

DIGITAL STORYTELLING IN SPEAKING CLASS OF VOCATIONAL HIGH SCHOOL

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Abstrak

Tujuan penelitian ini adalah peneliti ingin mengetahui lebih jauh bagaimana teknik Digital Storytelling dapat di implementasikan pada siswa SMA, SMK dan bagaimana teknik tersebut dapat membantu murid untuk meningkatkan berbicara bahasa inggris mereka. Murid dapat menggunakan Digital Storytelling dalam mengasah berbicara mereka di depan kelas dan mengatasi kegugupan mereka. Di hal yang sama metode yang digunakan untuk kepentingan dalam hal penelitian ialah research desain dan subjek nya adalah para pelajar di sekolah SMK kelas 10. Hasil dari berbicara yang penyajiannya dalam bentuk rubrik bicara akan diadakan untuk pengumpulan data. Digital Storytelling sebagai jembatan bagi pelajar untuk memperluas kemampuan mereka dalam kemampuan berbicara mereka. Sejak Digital Storytelling digunakan dalam soal cerita, murid mendapatkan peningkatan berbicara, kosakata baru dan kolaborasi grup antar kelompok. Hasilnya, hal ini dapat membantu murid untuk meningkatkan kemampuan mereka terhadap pembelajaran bahasa inggris.

Kata Kunci: Pelajar, Kosakata, DST.

Abstract

The purpose of this study is that researcher want to find out about how the Digital Storytelling technique can be implemented in high school, vocational school and how the technique can help learners to improve their English speaking. Learners can use Digital Storytelling to enhance their speaking in front of the class and overcome their nervousness. In the same vein, research method used as a minor the method used research design to full fill this research and the subject of participants are the learners of vocational high school student at 10th grade. The speaking result which will be in form of speaking rubric will be conducted to collect the data. The Digital Storytelling as bridge for learners to enlarged their capability to in speaking skill. Since Digital Storytelling is used in narrative, learners get improved speaking, new vocabulary and group collaboration. As a result, it can help them to improve their ability to learn English.

Keywords: Learners, Vocabulary, DST.

INTRODUCTION

In general, there are some skills where these skills can be grouped differently. These are Reading and listening are receptive elements due to they are used in accepting knowledge, in which speaking and writing are productive elements due to they are used for delivering knowledge. Communication always involves the activity of accepting and delivering information, which the process cannot be separated each other (Brown. 1994).

Spoken is an oral speech which requires gigantic attention in learning English. Spoken is difficult than it seems at beginning and it involves more than just pronouncing words. Speaking fluently is part of several important point which should be afforded in spoken. Without fluency, spoken becomes slow and unattractive. Fillmore (1979), as cited in Nation (1989) stated that a person who fluent at this way does not have to stop many times to think of what to say or how to phrase it. Hence, learners of foreign language always encounter ordinary problems related to spoken such as anxiety, mistake and

nervousness. Therefore, they give negative feedback on communication in language which being learned by learners (Tanveer, 2007). At this point, a foreign language learner requires more power exposure beside the conventional way such an authentic material.

English language in south Asia especially in Indonesia becomes more accurate to the goal of education since K13 curriculum has been implemented. Combining both cultures, local aspect and eastern manner of language as well, the curriculum is highly expected to develop character in line with the knowledge of learners. In addition, learner is required to think critically to what happen around and also must have good moral to face the globalization.

The narrative text is the type of text that learners must learn in vocational high school, and it is mostly taught in written form. It sparse for teacher teaches how to make narrative orally. Consequently the learners have no idea to create or speak narrative text. Teacher requires fascinating activity to enlarge learners' creativity in producing a text

orally and give more exposure to use English in spoken. Several vocational high schools have hotel management and service programme which mandatorily require a decent capability to speak English for learners.

In addition, the more efficient and easier in all aspects in teaching and learning process are made by development of technology (Robin, 2008). The technology which has been advanced in 21st century lead to digital era where everything is possible to do. All information, data etc can be accessed quickly, easily and simply. The teaching and learning process often use a new technology. The teacher starts to interject a new way of teaching and using technology. Nowadays, learners are recognize well with technology such as smartphone, computers and internet. Indeed, using digital technology is required.

Moreover, during learning process must be fun and fascinating. The learning ambience must be encouraging the learners to learn. Learners with no idea and motivation can caused obstruction during learning process (Rosas et al, 2003). Thus the researcher use method through Digital Storytelling as alternative strategy to increase learners' spoken skill and also to build up learners' vocabulary. Moreover learning process becomes the best stimulus to increase learners' interest in spoken skill.

The Nature of Speaking

Oral is one of four major skill in learning language. Spoken represents humans' thought and idea. It is an attractive process of which involves receiving and producing information. Human beings communicate each other in daily activity because of human are social beings. Spoken is always related to listening and both are interlaced together in constructing meaning (Brown, 1994).

According to Hughes (2006, 144) Natural languages had existed as speech language before written language in order to interact. Spoken is the main thing which children acquire language, it constitutes the bulk of most people's daily engagement with linguistic activity, and it is the prime motor of language change. It also provides our main data for understanding bilingualism and language contact, since mechanisms like code-switching, code mixing, or borrowing appear in speech earlier and to a larger degree than in writing. For linguistic theory, it is therefore crucial to be able to account for spoken language. While nobody is likely to deny the primacy of speech in principle, linguistic theory does not always take this principle seriously. Formal linguistics has not been too particular about the mode of language it deals with given that it tends to operate with constructed examples, the distinction may not matter after all. Nevertheless, it is to spoken language that theories of language need to turn to in order to get to the roots of language.

Speaking Activities

Teaching spoken major must be taught in attractive activities way. There are many types of classroom speaking activities. Harmer (2001: 348-352) states six classrooms speaking activities. There are from script, communication games, discussion prepared talks, questionnaires, simulation, and role play.

a. Acting from Script

Playing acting script and delivering dialogue are two kind of acting script activity that teacher has to consider to give feedback of teaching and learning spoken. Learners are given the opportunity to play a mini dialogue conversation. The role of the teacher is a facilitator that watches learners' demonstration and criticize their performance during play.

b. Communication Games

The games are designed to support communication among learners. The games made based on the principle of knowledge gap then one learner has to speak up to a partner in order to fix up the puzzle, draw a picture, put a thing in the right order and find the similarities or differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

c. Discussion

Discussion is might the most common used activity in oral skill class. The learners are highly expected to express their real perceptions. According to Harmer (2001:272) discussion range is divided into several stages from highly formal whole-group staged events to informal small-group interactions. First, learners may choose the topic from picture. Secondly, each learner starts to give opinion dealing with the topic. The last is formal debate each learner must be able to prepare the argument which belong to pros and cons. The debate will be started when a learners become a panel speaker who can rehears the audiences' argument.

d. Prepared Talks

The presentation and the learners' topic will be prepared by them in front of the class. These are similar with public speaking role play where their speaking from notes rather than from actual script.

e. Questionnaires

Questionnaires have benefit as they ensure both questionnaire and respondent have something to deliver. Learners can design questionnaires in appropriate issue. As they do so the teacher acts as a resource helping them design the process. The final obtained from questionnaires can be written work or prepared talk.

f. Simulation and Role play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world.

During the implementation of this method, this research will adapt prepared talk to deliver storytelling.

Components of Speaking

Type of the Monolog

According to Basic Competence of English Lesson in BSNP 2013 (There are five types of monologue:

- a. Descriptive monologue: to describe what on students' mind using all their senses. Mostly describe about appearance and personality in specific way.
- b. Recount monologue focuses on the way students explain the chronological event from their experience of particular moment in the past.
- c. Narrative monologue. The purpose of narrative monologue is to emphasize the imaginative thought of students and the way they deliver to audience. It must be entertaining, include a beginning, middle, and end in the narratives to develop the plot and characters.
- d. Procedural monologue: Explain the steps in order to make or perform something
- e. Report monologue: to describe thing in general

Narrative Text

Kind of Narrative Text

There are many types of narrative. They can be fiction, factual or a combination of both.

1. Fable
2. Myth
3. Folklore
4. Legend
5. Mysteries
6. Ballad
7. Personal experience
8. Slice of life
9. Historical narratives

Digital Storytelling

Digital Storytelling is the modern expression of the ancient art of storytelling. (Barrett, 2007). "Digital storytelling combines the art of telling stories with a variety of digital multimedia, such as images, audio, and video. Just about all digital stories bring together some mixture of digital graphics, text, recorded audio narration, video and music to present information on a specific topic." (Robin, 2008)

Storytelling

Both social and activity of sharing story is get in touch with storytelling it also use any improvisation theatrics.

Storytelling has important part, those are plot, character and narrative point of view (Corntassel, 2009).

During the process of developing a design story, there are some existing guidelines on what makes a good story how designer or researcher should improve creating it.

The Implementation of Digital Storytelling

Since the aim of the research was to find out the impact of student speaking when the teacher and student use Digital Storytelling, the next section will focus on the Implementation of DST in classroom, including pre-, post, and whilst activity. Pre activity including brainstorming, storyboard, material searching, creating the digital story, editing. Whilst consists of presentation and post activity consists of evaluation (Smeda et al, 2014).

1. Pre-activity

In pre-activity, the material of narrative text is explained by the teacher. The topic discusses legend from local stories. Next, teacher gives a task to all learners to make one of local legend in Indonesia. They will be in a group of three. They must prepare a few illustrations using the power point presentation which help them telling the story. The presentation will be discussed it in front of the class next meeting after the learners prepare what they need to deliver the results.

2. Whilst

The next day, learners are ready to deliver their result of storytelling using picture they made. Afterward, one group will deliver the presentation. After learner has finished the presentation, the teacher asks to all audience about the moral value of the story they have heard to check their comprehending. Teacher also assess the learner personal performance.

3. Post-activity

The teacher checks the learners comprehending at the end of the lesson and giving conclusion of the learning activity.

The Advantages of Digital Storytelling in Teaching and Learning Process

There are a few types of digital storytelling that can be used for learning media of teaching narrative monologue. However, not all can be used due to digital storytelling also has its own strengths and weaknesses. This media has advantages such as lesson will remain longer because the learning process involved picture and sound which is easily stored in long term memory. As a result the learning process will be fun and fascinating.

On the other hand, it also has weaknesses. Some pictures may have violation, nudity, or adult content some contents may not be appropriate for high school student.

To emphasize the weakness, the teacher should choose the proper topic and avoid inappropriate content by limiting the source. The teacher may check the material of the learners before presenting in front of the class.

Moreover, with general information that has been explained so far, this research has the purpose of explaining more details about:

1. how is the use of Digital Storytelling in teaching speaking Narrative text in vocational high school?
2. how is the students' performance toward the use of Digital storytelling in teaching speaking of narrative text in vocational high school?

METHODS

For clarify the research questions, descriptive research is used as the research design. This research design is chosen because descriptive research concerns with making careful observations and details documentation of a phenomenon of interest (Bhattacharjee, 2012). The data collect is qualitative research because the data are in the form of words, phrases, sentences or pictures instead of number of statistic (Ary et.al. 2010).

There are several research instruments used in qualitative research which can be useful to conduct this observation such as observation sheet and speaking rubric. The speaking result which will be in form of speaking rubric will be conducted to collect the data.

Utami (2016) argues parallels the researcher's idea using a test for the learners is conducted in order to gain further information about their deviation. The test will be given after classifying the data by the researcher. The purpose of classifying the data is to find out the learners' speaking ability after using this method. It is also used to check the pronunciation, grammar, vocabularies, fluency and comprehension that students produced. This instrument is the main process of the study to examine the learners' speaking ability.

The first technique that the researcher used is conducting the observation. The researcher observed teaching learning activity in vocational high school level. The researcher observed the activity in class by sitting at the back of the class.

Second, the second technique in collecting the data is students' work in class. After giving material about speaking narrative monologue in oh legend in Indonesia a week before, the teacher asks the students to come forward to present their monologue. However the researcher will only take 5 samples of student result speaking product. The data analysis is performed after collecting the data.

RESULTS AND DISCUSSIONS

Observation took three days including the last day was conducted for collecting the data. The observation had been held by the researcher for three times on February 13th, February 20th, and February 27th. In this study, the researcher became an observer and used non-participatory observation which means that the researcher did not involve in the action. The researcher recorded and took a note the valuable event in the teaching learning process and the student's speaking performance as well. In those three meetings, the researcher observed the process of applying Digital storytelling as media to teach speaking skill.

The first observation was conducted on February 13th 2019 in Vocational High School at 8.15 AM in X APH class. The teacher entered the classroom while students were sitting neatly and suddenly became quiet. The teacher greeted all the students and prepared to pray. Then the teacher checked the attendance list before started the lesson. The lesson would last 2 period or 150 minutes. The class ended at 10.45 AM. The observation was scheduled every Wednesday on English subject.

The First Observation

Pre-activity

The first observation was conducted on 13th February. The teacher entered the classroom and greeted all students. The leader of the class began the pray. The classroom became quiet and peaceful. Then all students prepared to study. The teacher checked the students' attendance and notice some of students are absent.

In the beginning of the topic, the teacher asked the students about related story from famous Indonesian legend. The students were familiar with some "Legenda dan Cerita rakyat" and they could mention some of them. The situation can be illustrated in the following dialogues:

Teacher : "Today, we would like to discuss about Legend. Are you familiar with *Asal usul kota Surabaya*?"

Students : "Yes, sir".

Student A : "*Ceritanya tentang pertarungan antara Shark and crocodile.*"

Teacher : "That's correct. It's about the fight between shark named *Sura* and crocodile named *Baya*. Now, mention some examples of legend that you know!"

Student D : "*Gak mudeng artinya Pak..Pak. Pake bahasa Indonesia saja.*"

Students : "*Iya pak*"

Teacher : "*Baik. Namun saya juga menggunakan bahasa Inggris untuk memberikan kalian exposure language agar kalian terbiasa menggunakan berbahasa Inggris.*"

Students : "*Baik Pak.*"

Teacher : “Sebutkan beberapa legenda yang kamu tahu!”

Students : “Toba Lake, Malin Kundang, Sangkuriang...eh Tangkuban Perahu, Legend of Tuban, Asal Usul Pulau Bali.”

After giving warming up activity to stimulate their background knowledge, teacher started to explain more about legend around the world. Students were so excited because the topic was so entertaining.

Whilst

In this section, the teacher gave deeper explanation about the Legend. By using PowerPoint presentation, teacher delivered explanation about this kind of narrative text. The teacher explained the function, generic structure, and language feature of the narrative text. The followings are dialogues taken from 1st day of observation.

Teacher : “Before we read a story on next slide, I’d like to ask you about the Legend. Do you think Legend and narrative text are the same? *Apakah legenda dan narrative itu sama?*”

Students : “Same, Sir.”

Teacher : “If you say so, what is the function of Narrative text Legend?”

The teacher then randomly chose a student to answer it. The teacher wanted to make sure if all students already got it from previous grade (Junior High School). The teacher tried to recall their memory by asking some questions related to narrative text.

Student B : “Emm ...”

Student K : “To entertain the readers, Pak.”

Teacher : “That’s right. The purpose of the text is to entertain/ to amuse the readers. How about the generic structure? *Ada yang masih ingat?*”

Students : “Orientation, complication, resolution, re-orientation.”

Teacher : “Excellent.”

After some quick questions, the students watched video that contain series picture of Candi Sewu. The media used in presenting Candi Sewu story was Digital Storytelling. The teacher demonstrated the way of delivering digital storytelling in front of class. All the students listened carefully. After that, there were some exercises related to the story. Then, exercises were discussed together.

Teacher : “Okay, class. Now let’s discuss about the story of Candi Sewu. What do you think about it? What is it about?”

Students : “Ceritanya tentang pangeran Bondowoso yang ingin menikahi Roro Jonggrang namun kandas karena permintaan yang susah.”

Teacher : “Which part is the orientation on Candi Sewu story?”

Student A : “Once upon time, a prince named Bondowoso was falling in love with Roro Jonggrang.”

Teacher : “Then which part is the complication?”

Student C : “Roro Jonggrang requested to the conqueror to prove his strength by built thousand temples in a single night.”

Teacher : “Kemudian mana bagian yang menunjukan Resolution?”

Student D : “In anger at his failure to be able to marry Roro Jonggrang, he applied a curse on the Princess which turned her into stone.”

Teacher : “What is the moral value of the story?”

Student A : “Don’t be a gold-digger.”

Student B : “Don’t ever attempt to lie because a lie is always revealed.”

Teacher : “Well-done, class. *Sepertinya semua sudah paham tentang Generic structure dari Legend.*

Post-Activity

After the topic of Narrative text legend was explained, the teacher gave an opportunity to ask about topic today and also reviewed the teaching and learning process. The teacher gave positive feedback to students to motivate them in learning English. The teacher also suggested the students to practice their speaking performance because it might be useful for their future in Hotel service.

The teacher greeted the students and left the class after closing the class today. The class ended at 10.45 AM. Students were ready for next week meeting.

The Second Observation

Pre-Activity

The second observation was conducted on Wednesday 20th February. Class was started as usual at 08.15 AM. The classroom condition was crowded and noisy before the teacher came to the class. Then the teacher came to the class and greeted the students. The leader of the class begun the pray. After that, the teacher took their attendance and begun the lesson. The teacher asked the previous lesson he did last meeting. Most of all remembered the previous lesson. The situation can be illustrated below:

Teacher : “Well, in last meeting, we already discussed about generic structure, language feature, and social function of narrative text legend. *Ada yang masih ingat apa saja generic structurenya?*”

Students : “Masih sir. Orientation, complication, resolution, re-orientation.”

Teacher : “Alright, what’s the language feature of the text?”

Student B : “Menggunakan simple past tense atau verb 2, Using time signal Sir, *pakek* once upon time, long time ago, one day.”

Teacher : “Kalau social function dari narrative text apa? *Ada yang tahu?*”

Student H : “To amuse the reader, Sir.”

Teacher : “Okay, everyone here understands the previous topic so well. Now, let’s do a group assignment.”

Whilst

The teacher gave a group assignment. The students were ordered to make a group of 6 students. The total number of students in this classroom was 30 students. The students were free to make their group based on their row of seat. They are ordered to tell a Legend story origin from Indonesia. The students had to use digital storytelling to deliver the presentation and demonstrated it in front of the classroom. The teacher explained how to implement a digital story telling clearly.

Student : “*Tugas kelompoknya apa, Sir?*”

Teacher : “Last meeting, we used a medium to present the Legend story. Today, I’d like to introduce to all of you a Digital Storytelling. It may contain of series picture, graph, video, and perhaps you can add some audio on it to help you deliver a storytelling. It will emphasize the atmosphere so audience will get better experience in enjoying a storytelling.”

Students : “*Jadi kita bercerita sambil ada backgroundnya gitu, Sir?*”

Teacher : “That’s right. You need series of pictures that represent the story like setting or visual of it. You can add audio either.”

Students : “Ok, Sir.”

Teacher : “Is there any question?”

Student : “*Apakah boleh bawa script, Sir.*”

Teacher : “It’s okay *klo masih belum hafal.*”

The discussion took more than an hour. Then learners asked the teacher to continue the assignment next meeting because it was running out of time. Then, the teacher decided to make the group assignment as homework. However the all groups have to present their work next week. All the learners agreed with it.

Post-Activity

In the post teaching activity, the teacher gave an opportunity to ask everything about topic today. A few learners asked whether it will be scored or not. Then, the teacher replied that the performances would be assessed next week and it would be recorded. Some of them are surprised because it will be their first performance in front of camera. The teacher closed the meeting that day by praying and saying good bye to end the meeting that day. And teacher left the class at 10.45 AM.

Third Observation

Pre-Activity

The third observation was conducted on Wednesday 27th February. This would be the last day of the observation. Class was started as usual at 08.15 AM. The classroom condition was crowded before the teacher came to the class. Then the teacher came to the class and greeted the

students. The leader of the class begun the pray. After that, the teacher took their attendance and begun the lesson. The teacher asked the previous assignment they did last meeting. Most of all were ready for presentation. The situation can be illustrated in dialogues below:

Teacher : “Okay class, who’s ready for presentation?”

Students : “No Sir. *Masih gugup, Sir.*”

Teacher : “It’s okay. Be brave. *Kalo salah gak dihukum kok.*”

Group 3 : “*Kita siap maju Mister.*”

Teacher : “Okay, *yang maju duluan dapat nilai +.*”

Whilst

Next, the teacher made a lottery to decide the in order of group presentation. And, the leader of each group picked a scroll from the lottery. The number shown on the scroll would be the order of perform. After all, the groups submitted their work in the operator on teacher desk. The teacher took a place among the audiences. Some of the students were busy with their work but some of them listened carefully. The entire group presented their work very well although most of them still need aid in form of small notes.

After the last group performed their work, the teacher moved to his desk and asked the them to get back to their seat. The teacher gave some review on their performance.

Post-Activity

In the post teaching activity, the teacher gave some feedback for their lesson today. Most of students were glad because they got new experience and knowledge to try a new way of delivering storytelling. The teacher also gave an opportunity to ask everything about this topic today. The teacher closed the meeting that day by praying and said good bye to end the meeting that day. Then the teacher left the class at 10.45 AM.

The students’ Speaking Performance during the Use of Digital Storytelling

The researcher described the students’ speaking performance through student speaking product to answer the second research question that is about students’ speaking performance toward the use of Digital storytelling. Modified speaking rubric by Lauri Secker is used in this research to evaluate the student’s speaking performance, there are some aspects used in this rubric: grammar, vocabulary, fluency, pronunciation, gesture, group collaboration, and voice. However, the transcripts from each group were made by the researcher as data presentation before scoring the data.

The Result of the Students' speaking performance.

The result of the observation was collected that included students' speaking performance after implementing this method on Wednesday 27th February. The topic was about Narrative text Legend. Later on, some aspects were used to assess the learners' performance. The followings were the description of students' performance. The data would be used by the researcher to analyse the student result. The underline words indicated a pronunciation error and the grammatical error would be typed as bold.

Prambanan

In ancient there was a princess named Roro Jonggrang, the daughter of a king named Prabu Baka. In ancient there was a prince named Bandung Bondowoso came who wanted to fight the king. When midnight the work was almost a finished. Roro Jonggrang who saw the work of Bandung Bondowoso almost finished started to get scared and find a way to thwart the making of the temples. All the ladies in the palace and started hitting the mortar so the chicken crowed indicating it was morning. The chicken crowed indicating it was morning. Bandung Bondowoso, which just completed 999 temples, stopped and felt like a failure. But soon he learned that Roro Jonggrang had tricked him because it wasn't yet morning. The unstoppable anger by Bandung Bondowoso finally condemned the princess to become a temple. So that the complete 1000 temples requested by Roro Jonggrang and she became the thousand temples. This is Candi Prambanan. Hindu temple in Yogyakarta.

Group 1 performance during implementing DST was mostly good. Some of the members cover up the other weaknesses by correcting the mistakes. Although some of members look nervous at the beginning of the performance, they manage to finish their performance till the end.

a. Grammar

The students' performance result from grammar point of view was good. However some students from the group had certain difficulty.

b. Vocabulary

The students' performance result from vocabulary point of view was excellent. The vocabulary they use is varies end rich. From the passage.

c. Fluency

The learners' performance result from fluency was good. Some others did not confident due to have problem with their self-confidence.

d. Pronunciation

The learners' performance result from pronunciation point of view was good enough. Some learners have difficulty in pronouncing certain words in the passage.

e. Gesture

Gesture that used by student was shown to be in a form of facial gesture.

f. Group Collaboration

The learners were very supportive and helped others. Also covered up the weaknesses each other. They supported other groups.

g. Voice

The voice is strong and clear. Most of group member has louder voice. There a few students have weak sound but clear voice. Even though the classroom is a bit noisy, the researcher could still hear the voice.

The History of Bawang Merah & Bawang Putih

Once upon a time there was a happy family. Their daughter was so beautiful and had a kind heart with name bawang putih. But someday, her mother was sick and passed away. Her father was married again with the widow had one daughter with name bawang merah. Her stepmother and stepsister was cruel. One day, bawang merah would to wash the clothes in the river. And one of her clothes, washed away. After she back to home, her stepmother asked bawang putih to find the cloth. In the river bawang putih met the grandma, and she said "what are you searching about?". Bawang putih was tell what happen. The grandma want to bawang putih stayed in her home. Bawang putih was a diligent girl, she do anything. Grandma like her and give her a pumpkin and finally, bawang putih back to home and cut it. She was shock, because she saw jewelry and gold in the pumpkin. When her stepmother and stepsister saw it, the stepmother asked bawang merah to visit the grandma's home. When grandma asked her to clean the house, bawang merah was so lazy. And bawang merah get big pumpkin and go home without say thank you. When they cut the pumpkin, there was snake, scorpion in the pumpkin. The dangerous animal bite them. And finally the stepmother and stepsister was dead.

Group 2 was performing well during implementing DST was good. Some of the members were shy and anxious to cover up the other weaknesses by correcting the mistakes. Although some of members look calm at the beginning of the performance, they manage to finish their performance till the end.

a. Grammar

The students' performance result from grammar point of view was good. However some students from the group had certain difficulty.

b. Vocabulary

The learners' performance result was fair good. The learners' vocabulary was not rich at all. However, they could still deliver the passage by using common words.

c. Fluency

The learners' performance result from fluency was good. Some others did not confident due to have problem with their self-confidence.

d. Pronunciation

The learners' performance result from pronunciation point of view was bad. Some learners have difficulty in pronouncing certain words in the passage. However, they could still repeat the wrong pronunciation many times.

e. Gesture

Gesture that used by student was shown to be in a form of facial gesture.

f. Group Collaboration

The learners were very supportive and helped others. Also covered up the weaknesses each other. They supported other groups.

g. Voice

The voice is low and have no power. Most of group member a little bit shy and anxious. There a few students have weak sound but clear voice. Even though the classroom is a bit noisy, the researcher could still hear the voice.

Golden cucumber

Once upon a time, lived an old woman. She lived by herself because her husband had long passed away and she had no children. Every day, she prayed so God would give her a child. Knowing that, the giant gave her a cucumber seed. The giant said, it will be a baby. But the giant give a seed in one condition. She must give her back when she was six years old. The old woman plan the seed near her house. It grew to become cucumber tree and a golden cucumber appeared from it pod. She cut the golden cucumber and brought it home. A baby from golden cucumber grew into lovely and beautiful girl. She was also smart and kind. The old woman named her Timun mas (Golden cucumber).

The old woman remembered about the giant condition. So when golden cucumber turned sixteen years old, the old woman told her to run into the jungle with bag of salt. The giant came to the old woman house and ask for her meal. The old woman refused to

tell the golden cucumber whereabouts. The giant ran to jungle with his hunger.

Golden cucumber scattered the salt and suddenly change a field into a giant pit with hot mud. The hungry giant slipped and fell into giant pit till he was drowning. Finally golden cucumber was safe and lived happily with old woman.

Group 3 was performing moderate during implementing DST. Some of the members were did not know and anxious to help up and correct the mistakes. Although some of members look calm at the beginning of the performance, they sometimes heading of nowhere.

a. Grammar

The students' performance result from grammar point of view was good. However some students from the group had certain difficulty.

b. Vocabulary

The learners' performance result was fair good. The learners' vocabulary was not rich at all. However, they could still deliver the passage by using common words.

c. Fluency

The learners' performance result from fluency was under level. Some others did not confident due to have problem with their nervousness.

d. Pronunciation

The learners' performance result from pronunciation point of view was under level. Some learners have difficulty in pronouncing certain words in the passage. They could still repeat the wrong pronunciation twice.

e. Gesture

Gesture that used by student was shown to be in a form of facial gesture.

f. Group Collaboration

The learners were very supportive and helped others. Also covered up the weaknesses each other. They supported other groups.

g. Voice

The voice of 3rd group was low and trembling. Most of group member a little bit shy and anxious. There many learners have weak sound but clear voice. Even though the classroom is a bit noisy, the researcher could still hear the voice.

CONCLUSION

Based on the results and discussion, it can be confirmed that Digital Storytelling in Speaking Class strategy used to help out learners speaking went well due to the each of

learner help out, covered up and supported each other. Thus, the teacher utilized this method to assist learners in comprehending the Digital Storytelling in Speaking and gaining confidence in classroom.

As a result, the learners can develop their speaking skills. They improved their speaking skills by using this technique to explain historical buildings and famous tourist spots.

Based on the results of this study, the researcher wishes to make suggestions to high school teachers, particularly English teachers, and other researchers or future researchers. English teachers can use the Digital Storytelling in Speaking strategy to help learners increase their speaking skills. Rather than using traditional teaching methods, the teacher could suggest using Digital Storytelling to allow the learners to learn the narrative text. Learners can learn how to organize before going to describe something specifics by using this strategy. Furthermore, by implementing this, learners can enlarged the skill as often as needed to ensure their speaking is satisfactory.

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