* 5, no. 3 (2008): 204–20.

multimedia so that it becomes a meaningful story.[44] In this study, the last category mentioned above will be used.

In accordance with the quotation above, digital storytelling in this research is a digital story that contains pictures, word narration, sound recordings, music, and other animations. For example: the teacher makes digital stories by recording videos explaining procedural texts, the characteristics of procedural texts, examples of using procedural texts. in the video, it doesn't only contain the teacher and his voice, but there is animation and music that accompanies the storytelling process, so that digital storytelling is more enjoyable.

c. Component Effective of Digital Storytelling

An effective DST has seven components, including (a) point of view, which highlights the key aspects of how the audience interacts with the tale being presented; (b) dramatic questions, or significant inquiries that will be resolved at the conclusion of the narrative and keep viewers interested while they watch; (c) writing with emotional substance, or that captivates readers' attention and stirs up their emotions; (d) the gift of your voice, which entails narrative language with feelings and inflections that deepen the meaning of the story and aid in the audience's comprehension; (e) soundtrack, which refers to the sound and music choices that will add a

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[44] Eman Mohamed Abdel-Hack and Hasnaa Sabry Abdel-Hamid Ahmed Helwa, "Using Digital Strorytelling and Weblogs Instruction to Enhance EFL Narrative Writing and Critical Thinking Skills among EFL Majors at Faculty of Education," *International Research Journal* 5, no. 1 (2014): 8–41.

consistent and enduring emotional response; (f) economy, where a variety of narratives can be effectively illustrated with constrained images, videos, and short stories; (g) Pacing, which refers to the rhythm of the story and how quickly or slowly it is told.[45]

d. Advatages of Digital Storytelling

Digital storytelling media are interesting because they can be individually adapted to the needs of target groups. Digital storytelling is therefore an effective and efficient learning medium because it allows media makers to select story content in the form of images, sounds, and other multimedia content.

Digital storytelling can be used with students' different learning styles to increase their interest in learning, draw attention to their learning outcomes, and engage students offline and online.[46] Digital storytelling is a process of combining media to strengthen and improve writing or speaking.[47] Digital storytelling is able to visualize material and help students identify an object that requires teaching aids.

According to Turgut & Kışla 2015 "Incorporating DST methods into the curriculum provides variety in the classroom setting, provides opportunities to personalize the learning

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[45] Joe Lambert, *Digital Storytelling Capturing Lives, Creating Comunity*, 4th ed. (New York: Routledge, 2012).

[46] Wina Heriyana and Irena Y. Maureen, "Penerapan Metode Digital Storytelling Pada Keterampilan Menceritakan Tokoh Idola Mata Pelajaran Bahasa Indonesia Siswa Kelas VII Di SMP Negeri 1 Kedamean, Gresik," *Jurnal Mahasiswa Teknologi Pendidikan* 5, no. 2 (2014): 1–9.

[47] Eka Puteri Elyani et al., "Enhancing Students' Speaking Skill Through Digital Storytelling," *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)* 5, no. 2 (2022): 106, https://doi.org/10.20527/jetall.v5i2.14330.

experience, encourages students to engage in the learning process actively rather than being passive recipients of information. Students who write their own stories about a subject take part in higher-order cognitive activities such as evaluation of synthesis which will provide more permanent learning".[48]

In conclusion, DST media has benefits, including the ability to be used with a range of student learning styles, pique students' interest in learning, and boost their concentration and enthusiasm in class.

e. Disadvantages of Digital Storytelling

Students need to learn new digital technologies tools (such as how to run the application).[49] Processing time students need to create high-quality videos, so it takes time. Of in this digital age, most students already know how to operate the system computer. But some people don't know how to edit videos. Happily, there is another way to combat this problem. Teachers can hold workshops about the process of using digital tools. Workshops can be held during the introduction of digital storytelling in the classroom.

People also need the right equipment drawbacks of digital storytelling. When creating digital storytelling, Schools must provide students with computers and good internet connection. This can

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[48] Yavuz Yaman, "Digital Storytelling Overview : The Benefits of Digital Storytelling in Gifted Education," *Journal of Literature Linguistics Education and Scientific Research* 1, no. 1 (2022): 63–75.

[49] Marcus Duveskog, "Life Planning by Digital Storytelling in a Primary School in Rural Tanzania.," *Journal of Educational Technology & Society* 15, no. 4 (2018): 75–87.

be a threat to schools that want to use it. How not to have these facilities. Again, there is always one solution for any problem. Teachers may ask students to bring documents. Students' can even send their own laptop or phone to school to create DST.

4. Concept of Digital Storytelling in Speaking

There are 4 phases in conducting the DST in class: Pre-production, production, post-production, distribution.[50]

The following is an explanation of each of these phases:

a. Pre-Production

In the pre-production phase students given examples of digital storytelling that the teacher has prepared beforehand, in the digital stories that the teacher displays consist of explanations of subject matter about procedural texts (explanations about procedural texts, features and examples of procedural texts). After the teacher displays the digital story, students are asked to understand what has been presented. After that, students were asked to make a story script about the contents of the explanation displayed through digital story media. and share the results of their understanding which has been written into story scripts using digital media.

b. Production

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[50] Ya-Ting C. Yang and Wan-CHI I. W, "Digital Storytelling for Enhancing Student Academic Achievement, Critical Thinking, and Learning Motivation: A Year-Long Experimental Study," *Computers and Education* 59, no. 2 (2012): 339–52.

In the production stage, students prepare multimedia elements and record themselves telling stories.

c. Post production

In the post-production stage, content is compiled and edited into digital stories.

d. Distribution

During the distribution phase, students share comments about the digital stories that have been created and the teacher takes an assessment in the speaking aspect.

B. Action Models

1. Definition of Action Research

Several experts have defined the explanation of CAR in various definitions:

Action research as a form of self-reflective inquiry undertaken by participants in a social (including educational) situation in order to improve the rationality and justice of (a) their on social or educational practices, (b) their understanding of these practices, and (c) the situations in which practices are carried out.[51] Action research is a term which refer to a practical way of looking at your own work to sheck that it is you would like it to be.[52]

2. Design of Action Research

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[51] R Kemmis and MC Taggart, *The Action Research Planner* (Victoria: Deaklin University, 1998).

[52] Jean Mcniff, *Action Research : Principles and Practice* (New York: Routledge Falmer, 2002).

There are several CAR models that are often used in education, including: (1) Kurt Lewin's model, (2) Kemmis and Mc Taggart's model, (3) John Elliot's model, and (4) Dave Ebbutt's model.:

a. Kurt lewin model

Kurt Lewin describes action research as a spiral process that includes planning, implementing, observing and reflecting. Classroom action research in one cycle consists of four steps, namely: a. Planning (planning), b. action or action (acting), c. Observation, d. reflection (reflecting).[53]

b. Kemmis Mc Taggarts model

The model developed by Stephen Kemmis and Taggart seems to be very close to the Lewin model. Because in one cycle or round it consists of four components as only carried out by Lewin, which include: 1) planning, 2) action, 3) observation, 4) reflection. However, after a cycle has been completed, especially after reflection, it is followed by re-planning or revising the implementation of the previous cycle. Based on the re-planning, it is carried out in the form of a separate cycle, and so on so that CAR can be carried out in several cycles. The Kemmis and Mc Taggart models are a development of the basic concept introduced by Kurt Lewin, only the difference is in the acting (action) stage by observing (observation) being used as a single unit.[54]

c. Jhon Elhott model

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[53] Mu'alimin, *Penelitian Tindakan Kelas Teori Dan Praktik*, *Ganding Pustaka* (Bandung: Gading Pustaka, 2014).
[54] Mu'alimin.

This John Elliot model looks more detailed and detailed. It is said so, because in each cycle it is possible to consist of several actions, namely between 3-5 actions (actions). Meanwhile, each action may consist of several steps, which are realized in the form of teaching and learning activities. The intention is to arrange in detail in this John Elliot Model CAR, so that there is a higher fluency between stages in the implementation of the action or the teaching and learning process.[55]

d. Dave Ebbut Model

Based on some of the CAR models above, the one most often used in education is the CAR model put forward by John Elliot. Elliot's CAR model is easier to understand in its implementation by emphasizing the spiral model which begins with planning, implementing, observing and reflecting. The stages carried out by CAR consist of four stages, namely: planning, implementation, observation and reflection. The four stages are an integral part of CAR.[56]

The CAR research model used in this study belongs to Kemmis & MC Taggart. The Kemmis & Mc Taggart model is a development of the basic concept introduced by Kurt Lewin as stated above. It's just components *acting* and *observing* used as one unit. The two components are brought

[55] Mu'alimin, *Penelitian Tindakan Kelas Teori Dan Praktik.*
[56] Mu'alimin.

together due to the fact that acting and observing are two inseparable activities. That is, both activities must be carried out in one unit of time, when the action is carried out as well as the observation must also be carried out. The reason for using this model is because the stages in the action are simple so that they are easily understood by researchers.
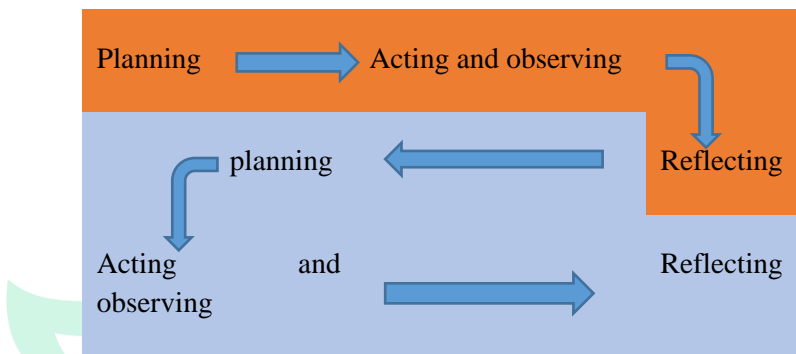

Figure 2.1 model CAR

The basic conceptual of classroom action research includes four components:

a. Planning. The plan is the initial stage that the teacher must do before doing something. It is hoped that the plan is forward-looking, as well as flexible to accept unforeseen effects and with the plan early on we can overcome obstacles. Good planning a practitioner will be easier to overcome difficulties and encourage these practitioners to act more effectively. As part of the planning, participants must work together in discussions

to build a common language in analyzing and improving their understanding and actions in certain situations.**57**

b. Actions. This action is the implementation of the planning that has been made which can be in the form of an application of a particular learning model that aims to improve or perfect the model that is being implemented. These actions can be carried out by those who are directly involved in implementing a learning model whose results will also be used to improve the implementation of tasks.[58]

c. Observations. This observation serves to see and document the effects caused by actions in the classroom. The results of these observations are the basis for reflection so that the observations made must be able to tell the real situation. In observation, the things that need to be noted by the researcher are the process of the action, the effects of the action, the environment and the obstacles that arise.[59]

d. Reflection. In this step is intended to investigate comprehensively the actions that have been taken based on the data that has been collected, and then evaluate with the aim of perfecting the action. Reflection in CAR

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[57] Slamet Suyanto, *Penelitian Tindakan Kelas* (Yogyakarta: Universita Negeri Yogyakarta, 2016).

[58] Suyanto, *Penelitian Tindakan Kelas*.

[59] Suyanto.

includes analysis, synthesis, and assessment of the results observation of the actions taken. If found problem in the process of reflection, then done review process through the next cycle which includes activities: re-planning, re-action, and re-observation so that the problem is encountered can be resolved. Furthermore, reflection is an attempt to study what has happened, what has been produced, or what has not been produced, or what has not completion of the steps or efforts that have been made. In other words, reflection is study on the success or failure of achievement objective.[60]

C. Hypothesis

1. (H_0) There is no significant increase in the speaking skills of grade 9 students who learn English by using digital storytelling media.
2. (H_a): There Is a significant increase in the speaking skills of grade 9 students who learned English by using digital storytelling media.

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[60] Alek, *Classroom Action Research Dalam Penelitian Bahasa Teori Desain Praktik* (Jakarta: UIN Jakarta Press, 2016).

CHAPTER V
CONCLUSION AND RECOMMENDATION

A. Conclusion

This research aims to this research aims to overcome the problem happened in the class. that is the low quality of teacher learning process and the low score. The research subject was grade 9 and was carried out at MTs Muhammadiyah Riau Periangan. This research was carried out from 18th September 2023 to 28th September 2023. The research was carried out in two cycles. Research findings and discussion in chapter IV show that students' speaking skills improve when using digital storytelling media in learning.

In cycle 1, researchers applied digital storytelling media and several additional actions such as helping prepare DST assignment scenarios, using English in class, practicing vocabulary and using several teaching aids. This activity improves students' speaking skills. However, to strengthen this research, the next cycle was carried out, namely cycle 2. This is so that the researcher gets a saturation score or a score that reaches the target continuously when students learn to use digital media.

In cycle 2, researchers applied digital storytelling again as a learning medium, using English in class, helping to develop assignment scenarios, practicing vocabulary, practicing pronunciation, and using teaching aids. There are additional activities in cycle 2 in the learning process, namely vocabulary training and practice of writing scenarios for DST creation tasks.

Based on the results of data analysis, the researcher concluded that teaching English using digital storytelling media is able to improve students' English speaking skills. This can be proven by the increase obtained from the percentage of scores from the first meeting to the second

meeting, namely 10.05% and cycle 1 to cycle 2, namely 9.08%. In addition, by implementing digital storytelling as a teaching and learning medium, students have the opportunity to be active and cooperative in activities speak.

B. Recommendation

Based on the findings of this research, the researcher tried to provide several suggestions after this research was completed.

1. For teachers

The researcher recommend teacher to manage their time as effectively as possible in the digital storytelling learning process in the classroom, assignments can be collected outside of class hours. So the remaining time in the class can be used for making digital storytelling videos, so that teachers are able to see and directly assist the students' digital storytelling video production process. Teachers should more often tell how to read text scenarios for videos that students will make so that students will be better at pronunciation. Apart from that, it gives students more opportunities to ask questions and be more active in class when modeling digital storytelling videos.

2. For the students

Students must practice using digital storytelling media more often in other learning themes, apart from increasing student creativity, the use of digital storytelling in English learning can make students closer and more accustomed to using English. Apart from that, students must watch and listen to digital storytelling videos about English more often, so that students know more about how to sound out words that are rarely heard.

3.   For other researchers

Future researchers can apply DST at various levels of education such as elementary school and high school, because the learning process using media such as digital storytelling is a fun learning process and is very close to students. Future researchers can use media such as digital storytelling in various themes or other discussions in English lessons.

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