

The Implementation of Digital Storytelling through Video as Medium for Students' Speaking Skills

Aneu Oktaviani Purnama¹, Cynantia Rachmijati²

IKIP Siliwangi, Indonesia

¹ Aneuoktav@student.ikipsiliwangi.ac.id, ² Cynantiarachmijati@ikipsiliwangi.ac.id

Abstract

This research aims to learn and used digital storytelling through video media for students' speaking skills in a learning process. Through the use of technology, digital storytelling has helped students become more engaged in their education, build social communities, and improve their ability to collaborate with others. The research used video as a digital medium for storytelling. In this research, the researchers used quantitative data there is work conducted three times to find out the improvement and the result of the sample. The researcher used a speaking test as an instrument which included in pre-test and post-test. Oral testing was used to gather the data. The participants were chosen from the 38-student 9G sample class at the junior high school in grade 9, where some students struggle with speaking while others have good pronunciation and delivery. The data were processed and analyzed based on observation and interview. This study's findings revealed that students' speaking abilities had improved and developed, as seen by the result. there was an increase from 45% to 77% after treatment. This increase shows how learning activities utilizing digital storytelling can enhance students' achievement in meeting minimum standards; 70% of all students could accomplish this.

Keywords: Speaking Skills; Digital Story Telling; Video

INTRODUCTION

The most crucial aspect of human existence is language, which serves as a bridge for inter human communication. Language is a tool or system used for communication that allows people to express themselves verbally, in writing, or through gestures. Based on (Ahmadi, 2018). One of the key factors influencing international communication activity is language. To be able to speak a language, one needs to learn a language to be able to communicate with each others. Learning is a process how to know something new, the strategy teachers employ in their classrooms to enhance language learning is one of the crucial components of learning. Language acquisition involves work. Every instant demands effort, which must be sustained over a lengthy period. (Pratiwi & Ayu, 2020) state that the success of the teaching-learning process is highly influenced by the patterns of interactions that appeared in classroom activities. There are 4 (four) skills in learning English. Speaking is one of the four skills in English. Reading, writing, and listening are the remaining three skills. Learners can interact with others or verbally convey their thoughts, objectives, hopes, and viewpoints via speaking. Additionally, speaking is the linguistic skill that is used the most. Speaking also entails producing, receiving, and interpreting information, making it a participatory mode of meaning construction. Based on (Wael & Hasanudin, 2020) states that speaking is the skill to pronounce the sounds of language to express or deliver mind, thoughts, or feelings orally.

Language is more essential to culture than to most other aspects of civilization since it is both its manifestation and its shaper. The values of civilization are present in language as a kind of embodiment. It mediates and regulates the direction of civilization's movement along its course.

Every variable that attempts to be present in civilization must pass via language as a result of language's crucial role. Based on (Iskandarsyah Siregar, 2022) globalization has become an issue that has received significant attention from the end of the 20th century to the beginning of the 21st century. Cultural change is impacted by the growing globalization that affects all aspects of human life. Because other cultures can easily ingratiate themselves into a nation's life as a result of the process of globalization blurring national boundaries, the process of globalization may endanger the survival of a nation's culture. It is indisputable that the impact of globalization on the transmission of culture is becoming more apparent with the advancement of information technology, allowing for the spread of culture through mass media and social media rather than through migration. Being able to use the internet has made it easier for people to absorb different cultures because practically everyone has access to the internet. Since the media works as a conduit for the dissemination of widespread culture by connecting producers and consumers, it is the main tool in the spread of culture in the age of globalization. The media is a significant conduit for the dissemination of global culture, which has a direct impact on changes in people's lifestyles and turns them into consumers of culture. The culture that already exists in that society will likely alter if people have started to consume a new culture. According to (Rao, 2019) In these modern days, the whole world has become a global village and people communicate with each other in a common language, i.e. English.

To keep up with the times, English is important nowadays. The development of English in Indonesia can be said to be lacking, but the government is trying to improve English speaking skills. Based on (Wibowo, 2018) One of the efforts of the government and department of national education to obtain human resources who can understand and master English well they have applied English as a general. The lesson begins from the elementary school level until university. Furthermore, in this era teaching and learning processes have to use technology to keep up with the times. According to (Ruslan, 2021) state that speaking is one of the skills that must be mastered in the era of the industrial revolution 4.0. Technology is something we need to know and learn, The 4th industrial revolution, commonly known as Industry 4.0, is taking place in this technological era. The phrase "Education 4.0" was developed as a result of the statement that Industry 4.0 has a significant impact on education in addition to people, business, and governance.

Based on the phenomena and symptoms of the problem above, using DST (Digital Story Telling) is an interesting method that can use for the teaching and learning process in this era for narrative text. Based on (Rosyidah & Putri, 2019) One of the alternative techniques that makes learning English more engaging is digital storytelling. It gives students the chance to raise their knowledge and skill levels as well as their academic standards. There must be a catalyst to pique kids' enthusiasm in studying English. If teachers wish to increase their pupils' interest in learning, they must improve their methods of instruction. There are numerous teaching and learning media available. Besides that, (Mohamed Salama Eissa, 2019) describe that DST is the story that is told to either one or more listener via speech and body language in the verbal telling. It is referred to as the latest variation of storytelling. It maintains peoples' perceptions, principles, and knowledge by narrating stories, whereas new technologies are currently facilitating presenting and watching of stories on both TV and computer screens. In order for students to succeed in learning a language, teachers should also encourage them to find appropriate activities online. Digital storytelling is the blending of video, audio, images, and text to tell stories and information. Video is a medium for the teaching and learning process, Video will make it easier for students and teachers in the learning process. Students could watch their videos often. The term "multimedia" in the context of teaching or learning refers to the

cognitive impact or mental representations that come about as a result of exposure to a multimedia display.

The researcher uses both storytelling and video as media in this study. Thus, a story will be supplied for the student to read. The students are able to understand the story's topic. Based on (Ahmadi, 2018) A lecture-based class is less effective than one with the use of technology. Even though Teachers should find methods to use technology as a useful teaching tool for their pupils even when they have not studied it and are not computer specialists. Also, the use of technology has significantly altered how English is taught. It provides a variety of alternatives for enhancing learning and improving instruction.

METHOD

This research uses action research, a digital storytelling technique that makes use of video. Students of SMP Negeri 1 Batujajar's G class in the 9th grade during the academic year 2022/2023 comprised the sample for this study. Researchers chose this particular class because it lacked significant motivation and showed only modest development in speaking skills.

Instrument

Research instruments are tools or facilities that the researcher uses to gather data so that the research can be readily conducted and produce better, more thorough, and organized results. The oral speaking test is the instrument utilized in this study. These claims demonstrate the outcome of a test, which represented the students' measurement as a response to a stimulus.

Data Collection Technique

In order to use the digital storytelling technique, the researchers took several steps. Students were assigned a project and required to read a text that was provided by the teacher as the first step (Descriptive text, Narrative, Recount, etc.). In this research, the technique of analyzing the data is divided into two ways: pre-test and post-test. The researcher paid close attention to every facet of students' speaking abilities, and they calculated a score for each one. By using the students' groups as an example of digital storytelling in the form of videos, the researcher was able to gather the data necessary to support this research. Both the pre-test and the post-test were conducted. The test is used to know the students' speaking ability. Initially, the pupils took a pre-test before receiving treatment. The goal is to determine the students' speaking background skills. Second, the experimental group received treatment over the course of three meetings. The last exam was a post-test that was given following treatments to determine how well the kids could speak after receiving treatment via digital storytelling.

RESULTS AND DISCUSSION

Results

The sample of this research was the 9th class G grade of SMP Negeri 1 Batujajar before they were given the material the researchers gave a speaking test to know how much students master speaking optimally. But they couldn't master it. So the researchers used another way to reach the speaking target optimally through Digital Story Telling. The researchers were given a text about the Narrative text, then the students' read it in front of the classroom.

Table 1. Students' Speaking Skill Before Treatment

PAM	Students	Percentage
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High (80-100)	7	19%
Medium(70-79)	10	26%
Low(Under 69)	21	55%
Total	38	100%

Based on this data showed that the G class of 9th grade SMP Negeri 1 Batujajar had a lack of speaking skills. The data showed that of 38 students in the 9G class, only 7 students (19%) could accurately retell the story with pronunciation, fluency, intonation accuracy, and elaboration. 10 students (26%) were not adequate at retelling the story with good pronunciation, fluency, intonation accuracy, and elaboration. Other than that 21 students (55%) couldn't retell the story and were underrated.

There are the students who passed the minimum rate are $26\%+19\%= 45\%$

The condition made researchers considered for used Digital Story Telling to support the learning process and reach the students' motivation to be more interested in explaining the stories.

Based on the implementation of Digital Story Telling the researchers had had data :

Table 2. Students' Speaking Skill After Treatment

PAM	Students	Percentage
High (80-100)	10	27%
Medium(70-79)	19	50%
Low(Under 69)	9	23%
Total	38	100%

Table 2 showed that from students of 9G at SMP Negeri 1 Batujajar, 10 students (27%) could retell the story with correct pronunciation, fluency, and elaboration. 19 students (50%) could retell the story but the pronunciation, fluency, and elaboration were less precise and needed more practice. Moreover, 9 (23%) students couldn't retell the story with good pronunciation, and the point was under 69. The data showed that $27\%+50\%= 77\%$ of students could pass the standard (KKM: 70). Digital Story Telling made interesting media for the teaching and learning process using modern technology and video as media. This method or technique made the students more creative, and new experiences, and enlarge their knowledge, and self-confidence. Moreover, this method would be given a positive effect on introverted students to be more active in the classroom.

Furthermore, the data shows that the percentage is improving from 45% to 77%, there is a good way for using Digital Story Telling as a method for improving students speaking skills. Besides that, students got both of the skills there speaking, writing, and listening skills. Speaking from their practice, writing from their made text before, and listening to their video. The students could watch their video about this practice, they would know their pronunciation from that video and learn more about the mistakes that they made at that time.

Discussion

There are several benefits to digital storytelling in the fields of technology and education. Digital storytelling could be utilized as a teaching technique in the classroom to help students learn how to talk. The researchers discovered some proof of it by using digital storytelling on

students' speaking abilities. The result of this research in line with a research conducted by Syafryadin et al., (2019).

1. This research demonstrates how learning activities utilizing digital storytelling can enhance students' achievement in meeting minimum standards; 70% of all students could accomplish this objective.
2. Teachers may use digital storytelling as a pedagogical tool when creating lesson plans to help students understand the subject matter.
3. As part of the digital generation, digital storytelling encourages kids to be more creative, critical, and self-assured. The result of the research shows that there has been a significant improvement.

The second, this research in line with a research conducted by Fadillah et al., (2021). This research uses the literature review method and results that Digital Storytelling can be an alternative to increasing interest in literacy, especially in today's younger generation. The results of the research are Digital method storytelling may be a new approach to pique students' interest, according to research that has been conducted utilizing the literature study methodology. This study just demonstrates that DS can be a new alternative strategy to spark interest in reading in the younger generation; it does not assert that DS is a specific method that ensures an improvement in the quality of student learning.

CONCLUSION

Based on the data analysis and discussion above, the researchers give the conclusions:

1. The implementation of Digital Story Telling on video as a media for 9G at SMP Negeri 1 Batujajar has a significant Improvement.
2. The improvement of students speaking skills made the students pass the standard minimum criteria.
3. The first test was just 45% of students could retell the story with good pronunciation and pass the minimum criteria. On the second test when they had got treatment, 77% of students could retell the story with good pronunciation and pass the minimum criteria.

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