DIGITAL STORYTELLING: AN INTERACTIVE MEDIA FOR TEACHING SPEAKING

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Abstract

This research aimed to improve the seventh graders' speaking skill and their classroom activities through the implementation of digital storytelling media. The students were expected to be more confident in speaking English, enriching their vocabulary and developing their idea. Therefore, this study was directed to (1) implement the benefits of digital storytelling media related to the seventh graders' speaking activities at home and school (2) explore how digital storytelling could be an effective tool for learning and supporting students' speaking skill. The data were collected from SMPN 1 Seyegan through observation, interview, questioner, and tests. The researcher gave the material using digital storytelling media, then the students described what they had got from the story. The researcher applied a Classroom Action Research that contained four stages namely planning, action, observation, and reflection. The result showed that there was a significant improvement from the pre-test and post-test. The mean score of the pre-test was 5.6 while the result of the cycle 1 post-test was 7.8 and the post-test was 8.0. The interview and questioner showed that digital storytelling could improve the students' motivation and interest in speaking and eventually develop their English - speaking skill. In conclusion, the digital storytelling succeeded in improving the seventh graders' speaking skill in SMPN 1 Seyegan. As a recommendation, digital storytelling could be one of the effective media in teaching speaking and used as one of the sources for learning English.

Keyword: Speaking Skill, Digital Storytelling, Seventh Graders

INTRODUCTION

Globalization era has some impacts to Indonesian students. They have to communicate using English with good speaking competence at school mainly in their English class. Teaching speaking becomes a priority for foreign language learners since English is considered an international language which is learned by most of the people around the world. Consequently, learners have to evaluate their achievement in language learning as well as the effectiveness of their English course on the basis of how much they have improved in their spoken language proficiency. Teachers make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through group work, task work, and other strategies (Richards, 2008).

English is an important subject that should be mastered by students at the school. Most of the technology, resources, and products use English as the language to bridge among people in the world. Teachers are expected to be the good monitor for the students based on curriculum 2013. It should be students centered learning, so students are demanded to be more active and more productive. Here the teacher should help the students in the learning process to be an active and independent student.

However, in Indonesia, English is introduced in Junior High School as the main subject. In Junior High School, speaking skill is important for the students because by mastering speaking skill, they can carry out conversation with others, give ideas and change the information with interlocutor and people are able to know the situation that happens in the world. Students need to improve their speaking skill to adapt them to speak English, so English is not just about theory but practicing become a habit. The components of English-speaking skill that should be given and studied in English speaking class are pronunciation, vocabulary, grammar, fluency, accuracy, and comprehension.

Teachers are expected to have adequate in choosing the material, appropriate media, and the technique. In a digital era today, many kinds of media are created. The media can be in the form of multimedia or interactive. In speaking learning process, contextual media are required. According to Madhuri (2013), Audio Visual Media tools for students can improve speaking skills several times over, more than other methods. Speaking can be taught in several techniques, such as discussions, role plays, simulations, information gaps, storytelling, narrating and describing pictures, and also watching videos. With these techniques, students will have numerous exposures in the target language.

Therefore, the teacher has to consider the other media that can improve the students' ability in English speaking skill. One of the media which can be useful in the speaking process is Digital Storytelling Media. Joe Lambert and Dana Atchley blended their philosophies and talents to create the media format that we now call digital storytelling (Lambert stated in Alismail 2015).

Digital Storytelling Media is used to help the learners to create an easier way to study speaking skill to the target language by retelling the story based on the media. Digital Storytelling Media is the combination of text, voice, narration, music, sound effects, images and graphics to create a fictional or non-fictional multimedia narration (Robin, 2008). The process of telling the stories called Digital Story Media telling. At its core, Digital Storytelling is used as the media, so the students can get information or story from the video then retelling using their own words.

Digital storytelling media is appropriate media to teach speaking because it is related to the modern technology, attractive media, and understandable (Brown, 2007). Students in Junior High School need high motivation to learn English. By giving interactive media, students will not be bored while study. In grades VII of school X, students were really in Basic English, so they need to enrich their vocabulary and also their confidence in speaking. Besides, by retelling the story and describe things, students also improve their critical thinking based on the context of the story. They also can give their opinion and find the moral value from the story.

O'Malley and Chamot in Wallace (2004) stated that speaking as an example of a complex cognitive skill that can be differentiated into various hierarchal sub-skills, some of which might require controlled processing while others could be processed automatically. In other words, it involves many skills in a human's brain including some automatic processes. Speaking is one of the most important skills in a language.

According to Richards and Renandya (2008) that speaking is one of the elements of communication. Where communication is the output modality and learning is the input modality of language acquisition. In other views, speaking is fundamental and instrumental. Speakers talk in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request things to get them to do things for them, and they promise, warn, and exclaim to affect them in still other ways. Brown (2004: 271) defined six types of classroom speaking performance that students are expected to carry out in the classroom: Imitative, intensive, responsive, transactional, interpersonal, and extensive.

Robin (2006: 01) states Digital Storytelling Media is the process of combining the arts of telling stories with the variety of digital multimedia, such as images, audio, and video. In 1990, Joe Lambert developed Digital Storytelling in the virtual world as the co-founder of the Center for Digital Storytelling (CDS). Since then, Lambert and the CDS have worked to provide training and assistance to people interested in creating and sharing their personal narratives (Robin, 2008). Moreover, today, the CDS is working to develop and disseminate the Seven Elements of Digital Storytelling (see Table 1.2), which aids teachers in creating digital stories with their students (Robin, 2008).

Table 1. The Seven Elements of Digital Story Media

No	Center for Digital Storytelling's Seven Elements of Digital Storytelling	
1	Point of view	What is the main point of the story and what is the perspective of the author.
2	A dramatic question	A key question that keeps the viewers' attention and will be answered by the end of the story.
3	Emotional content	Serious issues that come alive in a personal and powerful way and connects the story to the audience.

No	Center for Digital Storytelling's Seven Elements of Digital Storytelling	
4	The gift of your voice	A way to personalize the story to help the audience understand the context.
5	The power of the soundtrack	Music or other sounds that support and embellish the storyline.
6	Economy	Using just enough content to tell the story without overloading the viewer.
7	Pacing	The rhythm of the story and how slowly or quickly it progresses.

The research objectives of this research are as follows: To implement the digital storytelling as the teaching media to improve the seventh graders' speaking skill of Junior High School in SMPN 1 Seyegan and to find out the improvement of students' speaking skill using digital storytelling media to teach speaking for the seventh graders of Junior High School.

This Classroom Action Research will limit the scope of the research that is related to apply the digital storytelling media in the classroom to improve the students' speaking skill of seventh graders of SMPN 1 Seyegan, Sleman for the second semester. The material was about descriptive animal that used narrative story of fable. Thus, digital storytelling media is needed to make teaching atmosphere in learning process become more fun and comfortable.
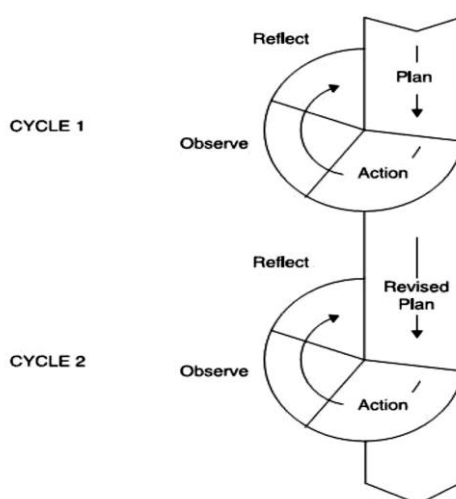
METHODOLOGY
Research Design
In this section, the researcher would like to try to answer some questions concerning the research problems and solve the problem by conducting an Action Research. It was to see the improvement the students' speaking skill use Digital Storytelling Media. The research method of this research was Classroom Action Research (CAR). The research was conducted in two cycles and the procedure consisted of four main steps: planning the action, implementation, observation, and reflection.

Research Subject
The research participants of this research were the seven graders of SMP N 1 Seyegan Yogyakarta. There were 6 classes of seventh graders (A, B, C, D, E, and F). From classroom observation, the researcher got the result that 7F students' speaking skill was the lowest, but they have high motivation in learning English. This study will use purposive sampling on the second semester of 7F of the academic year 2017/2018.

Research Procedure
According to Kemmis and McTaggart in Burns (2010:8), action research typically involves four phases in a cycle of research. The cycle is recursive, means it goes back to previous steps again when the aim has not been fulfilled. Only when a satisfactory outcome has achieved, feels it is time to stop. The four phases are described as follows:

Figure 1. Action Research by Kemmis and McTaggart

Data Collecting Technique

The researcher used the instruments in the forms of observation, interview, test, and questionnaires. Therefore, the data of the study would be in the forms of the questionnaire result scores, percentages of the questionnaire result, interview transcripts, observation notes, and students' scores.

Observation

The observation would be used to help the researcher in describing the situation in the classroom learning activities. The researcher would observe the students' attention toward the teacher's explanation, the students' activeness in the discussion, and students' responses toward the teacher's instructions. Then, the data of the observation guidelines results would be in the form of field-notes.

Interview Guidelines

The interview conducted by interviewing the seventh graders of school X Yogyakarta. This interview was conducted before implementing the media. The interview guidelines will be used to obtain the information on the students' needs and interests in learning English. The result of data collection about the interviews would be in the form of interview transcripts.

Test

This research used tests to measure students' improvement after using Digital Storytelling as the media in teaching learning process. The researcher will conduct two kinds of tests; pre-test and post-test. The pre-test aims to know the students' condition before implementing the media. The post-test will be conducted to know whether Digital Storytelling can successfully help students in improving their speaking skill in retelling story.

The students' performance in pre-test and post-test would be limited in terms of five aspects which are vocabulary, fluency, pronunciation, comprehension, and grammar.

Questionnaires

The researcher distributed closed-ended questioner to the students at the end of the classroom action research. This instrument helped the researcher to figure out the students' opinion and responses toward the new method that the researcher used to improve the students' speaking skill. These questioners helped the researcher in reflecting on the teaching-learning process and giving the recommendation for the future researcher.

Data Analysis Technique

This data was quantitative, and it was analyzed using statistic procedure. The students' scores on pre-test and post-test were presented in column chart and it was described separately.

The researcher used formula of mean:

$$X = \frac{\sum X}{n}$$

Notes:

$\overline{X}$:   Mean
$\sum X$:   Total students score
n :   Total of the students

To get the percentage which passed the minimal mastery of criterion (KKM) by considering English subject score of 70 (seventy), the researcher used this formula:

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

P= Percentage
F= Total Percentage Score
N= Number of Students
To identify the students' improvement, the researcher used the formula below:

$P = \frac{\gamma 1 - \gamma}{\gamma} \times 100\%$

P= Percentage of students' improvement
γ=pre-test result
γ1=post test 1

FINDING AND DISCUSSION
Comparison between the Two Cycles

In this part, the researcher presents how is the students' improvement by using digital storytelling in the seventh graders of Junior High School from the result of pre-test, post-test 1, and post-test 2. Besides, the researcher also analyzed the questionnaires result. The data was used to answer the second research question. From the observation result, the problem faced by the students and teacher was the students felt unmotivated. One of the factor students felt unmotivated was because the teacher rarely provides teaching media maximally even students rarely practice. According to Brown in Goh and Burn in Rositasari (2017) one of the teaching speaking principle was the providing motivation technique. Therefore, the researcher chose digital storytelling media as the solution. The effectiveness of using digital storytelling was proven in the result of pre-test and post-test. The researcher tried to examine and compare the result of pre-test and post-test to examine how the teaching media affect students' speaking performance. The data are presented separately in the form of table and chart.

Table 1. The Result of Pre-test

| No | The Result of Pre-test | | |
	Class (mark)	Frequency	Category
1	40- 45	3	Very Poor
2	46- 50	2	Very Poor
3	51- 55	6	Poor
4	56- 60	14	Poor
5	61-65	4	Poor
6	66-70	2	Good
7	71- 75	1	Good
	Total	32	

The researcher classified the scores into four categories which were very poor, poor, good, and excellent. The very poor category was the score in the range of 0-50, the poor category was the

score in the range of 51-70, the good category was the score in the range of 71- 80, and the excellent category was the score in the range of 81-100. Below is the table of the post-test 1 result:

Table 2. The Result of Post-test 1

| No | The Result of Post-test | | |
	Class (mark)	Frequency	Category
1	56- 60	7	Poor
2	61-65	4	Poor
3	66-70	4	Poor
4	71- 75	8	Good
5	76- 80	9	Good
Total		32	

The score category was the same with pre-test, none of them was in very poor and excellent category. 15 students were in the poor category and 17 students were in a good category. The result showed that there was improvement between pre-test and post-test 1. Besides, the different result was also shown in the post-test 1 result below:

Table 3. The Result of Post-test 1

| No | The Result of Post-test | | |
	Class (mark)	Frequency	Category
1	66-70	2	Poor
2	71- 75	4	Good
3	76- 80	11	Good
4	81- 85	12	Excellent
5	86- 90	3	Excellent
Total		32	

The result of post-test 2 shown that there were no students in the very poor category. Just 2 students were in the poor category and 15 students were in a good category, even 15 students got the excellent category. The researcher also compared the students' average from the result of pre-test, post-test 1, and post-test 2.

To get the result of pre-test, the researcher calculated the average score:

$$X = \frac{\Sigma x}{n}$$
$$X = \frac{1800}{32}$$
$$X = 56$$

The average of post-test cycle 1:

$$X = \frac{220}{32}$$
$$X = 68.7$$

The average of post-test cycle 2

$$X = \frac{2560}{32}$$
$$X = 80$$
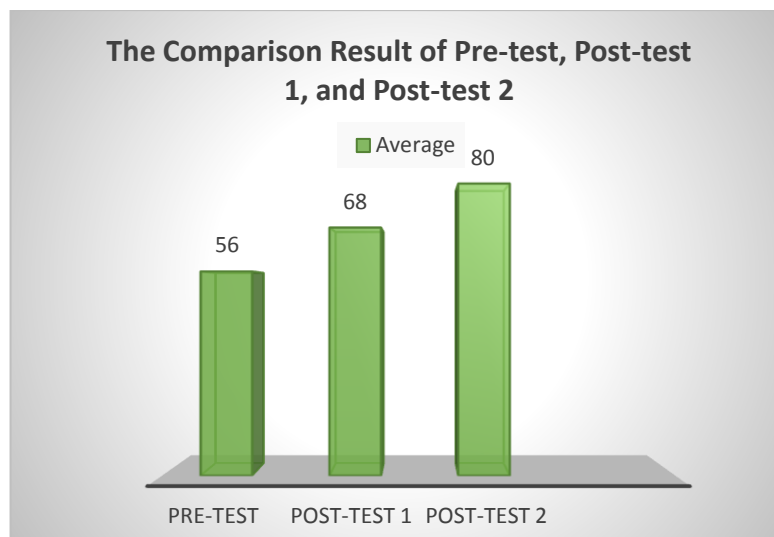
Here is the figure of each average score:

Figure 1. The comparison results of pre-test, post-test 1, and post-test 2

There was a significant difference between the result of pre-test, post-test 1, and post-test 2. The average students' pre-test increased from 56 to 68 and the average of post-test 1 increased from 68 to 80. There was a significant increase which was 12.5 from post-test 1 and 11.5 from post-test 2. Besides, the researcher also calculated the students who passed the minimal mastery criterion of students' mastery learning (MCSML). To know the students who passed the minimal mastery criteria of students' mastery learning (MCSML), the researcher calculated the percentages:

Formula: P= $\frac{F}{N} x$ 100%

Pre-test

P= $\frac{1}{32} x 100$

P= 3.125%

Post test cycle 1

P= $\frac{17}{32} x 100$

P= 53.1%

Post test cycle 2
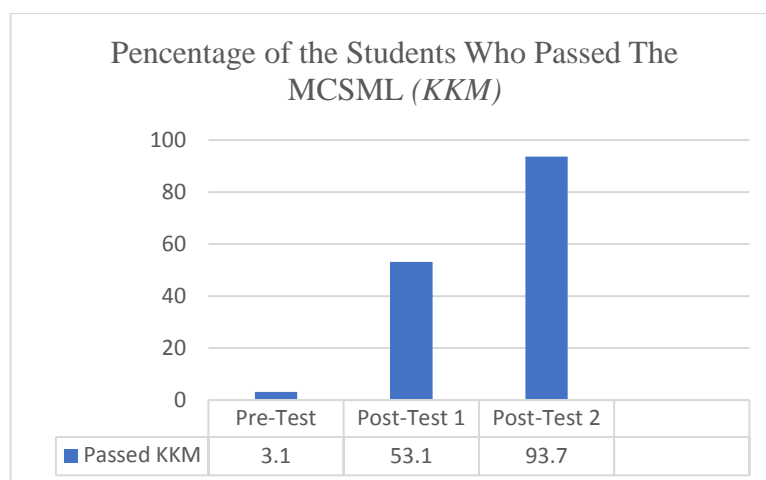
P= $\frac{30}{32} x 100$

P= 93. 7%

Figure 2. Percentage of the Students Who Passed the MCSML *(KKM)*

The students who passed the minimal mastery of criterion (KKM) from the pre-test and post-test 1 was 3.1% and 53.1%, so it increased 50%. In post-test cycle 1 and in post-test 2, it increased by 40.6% from 53.1 to 93.7%. Moreover, the researcher also presented the students result on the pre-test, post-test 1, and post-test2 in all speaking aspect. This was to analyze the students' speaking performance improvement and to know whether the digital storytelling media improved all of speaking aspect or not. Below is the chart of the comparison result from all speaking aspect:
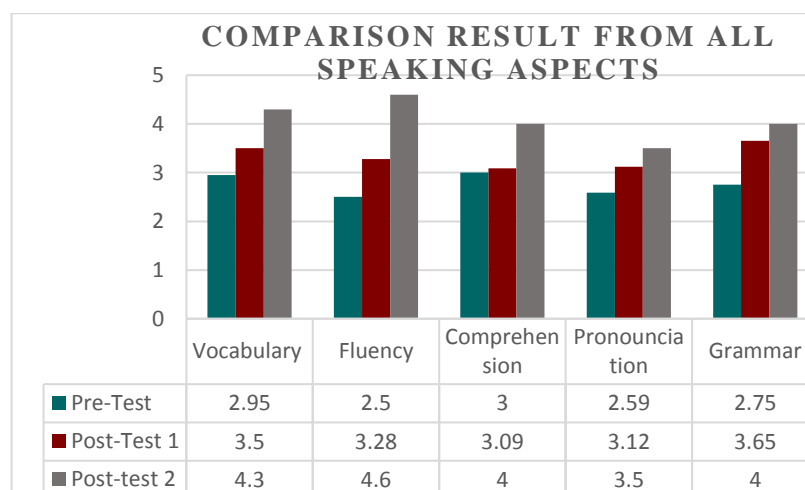

Figure 3. Comparison Result from All Speaking Aspects

There were significant differences in all aspects of speaking from the result of pre-test, post-test 1, and post-test 2. The students' vocabulary aspect increased from 2.95 to 3.5 and to 4.3, so the increasing score of students' vocabularies was 0.55 and 0.8. The students' fluency aspect increased from 2.5 to 3.28, then to 4.6. The increasing score was 0.75 from pre-test to post-test 1 and 1.35 from post-test 1 to post-test 2. The students' comprehension aspect increased from 3 to 3.09, then it increased to 4 in post-test 2. The increasing score of students' comprehensions was 0.09 and 0.91. The students' pronunciation aspect increased from 2.59 to 3.12 and 3.5. The increasing score was 0.53 and 0.38. The last is the students' grammar aspect, which increased from 2.75 to 3.65, then to 4. The increasing score of students' grammars was 0.9 and 0.35.

Therefore, the higher improvement was fluency aspect and the lowest improvement was pronunciation. Although the pronunciation aspect was the lowest, it was already good than in the pre-test. Considering the result above, it can be included that digital storytelling media could improve the seventh graders' speaking skill.

The Discussion of the Students' Interest in improving Speaking Skill Using Digital Storytelling Media

The students' interest affected the result of the learning, which was the reason why motivation was very important by the students. Based on the observation and analysis, students needed the motivation to improve their speaking skill. That was why the researcher should provide the digital storytelling media as the solution. They followed the teaching-learning process well and they became more active, enthusiastic, and confident. They also enjoyed the material and always gave the good response, such as when they watch the video digital storytelling they gave the comment, discussed with their friend, or just laughing.

The researcher could improve the students' speaking skill using digital storytelling media. It was shown from the improvement of cycle 1 and cycle 2. It could be seen from pre-test average score that was just 56. Then, it improved becoming 68 in the post-test of cycle 1. The score of cycle 1 was higher than pre-test, but it still needed improvement because the score had passed the KKM yet. So, in cycle 2 the researcher revised the media and also the technique. Furthermore, the result of cycle 2 was higher than pre-test and post-test 1. The average score of post-test 2 was 80, it improved 24 from pre-test result. It showed that they got the improvement step by step and it proved that they were more interested and motivated.

The students were more enthusiastic and active to speak when together answering questions and guessing the pictures described. The researcher could observe their behavior in the group working from their attention and respond. From independent practice, the researcher tried them to be more confident and explore their understanding in describing things. It could improve their speaking aspects such as vocabulary, fluency, comprehension, pronunciation, and grammar because the researcher directly listens and correct their speaking. Therefore, it could be said that digital storytelling media improved the seventh graders' speaking skill. It also improved their motivation and interest which can be seen from the pre-test result to the post-test 2 results.

CONCLUSION

To answer the research questions, the researcher tried to analyze and interpret the data from the research instruments. The research instruments were observation, interview, questioners, and test. The main data was the result of pre-test and post-test while others were used as the supporting data.

Based on the data which had been analyzed, the research carried out in the seventh graders of SMPN 1 Seyegan concluded as the use of digital storytelling media improves students' speaking skill. Digital storytelling was used as media to show the material in an interesting way to motive the students in learning English and gave them the wider knowledge. There was a significant effect that influenced students' speaking skill after implementing digital storytelling media based on the result of pre-test and post-test. Moreover, the average result of students' post-test was higher than the average result of students' pre-test. In the pre-test, the average was 56; however, the students could achieve 68 in the post-test of cycle 1, then achieve 80 in post-test of cycle 2. It concluded that digital storytelling could improve the students' speaking skill in five aspects of vocabulary, fluency, comprehension, pronunciation, and grammar. In addition, the students' self-confident was also improved to speak in front of the class and share their ideas. The result of post-questioner supported the result of the tests. Most of the students agreed with the statement given in the questioner. Moreover, the result showed that digital storytelling could effectively improve the students' motivation in learning English since it was presented in the fascinating form.

After learning to speak using digital storytelling media, the students are suggested to keep using it outside the class. The students can download many digital storytelling videos from internet or YouTube to understand the material beside the teacher's explanation in the class. Although in this research the researcher used digital storytelling as media to improve speaking skill, the students can use it to improve other English skill such as listening and writing. The digital storytelling also can help the students to understand the story.

In addition, the teacher should consider the media used that appropriate with the students' characteristics and interest. The teacher in the 21st century have to realize that nowadays students are familiar with the technology, so the teacher should take advantages of technology to learn that it is used for unuseful things. After this research, the researcher suggests the teachers use digital storytelling as media in the class because it helps the students to enhance their speaking skill. It is presented in the fascinating and interesting way with audio and back music sound. The illustration

and pictures also help the students to understand the complete description things and story. Finally, digital storytelling is easy to be found from the internet and YouTube or teachers can modify the digital storytelling by themselves. The teachers can use school facilities such as the projector, speaker, and LCD to support the media. Therefore, the researcher expects that this research will inspire and motivate other researchers who have the desire for the implementation of digital storytelling media in the class. The researcher hopes that the future researchers can use digital storytelling to improve other skills such as listening, writing, and reading. However, the use of digital storytelling media should be supported by other activities such as game and discussion and addition media. Finally, the researcher suggests the future researcher should be more creative and active in using digital storytelling combined with the interesting activities and other fascinating supporting media.

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