

THE USE OF DIGITAL STORYTELLING TO ENHANCE THE STUDENTS' SPEAKING ABILITY

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Abstrak

Tujuan dari penelitian ini yakni mengidentifikasi apakah penerapan digital storytelling bisa menunjang kemampuan berbicara siswa pada pembelajaran bahasa Inggris. Penelitian ini mengaplikasikan metode deskriptif kuantitatif dari control group design pretest dan pascates bagi siswa dari salah satu SMP Swasta di Surabaya, Indonesia. Sebanyak 40 siswa yang dibagi rata pada kelompok kontrol dan kelompok eksperimen dilibatkan pada penelitian ini. Siswa yang bergabung dalam kelompok eksperimen diberikan perlakuan pola pengajaran bahasa Inggris dengan menerapkan digital storytelling sedangkan siswa yang tergabung dalam kelompok kontrol tidak diberikan perlakuan tersebut. Instrumen yang digunakan untuk mengumpulkan data adalah tes berbicara dan dianalisis dengan analisis deskriptif. Pada hasil analisa statistika terhadap skor pretest dan pascates yang dilakukan kepada kedua kelompok siswa tersebut mengindikasikan bahwasannya ditemukan perbedaan yang signifikan pada hasil pascates keduanya. Nilai rata-rata kelompok siswa yang tidak diberikan perlakuan hanya meningkat 17.02% sedangkan kelompok siswa yang mendapatkan perlakuan meningkat 26.79%. Hasil uji t sampel independen dengan metode Mann-Whitney pada taraf signifikansi 95% ($\alpha = 0.05$) juga menunjukkan bahwa nilai t hitung $109.500 < t$ tabel 127.000 dan nilai p senilai $0.009 < 0.05$. Ini mengindikasikan bahwasannya ditemukan perbedaan hasil pascates yang signifikan antara kelompok yang diberikan perlakuan storytelling digital dan kelompok yang tidak diberikan perlakuan tersebut, sehingga dapat dikatakan bahwa penggunaan digital storytelling mampu menunjang kemampuan berbicara siswa dalam pembelajaran Bahasa Inggris.

Kata Kunci: kemampuan berbicara, Bahasa Inggris, digital storytelling, siswa.

Abstract

This study aimed to identify whether digital storytelling can enhance students' speaking ability in learning English. The research was conducted using a descriptive quantitative method of the pre-test and post-test control group design for 8th-grade junior high school students at one of the private Junior High Schools in Surabaya, Indonesia. A total of 40 students divided equally into the control and experimental groups participated in this study. Students included in the experimental group were given treatment by learning English using digital storytelling, while students in the control group are not given this treatment. The instrument used to collect the data are speaking test and analyzed with descriptive analysis. The results of statistical analysis of the pre-test and post-test scores conducted on the two groups of students indicate a significant difference in the post-test results of the two groups. The average score of the group of students who were not given treatment only increased by 17.02%, while the group of students who received treatment increased by 26.79%. The independent samples t test results using the Mann-Whitney method at a significance level of 95% ($\alpha = 0.05$) also showed that the t value was $109.500 < t$ table 127.000 and the p-value was $0.009 < 0.05$. This means that there is a significant difference in post-test results between the group that was given the treatment of digital storytelling and the group that was not given the treatment, thereby the researcher can conclude that digital storytelling can enhance students' speaking ability in learning English.

Keywords: speaking ability, English language, digital storytelling, students.

INTRODUCTION

In the social community, speaking is the earliest activity to interact with other people. Moreover, a person's success in

a learning a language is from their ability to speak. According to Harmer in Putra (2017), besides needing knowledge about language features, speaking fluently also requires the ability to process information and the language itself. Thereafter, someone's ability to make social contact

is determined by their ability to communicate. That means speaking is completely important to meet all human needs (Holmes, 2001). Some argue that speaking is a representation of language since it might indicate overall English proficiency. Shaimaa (2006) stated that when someone can talk fluently in English, they are considered proficient. One way to measure one's English speaking proficiency is by assessment. Direct tests are one of the most prevalent spoken assessment methods used in foreign language learning. They evaluate students' speaking ability in real-life situations, such as interviews with semi structured or structured engagement (Ginther, 2012). Heaton (1990) has created a rubric to assess how fluent a person is in speaking English such as from pronunciation, fluency, and also understanding. Heaton (1990) gives a range of values from 41 to 90 where 41-50 is moderate, 51-60 is fair, 61-70 is good, 71-80 is very good, and 81-90 is excellent.

The need to boost speaking skills will bring many benefits to English learning process, particularly when it comes to speaking abilities. Nonetheless, English is one of the hardest foreign languages to speak by beginners. There are several reasons underlying the difficulties experienced by students in speaking, namely, lack of engaging teaching methods that can encourage them to speak, lack of ideas to share, lack of opportunity to speak, and lack of vocabulary to explain the idea (Juhana, 2012). In addition, as a country that uses English as a foreign language, English is only used when English subject are taught. This, of course, makes the time that students use to speak in English is very limited. Speaking English fluently is very challenging in this country. Indonesia ranks 34th out of 44 countries in terms of English proficiency, according to world education institutions EF English First. Those are countries where English is spoken as a foreign language (Mulyadi, 2011).

One of the fundamental materials to be taught in the Indonesian curriculum is how to produce descriptive text. It is, nevertheless, a difficult experience for teachers to overcome. Indonesian students have a tendency to be concerned by looking for ideas, utilizing accurate and appropriate vocabularies relevant to the items they want to describe, as well as the cultural limits of language use, grammatical styles, including idiomatic expressions. (Novarian, Sumardi & Tarjana, 2018, Inayah & Nanda, 2016). It is obvious that teaching writing of descriptive text to students is problematic and challenging as well. Let alone students have to story tell it in front of the audience.

Research study that was done by Mulyadi (2011) indicate some conditions that are still unsatisfactory for

students' speaking skills. During the learning cycle, a lot of learners were unmotivated to bear their speech in classroom events. When they had to speak, the students appeared hesitant to express their ideas (Faulin & Sofendi, 2014). Looking at those difficulties, it is crucial to use the right method to get the students involved in the speaking exercise and have them create a discussion around the topic they have been given. In addition, it appears to be critical to provide engaging material, such as digital media, that is familiar to students as learners so that they could easily access English learning materials (Zuana, 2018 and Kurniawan, 2021).

Storytelling is rearranging stories that having been written about or heard about by storytellers, and retold according to the storyteller's interpretation using the storyteller's own words. Zaro and Saberri (2013) asserts that storytelling is an activity that includes interaction between the audience and the narrator, or at the certain level between a person and the listener, while Safdarian in Zuhriyah (2017) defined storytelling as the students' way of recounting stories in a dissimilar word structure after the teacher tells the stories.

Theoretically, in the classroom, one of the methods to boost language skill also learn a new language is toward storytelling. Preparing the learners involved in speaking exercises is an important practice (Somdee and Suppasetseree, 2012). This is a great verbal exercise to support learners envision and developing plots while also developing their speaking skills (Reinders, 2011). Akhyak and Indramawan (2013) agree with this statement by proving that storytelling does have a major impact on increasing learners' desire to speak. In addition, certain language skills can be combined with the use of storytelling technique (Atta-Alla, 2012). To storytellers it teaches them to use their language creatively to engage the imagination of the audience, whilst they must relate the story with their experiences imaginatively to audience.

Storytelling is something that quite interesting for younger children. However, combining technology with storytelling will make a fairly effective media for teaching among young people. Therefore, instrument selected in this study is "digital storytelling" which is believed to have a positive impact on improving students' learning and speaking skill. Digital storytelling described as the antique art that combines images, music, narration, and sound into a powerful creation (Bernajean, 2004). Brown (2005) stated that digital storytelling has become a stimulating instrument for student and teacher in the classroom. Ohler

(2007) supported this claim by proving that digital storytelling has gained a lot of traction as a new medium utilized in the classroom. Ellis (2005) has pointed out that technology has influenced student relationships and how they interact with one another ultimately affecting learning opportunities in the classroom. Technology advancements must be put to good use in an education field. One of the best technology developments which is helpful in education field is digital storytelling. Digital storytelling has been shown to motivate, engage, and interest learners in the learning process. (Davis, 2004). This is because Burmark (2004) discovered that combining visual graphics with textual material might boost and speed up students' comprehension.

Digital storytelling is a narrated filmmaking technique created by Lambert and Atchley in San Francisco in the mid-1990s. It mixes self-reflective story-writing with cutting-edge digital and multimedia tools (Lambert, 2013). Individuals can use still or moving photos, sound, and narrative voice to tell their personal tales from various perspectives. Digital stories are audiovisual works that include personal photos and the voices of the creators, who take part in a lengthy creative process. The method's most major benefit is that creators can effectively convey their life stories, unique situations, or views to other people (Lanszki, 2016, 2017). Since there are a lot of the advantages that Lanszki (2016) mentioned, therefore digital storytelling can be used by students in the learning process such as narrative text, descriptive text, and others.

Some educational research has been done on storytelling, such as Agustina (2015), Atta-Alla (2012) & Ono (2014). Those research studies attempted to use storytelling to boost EFL students' speaking abilities and language skills. Some research projects, however, have considered storytelling as a primary goal. These research initiatives aimed to incorporate storytelling as the tool to develop the language competencies of the English learners. However, most of the previous studies done by Atta-Alla (2012), Agustina (2015), & Ono (2014) only used storytelling as a media for speaking. Along with it, none of these research addresses digital storytelling which may boost the speaking skills of middle school students. That research was mainly studied at higher level of education whereas students at low-level education also faces similar problems. Therefore, media is needed to support and boost students' speaking ability. Considering all the advantages of using digital storytelling such as increasing students' motivation to speak, teachers can

utilize digital storytelling as a learning medium to boost students' speaking skills. Hence, this study aims to determine whether students guided using digital storytelling achieve better speaking ability than those not guided by digital storytelling.

METHOD

This study used a quantitative method. Creswell (2003) asserts that the quantitative research method was a method that involves data collection that is generally numerical, and the researcher inclines to utilize mathematical models as the data analysis method. Creswell (2003) also stated that quantitative research includes collecting data so that information may be evaluated and statistically treated to support or disprove "alternative knowledge claims". In this study, the researcher conducted quasi experimental research to determine the effect of utilizing digital storytelling in improving students' speaking ability. The experimental design used a randomized control group pre-test-post-test design. The experiment subjects were measured before and after the treatment was administered. The goal was to compare the subjects between control group and experiment group, as shown in Figure 1 below.

Pretest Treatment Posttest

Experiment group	T1-----X-----T2
Control group	T3-----T4

Figure 1. Pretest-posttest control group design

The study participants were 8th-grade middle school students in SMP Muhammadiyah 9 Surabaya, located in Surabaya, Indonesia. The participants consisted of 40 students from 8A and 8B class. Participants were chosen randomly by the teacher. This research used the descriptive text material of semester II in 8th grade. The descriptive text material was chosen because telling story about family was the main activity in this research.

The research instruments utilized in this study was document analysis and data collection from the participants' pre-test and post-test scores. Its scores were taken based on the speaking rubric adopted by Heaton (1990) which intended to answer the research question regarding whether students guided by digital storytelling achieve superior speaking ability than those not guided by digital storytelling.

In the second week, the activity was done in 45 minutes, but in 3 consecutive days. Activities in the third week have the same duration as the first week, 60 to 90 minutes. Before the researcher started to research the subjects, the researcher

asked other people in the education field, in this case the teacher to ensure the validity of the test. This activity was done to fulfill the principle of constructing a test.

The research process was divided into three main parts: pre-test, treatment/teaching, and post-test.

Meeting	Experimental Group	Control group
Pre-Test	Both groups were given the same speaking task on the same topic: family. The questions topics for the speaking test were taken from IETLS speaking test. For instance, 1) How many people are there in your family? 2) Who is your favorite member within your family? 3) Do you have a large extended family? 4) What activities do you like doing with your family? 5) How important is family to you? Finally, the answers and the scores were analyzed and calculated using Heaton (1990) speaking assessment and scores rubric.	
Pre-Treatment	In a span of a week, on the first day, the researcher gave material to both groups on how to do storytelling correctly, that is by 1) determining the backstory or main story 2) making an outline and developing the story 3) re-checking and revising until satisfied 4) story tell your work.	
Treatment	The treatment on the second day given by the researcher was about the use of PowerPoint to help facilitate storytelling. The researcher also demonstrated how to do storytelling with the help of PowerPoint. Then, since almost all of the samples already understand how to make PowerPoint, the researcher only gave few tutorials to use PowerPoint. The activities on the third day were making the PowerPoint slides. These activities	Students in the control class did not get treatment from the researcher. Instead, students in the control group got material about descriptive text from the teacher. Students are taught the purpose, structure, characteristics, and examples of descriptive text. At the end of the meeting, students were also asked to make a simple descriptive text

	were done to see students' understanding of the material given by the researcher on the second day. Making the PowerPoint slides was done in 30 minutes. 15 minutes of the remaining time was used to demonstrate the PowerPoint slides by two students. The two students were chosen randomly, and the given theme was different from the test.	which was then collected to the teacher.
Post-test	The post-test was conducted next week with similar systems as the pre-test. Consequently, the topic alongside the speaking assessment and scores rubric are not different, allowing the researcher to analyze the students' speaking skill improvement.	

Two groups were examined, and when conducting the test, the students were not limited to restriction of maximum or minimum time. The speaking accuracy and fluency assessment and score rubrics were adopted from Heaton (1990) speaking rubric.

After the data collection was done and completed, the Shapiro-Wilk method was applied for the normality test, as shown in Table 1 below. The normality test results showed that the significance values were 0.132 for pre-test and 0.010 for post-test. Since the significance (p-value) of the post-test results was less than 0.05, it can be said that the sample was not normally distributed so that Mann-Whitney nonparametric method will be applied for independent samples t-test. Homogeneity of variances test in Table 3 showed that p-values for pre-test and post-test were 0.597 and 0.974, respectively. This indicates that the significance level ≥ 0.05 so it can be concluded that the data is homogeneous.

Table 1. Normality test (Shapiro-Wilk)

	W	Sig. (2-tailed)
Pre-test	0.957	0.132
Post-test	0.923	0.010

Table 2. Homogeneity test (Levene's)

	F	Sig. (2-tailed)
Pre-test	0.284	0.597
Post-test	0.001	0.974

Table 3. Independent samples t-test (Mann-Whitney)

	t	Sig. (2-tailed)
Pre-test	157.500	0.236
Post-test	109.500	0.009

Independent samples t-test using the Mann-Whitney method was applied to determine the difference between the results of the control and experimental groups. According to the independent samples t-test in Table 4, the pre-test of the control group and experimental groups, the t-value was 157.500 with a significance level (p-value) of $0.236 > 0.05$. It can be seen that there is no significant difference between the pre-test results of the control group and experimental group, so both groups are equal before treatment. After the normality test was done, the data was analyzed by using the statistical analysis software SPSS for Windows. Descriptive analysis was utilized to determine the significance of the pre-test and the post-test data, while t-test analysis was utilized to prove the study's hypotheses with a significant value of 95% (0.05). The null hypothesis (H0) is "there is no significant difference between control group and experiment group," and the alternative hypothesis (H1) is "there is significant difference between control group and experiment group". Where the criteria are:

H0 accepted, H1 rejected if $t\text{-value} \geq t\text{-table}$, $p\text{-value} \geq 0.05$
H0 rejected, H1 accepted if $t\text{-value} < t\text{-table}$, $p\text{-value} < 0.05$

To count the effect size from the t-test, cohen's d effect size formula was applied in this research. there is some interpretation or effect size range of each result to see whether the effect size is large, medium, small, or trivial. the cohen's d interpretation or effect size range are as follow:

Table 4. Effect size range (Cohen's d)

Cohen's d effect size	Interpretation
$d = .0\text{--}.19$	Trivial Effect
$d = .20$	Small Effect
$d = .50$	Medium Effect
$d = .80$ or higher	Large Effect

RESULTS AND DISCUSSION

Results

The descriptive analysis of the pre-test-post-test scores of the participants divided into the control and experimental groups is portrayed in Table 5 below.

Table 5. Descriptive statistics

	Group	Pretest	Posttest
N	Control	20	20
	Experiment	20	20
Mean	Control	2.35	2.75
	Experiment	2.80	3.55
Std. Error Mean	Control	0.221	0.190
	Experiment	0.258	0.198
Median	Control	2.00	3.00
	Experiment	3.00	3.00
Std. Dev.	Control	0.988	0.851
	Experiment	1.15	0.887
Variance	Control	0.976	0.724
	Experiment	1.33	0.787
Minimum	Control	1.00	1.00
	Experiment	1.00	2.00
Maximum	Control	4.00	4.00
	Experiment	5.00	6.00

It is known that all 40 participants in the control and experimental groups had higher scores in the post-test than pre-test. In the pre-test, the minimum score for the control group was 1.00, and the maximum was 4.00 with the mean of 2.35, while the minimum score for the experimental group was 1.00 and the maximum was 5.00 with the mean of 2.80. In the post-test, the control group's minimum score was 1.00, and the maximum was 4.00, but the mean score increased to 2.75 (+0.40; 17.02%). Meanwhile, the minimum score for the experimental group was 2.00 and the maximum was 6.00 with the increased mean of 3.55 (+0.75; 26.79%). In general, there is a substantial increase in the mean value of the experimental group compared to the control group which indicates that the storytelling method increases the students' speaking ability.

The post-test results of the control group and experimental group, on the other hand, obtained a t-value of 109.500 while t-table ($\alpha = 0.05$) for $N1$ (control group) = $N2$ (experimental group) = 20 is 127.000 with a significance level (p-value) of 0.009, so that the hypothesis H0 is rejected and H1 is accepted ($t\text{-value} < 127.000$; $p\text{-value} < 0.05$). It can be concluded that there is a substantial difference between the post-test of the control and the experimental

groups, which means that the storytelling method as a treatment for the experimental group is effective in improving students' speaking skills.

The following formula is used to determine the effect of the application of digital storytelling learning on the results of students' speaking skills, it can be determined by using the effect size calculation to determine the magnitude of the effect. Effect size is a measure of the magnitude of the effect of a variable on other variables, the magnitude of the difference and the relationship, which is free from the influence of the size of the sample. To calculate the effect size on the t-test, Cohen's formula is used as follows:

$$d = \frac{M2 - M1}{SD_{pooled}}$$

Where:

$$SD_{pooled} = \sqrt{\frac{(SD1^2 + SD2^2)}{2}}$$

From the data in Table 1, the mean of the control group is 2.75 while the mean of the experimental group is 3.55. sd_{pooled} value after calculated is 0.869186. The result of calculating the effect size using Cohen's formula is $(3.55 - 2.75) 0.869186 = 0.920401$. Judging from Cohen's effect size range, since the result is 0.9 it can be concluded that the effect size of this data is large.

Discussion

Since the t-value is less than the t-table with the p-value is less than 0.05 (significance level 95%) for 20 participants in the control and experiment groups, respectively, the alternative hypothesis (H1) is accepted. It can be said that learning English through digital storytelling can enhance the English speaking ability of the 20 junior high school students of SMP Muhammadiyah 9 Surabaya as the experimental group's participants of the study.

The positive effect of the usage of digital storytelling in learning English to boost students' speaking ability is in line with several previous research conducted by Atta-Alla (2012), Somdee & Suppasetseree (2012), Zuana (2018), Wahyuni, Sujoko & Sarosa (2018) and Kurniawan (2021) since digital storytelling and storytelling have been proven effective to enhance the students' speaking ability. However, students at each grade require a different approach to teaching methods, including how students grasp what is conveyed through digital storytelling (Smeda et al, 2014). This does not reduce the benefits of digital storytelling itself in improving students' speaking ability in learning English.

Considering the significant difference seen in the post-

test result between the control group and the experiment group further signified the argument proposed by Somdee & Suppasetseree (2012), who believe that preparation conducted for the learners before speaking exercises is a crucial element. Furthermore, the researcher focuses in preparing the learners with digital story-telling presented with the help of PowerPoint presentation. The use of this practice, which resulted in significant improvement in students' speaking ability, is aligned with the argument stated by Reinders (2011), who believe that storytelling, which is a prominent verbal practice, supports the students' visualization, plot-construction, and speaking skill. Furthermore, it is important to note that the enhancement in speaking ability found by this research partly because the significant influence storytelling has on strengthening the motivation of learners to talk as mentioned by Akhyak & Indramawan (2013). Motivation is a vital issue in speaking practice, in which the learners became unconfident when expression their thought into words (Faulin & Sofendi, 2014).

From the research, it can be concluded that the post-test results indicated a substantial difference between the two groups. The experimental group's score statistically showed that digital storytelling media could be altered to enhance students' speaking ability and motivate them in a speaking activity. However, apart from advantages, digital storytelling also has disadvantages. Students need a long time to figure out the main topic and make the PowerPoint. The process before students could do the Storytelling was quite long and complicated.

CONCLUSION

This research presents an empirical study investigating how digital storytelling, can facilitate junior high school students and teachers in descriptive text material. It emerges that digital storytelling seems a promising way for supporting lesson in class. In this sense, a digital tool, such as digital storytelling, can help to support this practice, being engaging, easy to use, fully educational while considering the collaboration aspect. Our findings, in fact, support the use digital storytelling, for enhancing students' speaking ability. After being given digital storytelling treatment, the increase in students' speaking ability can be seen in the mean post-test value, which is much higher than the pre-test value. Furthermore, statistical test results also indicated a substantial increase in the post-test results of the experimental group compared to the control group.

Suggestion

Although the study results indicate a positive effect from digital storytelling in teaching English to boost students' speaking skills, the data used in this study were not normally distributed. The sample used could not fully represent the population. This problem may be overcome by enlarging the sample, conducting a more comprehensive initial study to determine participants in both groups so that the equality of students' current abilities can be more guaranteed by minimizing research bias. In addition, the application of different methods by comparing different treatments is also possible in future studies.

For the future researcher, this study can be used as extra data. Potential researchers may undertake related topics with different texts, instruments, or student level.

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