Digital Storytelling to Improve Students' Speaking Skill

Fadhilah Zamzam[1*]

[1] Universitas Tadulako, Indonesia

*fadhilahzamzam67@gmail.com

Abstract

Problem identified in this research was the speaking ability of first semester students at international class of Communication Science Department of Tadulako University consider very poor. Students were not brave in expressing their opinion, they tend to be silent during the learning process.This research intends to improve speaking skill through the application of digital storytelling. This is a quasi-experimental non-equivalent control group design. The population of this research was 20 first semester students at international class of Communication Science Department, Tadulako University. This research was conducted in 16 meetings during the first semester. The variable was speaking skill and technique applied was digital storytelling. Data showed that score of t-counted (3.3) is higher than the t-table (2.00). It means that the hypothesis is accepted. Therefore, it can be concluded that Digital storytelling can improve speaking skill.

Keywords: *Improving, Speaking Skill, Digital, Storytelling*

Introduction

People most of the time are willing to share their ideas, and information to people all over the world no matter where they come from. It is found that recieving infromation from people we wish to have the information from is easier nowdays eventhough we do not know each other or we do not come from same country. There is no boudaries anymore particularly in terms of language. English as we all know is a global language until today and in the future. Other langauge might also will be used to speak in global term but English will always there.

Speaking is an important skill to be mastered in learning English to fullfill global demand. Louma (2004), "speaking is also considered as an integral part of people's daily life because speaking is seen as interaction and a social and situation-based activity which language learners should develop" (p. 9). Therefore, students in this research particularly students at the university level in Palu Central Sulawesi need to be thought to be able to speak in english speacially good in speaking skill.

Teaching through conventional method need to be modified or vary with more interesting method. Teacher are expected to apply appropriate technique in order to achieve the objective of teaching speaking. Different approaches, methods, and techniques can be applied especially because these day we can easily access plenty of those. The problem found by the researcher in speaking generally is that most students at the first semester of international class of Communication Science Department Tadulako University were not able to express their feeling and deliver simple opinion using English in English course class whereas they came from eligable senior high school in Palu. Students learn English from many sources other than just their teacher nowdays but they are less motivated to learn it deeply and practice their speaking.

Preliminary observation showed that it is difficult for most of them to involve in speaking activities. They tend to be so silent and listen to the teacher more rather than spill the words orally. They do not have the confidance to speak to their their classmates. It is assumed that students were more into the speech technique which teacher has to speak more in the classroom.

Interesting method must be applied in the classroom to attract students in learning speaking. The researcher considered that involving digital learning sources will catch students' attention. It is in form of digital storytelling. A digital storytelling which is shaped by advances in personal computing and recording technology can be one of the media which is suitable and may be effective in improving their speaking skills especially in retelling a story (Clarke & Adam, 2012). A digital story can be viewed as a merger between traditional storytelling and the use of multimedia technology (Norman 2011). The researcher have observed students' characteristic that they are into their gadget more often, which means students are attached to the technology. Reasearch conducted by Inggit Rostasari 2017 entitled the use of digital storytelling to improve students' speaking skill in retellingstory (a classroom action research at 19 students of XI IPA 1 SMA PGRI 1 Temanggung) shows improvement after applying the digital storytelling. It is also reveals that the motivation was improved seen through the result of questionnaires and interviews.

The second was research conducted by Ulhaq Zuldi (2017) "the digital story telling development and its application for the PGSD students speaking ability". This research reveals that the digital storytelling media that has been designed was eligible and meet the requirements for media for improving Elementary School Teacher candidate's speaking skill. Elys Safinatun Nadhifah (2017) on her research of "using digital storytelling to improve the speaking skill of the XI grade students at SMANS Sidayu Gresik:" shows that students were interested in the production of the digital storytelling. Syafryadin (2019) "digital storytelling implementation for enhancing students' speaking ability in various text genres" conducted 2 Cycles in his research and it shows that there are signnificant influences of digital storytelling method towards senior high school students' speaking ability in various text genres.

Similarity in terms of variable is found from the previous research mention above, it is called the application of digital storytelling to improve speaking skill. Meanwhile, differences also identified as the the former researcher applied classroom action research but this research applied experimental research. Inggit Rostasari (2017) applied two Cycles of action research with four stages implemented. While experimental research applied in this research to identify the cause and effect relationship between two variables. Digital learning media is a new way to manage learning to improve students' motivation in speaking skill as stated by Nazmi, Pourali, and Nozad (2014) entitled "Digital Storytelling in EFL Classroom (Oral Presentation of the Story): A Pathway to Improve Oral Production". It is expected to conduct the learning of speaking skill more effectivly through digital media.

Digital storytelling therefore consider as a recommended technique to improve speaking skill. Out of fourth preview research using digital storytelling, the researcher indicates that mostly digital storytelling applied in school level such as elementary and junior high school. The researcher is interested in applying digital storytelling technique to improve speaking skill of students of Tadulako university, particularly the first semester students at international class Communication Science Department.Therefore, the this research intends to explore how the impplementation of digital storytelling in improving speaking skill of first semester students at International class of Communication Science department, Tadulako University.

Method

This was quasi experimental non-equivalent control group design. There were three components applied in this research, pretest, treatment, and posttest. The pretest and the posttest were distributed to both classes. The researcher used two classes in conducting this research, an experimental group and a control group selected purposively.

The total number of population is 20 students of International Class B02 at Cimmunication Science Department Tadulako University as an experimental group and 20 students of International Class B04 at Cimmunication Science Department Tadulako University as a control group.

There are two variables in this research. The independent variable that is digital storytelling and speaking skill as the dependent variable. The instruments that used in this research were test and non test. The test consists of two kinds: pretest and posttest, while the non test includes an observation checklist

Technique of Data Analysis

To analyze students' individual score, I applied the following formula proposed by Sugiyono (2013: 123)

$$\sum = \frac{x}{n} \times 100$$

The mean score both in experimental class and control class was counted by the formula proposed by Sugiyono (2013: 54):

$$\overline{x1} = \sum x1 \; n1$$

$$\overline{x2} = \sum x2 \; n2$$

The sum of squared deviation was computed by employing formulas proposed by Sugiyono (2013) as follows:

$$SS1 = \sum X^2_1 - \frac{(\sum X1)^2}{n1}$$

Results

The finding from the pretest of experimental group points out the student's prior ability in speaking before the treatment. Based on the result, it can be explained that students reached different scores. It means that all students in experimental group did not attain the minimum achievement criteria. Data obtained in control group indicates that all the students were in category of inadequate. Formulas were applied to test the signifficant improvement students experienced. To test students' individual score, the mean score, and the deviation the researcher applied formula from Sugiyono (2013). Hence, the score obtained were computed to the t-counted using formula from Sugiyono (2013).

Data in posttest reveals that the highest score was 70 and the lowest one was 35. It means that, after conducting the treatment, the students were active in speaking activities. Related to the achievement that there were 15 students in category of good and in classification of successful and 5 students were in category of poor or failed. Thus, the mean score is 59. It indicates that the mean score of control group also increases from 50 in the pretest and 59 in the posttest.

Findings above provides data of students' achievement in speaking after the treatment. Post-test score of experimental group reveals mean score which significantly improved. In other words, students' speaking skill is improved.

Discussion

Treatment applied in the experimental group was digital storytelling while the control group was taught using conventional method. During 16th meeting, the same material was given to both groups, but the only difference was on the application of the treatment. This aimed at comparing the result of their posttest. In experimental group, teacher firstly provides information of the definition of storytelling, what is digital storytelling and introduced digital storytelling technique to the students along with an example of story such as: Maling Kundang. Students were expected to call on their memory of the story since Maling kundang is a Tale from Indonesia and it is a very well-known tale. Secondly, students were divided into 5 small groups and directed to look for video of Malin Kundang. Students were instructed to watch the video and pay attention to the plot of the story, information provided by the story, the vocabulary used, pronunciation, and expression of the character.

Thirdly, students were asked to discuss the video to their friends and to the teacher. Students were expected to provide comments. Teacher then asked them questions. This activity were conducted in several meeting to customize students to speak in front of their friends. This led them to have a picture of activities conducted in speaking class using digital storytelling technique.

Students were asked to write a script and a plan on how to retell story on the story board, students tried to draw images and practice on how to tell the story, and at last record themselves and retell the whole story. At first, it was only a video of students retelling the story but at the end students were instructed to create a video of them using picture and interesting features to be inserted in retelling story video. Students in experimental group were experiencing something new in the process of learning speaking skill. They showed enthusiasm during the learning process, particularly in part of recording themselves retelling a story. They were very active in providing comments and suggestions toward videos of their friends. Therefore, their speaking skill was improved seen though the result of the post test.

Pretest Score of students in experimental group shows that they were in category of inadequate. The highest score was 60 and the lowest was 30 with the mean score of 51. It is in line with results of control group that was similar to students score in experimental group but the mean score was 50. Treatment were conducted after data of posttest were proceed. Treatment was conducted in 16 times meeting during the semester. Data analysis reveals different result between experimental group and control group. Result of posttest in experimental group shows improvement through the mean score of 59.60 out of 50. Furthermore, level of significant was tested using 0.05 two tailed test and t-table of 2.00. at the end, Ha is accepted because t-test is higher (33) than t-table (2.00). Students' score improved to 70 from 60 in experimental group.

Conclusion

Future teachers are expected to put more efforts in teaching and in encouraging students to practice their language independently. The teacher are not expected to apply monotonous explanation during the teaching and learning process but they should train the students to practice it frequently. The teacher should familiarize English to students by speaking English frequently in the process of teaching and learning. They should encourage the students to participate in speaking activity more often using variation of technique one of it that is recommended in the digital storytelling

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