

**THE INFLUENCE OF USING DIGITAL STORYTELLING
TOWARD STUDENTS' SPEAKING ABILITY AT THE
FIRST SEMESTER AT EIGHTH GRADE OF SMP
NEGERI 3 TULANG BAWANG BARAT IN THE
ACADEMIC YEAR OF 2022/2023**

A Thesis

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

By

DEA KARIN PRADIPTA

NPM. 1711040035

Study Program : English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN
LAMPUNG
1445 H / 2024 M**

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
RADEN INTAN LAMPUNG
1445 H / 2024**

ABSTRACT

THE INFLUENCE OF USING DIGITAL STORYTELLING TOWARD STUDENTS' SPEAKING ABILITY AT THE FIRST SEMESTER AT EIGHTH GRADE OF SMP NEGERI 3 TULANG BAWANG BARAT IN THE ACADEMIC YEAR OF 2022/2023

**By
DEA KARIN PEADIPTA**

Nowadays, the use of technology in education is critical. We strive in this modern era, which has developed many modern technological systems. Using innovative models to increase students' motivation to learn English becomes more appealing. This research aimed to know the influence of using digital storytelling toward students' speaking ability at the first semester at eighth grade of SMP Negeri 3 Tulang Bawang Barat in the academic year of 2022/2023

This research uses a quasi-experimental research design by using two classes. The experimental class used digital storytelling in teaching and learning speaking, but the control class did not give the treatment. This research used pre and post test to collect data on students' speaking skills.

This research was conducted by giving the treatment for an experimental class that used digital storytelling as a technique; the result was the students mostly felt free to show their character by using digital video, and they could explore the stories. Besides that, their speaking is also trained because they learn regularly through digital video media. This is supported by the results of hypothesis testing, which shows that the Sig (2-Tailed) was 0,003, which means lower than the Sig ($\alpha = 0.05$), which means that the H_0 was rejected and the H_a was accepted, or it can be concluded that there is a significant influence of using digital storytelling toward students' speaking ability at the first semester at eighth grade of SMP Negeri 3 Tulang Bawang Barat in the academic year of 2022/2023

Keywords: Digital Storytelling, Speaking Ability, Quasy Experiment

DECLARATION

The researcher is a student with the following identity:

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I hereby declare that is thesis entitled: The influence of using digital story telling toward students' speaking ability at the first semester at eighth grade of SMP Negeri 3 Tulang Bawang Barat in academic year of 2022/2023 is completely my own work. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledged in this thesis.

Bandar Lampung, December 2023

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THE FIRST SEMESTER AT EIGHTH
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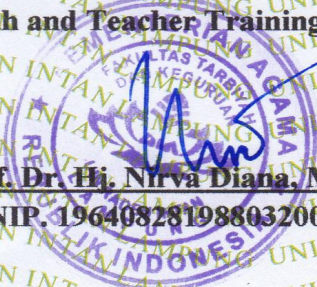
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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

“So, surely with hardship comes ease.”
(Q.S. Al-Insyirah: 5)



DEDICATION

Praise and gratitude to Allah swt for this abundant blessing to me and keeps me everywhere and every time. I would like to dedicate this thesis to:

1. My beloved parents of Mr. Sahbirin and Mrs. Rika who always give their endless love keeping, pray and their support for my success.
2. My beloved friends, Iin and Hanny who always pray and support me to doing complete of this thesis.
3. My lecturers in English Education Study Program
4. My beloved almamater, UIN Raden Intan Lampung.



CURRICULUM VITAE

The researcher name is Dea Karin Pradipta. Her nick name is Dea. She was born on August 30st 1999. She is the oldest child of Mr. Sahbirin and Mrs. Rika. She had one brother, Ardan.

The researcher began her study in Elementary School at SDN 1 Tatakarya in 2005, and graduated in 2011. She continued her study in Junior High School at SMPN 2 Tumijajar and graduated in 2014. After that, she continued her study to SMAN 1 Tumijajar and finished in 2017. Then, she continued her study in English Education Study Program of Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University Lampung.



ACKNOWLEDGEMENT

First of all, all praise to Allah swt. The Most Merciful, the Most Beneficent for His Mercy and blessing were given to the researcher during the study in completing this thesis. Then, peace and salutation maybe upon to the great messenger prophet Muhammad saw. Who always bring us from the stupidity to the cleverness.

This thesis is presented to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students' test in partial fulfillment of the requirement to obtain S1-degree.

Then, the researcher would like to thank the following people for the ideas, times and guidance for this thesis:

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Finally, the researcher is fully aware that there are still a lot of weaknesses in the thesis. For this, the writer indeed expected criticism and suggestion from the readers to enhance the quality of the thesis.

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CHAPTER I

INTRODUCTION

A. Title Confirmation

1. The Influence

Impact is the capacity of the individual or things to be a compelling constrain on or to have an impact. Changing how somebody or something creates, carries on, or considers. It implies impact is considered a arrangement in building that one does by giving counsel or direction to others, building up purposes and objectives, and making strides quality ceaselessly. In this inquire about, impact can be deciphered as the study's plan that will be utilized to degree students' talking capacity by utilizing Advanced narrating. It can be concluded that impact is one movement to know the affect of utilizing computerized narrating on students' talking abilities.

2. Digital Story Telling

The digital story provides an engaging learning atmosphere by providing interesting stories and authentic learning. Applying digital levels in the classroom can ease complex topics and stimulate students into an active learning process that can produce an exciting atmosphere of studying. However, educational activities to create digital storytelling are based on a combination of digital technologies with spoken or written language that appears in the integration of rational and sensual, creative and technological, conscious and unconscious. The spread of digital narratives in the network and sharing them encourage the development of communicative skills globally. It can be concluded that this research will use digital storytelling to improve students speaking ability.

3. Speaking Ability

Speaking ability is an important aspect and beneficial skill in learning the language. It is a part of the goal or skill in learning English in the curriculum besides writing, reading, and listening. It is supported by Jaulston and Bruder, who said

that speaking ability is the objective of language teaching.¹ This Means that besides mastering listening, reading, and writing, the learners should also master speaking as one of the goals of learning English.

B. Background of the problem

Nowadays, the use of technology in education is critical. We strive in this modern era, which has seen the development of many modern technological systems. It becomes more appealing to use innovative models to increase students' motivation to learn English. Moreover, in almost 2 years the world has been affected by the spread of the COVID-19 virus which has caused the offline education system to be stopped and continued online. This causes a decrease in student interest in learning, especially in English. In order to prevent these problems as teachers who are required to continue to carry out their obligations, they must create media, methods and strategies for distance learning, namely digitally. Digital storytelling is one of the alternative methods for making English learning more enjoyable. It gives students the opportunity to improve their knowledge, skills, and educational standards. Stories have been told in order to leave a legacy for future generations. Many people now use digital tools to continue their stories. A digital story can be defined as a link between traditional and multimedia storytelling. Some technological tools, such as cameras, software, and authoring tools, have emerged to assist students in effectively organizing their knowledge and ideas. Storytelling activities can improve children's communication with adults, with their peers, and with themselves. Asserted that the involvement of fairytale (virtual reality) piques children's interest in the sequence of events and struggle for the fate of a figure (plot).

Besides that, Vale & Feunteun argue that storytelling is an approach to teaching language which represents the value of

¹Christiana BrattJaulston and Mary Newton Brunder, *Teaching English as Second Language: Technique and Procedure*, (Massachussets : Winthrop Publisher Inc, 1976), P. 55.

practical tasks as social, motivational, and language teaching tools in the learning situation.²Moreover, according to Mustakim storytelling is a high telling act and need more exercises. Storytelling is an essential activity in the learning process because it creates motivation to observe the story deeper.³By emotional, intelligence, and students' imagination, they could feel every sequence of events in those stories. Based on the statement above that storytelling could bring joyful, enlarge students' knowledge, give culture heritage from one generation to others. The main point is storytelling could create students' mindset in considering bad and good things in every action which is done in the story.

On the other hand, speaking is one of the important aspects in learning a foreign language.⁴ Burns define that almost language programs have an objective to combine both spoken and written languages but more highlight in speaking because it depends on the students' needs and the objective of the materials. Furthermore, Burns declare most of language learners explore English in order to enlarge their speaking ability. In addition, speaking competence is always connecting within the context.⁵When students apply it, students are both using various kinds of language to carry out various social functions and choosing forms of language which relate in a relevant way to the cultural and social context. When the teachers encourage their students communicatively competent in English as a foreign or second language, speaking is taken a large part in the overall competence.

Meanwhile, according to glossary term, a text genre is a type of both written or spoken discourse. Those are classified into some basis genres in the content of the speakers. Here, the researchers used various text genres in order to measure students' speaking ability using digital storytelling media. The text genres

²Vale, D. & Feunteun, A. *Teaching English Children*. Cambridge: Cambridge University.1995.p.32

³Mustakim, Muh. Nur. *Peranan Cerita Dlm Pembentukan Perkembangan Anak TK*, Jakarta: Depdiknas. 2018.p.21

⁴Burns, A. & Joyce, H. (1999). *Focus on Speaking*. Sydney: Macquarie. 1999.p.65

⁵Ibid 5

are narrative, procedural, recount, analytical and descriptive. Below is a table of type of text genres. In addition, some researchers revealed the effectiveness of digital storytelling method. Marianna et al declared collaborative tasks in digital storytelling improves students' knowledge. ⁶Students were asked to actively engage in informal (natural and technological) environment for knowledge creation and skill development. In this process, the students were required to work in group to catch the material.

To investigate the use of media in teaching English and students English background, questionnaire had been administered to one of institutions. By number of 93 students of seventh grade, the result shows that 81% of students enjoy learning English, 91% of students stated that they hardly understand teacher explanation but they feel assisted when the teacher using any media such as audio, video, or projector in the classroom. They mostly feel that the teacher media used was make them bored.

Interview was also conducted to the one of the teacher in the same institution. The result described that the main problem which students face in the classroom is the lack of vocabulary. Some strategies have been applied to help students such as applying song and reading text to help students gain vocabulary and practice their speaking. Specifically, to the pronunciation, the learning process was intently done by only reading a text and choosing the difficult word from the textbook. And in some occasions students are lack confident to speak English. Nonetheless, the view of teaching English as "communication" is rather ruled out. As the teacher encouraging the students to enrich their vocabulary only, they don't seem to be taught as practical language users. The table here shows the score of students' speaking score and its pronunciation mastery in one of speaking test in the first semester:

⁶Marianna, Vivitsou, Korhonen .*Digital Storytelling and Group work integrating the narrative approach into higher education computer science course*. Computer Science Education.2019.140-146

Table 1
Score of speaking assesment at the second semester of
theseventhgrade at SMPN 3 Tulang Bawang Barat Lampung
in the academic year of 2021/2022

No	Classes	mean	number of students
1	VII A	49,54	31
2	VII B	47,24	32
3	VII C	42,53	30
4	VII D	40,16	30
Total			93

Based on the table of mean score students speaking assessment at the second semester of seventh grade at SMPN 3 TulangBawang Barat Lampung in the academic year of 2021/2022 the data was showed that the score of average mostly still low under the standard competences. As the first-class VII A score of average was 49,54, VII B was 47,24, VII C was 42,53, and VII D was 40,16. It can be concluded that students speaking ability of students seventh grade at SMPN 3 TulangBawang Lampung in the academic year 2021/2022 are still lower and need evaluate by English teacher to great result. In order to get better pronunciation and to gain communicative competence, students should be provided by effective and communicative media that can have students understand pronunciation easier. One way out is by using digital story. Digital story provides engaging atmosphere of learning by providing interesting stories and authentic learning. Frazel explained that applying digital story in the classroom can ease to difficult topics and stimulate students into active learning process that can produce an exciting atmosphere of studying.⁷ It also suggests teaching and learning so that students can recognize of how words are spelled, delivered and performed through different style of delivering. In addition, digital story is repeatable media which means it can be used repeatedly and students can

⁷ Midge Frazel, Digital Storytelling for Educator, (Washington DC: International Society for Technology Education, 2010) p. 109

listen and practice with it. Anderson cited in Hidayati says that this kind of audio-lingual method such as listen and repeat will be an efficient way to improve learners' pronunciation⁸. So, by setting up digital story to the classroom activities, the students will gain their pronunciation mastery precisely.

Some previous researches, in the spirit of millennial era, has investigated the use of technology in the classroom, especially in using digital story as one of the applications on digital storytelling product for teaching pronunciation. Goklani, with subject of 50 female adults of EFL learners, examined on the effect of audio-story (listening skill) on Iranian EFL learners' pronunciation. The result of the research showed, that using audio-story of Mark Twain's story had a significant effect of the learners' pronunciation showed by the increase of the mean score on the post test, and the t-test observed (5.78 from critical value 1.72) after the given treatment.⁹ This one indicates that digital story is proved in developing the pronunciation ability. Another relevant research studied the impact of audio stories (listening skill) on pronunciation of EFL learners. In this study which 40 students were responsible as research subject, the aftereffect of the study revealed that certain development has taken place. It is presented by the test observed with the score 5.95, which means that the audio story can help students improve their English pronunciation.¹⁰ To sum up, these findings have shown that the implementation of the digital story in the class is great deal of helping students' pronunciation mastery.

⁸ Kuni Hikmah Hidayati, "Using Audio Lingual Method to Improve Students' Pronunciation Ability of Darul Madiyah Private School, Journal of English Language, Literature and Teaching, Vol. 1 No. 1. (May 2016) p. 30 (Available on: <http://jurnal.unmuhsember.ac.id/index.php/ELLITE/article/download/161/98>)

⁹ Solmaz Goklani, The Effect of Listening Audio Story on Iranian EFL Learners' Pronunciation, Journal of Language Sciences & Linguistic, No. 1 Vol. 1. 2013. p. 9-10 (Available on: <https://pdfs.semanticscholar.org/c86b/f324ded3960b6d4a76db579611737ee4cfaa.pdf>)

¹⁰ Saeedeh Motallebi and Behzad Pourgharib, The Impact of Audio Stories on Pronunciation of EFL Learners, International Journal of Basic Science and Applied Research, No. 7 Vol. 2 (2013). p. 710 (Available on: <https://pdfs.semanticscholar.org/c86b/f324ded3960b6d4a76db579611737ee4cfaa.pdf>)

Referring to the previous research and questionnaire that researcher gave to the students, the researcher is curious to fill the incomplete task of the previous researches. As previous researches have investigated to the segmental aspects of pronunciation, the researcher plans to deal with both aspects of pronunciation: segmental and suprasegmental. In addition, as the mentioned researches investigated the pronunciation through a long audio of story, the researcher come up to the idea of giving a shorter duration of video as an effective strategy to develop students' speaking skills, based on the explanation above this research take the title: The Influence of Using Digital Storytelling toward Students' Speaking ability at the first semester at eighth grade of SMP Negeri 3 Tulang Bawang Barat.

C. Identification and Limitation of the Problem

Based on background above, the identification of the problem is followed:

1. Students are sometimes lack confidence when asked to speak in front of many people
2. Students are lack of vocabulary, grammatical patterns, and lack of practicing
3. Students are still frequently made mistakes in pronouncing the English words.
4. The students are not interested and felt bored in the learning process.
5. Teacher is using picture as media in teaching that are passive and unattractive to students

Based on the identification of problem, researcher will limit the problem on the influence of using digital storytelling toward students' speaking ability at the first semester at eighth grade of SMP negeri 3 TulangBawang Barat in the academic year of 2022/2023

D. Formulation of Problem

Based on limitation of the problems, the researcher formulates the problem in this research as follow:

Is there any significant influence of using digital storytelling toward students' speaking ability at the first semester at eighth grade of SMP negeri 3 TulangBawang Barat in the academic year of 2022/2023?

E. Objective of The Research

The purpose of the research can be stated as to find out whether there is any significant influence of using digital storytelling toward students' speaking ability at the first semester at eighth grade of SMP negeri 3 TulangBawang Barat in the academic year of 2022/2023

F. Significance of the research

The researcher expects that researcher can give contributions to:

1. English Language Teachers

The researcher expects that teachers who still have problems in teaching speaking skills especially in storytelling can use the alternative medium that the researcher uses, which is digital storytelling. In this research, the researcher gives the information about how the digital storytelling is applied in speaking class. The researcher gives the information to the teacher about the students' speaking skill improvement after the use of digital storytelling in the class.

2. Future English Teachers

Future English teachers should know about many issues in the educational world, so the researcher expects that the future English teacher can learn more about teaching speaking skill especially in storytelling. The future English teachers can get a lot of information about how digital storytelling is applied in the class, and the benefits of using digital storytelling. They may also use this research as their inspiration to make some innovation related to technology to help the students.

3. Future Researchers

The researcher hopes that this research can inspire and motivate the future researcher who have a desire to conduct researches on the same topic or make another innovation based on research.

G. Relevant Research

1. The first relevant research by Syafryadin entitled, *Digital Storytelling Implementation for Enhancing students speaking ability in Various text genres*. This research used quantitative research to investigate the impact of digital storytelling towards senior high school students speaking ability in various text genres, and analyze in what extend it work effectively. This research used step planning, acting, observing, and reflecting. Based on the result the score of students pre test only 16 students who can pass standard minimum criteria (KKM), but after treatment the students who can past the KKM score are significant showed 27 students can achieve KKM. It can be concluded that there is Influence between digital storytelling towards students speaking ability in various text.¹¹
2. The second Relevant Research by Febriyant entitled *The Use of Digital Storytelling Narrative text to Improve students speaking Ability at Grade ten SMAN 2 Bandar Lampung*. This research used qualitative research to describe the use of digital storytelling narrative text to improve students speaking ability at grade ten in SMAN 2 Bandar Lampung. This research used questionnaire to collecting the data and observation to complete the statement. Based on the research conduct the data found that digital storytelling is one good media which can help students to enrich their speaking ability. It is provided that the students became more confident, they speak fluently, the students became more confident, they speak

¹¹Syafryadin, *Digital Storytelling Implementation for Enhancing Students Speaking Ability in Various text Genres*. Journal of International Recent Technology and Enggenering. Vol. 8, No.4.2019.

fluently, the students also produce and more vocabularies. It can be concluded that Digital Storytelling is one of media that can be used to help students in learning and improving their speaking skills.¹²

3. The third Relevant research was conducted by Emily & Lolie entitled, *Digital Storytelling to Enhance adults speaking skills in Learning Foreign Languages: A Case Study*. This research used quantitative research in correlation studies. To collect the data this research used pre test and post test. Based on the data conducted the result for Even though the comparison of participants' recorded speech pre- and post-intervention revealed a statistically significant decrease of mistakes made during speech from pre- to post-intervention for both groups, an independent samples t-test to compare the groups' post-intervention speaking performance revealed a statistically significant difference in favor of the experimental group ($t(38) = 4.05, p < 0.05$). The analysis of results from a motivation questionnaire administered pre- and post-intervention showed a statistically significant increase in the motivation of the experimental group only. Findings provide an indication that digital storytelling, scaffolded by an interactive learning environment, supports the development of adults' speaking skills in a foreign language and increases their motivation.¹³
4. The fourth relevant studies by Putri Desiana entitled "*The Use of Digital Storytelling to Enhance of the Speaking Skill of the Eleventh Grade Students of SMA Swasta Palapa Medan in the academic year of 2020/2021*". This research aimed to use Digital Storytelling in order to improve students' speaking skill at SMA Swasta Palapa Medan. This is research used Classroom Action Research as method. The research subject of this CAR is the eleventh grade students of SMA

¹² Febriyanti, Susanto *The Use of Digital Storytelling Narrative text to Improve students speaking ability at grade ten SMAN 2 Bandar Lampung*. Journal of Universitas Bandar Lampung, VOL.8 NO 1. 2017

¹³ Emily Kallinikou & Lolie Nicolaidou, *Digital Storytelling to Enhance adults speaking skills in Learning Foreign Languages: A Case Study*. (Journal of Multinational Technologies and Interaction. Vol. 3. No.59 2019)

Swasta Palapa Medan in Class MIPA in the Academic Year of 2020/2021. The research findings showed that teaching speaking skill through digital storytelling at SMA Swasta Palapa Medan could improve the students' speaking skill. The result of each test showed that the students' mean score in pre-test is 55.74 with 11% of the students got score ≥ 70 , in formative test the mean score is 64,44 with 37% of the students got score ≥ 70 , and in post-test the mean score is 81,11 with 93% of the students got score ≥ 70 .¹⁴

5. The last previous study had been conducted by MukminatusZuhriyah entitled, *digital Storytelling to Improve Stuents Speaking Skill*, this research used Collaborative Classroom Action research method, theaimed of this study to know whether or not storytelling could improve the students' speaking skills. Based on the conducted the data were got from the observations done by the collaborative and the speaking test. The result showed that there was an improvement of studentspeaking kill after the implementation of digital storytelling.¹⁵

Based on the relevant research that has been explained, the similarities between this research and all of the relevant research are that the first relevant research used Digital storytelling to measure students' speaking skills in various genres, and this research used Digital storytelling toward students' speaking skills too. It was the same with the second and the third relevant studies above. Even though this research had different things to measure, This researchused a quasi-experimental research design to measure the speaking skills of eighth-grade students at SMPN 3 TulangBawang Lampung in the academic year of 2022/2023. Digital storytelling was used as the medium to assess students' ability to narrative text.

¹⁴ Putri Desiaina Sinaga Etc, *The Use of Digital Storytelling to Enhance of the Speaking Skill of the Eleveth grade Students of SMA Swasta Palapa Medan in the Academic year of 2020/2021*. (Journal of Kairos ELT.Vol. 5. No.1.202)

¹⁵ Zuhriah Mukminatus, *Storytelling to Improve Students Speaking Skill*. (Journal of English Education Tadris Bahasa Inggris, VOL.10. No.1.2017).

H. Systematic of the Research

The systematic of discussion is a follow:

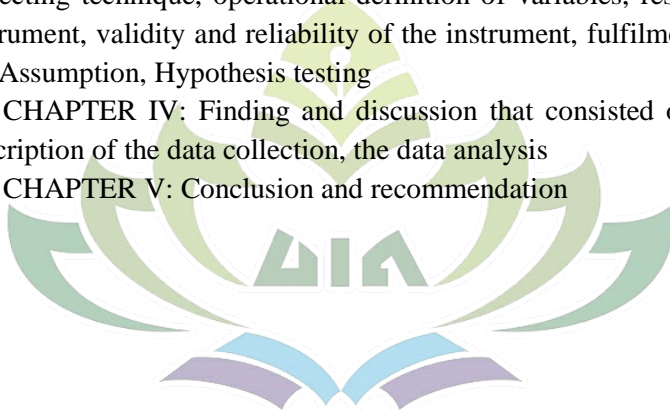
CHAPTER I: Introduction that consists of title confirmation, background of the problem, identification and limitation of the problem, formulation of the problem, objective of the research, significance of the research, relevant research systematic of the research

CHAPTER II: Frame of Theory and Hypothesis that consists of frame of theories there are digital storytelling, speaking skills, frame of thinking and hypothesis

CHAPTER III: Research method, that consisted of place time of the research, research design, population, sample and data collecting technique, operational definition of variables, research instrument, validity and reliability of the instrument, fulfilment of the Assumption, Hypothesis testing

CHAPTER IV: Finding and discussion that consisted of the description of the data collection, the data analysis

CHAPTER V: Conclusion and recommendation



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Frame of Theories

1. Concept of Speaking

a. Definition of speaking skills

Speaking is the skills which deserve attention every bit as much as literary skills, in both first and second language. Students often need to be able to practice these skills with confidence in order to carry out many of their most basic transactions. Speaking is seen as the vehicle for excellence of social solidarity, social ranking, and professional advancement of business. Speaking is also seen as a medium through which language is learnt and which is particularly conducive for learning.¹ Speaking is a production skill that produces systematic verbal utterance to convey meaning.² Thus, the main function of speaking is to communicate with other people and to deliver the message which lies in the structure and meaning of languages, whether this is written or spoken.³

b. Aspect of speaking skills

There are four categories of speaking skills according to Goh and Burns, “There are the categories that students need to develop, and these are referred to here as the core speaking skills, within each core skill is more specific skill that is appropriate for a range of speaking and communication needs”.⁴ These are four categories and the specific skills of each category according to Goh and Burns:

¹Bygate, M, *Speaking*, (England : Oxford university Press, 1987), P.7.

² Bailey, Kathleen M, *Practical English language teaching: speaking*, (Singapore : Mcgrawhill ELT, 2005), P.7.

³ Glenn Fulcher, *Testing Second Language Speaking*, (1st Ed), (London : Routledge, 2003), P. 23.

⁴ Goh, C. C. M. & Burns, A, *Teaching speaking: A holistic approach*, (New York: Cambridge University Press), P.58.

1) Pronunciation

Pronunciation is related to the ability to produce sounds of the target language at the segmental and suprasegmental levels. This category expects students to articulate the vowels and consonants and blended sounds of the target language clearly. Second, they are expected to assign the word stress in prominent word to indicate the meaning. Third, they are expected to use different intonation patterns to communicate new and old information.

2) Speech function

Speech function is the ability to perform a precise communicative function or speech act. This category expects the students to be able to request something, express feeling, explain something, give information, offer something, and describe something. This category focuses on the use of some expressions that are very useful in daily life, so it helps the students apply them in daily conversation

3) Interaction management

Interaction management is related to the ability to regulate conversations and discussions during the interaction. This category expects the students to have the ability to initiate and end a conversation and to offer the turn to other people using direct conversation. This category focuses on clarifying meaning, changing the topic, recognizing and using verbal and non-verbal cues.

4) Discourse organization

Discourse organization is related to the ability to create extended discourse in various spoken genres according to sociocultural appropriate conventions of language. This category asks the students to have the ability to establish coherence and cohesion in extended discourse through lexical and grammatical choices. They should use discourse markers and

intonation to signpost changes in the discourse, such as a change of topic.

2. Concept of Speaking Ability

a. Definition of Speaking Ability

Speaking is the most important skill in English language teaching. As we know Speaking is a human intelligence to make a sound and convey the opinions of his mind. The use of good goals and also to speak to others is one of God's commands. Speaking ability is an important aspect and beneficial skill in learning language. It is a part of the goal or skill in learning English in the curriculum besides writing, reading and listening. It is supported by Jaulston and Brunder who said that speaking ability is taken to be the objectives of language teaching.⁵ Means that besides mastering listening, reading and writing, the learners should also master speaking as one of the goal of learning English.

Speaking ability is not only based on the time but also it is based on their habitation to speak English. They must practice in their daily activities because speaking ability is verbal intelligence. This is supported by Broughton, et.al who state that it is important that a students should be able to produce naturally the language which has been presented to him and which he has practiced in various more or less controlled situations.⁶ It means that speaking ability is a form of productive skill verbally which the students can practice the speaking English naturally based on the context. Speaking ability cannot be assessed by time. Luoma stated that speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. Assessing

⁵ Christiana BrattJaulston and Mary Newton Brunder, *Teaching English as Second Language: Technique and Procedure*, (Massachussets : Winthrop Publisher Inc, 1976), P. 55.

⁶ Geoffrey Broughton, et. al., *Teaching English as a Foreign Language*, (2nd Ed), (New York: Routledge, 1980), P.82 .

speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate, just and appropriate for our purpose.⁷

b. Aspect of Speaking Ability

In this research, the researcher used the oral English sheet that is supported by Brown.⁸ The criteria of Oral Proficiency Score are:

- 1) Pronunciation
- 2) Grammar
- 3) Vocabulary
- 4) Fluency
- 5) Comprehension

Based on the explanation above, it can be concluded that speaking ability is verbal intelligence in producing language naturally to achieve the communication competence so that competence can be measured by five criteria; pronunciation, grammar, vocabulary, fluency, and comprehension

c. Teaching speaking

Teaching speaking is one of way that can be used in other the learners can understand about the meaning of communication in real situation and it needs a lot of practice and guidance to master it. Teaching speaking is about how to use language for communication, for transferring ideas, thought or even feeling to other people.

Harmer stated that students are using any and all the language at their command to perform some kind of oral task. The important thing is that there should be a task to complete and that the students should want to complete

⁷ Sari Luoma, *Assesing Speaking*, (Chambridge: Cambridge University Press, 2004), P.1.

⁸ Brown, H, Douglas, *Teaching by Principles, an Interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman,2001), P. 406-407.

it.⁹ It means that the students need partner to practice their speaking. Because we know that speaking is much more complex so teaching speaking is an important aspect of learning process. The purpose of teaching speaking is to train the teachers the fluency of using the target language and to understand the concept of teaching speaking and the techniques of teaching it as well.¹⁰

Therefore, in teaching speaking, teachers should know to concept of speaking to make the students understand about what teachers explain about. Teaching speaking is also the way for students to express their emotions, communicative needs, interact to other people in any situation, and influence the others. When teaching young learners, we constantly have to keep in mind the fact what we have in front of us is a mixed class with varied abilities, expectations, motivation level, knowledge, and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow.¹¹ Thus, the teachers should give variation in teaching speaking process. It will make the learners pay attention with the material and also can keep their mind to receive the material easier. Based on the explanation above, it can be concluded that teaching speaking is about how to use language communication, for transferring idea, though or even feeling to other people. In teaching speaking, teacher should know to concept of speaking to make students understand about what teacher explain about and also the interesting media to increase the students' motivation when the study English especially speaking.

⁹ Jeremy Harmer, *How to Teach Speaking*, (Singapore: Longman,2001), p. 87.

¹⁰ Kimtafsirah and et.al.,*Teaching Speaking*, (MGMP Bahasa Inggris : Jakarta, 2009), P.1.

¹¹ Natasha IntiharKlancar, Developing Speaking Skills in the Young Learners Classroom, internet TESL Journal, Vol. XII, No. 11, November 2006, P.1

The information of teaching speaking is needed to support the researcher in conducting this research. The researcher combines the digital storytelling with some technique in teaching speaking in order to get maximum result in improving the students' speaking skills. Therefore, this part tries to give information about the definition of teaching speaking, techniques for teaching speaking skills, and principles for teaching speaking.

3. Concept of Teaching Speaking

a. Definition of teaching speaking

Teaching speaking is to teach English Second language (ESL) and English Foreign language (EFL) student to produce English speech sound and sound patterns, and use word and sentence stress, intonation pattern and rhythm of the second language. Teaching speaking also directs the students to select appropriate words and sentence according to the proper social setting audience, situation, and subject matter, to organize their thoughts in a meaningful and logical sequence to use language as a mean of expressing values and judgments, and to use the language quickly and confidently with the few unnatural pauses.¹²

The goal of teaching speaking itself is enable the students to use their ability to the fullest. Students should try to avoid confusion in the message, pay attention to the pronunciation, grammar, vocabulary, and observe the social and cultural rules that applied in each communication situation.¹³

A teacher has a responsibility to build students' ability to process information and language directly, not only

¹² Nunan, david, *Practical English language teaching*, (New York: McGraw Hill, 2002), P.32.

¹³ Aidil Syah Putra, "The Corelation Between Motivation and Speaking Ability", *Journal of English Language Education and Literature*, Vol. II No. 1 (2017) : 42, <https://media.neliti.com/media/publications/168584-EN-the-correlation-between-motivation-and-s.pdf>

knowing the knowledge about the language features used in delivering speeches.¹⁴

b. Technique for Teaching Speaking Skills

Many experts have figured out and presented some techniques in teaching speaking which have been proven working well. According to Balley there are some approaches that have been used over years to teach a second and foreign language.¹⁵ Those approaches are also used to teach speaking skills.

- 1) The first is Grammar translation method. By using this method, students are taught to analyze grammar and translate from one language to another. In teaching speaking, this method can be used in a large class, in which the students are asked to complete blank spaces using appropriate words spoken one by one. This method is good to be applied in class because when all interaction use target language, students will use it every day.
- 2) The second method is audio lingual method. By using this method speaking is taught by having learners repeat sentences. This method is often used in teaching speaking.
- 3) The third one is communicative language method. By using this method, students learn English by having interaction with others they should interact during the English lesson.

In speaking class, this method is often used. A teacher can conduct many group activities, presentation, or even dialogues. Those kinds of activities make students comfortable when they should speak in front of many people.

¹⁴ Jeremy Harmer, *The Practice of English Language Teaching*, (3rd Ed), (England : Essex, 2003), P.269.

¹⁵ Bailey, M. K., *Issues in Teaching Speaking skills to Adult ESOL learners*, (Cambridge : University Press, 2002), P.5

4. Concept of Media

a. Definition of Media

Media are aids needed to support some of activities in the world. According to Arsyad that media included graphics, photographic or electronic to absorb, process, and rearrange visual and information.¹⁶Meanwhile, Gerlach and Elly propose that medium is any person, material or event that establishes condition, which enable learners or students to acquire knowledge, skills, and attitudes.¹⁷Media play an important role in teaching and learning process. They can often help the students understand something, presented better than telling them verbally. Media is needed in teaching learning process because teacher can give new atmosphere in their class. Further, the students have a big enthusiasm in teaching learning process, it can be help students mastered the material that the teacher gave to them

Based on explanation above, Media are aids needed to support some of activities in the world. Media play an important role in teaching and learning process. They can often help the students understand something, presented better than telling them verbally. So, teaching writing can be easily by using the media. Media that can be used in this research is Digital Storytelling.

b. Classification of Media

According to Sanjaya, media can be classified as follows:

1) Audio Media

Audio media is a media which can be heard or only has voice element. This media include radio, song and recorded.

¹⁶Azhar Arsyad, *Media Pembelajaran* (Jakarta: PT Raja Grafindo Persada, 2004), p. 3

¹⁷Gerlach, V.S., & Ely, D.P. *Teaching & Media: A Systematic Approach* (2nd ed) (Englewood Cliffs, NJ: Prentice-Hall Incorporated, 1980), p. 241

2) Visual Media

Visual media is a media which can be watched and does not have voice the element. This media can be divided into:

3) Printed Media

Printed media include text books, magazine, newspaper, journal, bulletins, web pages, blogs, etc.

4) Visual Media

Visual media includes photographs, graphics, pictures, maps, models game, puzzle, art facts, wall chart, etc.

5) Audio Visual Media

Audio visual media is media which not only has a voice but also has a visual element which can be watched. This included video recorded, film and television.¹⁸

Based on the statement of media above, Digital Storytelling can be classified as a media due to present audio-visual media. Digital storytelling is which one media that applying to enhance the speaking ability of learner but also has considerable effect on students' motivation towards language learning in general and speaking skill in particular.¹⁹

c. Concept of Audio-Visual Media

In general, audio-visual is combination of recorded audio which can be heard and visual presentation that we can see. Audio-visual media with the everexpanding developments has not only used for limited purposes such as entertaining the audience. Some of the audio-visual in fact can be utilized as pedagogically valuable authentic sources of language input for learning language.

¹⁸Wina Sanjaya, *Perencanaan dan Design Pembelajaran* (Jakarta: Kencana Prenada Media Group, 2008), p. 211

¹⁹Andi Idayani, "The Effectiveness of Digital Storytelling on Students' Speaking Ability," *Lectura : Jurnal Pendidikan* 10, no. 1 (2019): 33–46.

²⁰Practically, using audio-visual media is one of best method in language teaching. It can be applied to teach all skills and aspects in English. Specifically to listening activity, implementing audio-visual media can be a good and an efficient way in which students are not only stimulated by their hearing but also from their vision. The learning process however should be accompanied by organized materials and good instruction in order the application of media results a good outcome.

In language class, using audio-visual media suggests good teaching process that gives a positive impact to the teachers, as well as the students. In the classroom, audio-visual media can help teacher to deliver the material verbally and visually and gets students to pay more attention to the language. Presenting both verbal and non-verbal into a unity can result to better understanding of the students and they can absorb the information quickly. ²¹In one case students have to listen and pay attention to catch any information that they hear from the recording but also they can hear various sounds in different expression so they are aware on how sounds are expressed. This activity is an effective way to build students' recognition of speech sounds. Audio-visual media provides engaging learning by stimulating students' visualization and hearing that can attract students to understand material or concept easier.

Thus, applying it to teach pronunciation is a good way that students can have. Listening activity through audio-visual media is believed to help students' develop their ability in language. Listening itself is the core component of other skills: speaking, reading, and writing.

²⁰Taher Bahrani and Tam Shu Sim. "Audio Visual News, Cartoons, and Films as Sources of Authentic Language Input and Language Proficiency Enhancement". The Turkish Online Journal of Educational Technology. Vol. 11 Issue 4 (October 2012) p. 63 (Available on: <http://www.tojet.net/articles/v11i4/1145.pdf>)

²¹Abdullah Al Mamun. Effectiveness of Audio-visual Aids in Language Teaching in Tertiary Level (Dhaka: BRAC University, 2014) p. 1

Brown announced that “how could you speak a language without also listening?”.²² It means that listening plays an important role in learning language and communication. Since sounds recognition is crucial in communication, applying audio-visual media which has both sound and animation can be a powerful way to learn language. This animation video offers teaching and learning process which is communicative and so students can use language actively. One of animation video that can be used in language learning is digital story. It distributes fascinating stories through pleasing animation and enjoying audio that can be helpful for students to learn language.

5. Concept of Digital storytelling

a. Definition of storytelling

Storytelling has been used as a means of communication since earliest times. Stories create magic and a sense of wonder at the world. Stories teach us about life, about ourselves, and others. Storytelling is a unique way for students to increase an understanding, respect, and appreciation for other culture. Wilson explains that, “storytelling is an activity that can be defined very simply as that which is done by storytellers. As human being, people usually tell their story to other. They tell other about their feeling, opinion, ideas, or even anything happened in their lives. It is very simple to tell story to other, as simple as expressing what is on mind”.²³

Moreover, Champion defined that story telling is an oral activity where language and gestures are used. Colorful way to create scene in sequence however, storytelling consists of more than just storytelling. As a part of speaking activities in the class, storytelling also an

²²H Douglas Brown, Op. Cit. p. 119

²³ Michael Wilson, *Storytelling and Theatre: Contemporary Professional Storytellers and their Art*, (New York : Red Globe Press, 2005), P. 4-5.

effective teaching tool that enables students to focus on story structure. In another side Rahimi defined that digital storytelling is one of media that emphasis computer technology, it is not new in practice.²⁴

According to Tatli Digital storytelling is known as Joe Lambert, who headed an organisation known as the Centre for Digital Storytelling. Almost 30 years ago, this organisation was in charge of aiding children and adults in developing and sharing personal narratives via creative writing and digital media technology. Daniel Meadow is also a well-known author and educator. He pioneered digital storytelling and defined digital stories as very concise personal multimedia tales that are expressed from a person's heart²⁵

Robin explained that Digital storytelling revolves around the fundamental notion of integrating the art of storytelling with multimedia components and visuals, video and audio and web publishing technologies.²⁶

It can be concluded that Story telling is a procedure that enables a child to play a large role in reconstructing stories. It underlines both social and academic development. When they tell a story, they use language for an extended period of time. They construct the story. This activity increases their language development. When narrating stories, the speaker uses the language for an extended period of time. This active participation with stories results in increased language development, comprehension and an interest in books and in learning to read. Telling after reading provides another opportunity for the reader to reconstruct the text.

²⁴Rahimi, M. Digital storytelling in language classes. In *Advanced Methodologies and Technologies in Modern Education Delivery*; Khosrow Pour, M., Ed.; IGI Global: Hershey, PA, USA, 2019; pp. 276–290.

²⁵Tatli, Z.; Uğur, N.; Çakiroğlu, Ü. Peer assessment through digital storytelling: Experiences of pre-service IT teachers. *Int. J. Inf. Learn. Technol.* 2018, 35, 217–228.

²⁶Robin, B.R.; McNeil, S.G. Digital storytelling. *Int. Encycl. Media Lit.* 2019, 47, 1–24

b. Definition of Digital Storytelling

A story can influence our minds, challenge our beliefs, and recall the old memories to make many people want to listen to the story again and again. Storytelling activity combines the words and phrases in such a way and constructs the picture in the mind of the listener and takes the listener deeper to the story. Storytelling is believed as a tool to share the values and the knowledge between one and another person. This is very good way to learn from others about something which they can feel connection to them. Through the storytelling, people can exchange information to others. In this case, people can learn from each other through storytelling.²⁷

According to Normann, digital storytelling is the combination of spoken narrative, a number of visual, soundtrack, and new technology to share the story.²⁸ A digital storytelling is considered as the suitable medium for the 21st century students which have different characteristics and needs from 20th century students. A digital storytelling is considered as a powerful teaching and learning medium that engages the students and the teacher over the last few years.²⁹ A digital storytelling comes to fulfill the storyteller's dreams which are utilizing technical tools to live personal tales using images, music or soundtrack, and graphic.³⁰

A digital storytelling facilitates the teacher to use a unique way to present complicated materials without taking a long time to make the students understand them. A

²⁷ Behmer, S. "Literature review digital storytelling: Examining the process with middle school students", (2005) : 3-5, <http://www.citeseerx.ist.psu.edu>.

²⁸ Normann, A, " Digital storytelling in second language learning", (2011) : 1, <http://diya-portal.org/FULLTEXT01>.

²⁹ Robin, B. R., "Digital storytelling: A powerful technology tool for the 21st century classroom", (2008) : 1, <http://www.digitalstorytellingclass.pbworks.com>

³⁰ Garcia, P, & Rossiter, M., "Digital storytelling as narrative pedagogy in proceeding of society for information technology & teacher educational international conference", vol.2010.Pp. 1091-1097 (2010): 6, <https://www.learntechlib.org/primary/p/33500/>.

digital storytelling helps the teacher easily integrate different media into the telling stories.

There are seven elements of digital storytelling according to Robin which can be considered as the power of the digital storytelling. They are point of view which underlines the perspective of the author, a dramatic question which is kept on the audience's attention, the emotional content which connects the story to the audience, the storyteller's voice which is considered as the way to personalize the story to help the audiences understand the story. The power of soundtrack gives a life to the story. The economy aspect presents an enough content to be told to the audience without overloading the view. The last element is pacing which controls the how slowly or quickly it progresses.

A digital storytelling can be found on three types of aspect. They are personal narrative, historical documentaries, and stories that inform and instruct.³¹

Based on the explanation above it can be concluded that digital storytelling is a modern technology that can be used as media in teaching English specially for speaking skills students. Because, Digital storytelling is regarded as a contemporary method of utilising many different media sources to express oneself using stories. It also facilitates the ability of young adults to enhance their speaking skills. Moreover, by using digital storytelling, they can build interpretive digital stories on any content and practice speaking. Digital storytelling allows a very serious interplay between context and content, and this is very important in facilitating better speaking capabilities on the part of the learner.

³¹ Robin, B. R., "Digital storytelling: A powerful technology tool for the 21st century classroom", (2008) : 244, <http://www.digitalstorytellingclass.pbworks.com>

c. Advantages of the use of digital storytelling in class

Ohler, Ware and Warschauer explain that the use of digital storytelling does not only help the students connect high-tech development and low-tech educational system nowadays, but also gives many benefits that cannot be achieved by the use of traditional storytelling. Some of the benefits are³²:

- 1) Increasing students' motivation Making a new ideal strategy of telling personal stories
- 2) Providing students with the ability to achieve the 21st century skills
- 3) Encouraging students to organize and express their ideas and knowledge in meaningful ways.

d. Disadvantages of the use digital storytelling in class

Based on Ware and Warschauer explain that there are some trouble or disadvantages of used digital storytelling in teaching English such as :

- 1) The students that cannot understand how to use the technological will find it difficult to make some storytelling media.
- 2) The students will also hard to understand what the story is talking about.
- 3) The student who couldn't adjust the narration.
- 4) The students are hard to drawpicture and think sentences structure in the same times³³

e. Procedure in using Digital Storytelling

There are various steps to digital storytelling based on O'Byrne, William Ian et al.:

³² Miller, E. A, "Digital storytelling" (2009) : 1-5,
<http://www.uni.edu/icss/researchhelps/miller.pdf>

³³Miller, E. A, "Digital storytelling" (2009) : 1-5,
<http://www.uni.edu/icss/researchhelps/miller.pdf>

1) Planning

- a) The first step the teacher helps the students in preparing the material and plans their storyline that will be implementing.
- b) The next step the teacher will give the explanation about what are the material that students need to make digital storytelling such as image, audio, video collect music track that they are going to use.
- c) The student will be done some interviews to make the story even more interesting and interactive.

2) Production

- a) The next step is how the students produce their product or story by using digital storytelling.
- b) The students from each group will make the story of narrative text based on the script of story.
- c) The students will edit the story such as recording, giving some picture animation or music track in their digital storytelling.
- d) After that the students collect their product or students digital storytelling to the teacher by using flash disc or send it online.

3) Presentation

- a) Final step the teacher adds the students to present their digital storytelling video in the classroom, make sure the teacher have a projector or similar equipment to allow the students to display their work to the whole class.³⁴

O'Byrne, William Ian., Houser, Katherine., and Stone, Ryan *Digital Storytelling in Early Childhood: Student Illustrations Shaping Social Interactions*. College of Charleston, Charleston, SC, (United States. Human Media Interaction),2018.p 45

6. Concept of Text

a. Definition of Text

Siahaan and shinoda stated that a text is meaningful language in a context, it is both a spoken and write text.³⁵

Therefore text is a writing form or result of the writer result. Write text is any meaningful write text. The writer assumes that text is some sentences in write text and the readers can get information from the text.

b. Kinds of text

Text is when these words are put together to communicate a meaning, a piece a text is created. Pardiyono said that there are 9 kinds of text that must be taught by students.

- 1) Descriptive text: Descriptive is the type of text that describes an object.
- 2) Recount text: Recount text is the type of text about information in the past event.
- 3) Narrative text: Narrative text is the type of text about problematic story that has a climax and document as a solution in the end of the story. The story can be a fiction such as legend, fairytale, myth, and fable.
- 4) Procedure text: Procedure text is the type of text to describe how something is accomplished through a sequence of actions or steps.
- 5) Explanation text: Explanation text is the type of text to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.
- 6) Report text: Report text is the type of text to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment.
- 7) Exposition text: Exposition text is the type of text about argument or opinion of someone to perceive the problem.

³⁵Sanggam Siahaan And Kosno Shinoda, *Generic Structure Text* (Yogyakarta: Graha Ilmu, 2008), P.1

- 8) Discussion text: Discussion text is the type of text to present (at least) two points of view about an issue.
- 9) News item: News item is the type of text about events of the day which are considered newsworthy or important.³⁶

7. Narrative Text

a. Definition of Narrative text

According to Siahaan, narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.³⁶ It means that narrative text is kind of the text that tells the reader about story, as if the readers take part in the story that is purpose to amuse the reader.

Narrative is a text which contains about story (fiction, nonfiction, tales, folktales, fables, myth, and epic) and its plot consist of climax of the story or complication then followed by the resolution. Narrative is kind of text not only story of fiction and legend, but also story of real life story³⁷. It means that the story in narrative text not only the fiction but also the real story. There are step for constructing a narrative text:³⁸

- 1) An Orientation : sets the scene and introduces the participants
- 2) Evaluation : a stepping back to evaluate the plight
- 3) Complication : a crisis arises
- 4) Resolution : the crisis is resolved, for better or for worse
- 5) Re-orientation : optional

From the statements above, it can be concluded that narrative text is text which consists many kind of stories such as fiction, fable, tales, etc which is aimed to entertain and to inform the reader. The narrative text is good for the

³⁶Pardiyono, *Aku Pasti Bisa:the Art of Teaching*, (Yoagyakarta: Andi Publisher, 2010), p.27-38

student because it can motivate and stimulate the student when do reading activity.

b. Social Function of Narrative Text

Narrative is kind of genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or a turning point of some kinds, which in turn finds a resolution. Based on competency-based curriculum 2004, the aim of narrative is to entertain and amuse the listeners and readers with the real experience or fancy.³⁹In the other opinion, Hyland said that narrative is kind of genre which social purpose to entertain and instruct via reflection on experience, like novels, short stories, etc. ⁴⁰It means that the purpose of narrative is to give entertainment and to deal with actual or vicarious experience indifferent ways, which is the evaluation shows now the problem starts. Then, there will be complication in which the problem arises. The resolution comes to solve the problem.

c. Genre of Narrative Text

There are many types of narrative text, including:

- 1) Humor, the aims to make the audience laugh as part or retelling story
- 2) Romance, typically tells of two lovers who overcome difficulties to end up together
- 3) Science function, use a setting involving science and technology.
- 4) Dairy, novels, the text presented like entries
- 5) Adventure, typically tells of existing dangerous journey experience. ³⁷

³⁷Mark Anderson and Kathy Anderson, *Text Types in English*, (Australia: Macmillan,1997), p.28

8. Teaching Narrative Text by using Collaborative Technique

a. Definition of Collaborative learning

In the digital era, social interaction is the necessary conditions of people to generate products and receipt multi-perspectives from the others. This phenomenon requires a collaboration in all sectors included teaching and learning process. Collaborative approach needed in teaching and learning process due to a dialectic condition among teacher, students, and the peer of students. On the other words, this approach requires all of the participants to serve their participation in the learning process. Not only teacher to students but also students to the peers must be participate and being a collaborative person in the learning groups.

According to Roberts collaborative learning plays a significance role in the modern teaching and learning process as the way to reach a common goal of learning groups. Literally, “collaborative is an adjective that implies working in a group of two or more to achieve a common goal, while respecting each individual’s contribution to the whole”.³⁸ Collaborative learning also has characteristics in an effort to build a learning within groups. Those characteristics formulated as follows:

- 1) Shared knowledge between teachers and students about narrative text
- 2) Shared auditory between teachers and students
- 3) Teacher mediators

Based on some expert opinions above the researcher concludes that Collaborative Learning is a learning model that helps students to understand learning material by forming students in one group to work together

³⁸Masitoh, S., & Suprijadi, D. (2015). Improving Students’ Ability In Writing Descriptive Text Using Genre Based Approach (Gba) At The Eighth Grade Students Of Smp Islam Terpadu Fitrah Insani. 3(April), 38–52.

to solve problems in achieving learning goals with varied skills and students are able to actualize their thoughts.

b. Advantages and disadvantages of Collaborative learning

Collaborative writing has many advantages as a functional unit of collaborative learning. Sherman states that in collaborative writing, the students are relying on peers for learning.³⁹ It means that students work together to teach one another, and they alternate between the roles of students and teacher. This strategy combines elements of both motivation and cognitive approaches to collaboration. The strategy also promotes cognitive processing of material using activities that are strongly linked to achievement.

There are some disadvantages of collaborative writing. 1). May not clearly represent group's intentions and less consensus produced. 2). Lose sense of group, subsequent writers may invalidate previous work, lack of consensus, version control problems, inefficient, and one person bottle necks. 3). Writers can be blind to each other's work, redundant work can be produced if poorly planned, stylistic differences, potential information overload, and does not recognize individual talent differences well.

c. Teaching narrative by using Collaborative technique

- 1) Forming group
- 2) Providing time
- 3) Primary narrative text
- 4) Assignments

³⁹Sherman. Constructivist Pedagogy for Teaching Educational Psychology, Available at: <http://www.users.muohio.edu/shermalw/aera91aa.html#dec>.

9. Teaching Speaking Ability by using Digital Storytelling in Narrative Text

The procedure of teaching speaking through the use of digital storytelling according to Frazel divides the process of digital storytelling into three stages: preparation, production, presentation as follows :

Number	Step	Procedures
1	Define, collect, and decide.	<ul style="list-style-type: none"> a) Select a topic for the digital story b) Create a folder on the desktop where the student can store the materials will find c) Search for image resources for the story, including “pictures, drawings, photographs, maps, charts, etc. d) Try to locate audio resources such as music, speeches, interviews, and sounds effect. e) Try to find informational content, which might come from web sites, word processed documents, or power point slides.
2	Select	<ul style="list-style-type: none"> a) Select the image that would like to use for the digital storytelling b) select the audio that would like to use for the digital story telling c) select the content and text that would like to use for the digital storytelling

		<ul style="list-style-type: none"> d) import images into cartoon story maker or any media applications e) modify number of images and or images order, if necessary
3	Decide, write, speaking, record, and finalize	<ul style="list-style-type: none"> a) decide on the purpose and point of view of the digital story telling b) write a script that will be used as narration in the digital storytelling and provides the purpose and point of view that have chosen. c) Use computer microphone and record of narration on the script d) Import in video e) Finalize and save the digital storytelling
4	Demonstrate, evaluate, and replicate	<ul style="list-style-type: none"> a) Show the digital storytelling to the peers b) Gather feedback about how the story could be improve, expended, and use in the classroom c) Helps other groups how to create their own digital story telling.

B. Conceptual Framework

In this research, the researcher would carry out the used of digital story telling in teaching speaking to find out whether or not this media effective to improve the students' speaking ability. It also aims to prove that the used of this media is able to motivate

the students to speak especially in expressing their ideas. Then, the conceptual framework of this research can be described as follows:

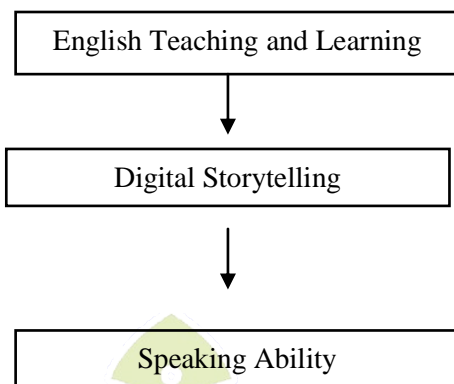


Figure 2.1 conceptual framework

Speaking is when a person communicates through verbal and non verbal symbols, and can produce word-shaped voices that are arranged and patterned for a certain maxims or goals so that the listener is able to understand what the speaker says. In this research, the researcher defined digital storytelling as an activity to tell stories to others by using tools or digital media that enable students to understand the material in depth, storytellers tell stories using their own language by combining images, graphics, music and voice story. The researcher was conducted this research through pre-experimental research by using digital storytelling as a media of teaching.

A study conducted by Wulandari, Sada, Arifin states that digital storytelling is effective to improve students speaking fluency for English club. Applying digital storytelling technique as a project for students changed the atmosphere of the classroom. It was also found that the students were motivated to learn speaking by telling their own personal stories in more enjoyable and interesting ways. Moreover, this research was expected to be able to improve students speaking fluency by

using digital storytelling, there are an improvement of the students expressing ideas in speaking.⁴⁰

C. Hypothesis

Based on the frame of theories that had been describe, the hypothesis as follows:

- Ha : There is significant influence of using digital storytelling for twenty-first-century toward students' speaking ability at the first semester at eighth grade of SMP negeri 3 TulangBawang Barat in the academic year of 2022/2023
- H0 : Thereis no significant influence of using digital storytelling for twenty-first-century toward students' speaking ability at the first semester at eighth grade of SMP negeri 3 TulangBawang Barat in the academic year of 2022/2023



⁴⁰Septiana Wulandari, Clarry Sada, and Zainal Arifin, "The Effectiveness of Dst To Develop Speaking Ability for English Club Students," *Jurnal Pendidikan dan Pembelajaran Khatulistiwa* 5, no. 3 (2016): 1–11, <http://jurnal.untan.ac.id/index.php/jpdpb/article/download/14162/12673>.

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