



Digital Storytelling (DST) As Media In Teaching Speaking Skill

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Abstract: *In this study, the writer took the title of research was “Digital Storytelling as Media in Teaching Speaking Skill”. It was conducted to find out whether any significant difference between students who are taught by using Digital Storytelling (DST) as media and the students who are taught by using conventional method in teaching students’ speaking skill at the seventh grade of SMP NU Tebat Jaya. This study used quantitative method, with quasi-experimental design. This study was collected performance test and analyzed with the independent t-test SPSS 21. The finding of this study showed that there is any significant difference between students in Experimental Class and students in Control Class. Therefore, Digital Storytelling (DST) media was suitable to be used in teaching students’ speaking skill at the seventh grade of SMP NU Tebat Jaya.*

Keywords: *Digital Storytelling (DST), Media, Speaking*

Abstrak: Dalam kajian ini, penulis mengambil judul penelitian “Digital Storytelling As Media In Teaching Speaking Skill”. Hal ini untuk menentukan apakah ada perbedaan signifikan antara murid yang diajarkan dengan menggunakan Digital Storytelling (DST) sebagai media dan murid yang diajari dengan menggunakan metode konvensional dalam mengajar skill berbicara murid pada kelas tujuh SMP NU Tebat Jaya. Penelitian ini menggunakan metode kuantitatif, dengan desain quasi-experimental. Penelitian ini dikumpulkan dengan test performa dan dianalisis dengan independent t-test SPSS 21. Penemuan dari penelitian ini menunjukkan bahwa ada perbedaan signifikan antara murid di kelas Eksperimental dan murid di kelas Kontrol. Dengan demikian, media Digital Storytelling (DST) cocok digunakan dalam mengajar skill berbicara murid pada kelas tujuh SMP NU Tebat Jaya

Kata kunci: Digital Storytelling (DST), Media, Berbicara.

INTRODUCTION

There are four skills of teaching and learning English language: speaking, listening, reading and writing (Kusrini R & Amalia, 2021). In learning English, students must understand the four existing skills so that communication becomes smoother and better. However, speaking is very important to master, but speaking is the most difficult skill to master especially for EFL students. By learn speaking, someone could convey information or messages completely and avoid misunderstanding. The effective communication would give the impression of mutual understanding between first speaker and the second speaker or listener. It gave us information that speaking is an important aspect that must be mastered by everyone in order to be able share ideas well.

Basically, speaking is an ability which not easy to learn because of several aspects that needed to be understood. Therefore, speaking is difficult skill to be mastered by English students besides have to find out about vocabulary and grammar which can be a primary a part of gaining knowledge of English. Based on the observations that have been made, students' SMP NU Tebat Jaya also have some problem in speaking which can affect their self-confidence. First, students' problems are low self-confidence and lack of mastery of vocabulary and they do not know how to pronounce them. Second, they were afraid to being wrong of uttering words because improper sentence construction and make themselves embarrassed appear to speak. Third, the factor is lack pronunciation ability. Students had difficulty because their mother tongue, it was difficult for them to use a foreign language, especially English.

The problems mentioned above could be overcome by the following innovative strategy involving technology that allows students improve their English speaking skill then students be more confident to speak. Technology is important tool in teaching and learning in the 21st century (Musdalifah, 2019). The use of digital technology with learning by digital storytelling is reflected in the method and learning media with digital tool (Kamila et al., 2021). . Digital storytelling (DST) is a transformation from traditional storytelling that employs the use of digital media. The difference of digital storytelling with traditional storytelling is the use of technology become more interesting (Rositasari, 2017).

Teaching speaking by using digital storytelling is a great strategy for overcome students' problems. The use of digital storytelling in EFL speaking classes could improve students' vocabulary, make their sentences are complex, improve their speech and also improve the oral ability when practicing speaking as the part of digital storytelling project. Niki Leres Mulyati (2021) said digital storytelling can improve their speaking components such as pronunciation, fluency, comprehension, grammar and vocabulary because this media is expected to increase students' motivation in speaking English and encourage them be more active and creative. Based on the explanation above, the writer believed that digital storytelling can improve students' speaking skills.

THEORETICAL STUDY

In the principle for understand the subject, someone must teach and learn. Teaching gives some instructions therefore someone could gain some knowledge and experience. Students must appreciate the good teacher while his teaching becomes more interesting. It would affect them because the purpose of teaching is to offer motivation to the students. Teaching is the process which can improve the students in search of level more easily. Based on Brown (2010), teaching is showing or supporting someone to discover ways to do

something, giving commands, guiding the study of something, offering with knowledge, causing to recognize or understand. According in Hirst (1975) teaching is a method of attending humans' need, stories and feelings and making particular interventions to assist them learn particular things

Teaching is a continuous process. All of the people matters have problem to teach. Normally, teaching process that exist in colleges and schools are more difficult and it should defined in diverse thoughts. Teaching is an art to handle the students with the right approach to act them accurately (Kustika & Prasetyarini, 2018). Teaching is the great process to gain knowledge. Therefore, teaching would share the information with students in order to develop the abilities which they have. Students must appreciate the good teacher while his teaching becomes more interesting. It would affect them because the purpose of teaching is to offer motivation to the students.

Teaching is the process which can improve the students in search of level more easily. Many researchers deliver the definition of teaching. Teaching is not only about being capable of make the students recognize about knowledge, however additionally about how to create an excellent condition during studying process. Based on Brown (2010), teaching is showing or supporting someone to discover ways to do something, giving commands, guiding the study of something, offering with knowledge, causing to recognize or understand.

The various activities for communicate or exchange information each other is speaking. Speaking is interest that call for oral language competencies. Speaking is one of the active skills by using oral to communicate each other (Yusuf & Anwar, 2018). Speaking is an activity to explain someone in certain situation or activity to report something (Diana, 2020). The function of speaking are: speaking as interaction, transactions, and efficiency (Richard:2008). The element of speaking consist many elements which need to consider to speaking fluently. Primarily based on Brown, there are five factors that the learner must master named grammar, vocabulary, comprehension, fluency, and pronunciation (Brown: 2010). It is very important to offer the character of speaking.

Teaching has meaning as the process, the way to give information to students (Ganna et al., 2018). Teaching speaking is educate students of English second language (ESL) and English foreign Language (EFL) to produce English speech and speech patterns, use phrases and sentence stress, intonation style and rhythm of the second language . Teaching speaking also direct to students to choose appropriate words and sentences according to social setting audience, subject matters, scenario, to organize their idea in a meaningful and logical sequence to apply language as a meaning of expressing values and judgment and to apply the language fast and confidently with a few unnatural pauses (Mulyati: 2021).

In teaching and learning, the teacher looks for the technique or strategy for teaching speaking well. The technique which taken must fit with the condition of class and students' circumstances. The good strategy made students interested in learning. Using Digital Storytelling (DST) as media is expected to be suitable for effective learning in this digitalization era. Digital storytelling is a technique that will improve written or verbal language by using combining media (Mulyati, 2021). Digital storytelling is a form of transformation from simple storytelling. Meanwhile, storytelling is an oral activity that includes improvisation in telling the story, facial gestures, and body motion to capture the attention of the target audience by the use of multisensory stirring emotion of an occasion in a story (Kayi, 2006).

Digital storytelling are effective because they combine photographs, sound results, storylines, and audio, calling attention characters, scenarios, stories, and deep perception. Digital storytelling (DST) is the most important part of being a medium in enhancing students' speaking skill. There are some variations of definitions digital storytelling. Digital storytelling is a combination of digital graphics of text, sound, video or music with certain time duration in digital format (Krisnawati & Julianingsih, 2019). Therefore, the writer taught about the meaning of digital storytelling and the advantages of using this media to teaching and learning process to improve students' speaking skill in English.

Digital storytelling is high effective teaching tool to improve students' speaking skill (Khotimah & Ningrum, 2022). Digital storytelling is a technique that will improve written or verbal language by using combining media (Mulyati, 2021). Therefore, it may be said that digital storytelling may be the right media to improve students' skill to speak in English. Digital storytelling is a form of transformation from simple storytelling. Narrative of storytelling is usually combined with describing something that function as an explanation. The examples of describing object in storytelling are tell the characters, places and atmosphere (Zubaedah et al., 2018). In the art of storytelling, there are several types of story art, one of which is illustrative story. Illustrative story is the story that covey illustrative images so students can attack attention (Zubaedah et al., 2018). This story technique can work well at the basic level. There are some elements of digital tools used to convey the story in order that it can be stated that.

This is a transformation from the traditional storytelling to the modern storytelling. Digital storytelling are effective because they combine photographs, sound results, storylines, and audio, calling attention characters, scenarios, stories, and deep perception. The difference between digital storytelling media and the traditional storytelling is in use of the technology to make the story becomes more motivational, interesting and make them enjoy to learn English (Kamila et al., 2021). So that, digital Storytelling is a term often use to refer the use the

technology in storytelling. This media displays by combining writings, images, and audio (Kamila et al., 2021). From this definition, the use of technology for storytelling is called digital storytelling. Technology help is used to add the elements in the form of photographs, sounds, and also writings. Digital storytelling supposed to add interest to the audience.

Digital storytelling is important to make students interested in English teaching learning process, especially for speaking. The effect of digital storytelling can be complied as an interconnection of students focused learning patterns: student engagement, deep studying interpretation project-based studying, and the great technology implementation into education (Mulyati, 2021). Any other benefit of the application of digital storytelling is study includes students as the main actors and teacher as facilitators. Beside digital storytelling could improve students' speaking skill, it also has advantages in improving students confident (Khotimah & Ningrum, 2022). This involvement makes students extra creativity and excited. Overall, digital storytelling is more than just a way to keep student interested.

METHODOLOGY

In this study, the writer used quantitative technique in the form of quasi experimental design. This design included experimental and control group, concerning classes with pre-test and post-check. For the experimental class, the writer used treatment while the control class without treatment. In this study, the independent variable was the digital storytelling (DST) and the dependent variable was students' speaking skill. . The population was all the seventh grade of SMP NU Tebat Jaya which has 59 students. the writer took 2 classes as sample of research at SMP NU Tebat Jaya in academic year 2022/2023. In the control class was 29 students and experimental class was 30 students.

According to Sugiyono (2019), to test the hypothesis use be tested through value of t-table with knows degrees of freedom ($df = N-2$), if t-obtain exceeds than t-table, so H_0 was rejected and H_a was accepted. According to Singgih Santoso (2014) the decision rule in paired sample t-test based on SPSS output result: if sig (2-tailed) was less than (0.05), so H_0 was rejected and H_a was accepted. In this case the writer took 59 students as the samples of the research, the degree of freedom ($df = n-2$), it would be $(59-2) = 57$ students with the significant level is 0.05 (5%), critical value of t-table is 2.002 for two tailed test. It can be concluded if the result of t-obtained was exceeds than t-table (2.002) and sig (2-tailed) was less than (0.05), so H_0 (Null Hypothesis) would be rejected and H_a (Alternative Hypothesis) would be accepted.

The writer used 2 tests in each class however with different conditions. used digital storytelling to improve students' speaking skill in describing an object. The experimental class, pre-test before applying digital storytelling media, then followed by post-test wherein treatment

has been done. Whilst the second one in the control class, pre-test and post-test exams would be done without media. For measuring of the speaking rating scale, it can calculated the results using the formula as follow:

$$S = n/N \times 100$$

The writer used quantitative technique in the form of quasi experimental design. This design included experimental and control group, concerning classes with pre-test and post-check. For the experimental class, the writer used treatment while the control class without treatment. Here's a quasi-experimental design:

Experimental Class O1 × O2

Control Class O3×O4

(Sugiyono, 2019)

RESULT AND FINDING

The first way writer gave pre-test to experimental class before applied the method of study then calculated the students' score. After that, the writer applied the digital storytelling media for 5 times treatment to the speaking skill students. And the last steps, the writer gave post-test to the students to find out how far the students' speaking progress from the treatment that has be done. The total of average score is 1.432. And the total of average score on post-test is 2.002.

From that result, the range of pre-test is 26.00 and post-test is 34.00, sum of pre-test is 1432.00 and post-test is 2002.00, standard deviation of pre-test is 8.5373 and post-test is 9.8940, variance of pre-test is 72.887 and post-test is 97.892. It concluded the score in the pre-test was lower than the score of post-test was high. It means Digital storytelling media has an effect on students' speaking skill.

The total of average Pre-test scores in control class is 1368, while the average of post-test is 1536. From that result the range of pre-test and post-test is same that is 18.00, sum of pre-test is 1368.00 and post-test is 1536.00, standard deviation of pre-test is 4.76771 and post-test is 5.37170.

STATISTICAL ANALYSIS

1. Test of Normality

For analyzing the data, the writer conducted the data normality first to find out whether the data was normal or not. In this case the writer used Kolmogorov-Smirnov. The result of the normality test, it was known that significance was higher than 0.05 which has

0.816. So, it can be concluded that the residual value and test distribution of the data digital storytelling was normal. It could be showed on the table of Normality test:

**Normality Test
(One-Sample Kolmogorov-Smirnov Test)**

		Unstandardized Residual
N		29
Normal Parameters ^a	Mean	.0000
	Std. Deviation	8.57854
Most Extreme Differences	Absolute	.118
	Positive	.067
	Negative	-.118
Kolmogorov-Smirnov Z		.634
Asymp. Sig. (2-tailed)		.816
Exact Sig. (2-tailed)		.774
Point Probability		.000

a. Test distribution is Normal.

2. Independent T-Test

The last step was independent sample T-test, in this point was to find out the differences in the mean between experimental class and control class that refers to speaking skill students. In the following, the researcher compares the post test scores of experimental class and the control class using independent T-test.

**Table 24
Independent Samples T-test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result	Equal variances assumed	13.169	.001	8.644	57	.000	17.83448	2.06317	13.70306	21.96591
	Equal variances not assumed			8.563	42.869	.000	17.83448	2.08265	13.63406	22.03491

The result of t-obtain was 8.563, in this case the writer took the value in second column because the writer's sample was not homogeneous. Therefore, the existing value 8.563 was higher than the value of t-table = 2.002. And the input value of sig. (2-tailed) = 0.00 was lower than 0.05. According to Singgih Santoso (2014) the decision rule in the paired sample t test based on SPSS output result: if sig (2-tailed) was less (0.05) so Ho was rejected and Ha was accepted. And if the t-obtain exceeds than t-table, so Ho was rejected and Ha was accepted (Sugiyono: 2019).

Therefore, the input value of sig. (2-tailed) was (0.00) lower than the value of significance level (0.05). And t-obtain was 8.563 exceeds than t-table 2.002. This shows that the alternative hypothesis (Ha) in this study was accepted and the null hypothesis (Ho) was rejected.

CONCLUSION

From the results of the study that has been done in the previous chapter there was significant different scores before and after the treatment, so the writer concluded that the using of digital storytelling media have significant effect in students' speaking skill at class of experimental than the control class which was not given the treatment. It was evidenced by the results of the existing data, it was the T-obtain in the post-test scores of experimental and control class was 8.563 and the value of Sig. (2- tailed) was 0.00. It means that the T-obtain = 8.563 was higher than T-table in this research was 2.002 with the df (n-2) = (59-2) was 57. Whereas, the value of Sig. (2-tailed) = 0.00 was low than the value of significance level ($\alpha = 0.05$). Therefore, the null hypothesis (Ho) was rejected meanwhile the alternative hypothesis (Ha) was accepted.

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