
THE IMPLEMENTATION OF VIDEO DIGITAL STORYTELLING TO INCREASE STUDENTS SPEAKING ABILITY

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Abstract

This research examines the implementation of video digital storytelling as an innovative media to enhance students' speaking ability. Video digital storytelling involves the creation of short, multimedia narratives that integrate images, videos, and audio to convey personal or fictional stories. The research aimed to encourage students to actively engage in spoken communication, express themselves creatively, and develop their oral language skills. The study investigates 25 students who participated using video digital storytelling in learning English as a means to increase their speaking ability in English as a Second Language (ESL) context. The research design was based on a case study with a thematic questionnaire was used for data collection. The results of students' post-test scores show an increase in students' speaking ability. The average post test score of students' speaking ability was 79.4. From the findings of the questionnaire indicated positive outcomes in terms of active engagement, motivation, collaboration, communication, confidence building, critical thinking, application of knowledge, and satisfaction through the usage of video digital storytelling for students in speaking ability. In short, the students enjoyed learning and participating in various speaking assignments by using video digital storytelling.

INTRODUCTION

The development of information and communication technology opens up new opportunities in English language teaching and learning. One of the media that can be used to support English language teaching and learning activities is by using Video Digital Storytelling (VDS) media. Video Digital Storytelling or better known as VDS is a learning media that uses several elements of audio, video, visual images, narration, and sound in delivering the story as interesting as possible by evoking various animation elements (Nair & Yunus, 2021).

In the context of English language learning, Video Digital Storytelling can be used to increase English speaking skills, because Video Digital Storytelling combines various storytelling arts that are

displayed as interesting as possible through various multimedia such as images, audio, video and music to display information on certain topics that make it easier for students to learn independently by watching, listening and reading because there is text available in Video Digital Storytelling (James et al., 2019). One of the advantages of this media is that students can also watch various kinds of interesting stories that are packaged in a form that is more acceptable to all types of student characteristics which are displayed in auditory, visual, kinesthetics forms through image impressions and readable text story sounds so that students are trained in terms of pronunciation (Pronunciation) of each English word contained in the media. Digital Storytelling Video Media provides reinforcement to students' memory because it displays interesting visualisation to be enjoyed. Thus, through VDS, it is expected to increase students' English-speaking ability in English learning (Sam & Hashim, 2022).

Video digital storytelling is an innovative and creative media using various visual, narrative and sound elements that can increase students' English-speaking ability. The use of Digital Storytelling Video in learning provides many benefits for students, especially in improving speaking skills (Arroba & Acosta, 2021). By combining elements of narrative and video technology, VDS engages students in the process of creative storytelling, increases speaking skills, strengthens self-confidence and hones creativity. In addition, VDS also helps students develop presentation skills, critical thinking and technology mastery, all of which contribute to successful learning (Abdolmanafi-Rokni, 2014).

In other words, video digital storytelling can help students hone their speaking skills in an engaging and effective way. Through video digital storytelling, students engage in activities and eliminate fear when retelling using folklore-themed videos that are simple and easy to understand, so through the medium of video digital storytelling can increase English speaking and develop overall communication skills. Therefore, video digital storytelling is a very appropriate and useful media that supports learning using increasingly sophisticated and modern communication technology applied in the world of education and English language learning (Fu et al., 2022).

Video Digital Storytelling has various interesting features that allow users to engage in learning activities. The main components of video digital storytelling are images, text, audio and video. Images are the visual elements that form the core of digital storytelling. Images can be photographs, illustrations or graphics that are relevant to the story being told. Careful use of images can help visualise the story and give the right feel to the audience. Text is an important part of video digital storytelling as it is used to convey narration or dialogue. Text can be written text that appears on the screen or a voice read out by a narrator (J. Juliana, 2016). The use of strong and relevant text helps to build the story clearly and effectively. Audio includes all sound elements, including music, sound effects, and the narrator's voice. Sound provides a deeper emotional dimension in digital stories. Appropriate music and sound effects can enhance the atmosphere and influence the feelings of the audience. The use of Video Digital Storytelling can add a dynamic element to the story. Videos can be live footage, animations, or other visual effects. Good use of video can make the story more interesting and arouse the attention of the audience (Syafryadin* et al., 2019).

Some of the benefits of video digital storytelling are that they can motivate students to engage in learning. Video Digital Storytelling uses multimedia elements that attract attention, so the story is easier for students to understand and remember. Digital Storytelling Videos can increase memory's (Febliansyah, 2023). The combination of images, text and audio helps to strengthen students' memory of the story. Video digital storytelling evoke emotions as audio and video in Digital Storytelling can affect students' emotions and make the story more interesting and immersive. And video digital storytelling can also increase student creativity. Video digital storytelling provide opportunities for students to express creativity and create unique narratives. In video digital storytelling, students can share story

experiences: students can share their experiences, ideas, or information effectively and touch the hearts of the audience (Kallinikou & Nicolaidou, 2019).

This research focused on the application of video Digital Storytelling media in improving students' English-speaking ability. It also explored various aspects related to the use of Video Digital Storytelling, including the main features offered by the app, the extent to which it can provide structured speaking practice, specific feedback, and benchmarking with correct pronunciation. The study also involved students' participation in an experiment using VDS media and analysing the data obtained to evaluate the increasement of students' English-speaking ability after using this application (Mitra Zuana, 2018). VDS has 4 advantages including (a) Emotionally, students have the opportunity to be touched by the story in the video. (b) Educational: Students can convey informative things in a series of stories. (c) Emphatically: Watching video digital storytelling can foster students' trust and empathy. (d) Engaging: After watching the video, students can engage further by providing their comments for the video or sharing the video with their friends and relatives, so it is more shareable and has the potential to go viral (Purnama et al., 2022).

The results of this study were expected to provide a better understanding of the benefits and effectiveness of applying simple North Sumatra Folklore-themed Digital Storytelling Video media in improving students' English-speaking skills. This research can also provide recommendations to educators on the effective application of simple North Sumatran Folklore-themed Digital Storytelling Videos in the context of English language learning. Thus, this research is expected to make a significant contribution in the effort to increase students' English-speaking learning through the use of technology in education.

In other words, this research was important for the students of SMP Amalyatul Huda Medan to be more familiar with learning media that support English learning activities, one of which is video digital storytelling media (Putri & Ardi, 2013). This research included the use of various features on the video digital storytelling with the theme of North Sumatra Folklore which is simple and supportive in improving students' speaking skills. video digital storytelling with the theme of North Sumatra Folklore is an effective solution to increase English speaking skills. Through interactive features, students can practice their speaking skills by utilising the video with consistency and commitment in using it, English learners can increase speaking fluency, increase pronunciation, and expand vocabulary. With video digital storytelling, students can overcome difficulties and fear of speaking English and increase confidence in speaking in front of the class (- Juliana, 2018).

In other words, this research aimed to implement video digital storytelling in improving English speaking ability of Amalyatul Huda Junior High School Students in order to open the students' insight, understanding, awareness and skills of the importance of the use and application of video digital storytelling in improving students' English-speaking ability (Nair & Md Yunus, 2022).

METHOD

Research Design

The research design was based on a case study about students' speaking ability that was still low and also lack of media applied in teaching English speaking. Twenty-five ninth-grade students from SMP Amalyatul Huda in Medan, North Sumatra, Indonesia, were selected based on the result of preliminary observation about students with low English-speaking proficiency. Preliminary observation was conducted to assess the speaking proficiency of the students to determine their interest in learning English. In addition to the observations, the researcher asked the English instructor for recommendations regarding the selection of the students (Creswell, J. W., & Poth, 2007).

The above efforts resulted in the selection of twenty-five students who met the prerequisites with less speaking proficiency in English. Therefore, the researcher applied alternative media as the solution with the use of video digital storytelling to increase students' speaking proficiency. Due to the fact that the students were unfamiliar with video digital storytelling, a step-by-step guide to the use of video digital storytelling was provided (Creswell et al., 2007).

Observations of the speaking proficiency and interests of the students provided an overview of the speaking activities to design. In addition to observations made through complete participation, questionnaires were distributed to students related to the implementation of video digital storytelling that had some benefits in increasing students speaking proficiency such as engagement, motivation, collaboration, communication, confidence-building, critical thinking, knowledge application, and satisfaction

The data consisted of the outcomes of observations of the students' participation, thematic questionnaires: to determine some benefits of digital storytelling on their English-speaking performance and also a semi-structured interview to know English-speaking confidence of students using video digital storytelling. Ten randomly selected students were interviewed to determine the benefits of video digital storytelling on their English-speaking confidence (Creswell & Miller, 2000).

Instruments

Speaking Tests

English speaking tests were utilized by the researcher. The oral examination consisted of two sections. In the first section, the students were asked to discuss their personal information, followed by a situation-based conversation with their interlocutors. In order to reduce the subjectivity of the raters, an oral performance record was administered during the conversation so that it could be scored using a scoring rubric that comprised a checklist of conversation performance. (Cambridge English preliminary for schools, 2012).

Thematic Questionnaires

Thematic questionnaires were used related to some benefits of Implementation of video digital storytelling to Increase students' speaking ability. They were engagement, motivation, collaboration, communication, confidence-building, critical thinking, knowledge application, and satisfaction were the eight factors. The researcher utilized a closed ended questionnaire (Yes/No) (adapted from Griffiee, 1997) to assess the English-speaking proficiency of the students. The questionnaire included three aspects of English-speaking performances: skill, self-assurance, and eagerness. This questionnaire was modified by the researcher based on these three aspects of speaking performance, and it also corresponded with the research questions.

A Semi-Structured Interview

A semi-structured interview was conducted in order to investigate the English-speaking confidence of students using video digital storytelling. Ten randomly selected students were interviewed to determine the influence of digital storytelling on their English-speaking confidence.

Data Analysis

The quantitative information was gathered via an oral performance record. The quantitative data was then analysed using descriptive statistics. For the qualitative data, 10 randomly selected students were interviewed and recorded in order to obtain in-depth information about the students' English-speaking confidence in relation to video digital storytelling; the interviews were transcribed and a theme was identified.

RESULTS AND DISCUSSION

Research Findings

Speaking Tests – Video Digital Storytelling to Enhancing Students’ Speaking Performance

The researcher used English speaking tests, consisting of two sections: discussing personal information and having a situation-based conversation with interlocutors. A performance record was administered to reduce subjectivity and score conversation performance (Lim et al., 2022). The result of pre-test and post-test of students’ speaking ability can be seen in the following figure:

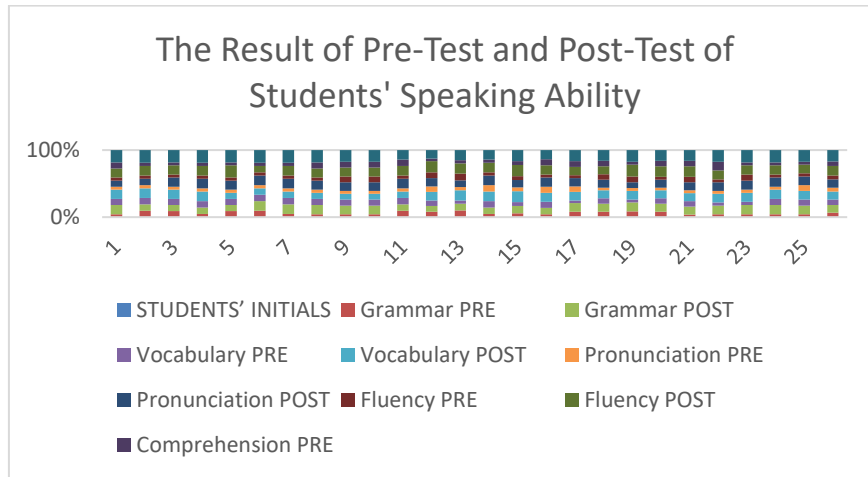


Figure 1. Pre-test and Post-test of Students’ Speaking Ability

The researcher utilized video digital storytelling to enhance students’ oral communication skills. Eight meetings were held to conduct the pre-test, implementation, and post-test. Before implementing video digital storytelling, the researcher administered a pre-test, for which the mean score was 36.00. The school's minimum Criteria for Mastery of Learning (or KKM, *Kriteria Ketuntasan Minimal*) is 70. The use of video digital storytelling to increase students’ speaking ability applied, after that, the researcher conducted the post-test, and the result of the post-test is 79.4 for the mean score.

Thematic Questionnaires

The study utilized thematic questionnaires to assess the benefits of video digital storytelling in increasing students’ speaking performance. Eight factors were identified, including engagement, motivation, collaboration, communication, confidence-building, critical thinking, knowledge application, and satisfaction that automatically increase their speaking performance. The result of questionnaire can be seen in the following table:

Table 1. Questionnaire about the usage of video digital storytelling to increase students’ speaking Performance

Statement	Responds	
	Yes	No
ively engaged during the video storytelling activities.	96	4
igital storytelling motivated me to ny speaking ability.	92	8
ting with my peers on video storytelling projects was enjoyable	88	12
unication skills in the target increased through video digital g.	80	20
igital storytelling boosted my e in using the target language.	92	8
igital storytelling helped me critical thinking skills related to learning.	84	16

apply my language knowledge while creating video stories.	80	20
ified with the overall video digital experience.	96	4

The table 1 shows the results of the questionnaire on the benefits and usefulness of video digital storytelling in improving students' speaking performance in the form of yes or no answers to 8 questions tested on students after the activity was carried out. On average, students felt the role and existence of video digital storytelling could increase students' speaking performance. These eight thematic questions are related to its speaking outcomes. Eight factors were identified, including engagement, motivation, collaboration, communication, confidence-building, critical thinking, knowledge application, and satisfaction that impact on students speaking performance (Roza & Rustam, 2023).

Students responses provided valuable insights into the effectiveness of this innovative media (video digital storytelling) applied in enhancing language learning experiences specially to increase students speaking performance. Based on the evaluation's findings showed that video digital storytelling was effective and appropriate for improving students' speaking performance. *“Although respondents stated that I could apply my language knowledge practically while creating video stories”* and *“My communication skills in the target language increased through video digital storytelling”* were in the level of 80%. But other respondents stated that *“Video digital storytelling motivated me to increase my speaking ability”* and *Video digital storytelling boosted my confidence in using the target language”* were in the level of 92 %. All respondents concurred that video digital storytelling made students engaged in their speaking activities and can be used to increase students' speaking performance. The respondents were almost agreed that video digital storytelling had some strengths and benefits to increase their speaking performance. Thus, it can be said that the results of the questionnaire showed an increase in involvement and enjoyment in speaking activities that automatically increase students' speaking performance with an average percentage of 96%.

A Semi-Structured Interview

To obtain additional information, the researcher conducted semi-structured interview questions to ask 10 randomly selected students. Five queries were used to determine how students perceived their English-speaking confidence. The following describes the interview's findings:

1. How does video digital storytelling assist you in overcoming your fears and gaining confidence?

Most students (85%) said that they liked video digital storytelling in learning English speaking because they had opportunities to involve in learning a language through the use of video digital storytelling. They could listen and watch the audio and also replay the video which significantly enhanced their speaking, pronunciation and vocabulary. Additionally, they had opportunities to construct their own stories digitally. As such, they could practice speaking as they recorded their voices into digital stories. These students ascertained that their speaking anxiety gradually decreased because they were not worried about making mistakes or felt embarrassed when it was recorded. An example of students' excerpt was displayed below.

“Digital storytelling provides a safe environment for practicing my English speaking without pressure of a live audience. Sharing stories on recording helps me to create confidence in self-expression and communication.”

2. How does digital storytelling boost your confidence in your English-language skills?

Most students (80%) stated that digital storytelling boosted their English-speaking confidence because they had the opportunity to understand language functions and substance of the sample stories before they were questioned. Furthermore, the engaging stories they listened to and watched were based

on their interest in Malin kundang and Lake Toba stories. This was one of the most crucial motivators for them to practice speaking since they spoke about what they were interested in, which increased their English-speaking confidence. An example of students' excerpt was displayed below.

“Digital storytelling builds my confidence by allowing me to practice English in a fun and creative way. The use of the language across a variety of media, such as text, audio, and images, helps me feel more at comfortable with it.”

3. Which aspects of digital storytelling enhance your English-speaking proficiency?

Most students (90%) said that video digital storytelling helped them feel more confident when speaking English in more than one way. In particular, pictures, videos, and sounds were used in video digital storytelling. So, when they saw real digital stories from teachers, they knew they were real. They learned how to say words and how to put them together in sentences. The students all agreed that the audio was the most important part for improving their confidence and skill to speak English. They thought that they had to talk over and over until they were happy, which gave them confidence when they gave their speech or talked to other people. An example of students' excerpt was displayed below.

“Digital storytelling helps me learn English by using it in real-life situations. It helps me to think about how they use language. Besides I was able to construct my own stories without having to worry about language usage because I had already seen an example in class.”

4. How does digital storytelling motivate English language proficiency?

Most students (85%) said that digital stories changed how they learned the language. Students who were shy at first became more social and took part a lot in speaking English through video digital storytelling. Also, students were so proud of themselves when they showed and told their friends about their stories. They made more stories to share with their viewers because digital storytelling inspired them to do so. They thought it was fun to use technology to tell stories. The more stories they made, the more they were able to say. This showed that digital storytelling made them want to make more stories, and the fact that they could learn the language in the story made them want to learn the target language on their own. An example of students' excerpt was presented below.

“Video Digital stories helps me to learn English by giving me chances to keep practicing and getting better. It creates a place where language learners can try out new things and learn from their mistakes that automatically motivate me to speak English in comfortable zone.”

5. How does digital storytelling encourage to speak English?

Most students (85%) stated that digital storytelling *encourage to speak English* because they had the opportunity to speak by using their own electronic media. Furthermore, by using video digital storytelling help them to record their own stories that automatically made them engage in their leaning and their independent to learn English. An example of students' excerpt was displayed below.

“Digital storytelling makes learning English fun and meaningful. Sharing stories on global networks supports regular and meaningful language use”

DISCUSSION

Findings of the research disclosed that students English speaking performance increased after implementing video digital storytelling as a pedagogical media. Findings indicated that post-test scores for students' speaking performance were higher than pre-test scores. The conclusion indicated before implementing video digital storytelling, the average pre-test score was 36.00. Then, following the application of video digital storytelling to enhance students' speaking ability, the researcher administered the post-test, the mean score of which was 79.4 points. The findings indicated that video digital storytelling had positive effects on the speaking performance of students.

The post-test scores of students who learned through video digital storytelling were 85 points higher than their pre-test scores of 45 points. This result concurred with Rokni and Qarajeh's (2014) finding that video digital storytelling had a positive effect on students' English-speaking skills. In a similar vein, Tahriri et al. (2015) conducted a study to determine whether the use of video digital storytelling can increase students' speaking performance (Fu et al., 2022).

The results of the questionnaire revealed that the students' perceptions of their English-speaking performance increased after using video digital storytelling. The questionnaire regarding students' speaking performance in terms of engagement, motivation, collaboration, communication, confidence development, critical thinking, knowledge application, and satisfaction. The results of the questionnaire revealed an increase in students' participation and enjoyment in speaking activities, which consequently increased their speaking performance by an average of 96%.

In addition, an interview with 10 randomly selected students revealed that the use of video digital storytelling significantly boosts students' confidence in English speaking. Students had a favourable perception of their confidence in their ability to learn through video digital storytelling. The results of the interviews also indicated that digital storytelling increased students' motivation and engagement to learn English speaking, which in turn boosted their confidence. This is consistent with the findings of Nair & Yunus, (2021) who conducted a study on the use of video digital storytelling for English speaking. This study revealed that the use of video digital storytelling increased students' confidence in speaking English. After the research finished, the students also desired to use video digital storytelling to enhance their language learning (Abdelmageed & El-Naggar, 2018).

In conclusion, both the students' English-speaking performance and their English-speaking confidence increased. Students agreed wholeheartedly that video digital storytelling enabled them to communicate English with confidence and fluency. In addition, the result of questionnaire and interview reported that digital storytelling videos enhanced their English-speaking performance and confidence because students provided opportunities to practice, engage in, and independently acquire English language. Consequently, this study concluded that the use of video digital storytelling could increase English-language performance in general and English-language confidence in particular (Dewi & Sari, 2022).

CONCLUSION

The research showed that there was an increase of students' speaking ability. The average post test score of students speaking ability was 79.4. The findings of the questionnaire indicated positive outcomes in terms of active engagement, motivation, collaboration, communication, confidence building, critical thinking, application of knowledge, and satisfaction through the usage of video digital storytelling for students in speaking ability which consequently increased their speaking performance by an average of 96%. The finding of interview revealed that the use of video digital storytelling increased students' confidence in speaking English. After the research finished, the students also desired to use video digital storytelling to enhance their language learning. In short, the students motivated learning and engaging in various speaking assignments by using video digital storytelling.

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