

**THE USE OF DIGITAL STORYTELLING TO ENHANCE THE  
SPEAKING SKILL OF THE ELEVENTH GRADE STUDENTS OF SMA  
SWASTA PALAPA MEDAN IN THE ACADEMIC YEAR OF 2020/2021**

**Putri Desiana Sinaga<sup>1</sup>, Anna Stasya Prima Sari<sup>2</sup>, Noalina Sembiring<sup>3</sup>**  
*Universitas Katolik Santo Thomas Medan, Indonesia*  
*Email : noalina\_sembiring@ust.ac.id*

**ABSTRACT**

This research was conducted in order to improve students' speaking skill by using digital storytelling at SMA Swasta Palapa Medan. Digital storytelling is the combination of recount text, sound effects, music, images, videos and InShot Application. This is Classroom Action Research (henceforth, CAR). The research subjects of this CAR are the eleventh grade students of SMA 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  $\geq 70$ , in formative test the mean score is 64,44 with 37% of the students got score  $\geq 70$ , and in post-test the mean score is 81,11 with 93% of the students got score  $\geq 70$ . The writer concluded that the use of digital storytelling could improve the speaking skill of SMA Swasta Palapa Medan. On the other hand, the students' responses towards the method of the teaching sound good because above 80% of the students are interested, motivated and enthusiastic in learning English speaking skill through the use of digital storytelling.

*Keywords: The Use of Digital Storytelling, Speaking Skill*

**I. INTRODUCTION**

**1.1 The Background of the Study**

Language is speech, it is one of the characteristics of language. That means humans can basically speak at least their native language or mother tongue. Speaking is able to convey meaning, express feelings, give opinions, etc. Language is not about talent but language must be learned. The success of communication is measured in terms of the ability to carry out conversation in a language as an interactive process of constructing meaning that involves producing, receiving, and processing information.

Based on the syllabus, eleventh grade students must be able to retell narrative texts in the form of short stories that have been learned using simple sentence. However, the facts show that many students are not able to retell the narrative text that they have already learned by using their own words, the students do not participate actively in speaking classes, probably because they lack of knowledge or have no idea toward the subject matter being discussed. Students' difficulties to speak English must be solved as soon as possible by forcing the students to speak up during the English subject. Sometimes the teacher when explaining the material in English is very influential so that the learning process was boring. Somdee and Suppasetsee (2013:166) state, "Digital storytelling can be used as a multimedia tool in language learning to help students improve their

English speaking skill by using technology to tell the story in their own words and voice”. It can be concluded that digital storytelling can improve their speaking skills and encourage students to create their own digital stories by telling stories together with pictures through the window filmmaking media or using digital storytelling applications.

Based on the writer’s observation in Mrs. TA’s class, the 08 June 2020, the teacher of English at SMA Palapa Medan, the students’ problems in speaking using English language were caused by several reasons. Firstly, the students get some difficulties to express themselves when they are asked to speak up. It makes the students lose interest in learning English. Secondly, the students are confused to speak up because the students have limited vocabularies to express themselves. Thirdly, the students are not confident about pronunciation and grammatical errors when speaking up. And the last, in the surrounding area the students seldom use English language and do not participate actively in speaking activities and the students laugh if their friends speak English language and make mistakes.

## **II. REVIEW OF LITERATURE**

### **2.1 Speaking**

Speaking is one of four basic competences that the students should gain well besides listening, reading, and writing. Speaking is a productive oral skill which consists of producing systematic verbal utterance to convey meaning. In speaking, speakers need to convey a message directly or indirectly to the listener.

Brown (2004:140) states, “Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker’s listening skill, which necessarily compromises the reliability and validity of an oral production test”. It means that the speaker and the listener had to understand each other to get the meaning.

#### **2.1.1 Speaking Skill**

Speaking skills is one of the productive arts of communication that must be learned in learning foreign languages. Speaking skills are the skills that give us the ability to communicate effectively. The most challenge of language learners is speaking skill, a learner is supposed to be a good speaker if learners use proper vocabulary in the well-organized sentences and utter it in correct pronunciation and appropriate fluency.

Sarlak (2017: 120) states that there are five components of language that influence speaking skill. They are:

##### **a) Pronunciation**

Pronunciation is very important in speaking. There were four levels to mark pronunciation the word correctly, with minor errors, with a number of errors. And at the lowest level pronouncing the word completely incorrect. The raters rate them from four to one respectively.

##### **b) Grammar**

Rating criterion gave four for using complex syntax rules correctly; three for applying simple rules properly, two for using both complex and simple rules with a few problems, one for applying simple rules with some problems.

##### **c) Vocabulary**

Mark four for using advanced word appropriately, three for applying simple words without any errors or advanced words with some errors, two for using simple words, one for applying words incorrectly that caused interrupting communication.

d) Fluency

The learner's speech is generally fluent, with minor problems. There are problems in their speech which cause their fluency to become decreased. The learner has problems with fluency that make the responses difficult to understand.

e) Organization

The learners' response is well organized and develop. The learners' responses organized basically and is not thoroughly developed. The learners' response is clearly organized and is incomplete or contains some inaccurate points. The learners' response is not planned and is only minimally on the topic.

Sarlak (2017: 120) states that there are five components of language that influence speaking skill. They are:

f) Pronunciation

Pronunciation is very important in speaking. There were four levels to mark pronunciation the word correctly, with minor errors, with a number of errors. And at the lowest level pronouncing the word completely incorrect. The raters rate them from four to one respectively.

g) Grammar

Rating criterion gave four for using complex syntax rules correctly; three for applying simple rules properly, two for using both complex and simple rules with a few problems, one for applying simple rules with some problems.

h) Vocabulary

Mark four for using advanced word appropriately, three for applying simple words without any errors or advanced words with some errors, two for using simple words, one for applying words incorrectly that caused interrupting communication.

i) Fluency

The learner's speech is generally fluent, with minor problems. There are problems in their speech which cause their fluency to become decreased. The learner has problems with fluency that make the responses difficult to understand.

j) Organization

The learners' response is well organized and develop. The learners' responses organized basically and is not thoroughly developed. The learners' response is clearly organized and is incomplete or contains some inaccurate points. The learners' response is not planned and is only minimally on the topic.

### **2.1.2 Types of Speaking**

In English classroom, students are expected to perform their English speaking. Brown (2003:141) states, "As with all effective tests, designing appropriate assessment task in speaking begins with the specification of objective or criteria". Those objectives may be classified in term of several types of speaking performance:

1. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.

2. Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture).

3. Responsive

Responsive assessment task included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and a small talk, simple request and comments and the like. Based on the taxonomies above, it is concluded that there are some points that should be considered in assessing speaking.

### **2.1.3 The Functions of Speaking**

Several languages have many functions in human interaction. Brown and Yule, as quoted by Richards (2008:21) state, “The functions of speaking are classified in to three; they are talk as interaction, talk as transaction and talks as performance”.

### **2.1.4 Teaching Speaking**

There are many different techniques in teaching speaking. Therefore, teacher should choose a suitable technique in teaching speaking. Harmer (1998:23) states, “Teaching is not an easy job, but it is a necessary one, and can be very rewarding when we see our students’ progress and know that we have helped to make it happen”. It is true that some lessons and student can be difficult and stressful at times, but it is also worth remembering that at its best teaching can also be extremely enjoyable.

## **2.2 Cooperative Learning**

Cooperative learning refers to the students working in teams to accomplish a common goal. Kagan (2004:4) states, “Cooperative learning includes social interaction over content, and literally the brains in a cooperative learning classroom are more engaged”. He also defines that cooperative learning as a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal and students work together to learn and are responsible for the teammate learning as well as their own.

### **2.2.1 The Use of Digital Storytelling**

Digital storytelling is a very important media in developing students speaking skill effectively. Robin (2008:224) states that digital storytelling can be a potent learning experience that encompasses much of what society hopes that students will know and be able to perform to communicate effectively. The writer will use digital storytelling as the main media to improve students’ speaking skills. However, the teacher combines the other theories which can help the researcher. Nunan (2002:110) states, “The theory which uses is teaching speaking which contains the definition of teaching speaking. It consists of the common of teaching speaking and teaching cycle for developing students’ speaking skills.

### **2.2.2 The Procedures of Applying Digital Storytelling**

Retelling a story is not easy because sometimes audience or listeners cannot get the idea or the point. Mallan (1991:10) states that, there are seven points that can help storytellers and make a story interesting and easy to follow. Below is the brief explanation of each point that can help to make the retelling a story performance enjoyable and interesting.

#### **1. Quick Beginning**

A quick beginning will grab the listeners' attention. Students' can avoid lengthy, obscure beginnings in order to attract people's attention. People enjoy hearing stories which get on with the actions, not those which just meander along.

#### **2. Straightforward Action**

The action needs to be direct, flowing easily and simply from one event to the next. Students need to avoid stories with too many subplots and digressions.

#### **3. Definite Climax**

The people should have a definite climax. This is something that the listeners expect from a story. The plot needs to be leading somewhere and the building up to the climax. It can be heightened by the storyteller's skills and innate power of the story.

#### **4. Limited Number of Characters**

Looking for stories in which the number of characters is limited to about three or four. Many folktales have a limited number of characters and are ideal for beginners.

#### **5. Repetitive Pattern**

Stories which have a repetitive pattern are easy to tell. Repetitive patterns provide a linchpin for the events in the story, as well as an opportunity for audience participation. The recurring phrases or events also act as aids for understanding and memory, for both storyteller and listeners.

#### **6. Satisfying Conclusion**

A satisfying conclusion is most appreciated by the listeners. Who like to see justice prevailing and wrongdoers receiving their just dessert; they do not favor stories that leave the problem unresolved. It is important for the storyteller to allow a few minutes for this happen and not be disappointed if there is not the expected reaction at the end of the retelling a story performance.

#### **7. Different Version**

Trying to present something different is good. Students can try to find different version of the same story in order to find the version with which you feel most comfortable. The storytellers' ability to embellish and interpret the story gives color and life to such stories.

### **2.2.3 The Advantages of Applying Digital Storytelling**

Digital storytelling activity helps students exercise their imagination with technology. It is very important for the student in developing higher level thinking skills. Robin (2008:222) states, "Digital storytelling is a technology application that is well-positioned to take advantage of user-contributed content and help teachers overcome some of obstacles to productively using technology in their classroom". By knowing students' views, the other students or listeners try to understand other people and try to learn from other experience.

The positive effect of doing this activity is student engage with the social function of storytelling. They learn to listen, participate and understand story language of narrative discourse. Retelling a story helps students read and write because it gives students frameworks or schema for understanding the text. When students tell stories, they became aware of the power of their works.

### **2.2.4 Teaching Speaking Through Digital Storytelling**

Teaching speaking needs a media that can make the students more active, and they are able to share what they want to say. For many, digital is the language they speak, media is environment in which they feel comfortable and the multimedia collage is the new global. In digital storytelling media, students have to speak in front of their friends tell a story by using their own language.

Li (2015:74) basic steps of creating a digital story:

Step I: Collect the data

1. Select a topic for digital story and create the folder on the desktop to store the materials found for the story.
2. Search for image resources for the story; for example, pictures, drawings, photographs, maps, and charts; save these resources in the folder.
3. Locate audio resources, such as music, speeches, interviews, and sound effects; save these resources in the folder.
4. Locate informational content, which might come from the websites, word processed documents, or Power point slides; save these resources in the folder.
5. Decide the purpose of the story, that is, to inform, convince, provoke, question.

Steps II: Create the story

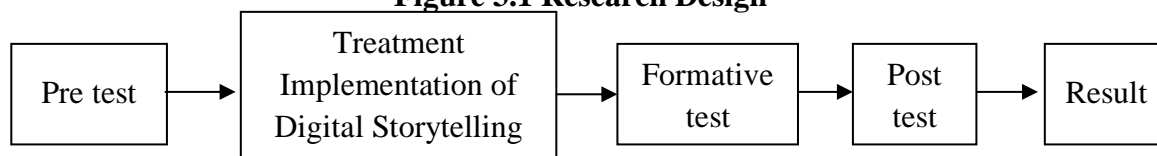
1. Select the images to be used for your digital story.
2. Select the audio to be used for your digital story.
3. Select the content and text to be used for your digital story.
4. Import the images into InShot Application.
5. Import audio into InShot Application.
6. Modify images and image order as needed.
7. Use a computer microphone and record the narration of the script and import the narration into InShot Application.
8. Finalize the digital story and save it as a Windows Media Video File.

## **III. RESEARCH METHOD**

### **3.1 Research Design**

This research was Classroom Action Research (henceforth, CAR). Wallace (2006:5) states, “Classroom Action Research is a type of classroom research carried out by the teacher in order to solve problems or to find answers toward context-specific issues”. It means that to begin the CAR, the writer or the teacher needed to identify and investigate problems with in a specific situations.

**Figure 3.1 Research Design**





### **3.2 The Location and Time of the Study**

This research conducted at SMA Palapa Medan which is located at JL. Bunga Lau No. 09. There were two reasons why the writer chose the school as the location of the research. Firstly, based on the preliminary research that was done by the writer, it is needed to improve the speaking skill of the eleventh grade students of SMA Palapa Medan in the Academic Year of 2020/2021 through digital storytelling media. Secondly, there is no similar research which had ever been conducted at the school. This research conducted in August 2020.

### **3.3 The Subject of the Study**

The subject of the research was the eleventh grade students of SMA Palapa Medan Class XI-MIPA in the Academic Year of 2020/2021. The number of the students in the class were 27 students consisting of 12 males and 15 females. The writer chose the class as the subject of the research because the students had some speaking problems in the classroom activities. They were not enthusiastic and not brave enough to involve in the speaking learning processes. That is why, it is necessary to give them a treatment by using digital storytelling media in order to help them improve their speaking skill.

### **3.4 The Instruments of Collecting Data**

In this study, the data were collected by using quantitative and qualitative methods. The quantitative data were obtained from the students' pre-test and post-test scores. The qualitative data were used to describe the situation during teaching and learning process. They were collected by using observation sheet, questionnaires and fields note. The following were the explanation of the data

### **3.5 Media in Analyzing the Data**

The speaking is complex skill requiring the simultaneous use of different ability which often develops at different roles. Speaking skill is generally recognized in analysis of speech processes that are pronunciation (intonation), fluency, accuracy, and vocabulary.

### **3.6 The Procedures of Classroom Action Research**

The writer used CAR in conducting the research. There are numerous model of action research, but this research uses Metler's model (2009) which has four stages in each cycle.

## **IV. DATA ANALYSIS AND DISCUSSION**

### **4.1 The Data Analysis**

There are two types of data which were analyzed to find out of the research findings. They are quantitative and qualitative data. The analyses of both data are elaborated as follows:

### **4.2 Discussion**

The use of digital storytelling could be the effective way to help students in Speaking. It was shown in histogram and table 4.4. In which the mean score of each test improved. The mean score of pre-test is 55,74. Formative test is 64,44 and the post test is 81,11. Those score showed that the second cycle was better than the first

cycle. Besides that, the improvement could be seen from the observation sheet, field notes and questionnaire.

In conclusion, the use of digital storytelling is suitable media to improve students' speaking skill because this media gave students a chance more active and creative. Even though, the application of this media required a long time to implement in the classroom. As the result, the students' speaking score test increased in both of cycle after being taught with digital storytelling and also had good response toward the learning teaching processes through the use of digital storytelling.

## **V. CONCLUSIONS AND SUGGESTIONS**

### **5.1 Conclusions**

After analyzing and discussing the data, the writer drew the following conclusions:

1. Digital storytelling media can improve students' speaking skill. It was found that the students' achievement of speaking skill improved from pre-test to post-test after digital storytelling was applied. The students' total mean score in pre-test is 55,74, the formative is 64,44 and post-test is 81,11. Meanwhile, the students' score percentage who passed Mastery Minimum Criteria (*Kriteria Ketuntasan Minimum*) from pre-test is 11%, the formative test is 37% and post-test is 93%, the students score percentage continuously increased in each test. Therefore, it is concluded that digital storytelling can improve students' speaking skill successfully.
2. Based on the analysis of qualitative data, it was found that the students' responses towards the use of digital storytelling to improve their speaking skill is very positive. The found that digital storytelling helped them improve their skill in speaking English.

### **5.2 Suggestions**

Based on the research findings, the writer would like to give some suggestions to be considered, as follows:

1. For the English teachers  
In the teaching and learning of English language, a teacher must create enjoyable, fun and interesting situation as far as possible. The enjoyable ought to be the foremost aims which hopefully will have good effects on education. On the other hand, the teacher has to make the learning as attractive as possible, so that the students enjoy the learning well. Teaching speaking through digital storytelling media can motivate students to practice speaking more, and it improves students' speaking skill. The writer suggests the teacher uses this media because it encourages students in speaking.
2. For the students  
Students should be active in learning teaching process and are not afraid to speak English. The students should also have high motivation and desire in improving their speaking skill. They should have good self-confidence to speak English in front of the class. Therefore, they can improve their speaking skill in expressing their ideas orally.
3. For other writers



The result of this study is expected to be able to provide them valuable information about how to improve students' speaking skill by using digital storytelling.

### **BIBLIOGRAPHY**

- Arifiah, D. 2018. *The Use of Digital Storytelling to Improve the Seventh Graders' Speaking Skill of SMPN 1 Seyegan Sleman*. A Sarjana's Thesis, Faculty of Teachers Training and Education: Mercuri Buana Yogyakarta University.
- Best, W. J. and Khan, V. J. 2002. *Research in Education*. New Delhi: Prentice-Hall.
- Brown, H. D. 1987. *Principles of Language Learning and Teaching*. San Fransisco: Pearson Education
- . 2003. *Language Assessment: Teaching and Learning*. California: Corwin Press.
- . 2004. *Language Assessment: Principle and Classroom Practice*. San Francisco: Pearson Education.
- Burns, Anne. 1999. *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.
- Harmer, J. 1998. *How to Teach English*. Edinburgh: Longman.
- . 2003. *The Practice of English Language Teaching*. London: Longman.
- Hwang, C. M. 2012. Project Based Digital Storytelling Approach for Improving Students' Learning Motivation, Problem-Solving Competence and Learning Achievement. *Educational Technology and Society*, 15(4), 368-379.
- Kagan, S. 2004. *Cooperative Learning is A Brain Turn-on*. San Clemente: Kagan Publishing.
- Kim, S. 2014. Developing Autonomous Learning for Oral Proficiency Using Digital Storytelling. *Language Learning and Technology*, 18(2), 20-35.
- Li, N. 2015. *A Book for Every Teacher: Teaching English Language Learners*. Washington: Information Age Publishing.
- Mallan, D. 1991. *Children As Storytellers*. London: Primary English Teaching Association.

- Meadows, D. 2003. Digital Storytelling. Research based practice in new media. *Sage Journals*, 2(2), 189-193.
- Metler, C. A. 2009. *Improving Schools and Empowering Educators*. Thousand Oaks: Sage
- Moysaroh, A. 2018. *The Effectiveness of Using Digital Storytelling in Teaching Speaking Skill of the Eleventh Grade Students of SMK Muhammadiyah Kartasura in the Academic Year 2017/2018*. A Sarjana's Thesis, Teacher Training Faculty: State Islamic Institute of Surakarta.
- Nunan, D. 1998. *Second Language Teaching and Learning*. Washington DC: Heinle & Heinle Publisher.
- . 2002. *Practical English Language Teaching*. New York: McGraw Hill.
- Ohler, J. 2008. *Digital Storytelling in the Classroom: New Media Pathways to Literacy, Learning and Creativity*. California. Corwin Press.
- Richards, J. C. 2008. *Teaching Listening and Speaking*. Cambridge: Cambridge University Press.
- . 2008. *Digital Storytelling: A Powerful technology tool for the 21<sup>st</sup> century classroom*. New York: Cambridge University Press.
- Robin, B. 2008. *Digital Storytelling: A Powerful Technology Tool for the 21<sup>st</sup> Century Classroom*. New York: Cambridge University Press.
- Rositasari, I. 2017. *The Use of Digital Storytelling to Improve Students' Speaking Skill in Retelling Story*. A Sarjana's Thesis, Faculty of Teachers Training and Education: Sanata Dharma University Yogyakarta.
- Sarlak, T. 2017. The Effect of Project Based Learning (PBL) on the Components of Speaking Ability. *Journal of Applied Linguistics and Language Research*, 4(3), 119-130.
- Somdee, M. and Suppasetsee, S. 2013. *Developing English Speaking Skills of Thai Undergraduate Students by Digital Storytelling through Websites*. A Sarjana's Thesis, Foreign Language Education Faculty: Suranaree University of Technology.
- Wallace, M. J. 2006. *Action Research for Language Teachers*. Cambridge: Cambridge University Press.