

Digital storytelling: How does it work for tertiary students' speaking skill?

Mila Arizah¹, Darningwati², Merie Agustiani³

English Language Study Program, Teachers Training and Education Faculty, Universitas Baturaja,
Baturaja, Indonesia

Corresponding author

E-mail:milaarizah1984@gmail.com

Abstract

While it is still rewarding nowadays to use storytelling in language classroom, it mostly used in kindergarten, secondary, adult, and higher education respectively. Studies of English by storytelling are uncommon in the higher education and undergraduate levels and the way to increase technology is preferred to be a part of the language classroom, particularly in teaching speaking. Teaching speaking has the function of reducing certain disincentives. The instructor needs to provide learning opportunities as much as possible. Then there is also a need for an engaging learning environment to stimulate the drive of the students to speak. Digital storytelling is a media-based story to help the learners find a better way to discover the target language's ability to communicate. Digital storytelling media is a combination of text, voice, narration, music, sound effects, pictures, and graphics to create a fictional or non-fictional interactive narrative. This study aimed at investigating whether or not digital storytelling effective to improve the students' speaking skills. This experimental study was participated by 26 third semester students of Baturaja University, majoring in English Education Study program. The study revealed that it was effective to use digital story telling in improving the third students' speaking ability of Baturaja University.

Keywords: speaking skill; digital storytelling

INTRODUCTION

The majority of the world's population communicates in English and does so effectively. They must be able to communicate effectively in English. It agrees with Nunan (1991), who argued that mastering the art of speaking is the most crucial component of learning a second or foreign language. Different students from various countries attend high school overseas for some of them; they generally master speaking because they must communicate with each other utilizing the international English language. In Indonesia, it's different since they only speak English in class or during a course when they're in high school, so they're bashful and frequently lack vocabulary, making it tough to interact.

Speaking is the process of constructing and communicating meaning through verbal and nonverbal symbols in a number of ways (Kayi, 2014). The importance of

speaking in the teaching and learning of second languages cannot be overstated. Despite its importance, language teaching has long been neglected, with English language teachers typically taught speaking as a repetition of exercises or memorizing dialogues. However, in today's society, the purpose of teaching speaking should be to increase students' communicative abilities, because only this way can students express themselves and learn how to follow proper social and cultural rules in each communicative situation. Furthermore, speaking ability is constantly linked to context. When we use it, we choose language forms that are relevant to the cultural and social environment and utilize different types of language to accomplish different social roles. When the teachers encourage their English-competent students to speak as a foreign or second language, a large part of the overall competency is taken into account.

The real speaking practice challenge comes up as students face direct interaction. Fundamentally speaking there are three big difficulties. The first is factors of knowledge: the students still do not know language aspects that enable development. The second is skill factors: the training of the students is not standardized enough to ensure fluency. In addition, the affective factors of students often inhibit their fluency in speaking, such as low confidence and high anxiety (Thornbury, 2008).

Because pupils are not equipped to interpret sentences in English, the instructor frequently uses Bahasa when describing the material, making the learning process tedious when completed. Regardless of the restrictions of the student and instructor, the media may assist students in the learning process by providing a variety of learning styles; there are numerous approaches to handle the learning style of employing media.

The media can assist pupils develop their vocabulary and motivate them to improve their speaking abilities. One of the methods for teaching students to talk is through the use of media. In this situation, a digital image aids in the development of speech writing as well as the creation of a new learning environment. Students use digital photographs to tell stories, which is known as digital storytelling.

Storytelling is a method of language instruction that emphasizes the value of practical tasks in the classroom as social, motivating, and language-learning aids. One of the most intriguing new ways to learn English is through digital storytelling. It provides pupils with the opportunity to improve their awareness, abilities, and educational quality. Future generations have been told stories as a custom. Many people nowadays use multimedia platforms to spread their stories. A traditional and immersive bridge can be regarded as a digital story (Syafryadin, Haryani, Salniwati, & Putri, 2019).

Students who live in a digital environment will narrate their stories, expressing their thoughts and feelings with technology available both inside and outside the classroom. To express information about a certain subject, digital stories mix classic narrative techniques with various forms of digital multimedia, such as images, text, recorded audio narration, video, and music. Digital stories can be used for a variety of objectives, including telling personal experiences, reenacting historical events, or informing or educating people about a particular issue (Abdelmageed & El Nagggar, 2018).

Digital storytelling is a type of digital media creation that allows users to share different portions of their tale with one another. Individuals can use any of the non-physical media (material that only exists as electronic files as opposed to real paintings or photos on paper, sounds stored on tape or disk, films stored on film) to tell a story or present an idea, including the digital equivalent of film techniques (full-motion video with sound), stills, audio only, or any of the other types of non-physical media (material that only exists as electronic files as opposed to real paintings or photos on paper, sounds stored on tape or disk, films stored on film). A digital storyteller is someone who enjoys using stories and digital media to document their life experiences, thoughts, and feelings. It's usually someone who has no prior video production expertise but has the time to attend a workshop and create a story with the help of loving, experienced facilitators who provide creative guidance and technical aid.

Based on researcher's observation to the English Study Program Baturaja University, the writer found a lot of problems in teaching speaking English; the students are so difficult to master speaking. English learning is not very popular in Baturaja since most students lack the opportunities to learn and practice English in School. The problems in teaching and learning are also the stress of the students, enthusiasm, lack of trust when taking a speech in the class time constraint. The English exercises are one of the chances to improve the speaking skills of the students. In the classroom there were encouraging activities to inspire the students, they increased the self-confidence of becoming a part of the classroom including answering the question, expressing the idea, and presentation. Therefore, researcher fears that if the students do not have enough chances and activities in language classroom to practice speaking skills, they will soon become discouraged in learning. Activities and activities must be planned to introduce the students to language goals and improve the enthusiasm of the students to learn the language in class. Hence, the writer attempted to examine Digital Storytelling along with how effective it is being applied to improve the speaking skills of the students.

METHOD

The pre-test and post-test one group design was used in this experiment. The approach for testing a hypothesis by setting up a condition that includes pre and post treatment tests but no control group is known as the pre-experimental method. The participants in this study ranged from first to third semester English Study Program students at Baturaja University. The total number of students in this study is 26. Because the population in this study was under 100, the sample was taken using the complete sampling technique.

In this study, the researcher collected data by using test. Test was usually used as one of the instrument in study. It was a most reliable and easy way to get information or data. The speaking test was given twice to know students' ability before and after the treatment using digital storytelling. Meanwhile, in evaluating the students' speaking score, the writer and another rater listened to the student's record and use the oral English rating

scores. The researcher analysed the data after getting the score of pre-test and post test. The writer used independent sample t-test with SPSS 22 to analyse data, in which the writer compared the mean different pre-test and post-test.

RESULTS AND DISCUSSION

The major goal of the pre-test was to determine the pupils' fundamental speaking skills before beginning treatment. The greatest pre-test score was 72.5, the lowest pre-test score was 22.5, and the mean pre-test score was 59.81. There was no student (0%) who received a score of 80 in the very good category, 1 student (3.33 percent) who received a score of 66–79 in the good category, 1 student (3.33 percent) who received a score of 56–65 in the sufficient category, 3 students (10%) who received a score of 46–55 in the poor category, and 22 students (83.34 percent) received a score of 45 in the very poor category.

The goal of the post-test was to see how effective storytelling is at teaching people to talk. It was given after the treatment was delivered by the writer. According to the data above, the highest post-test score was 80, the lowest score was 57.5, and the mean post-test score was 69.13. There were 2 students (7.7%) who received a score of 80 in the very good category, 14 students (53.84%) who received a score of 66–79 in the good category, 10 students (38.46%) who received a score of 56–65 in the sufficient category, no students (0%) who received a score of 46–55 in the poor category, and no students (0%) who received a score of 45 in the very poor category.

The writer discovered that the pre-test mean was 41.25, whereas the post-test mean was 69.135. According to the table, the value of t-obtained was -14.411, and the critical of t-table was 1.31 in two-tailed testing with $df = 25$. Because the t-obtained value was greater than the t-table critical value, there was a substantial difference in achievement before and after the treatment. As a result, t-obtained was more than t-table. This meant that the Null Hypothesis (H_0) had been rejected, but the Alternative Hypothesis (H_a) had been accepted. It meant that using digital storytelling to improve students' speaking achievement at Baturaja University's third semester English study program was highly beneficial.

Digital storytelling is an essential educational media that combines computing technology with the art of narrative. It is a narrative creative media that combines words, images, and audios. By utilizing the app to tell the narrative in their own words and voices, digital storytelling can be used in language learning as an interactive way to assist students improve their English speaking skills. Brown (2011) tells out that digital storytelling media is suitable for teaching speaking since it is linked to technology advancements, appealing media, and relevant content.

The digital storytelling program emerges as a unique tool for pupils to improve their speaking abilities. The pupils may be encouraged to communicate in a more natural manner. To finish the course, students must discuss and negotiate in English in a group

setting. The students' confidence in speaking has risen as a result of their ability to speak in small groups without fear.

According to Ohler (2007), digital storytelling in the classroom is a creative method that combines a traditional story with personal digital equipment such as a computer, video camera, and sound recorder. Students find images relating to a theme, interpret them using digital storytelling, and record them as stories.

According to Pardo (2014), digital storytelling has both content and technology, and while it was not designed to be used as a pedagogical technique, the teaching options that this medium provides in the process of learning a foreign language should not be overlooked. Some of the skills English language learners can build while working on this project are: (1) Analytical skills—students will learn how to find information; (2) Communication skills—students will learn how to organize their thoughts, express ideas, and create a story; (3) Technology skills—students will learn how to use a variety of instruments; (4) Presentation skills, as they will be delivered to an audience; (5) It also gives students the opportunity to work as part of a team; (6) and support one another by giving advice based on their own experiences.

Wahyuni and Sarosa (2017) pointed out that digital storytelling is a good form of project to encourage the speaking capabilities of students. There are some steps of digital storytelling: (1) It helps them improve verbal and critical thinking skills; (2) Audio recording, students learn how to make pronunciation correctly, including stress and intonation pattern; (3) They would then practice image scanning and editing, and thus work to improve their visual and technical literacy; (4) Students merged various media forms, such as audio and photographs on a timeline and inserted music tracks (video editing), and (5) Digital story presented to students. The speaking ability of the students can be seen by the way they attract the audience in this level.

In the Digital Age, Storytelling By creating a story based on media, learners can develop an easier strategy for exploring speaking skills in the target language. Text, speech, narration, music, sound effects, photographs, and graphics are all used in digital storytelling to create a fictional or non-fictional multimedia story. Digital storytelling can be a great educational tool for students of all ages and groups that want to create their own stories. Students' creative abilities are utilized through the usage of digital storytelling. Students that participate in the creation of digital stories improve their communication abilities, which can aid emotional intelligence, social learning, and teamwork (Robin, 2016).

CONCLUSION

Conversations, role plays, games, knowledge gaps, narrative, visual interpretation and explanation, and even watching movies can all be used to teach speaking. With these strategies, students can obtain several exposures to the target language. The teacher must

also be aware of different media that can help students improve their English skills. One of the techniques that can be effective in the speech process is digital storytelling.

Digital storytelling is a new representation of the ancient technique of storytelling. Digital stories take their cues from integrating images, music, story, and voice, resulting in people, situations, perceptions, and perspectives with a rich depth and diversity.

The use of digital storytelling to engage students in increasing their media literacy and cultural abilities is investigated. Contemporary approaches to learning and education are shaped by media and developing technology. Educators can now explore subjects connected to cultural competency and diversity using new technology and media platforms. Digital storytelling has limitless potential as a teaching and learning tool that engages students in critical thinking, cultural development, and discovering their voice in the classroom. Educators may use technology and social media to engage with people from all walks of life while also distributing knowledge and increasing their educational horizons.

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