

## IMPROVING STUDENTS' SPEAKING SKILLS BY DIGITAL STORYTELLING TECHNIQUE IN PANDEMI COVIC-19

<sup>1</sup>Nurfadilah Ginting, <sup>2</sup>Narma A. Situmorang, <sup>3</sup>afrilia Aries Tanti, <sup>4</sup>dara  
Saras Putri, <sup>5</sup>sri Ninta Tarigan

English Language Education, University of Prima Indonesia, Medan Indonesia

<sup>1</sup>dilaginting8@gmail.com, <sup>2</sup>Situmorangnarma@gmail.com, <sup>3</sup>afriliaart@gmail.com,  
<sup>4</sup>darasarasputri6@gmail.com, <sup>5</sup>srinintatarigan@unprimdn.ac.id

### ABSTRACT

*The aim of this research is to determine whether using digital storytelling strategy can help students develop their speaking skills, as well as to clarify how using a digital storytelling strategy can help students improve their speaking skills. Classroom action research was used to perform this analysis, which was completed in two cycles. The research subject is 10 students, they are from XI class of SMK Panca Budi Medan in school years 2020/2021. The research data was taken from quantitative data, were collected by giving the retelling stories tests. The mean score for the pre-test was 42,4, post-test I was 62, post-test II was 80. It also evident from the percentage of the students who passed the Minimum Mastery Criterion – (KKM) score above 75. In the pre-test, there were 20% of the students who got score above 75. In post-test I, there was 40%, meanwhile post-test II, there were 80%. It can be concluded that digital storytelling strategy worked effectively to help students in improving their speaking skills. this research found that using a digital storytelling technique boosted students' speaking abilities significantly. It was suggested that english teachers can apply digital storytelling strategy as one of the alternatives in teaching speaking skills.*

*Keyword: Digital Storytelling Technique, Improving, And Speaking*

## CHAPTER I INTRODUCTION

The background of the problems, the development of research questions, purpose of the research and the scope of the research are all discussed in this chapter.

### 1.1 Background of the problems

As an international language that has been used throughout the world, English becomes very important, particularly with inside in the aspect of education. English is a communication tool to humans out of the country or network this is used to convey the specific thought and emotions in daily life.

Communication is an ability that requires a systematic and continuous process of speaking, listening, and comprehending. In communication, English undoubtedly plays a crucial role as being the primary language of several countries but spoken widely around the world. Speaking is the most critical ability among the four language skills to communicate well in this global environment. According to Thonburry (2005), speaking or oral communication is an activity that involves two or more people and requires listeners and speakers to respond and contribute at a high rate of speed. In the interaction, each participant has a goal or an aim that they want to achieve.

Although English really important to connect with the global community. In Indonesia itself, countless people do not speak English fluently. Pollard (2008) argues that As an aspect of language that complicated to be mastered, learners find speaking quite challenging to consider about their thought, how to respond, language, grammar, vocabulary, and pronunciation all at the same time, as well as how to react to the person who interacts with them. Viewed from the educational perspective of teaching and learning English by students in Indonesia, it reveals that learning focuses mainly on grammar and phrase form. this triggers the students' lack of confidence in using their speaking ability as they believe that the sentence form is incorrect and embarrassed if questioned by those around them.

And in connection with the outbreak of the Corona virus or commonly known as Covid-19, the government has made various efforts to prevent the spread of the Covid-19 virus. One of them is the government which has implemented a Large-Scale Social Restriction System. all educational facilities both schools and lectures, and the teaching and

learning process is carried out online or at home. This is a new impact on students to learn speaking, it is very difficult for students to express their speaking skills. In this instance the teacher plays an important role in providing English learning material that is interesting and fun for students. Online learning takes more time and effort to prepare than conventional. Online classes also rely heavily on internet connections and quality audio and video to convey material well. This is a challenge for English teachers, especially in terms of speaking, which must be done face-to-face even though using technology such as zoom or meet so that the ability to learn English continues to run smoothly.

Based on the problem above, writers believe that digital storytelling is an acceptable strategy that may be used to improve the learning process speaking ability. This method is an interactive activity that uses words and actions to teach students to tell stories that can develop students' ability to communicate such as building students' self-confidence, growing vocabulary, and handling students' ideas. Through this method, speaking involves interactions between the speaker with the audience. Thus, speaking skills are required to be taught. Therefore, students are expected to develop their communication skills and be more confident in communicating.

### **1.2 Formulation of Research Questions**

The research questions of this research are formulated as follows, based on the research's background:

1. What are the difficulties faced by students that limiting their speaking skills?
2. Are the digital storytelling methods effectively used in improving students' speaking skills?

### **1.3 Objectives of the Research**

In reference to research questions, the objectives of the research were:

1. To identify the aspects that limiting students' speaking ability
2. To figure out whether the digital storytelling method is effective or not in improving students' speaking skills.

### **1.4 Purpose of the Research**

This research has some uses as follows:

1. Theoreticall

The result of this research is expected to be able to widen the insight of the educator in creating effective learning strategies in improving students' speaking ability by digital storytelling.

## 2. Practically

In practice the findings of this study are intended to benefit for:

### a. Teacher

The result of this research is hopefully can be helpful to enrich the knowledge of the educator as the ways in improving students speaking ability for SMK PANCA BUDI MEDAN.

### b. Students

The research can help second grade at SMK PANCA BUDI MEDAN improve their speaking skills and serve as a tool to help students speak english fluently and confidently.

### c. Researcher

The finding of this research is expected can be used as a reference to other researchers that have a similar topic to support their research.

## 1.5 Scope of the Research

On collecting the data for this research, the researchers focused on identifying the aspect that limiting the students' speaking skills and improving their speaking skills at SMK PANCA BUDI MEDAN. The aspects are related to the students that lack of confidence in using their speaking skills.

## **CHAPTER II**

### **RESEARCH METHOD**

#### **2.1 Research Design**

The design of this research was quantitative research. In this research, writer improves the students' speaking skills by using digital storytelling. This research took place in SMK Panca Budi Medan, which is located at Jl. Gatot Subroto Km. 4,5 Medan. The research subject was the students of grade eleven at SMK Panca Budi Medan. The research object was the ability of the students speaking skills by using digital storytelling. The population was the student of grade eleven at SMK Panca Budi Medan and the writers take 10 students as a sample.

#### **2.2 The Instruments of Collecting Data**

In this research, the data was collected by using quantitative data. To assess their speaking skill test, the author used a speaking comprehension test about a fairy-tales video. The test is using an oral test in pre-test and post-test. the researcher collected data on the students' speaking performance using a speaking rubric based on some criteria: pronunciation, grammatical, vocabulary, fluency, and comprehension.

##### **2.2.1 Identifying**

Identify the matter before started the planning process. The problem referred to the factors making difficult for learners to figure out and consider about their idea when speaking, how to respond, language, grammar, vocabulary, pronunciation all at the same time, and how to react to the person with whom they are communicating. A test, interviewing, and evaluation can be used to identify the problem.

##### **2.2.2 Planning.**

Researchers planned lesson plans, teaching aids (videos), and a post-test to determine whether or not students' speaking skills improved.

##### **2.2.3 Acting.**

In this section, the researchers used digital storytelling strategies to deliver the material to students in a step-by-step manner during the teaching and learning process.

#### 2.2.4 Observing

During the teaching process, researchers observed the students to see if digital storytelling strategies could help them develop their speaking skills and class situation.

#### 2.2.5 Reflecting.

In order to assess the positive and negative outcomes of the action, the researcher examined the effects of studying the application of storytelling strategy in the classroom, both in terms of improvement in speaking skill comprehension and in terms of the classroom situation.

### 2.3 Techniques of Analysis Data

To obtain acquainted with the development of student speaking skills taught by the use of Digital Storytelling, and to assess the student ranking, is determined perform the following activities:

1. Rate the pre-test and post-test.
2. Find the mean of pre-test and post-test.

The following formula is used to calculate the mean:

$$M = \frac{\sum X}{N}$$

Where:

M = The average score

X = The score of sample

N = The Total number of sample

To categorize the number of the students who get score above 75, the following formula was used to calculate according to Sudijono (2008:43)

$$P = \frac{F}{N} \times 100\%$$

Notes:

P = The rate of students who get the point 75

F = The score of students who get the point above 75

N = The number of students who took the test in its entirety.

Px= the percentage of each test, of students who were proficient in speaking skill



**CHAPTER III**  
**RESEARCH FINDINGS &**  
**ANALYSIS**

**3.1 Research Findings**

**1. Data Presentation**

The writer will give an explanation for the outcomes of the studies. The finding of this study was analyzed quantitatively. The research data were taken from the outcome students' test scores on digital storytelling technique. 10 students were the subjects in this research. In data collection, writers used oral test as data instruments. The writers gave 2 fairytales videos, namely Freedom and Teapot, after which the writer asked students to watch video and retell the story as a result of research data.

The students' ability in using the digital storytelling technique

**(Table I) students' scores grew from the first to the last speaking test**

<b>N O</b>	<b>Students'Name</b>	<b>Test</b>	<b>Pronu n cation (1-20)</b>	<b>Fluenc y(1-20)</b>	<b>Gram mar (1-20)</b>	<b>Vocabul ary (1-20)</b>	<b>Compreh ensi (1-20)</b>
<b>1.</b>	Muadz Alchairi	Pretest	4	4	4	4	3
		Posttest (Cycle I)	4	4	5	4	4

		Posttest (Cycle II)	5	5	5	5	4
2.	M. Raihan	Pretest	1	2	2	2	2
		Posttest (Cycle I)	2	3	3	3	3
		Posttest (Cycle II)	4	4	4	4	4
3.	Imam Buchairi	Pretest	1	2	2	2	1

		Posttest (Cycle I)	2	3	3	3	2
		Posttest (Cycle II)	4	4	4	4	3
4.	Angga Prayuda	Pretest	1	2	2	2	2
		Posttest (Cycle I)	3	3	3	3	3
		Posttest (Cycle II)	4	4	4	4	4
5.	Dony Azhary	Pretest	1	1	1	1	1
		Posttest (Cycle I)	3	3	2	2	2
		Posttest (Cycle II)	3	3	3	3	3
6.	Saffa Wardana	Pretest	1	2	2	2	1
		Posttest (Cycle I)	2	3	3	3	2
		Posttest	3	4	4	4	3

		(Cycle II)					
7.	Mustofa Akmal	Pretest	3	4	4	4	4
		Posttest	4	4	4	4	4
		(Cycle I)					
		Posttest	4	5	5	5	5
		(Cycle II)					
8.	Annisa Bahira	Pretest	2	3	3	2	2
		Posttest	3	4	4	4	4
		(Cycle I)					
		Posttest	4	5	5	4	5
		(Cycle II)					
9.	Abdul Hadi	Pretest	1	1	1	1	1
		Posttest	2	2	2	2	2
		(Cycle I)					
		Posttest	3	2	3	3	3
		(Cycle II)					
10.	Putri	Pretest	2	3	3	2	2

	Khairunnisa	Posttest (Cycle I)	3	4	4	4	4
		Posttest (Cycle II)	4	5	5	4	5

**(Table II) After data were collected, researcher treats data by using the following procedures.**

NO	Students' Name	Pre-Test	Post-Test I (Cycle I)	Post-Test II (Cycle II)
1.	Muadz Alchairi	76*	80*	96*
2.	M. Raihan	36	56	80*
3.	Imam Buchairi	32	52	76*
4.	Angga Prayuda	36	60	80*
5.	Dony Azhary	20	48	60
6.	Saffa Wardana	32	52	72*
7.	Mustofa Akmal	76*	80*	96*
8.	Annisa Bahira	48	76*	92*
9.	Abdul Hadi	20	40	56
10.	Putri Khairunnisa	48	76*	92*

	TOTAL SCORE	424	620	800
	MEAN	42,4	62	80

**(Table III) Comparison of the students' score in speaking tests**

Name of Test	Pre-Test	Post-Test I	Post-Test II
Lowest Score	20	40	56
Highest Score	76	80	96
X	42,4	62	80
N	10	10	10

We concluded that the “Improving students’ speaking skill by using digital storytelling had increased from 42,4 to 80. The calculation of the mean of students’ score can be seen below:

In analyzing the data of Pre-Test, the writer applied this formula to obtain the average score of the class:

$$M = \frac{\sum X}{N}$$

Where:

M = Mean (average point)  
 X = Total score of students  
 N = Number of students

The increase of students' mean scores between the first speaking tests as a pre-test until last speaking test. In the first speaking test in the first meeting, total score of students was 424 and the number of students who followed the test was 10, so the mean of the students' score was:

$$\text{Pretest} \quad M = \frac{424}{10} = 42,4$$

In the second speaking test in the first cycle, total score of students was 620 and number of students who followed the test was 10, so the mean of students' score was:

$$\text{Post-Test I} \quad M = \frac{620}{10} = 62$$

A rate of wide variety of students who had been competent in speaking can be seen as the following:

$$P_1 = \frac{2}{10} \times 100\% = 20\%$$

As a result of this computation, the percentage of students' pre-test score is 20%, with

2 students passed the KKM and 8 remainings still below.

$$P_2 = \frac{4}{10} \times 100\% = 40\%$$

From that calculation, the class percentage which passed the Minimum Mastery Criterion

is 40%. It means that in cycle I of Classroom Action Research (CAR), 4 students passed

the Minimum Mastery Criterion (KKM) and there are 6 students whose scores are below the KKM.

The post-test I class percentage shows some students' improvement in the pre-test (20%). The students' improvement which passed the Minimum Mastery Criterion is 20% (40% - 20%). Despite the fact that it still needs refinement since it has not met the objective success rate of 75%, Classroom Action Research.

$$P_3 = \frac{8}{10} \times 100\% = 80\%$$

10

From that calculation, the class percentage is 80%. Where in cycle 2, there were 8

students who met the Minimum Mastery Criterion and 2 students are below. The percentage on post-test II obviously shows some improvements over the previous tests.



## **CHAPTER IV**

### **CONCLUSION AND SUGGESTION**

#### **Conclusion**

After the data is analyzed, it was discovered that the students' speaking comprehension advanced from cycle I to cycle II. The conclusion is drawn as follows:

1. There is an increase in the value of the digital storytelling strategy of students at SMK Pancabudi Medan. This is evidenced by an increase in the average score of students on the initial test, final test I to final test II, the mean score of the initial test of students is 42.4, while in the final test I 62 and the final test. Post-Test II is 80. therefore, it can be concluded that the application of digital storytelling Strategies can improve students' speaking skills. In other words, there was a significant increase.

2. The effectiveness of a digital storytelling strategy can be done by using fairy tale videos whose words are familiar to students, and, give them time to watch the video provided. Make sure that all students understand the video. So, students are more fun and interested in learning to speak by using a digital storytelling strategy. It was shown by the enthusiasm in the activity recounts the contents of the video on the cycle and the response time they were asked about the digital storytelling strategy.

#### **Suggestions**

Based on the preceding conclusions, the writers would like to propose the following:

1. digital storytelling technique should be used for teaching speaking and it can aid in both teaching and learning. students would be more motivated to develop their speaking skills.

2. digital storytelling techniques must be sequentially socialized among English teachers to improve their students' speaking.

## REFERENCES

- Arikunto, S. (2002). Proses Penelitian Suatu Pendekatan Praktek. *Jakarta: PT Rineka Cipta.*
- Brown, H.D. 1994. *Principle of language learning and teaching. 3rd Ed.* Englewood Cliffs, Nj:Prentice Hall Regents.
- Brown, H.D. (2001). *Teaching by Principles:An Interactive Approach to Language Pedagogy (2nd ed.)*. New York:Addison Wesley Longman Inc.
- C r e s w e l l , J . W . ( 2 0 0 5 ) . Educational research: Planning, conducting, and evaluating quantitative and qualitative research second edition. N e w Jersey: P e a r s o n E-7 d u c a t i o n a l , I n c .
- Ferdiansyah,sandi.2017.Pendekatan pedagogis membuat digital storytelling.Sidoarjo: Meja tamu.
- Harmer, J. 2004.How to Teach English :An introduction to the practice of English Language Teaching.Kualalumpur: Longman.
- Lado, R. 1976. *Testing for language teachers*. New York: Cambridge University Press.
- Ningsih,Purwati.2015.Improving Speaking Ability Trough Story Telling Technique By Using Picture Series.
- Pollard.(2008:34). *No Title*
- Richards, Jack C, et al. (1992). *Longman Dictionary of Language Teaching and Applied Linguistics*. Printed in Malaysia.
- Satriani,intan.2016.Storytelling and digital storytelling(theory and practice for educators)Bandung:deepublish
- Siahaan, Matdio. (2020). Dampak Pandemi Covid-19 Terhadap Dunia Pendidikan. *Jurnal Kajian Ilmiah*
- Sigalingging,Handika.2015.ImprovingStudentsReadingComprehensionofNarrativeTextsTroughGuidedReadingStrategy.Medan:UniversitasPrimaIndonesia
- Thornbury, S. (2005). *Beyond the sentence*. Oxford: Macmillan Education.
- Ur. P. 1996. *A Course in Language Teaching: Practice and Theory*. New York: Cambridge University Press
- W a h y u E r w a n t o . 2 0 0 9 . Improving The Speaking Ability of the Seventh Grade Students of SMP Negeri 33 Palembang. Thesis Muhammadiyah University of Palembang.Thesis published