ENHANCING STUDENTS' SPEAKING SKILL THROUGH DIGITAL STORYTELLING

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Abstract: Speaking is an important productive skill and students need to master this skill. However, some students are still not accustomed to speak English because of some factors, one of them is the lack of using some media that can help to speak English in the classroom. Some teachers tend to explain the materials directly then do the exercises without any media involved. Media could be the solution in students' speaking skill. The use of media in the classroom are hoped to give the contribution to students in developing different learning styles and making the process of learning more interesting and enjoyable. Telling story digitally comes as the new frame of telling story to replace telling story traditionally. Through the use of multimedia technology, digital storytelling is a form of telling story that enables students to write their own stories using their own words and record their voices or videos based on the digital images they have. This research employs experimental study on the effectiveness of digital storytelling to teach speaking. The samples were experimental class which treated using digital storytelling and control class which treated using picture-cued storytelling. ANOVA with multifactor analysis was used to analyses the data. This study's findings show that digital storytelling enhances students' speaking abilities more than picture-cued storytelling.

Keywords: *speaking, digital storytelling, picture-cued storytelling*

INTRODUCTION

Speaking is a method of communicating with others and is regarded as an important communication skill. Speaking is an important productive skill for people, particularly students. There are also some factors that make practicing English speaking impossible, and they come from both teachers and students. The teachers do not always use English in or outside the classroom; they prefer to explain the material in Bahasa. As a result, students are not accustomed to practicing English in the classroom as listeners. Furthermore, the teaching style is not always engaging for the students, causing them to become bored. Students' limited vocabulary and shyness to communicate in front of others are two other factors that limit the English practice.

Teachers can use media to assist them in the teaching process in order to overcome negative factors from both teachers and students. The media will also assist students in developing different learning styles and making the process more interesting and enjoyable. Based on the media available, teachers can encourage students to speak. Digital pictures are proposed as a medium to guide students improve their speaking skills because they will encounter a new environment while learning to speak, which will improve their communication skills and help them overcome their shyness. Furthermore, it will assist teachers in achieving

their goal of having their students be able to speak English. The students will tell a story using digital images, which is known as digital storytelling. Students use digital storytelling to find images related to a given topic, narrate them, and record them as a story. According to Frazel (2010), digital storytelling is a blending media process to boost and improve written or spoken skill.

Most teachers, on the other hand, continue to use traditional methods such as picture-cued storytelling, which enable the students tell a story by using sequences of printed pictures. The printed picture sequences will assist students in making longer sentences when retelling the story. The medium used by the teacher is ineffective in capturing students' attention and interest in speaking. The majority of students remain silent and do not show their enthusiasm. Under this case, the teacher must be creative in creating an enjoyable learning environment and using appropriate medium, which leads to students becoming more interested, active, and confident in speaking; as a result, students will be able to increase their speaking competency.

Speaking is a productive skill defined as the oral production and use of language. Speaking is an important skill to improve in order to achieve the goal of communication as feedback among speakers. Brown (1997) claims that speaking is an interactive process of meaning construction that involves the production, reception, and processing of speech using sound as the primary instrument. In addition, Bailey (2005) establishes that speaking is a productive skill that involves making systematic verbal utterances to convey meaning. He contends that a person can speak English well if he can do so both accurately and fluently. Accurate speakers use the correct grammar, vocabulary, and pronunciation, whereas the fluent speakers can express themselves appropriately and without doubts. Furthermore, he adds that if grammatical rules and vocabulary words are practiced in spoken discourse, then developing vocabulary and boosting speakers' confidence in using grammar rules are appropriate and significant ways to improve their speaking ability.

To effectively teach speaking skills, certain factors or abilities must be taken into account. According to Brown (2001), conversational discourse means that the ability to achieve pragmatic goals through interactive discourse with other language speakers is almost always the key indicator of successful language acquisition. A key to developing communicative competence is proper pronunciation. The distinction between accuracy and fluency is central to the problem of accuracy and fluency, which permeates all language performance. Fluent is flowing and natural, whereas accurate is clear, articulate, grammatically correct, and phonologically correct. Additional linguistic knowledge, sociocultural knowledge, linguistic knowledge, genre knowledge, discourse knowledge, pragmatic knowledge, grammar, vocabulary, phonology, and speech condition are all things that speakers are aware of when speaking.

It is feasible to conclude that speaking is an activity that involves both the speaker and the listener in producing and receiving an oral language in order to transfer the given information to achieve the goal of the communication. Speaking is a productive skill, so when using language, a speaker takes into account not only the grammar rules but also the rules of language usage, such as what is being said, to whom it is being said, and how it should be said. There are also five main aspects of speaking that can be inferred from some theories: pronunciation, grammar, vocabulary, fluency, and content.

Digital storytelling is a practice that has been around for ages. It uses a variety of technical tools, including images, graphics, music, and sound, along with the author's own storytelling voice, to create personal stories. (Porter in Somdee and Suppasetseree, 2012). Frazel (2010) argues that digital storytelling is a process of combining media to enrich and

improve the spoken or written skill. Digital storytelling can cover a wide range of subjects outside of the traditional story, take many different forms, and make use of a wide range of software tools. A digital story may combine images, audio, and video in a variety of ways to tell a story or to present information. It may also have a narration overlaid and occasionally have music playing in the background. In many cases, the written or narrated content is accompanied by sound, music, and images. Somdee and Suppasetseree (2012) claim that the integration of computer technologies and the craft of storytelling through the use of digital storytelling is a powerful technological innovation in education. It creates storytelling through creative media by fusing texts, images, and audio. By using technology to tell the story in their own words and voices, students can use digital storytelling as a multimedia tool in language learning to help them improve their English-speaking abilities.

From the ideas expressed above, it can be inferred that digital storytelling is a form of storytelling that enables students to develop their own narrative using their own words and record their voice or video based on the digital images they already possess. Additionally, digital storytelling is an activity that allows students to express their ideas, practice speaking in the target language, and generally improve their speaking abilities.

Digital storytelling is implemented in groups. The steps for teaching speaking through the use of digital storytelling are as follows: (1) Pre-Task, in which the topic and task will be introduced. Teacher explores the topic with the class, helps students understand digital storytelling instruction, and prepares a digital storytelling model. Students may hear a model of speaking task by digital storytelling; (2) Cycle Task; task, planning, and report are the stages. Students complete the speaking task by writing stories digitally in pairs or small groups while the teacher only observes and offers encouragement, stopping the activity when the majority of the pairs have finished. After finishing the assignment, students move on to the planning phase where they get ready to present their digital storytelling report to the class as a whole. The teacher serves as the students' linguistics advisor and helper, correcting their digital story writing errors. The final stage is report, in which students use digital storytelling to share their stories with the class. The teacher serves as chairperson and directs the report stage. He provides feedback on the students' use of digital storytelling in terms of content, form, and performance; (3) Language Focus: Analysis and Practice; during the analysis, students discuss a particular transcript of the story that will be used. Grammar rules and vocabulary that the students will use may be included by the teacher. The teacher, on the other hand, leads practice sessions for the new words, phrases, and patterns that are necessary for creating digital storytelling.

Digital storytelling can be created using at least three different types of software programs, including *iMovie, Photo Story,* and *Movie Maker* Frazel (2010). In this study, the researcher chooses to use *Photo Story*. Photo Story shines as a digital storytelling application, in part because it creates video from still digital images. Because it converts still digital images into videos, Photo Story excels as a digital storytelling tool. Since it is freeware, students can access and use it at home or at school. Additionally, it is so user-friendly that even students with little computer experience can easily create their digital stories using it. The steps are: (1) Importing photos for the project. On the step of "Import and arrange your pictures," choose the pictures and organize them in the correct order on the film strip. To edit a picture, choose the picture and click "Edit." Then, select "Add Effect" on Edit Pictures dialog box and choose one of the effects to be applied. Check "Apply the selected effect to all of the pictures in your story" if preferred; (2) Adding titles and effects to photos. After importing the pictures, add a title or texts to each picture in "Add a title to your pictures." Simply select a picture, add a title, and

modify the font, font style, size, colour, position, and orientation of the title or text; (3) Narrating photos and customizing motion. The practice of narrating their stories can help students improve their communication skills in digital storytelling. On the step of "Narrate your pictures and customize motion," click the record button and it allows the users to narrate their stories. Users move through the pictures by clicking each of them on the film strip as they narrate. After narrating the story, the motion of the digital story can be changed by clicking "Customize Motion"; (4) Saving the story. The final step in creating a digital story with Microsoft Photo Story 3 is to save the story. Choose one of the options in "Activities" (e.g. "Save your storybook for playback on your computer"). Then, specify the location and file name for the story. After that, clicking "Next" takes the user to a screen titled "Completing Photo Story 3 for Windows." To see the completed product, the user clicks "View your story".

Picture-Cued Storytelling is a different technique teachers use to teach speaking. Brown (2004) argues that a series of pictures called a "picture-cued" are used to prompt a word or phrase; they tell a story. Furthermore, it also states that a picture or a collection of pictures can serve as a stimulus for a longer description or story. It could be stated that picture-cued storytelling is an activity which a story is told based on a series of printed pictures to help students use longer sentences when telling the story.

The following are the steps for teaching speaking using picture-cued storytelling: (1) Pre-Task, during which the topic and task will be introduced. The teacher discusses the topic with the class, explains picture-cued storytelling instruction for the students, and creates a picture-cued storytelling model. Students can hear a digital storytelling example of a speaking task. Students may hear a model of speaking task by digital storytelling; (2) Cycle Task, the stages are task, planning, and report. Students work in pairs or small groups to create a story line using the pictures in order, and the teacher only observes and offers encouragement rather than correcting. The task is stopped when the majority of the pairs have finished. After finishing the assignment, students move on to the planning phase, where they get ready to explain to the class how they handled the speaking assignment using picture cues. The teacher serves as the students' linguistics advisor and a helper who assists in correcting their errors when drafting the story. The final step is report, where the students tell the class their picture-cued narrative. The instructor serves as the report stage's chairperson and directs it. He provides feedback on the use of picture-cued storytelling's content, form, and performance to the students; (3) Language Focus: Analysis and Practice, in the analysis, students discuss specific transcript of the story that will be used. Grammar rules and vocabulary that the students will use may be included by the teacher. However, during the practice phase, the teacher helps students practice the new vocabulary, phrasing, and pattern requirements for picture-cued storytelling. The teacher may use this stage as an opportunity to emphasize the use of vocabulary and grammatical structure. Additionally, it gives the students a chance to consider how well they performed the speaking task of telling the story using picture cues as well as the new language they employed.

To infer the explanation of previously discussed, the researcher formulates the hypothesis: Digital Storytelling is more effective than Picture-Cued Storytelling in teaching speaking.

RESEARCH METHODOLOGY

This research was conducted at SMA Negeri 1 Banjarmasin. This study employed experimental research as its methodology. The researcher used quasi-experimental design and

the design of this research was a simple factorial design 2x2 with Post-Test Only Design. In Post-Test Only Design, the subject of the research was chosen to determine the experimental group and control group. Picture-Cued Storytelling was used to teach the control group, while Digital Storytelling was used to teach the experimental group. Both the experimental group and the control group received a speaking test as a post-test on the end of the treatment. Two classes out of three were chosen as the sample for this research using cluster-random sampling and every class has 24 students.

The researcher assessed students' speaking abilities using a speaking test. The readability of the test instructions, which tells whether the test instructions are appropriately readable for students and whether the speaking test instructions can be understood by the students, was used to evaluate this test. Based on the result of readability, it can be assumed Since 80% of the students were able to comprehend the test's instructions, the speaking test used in this study is readable. Descriptive and inferential analysis techniques were used to analyse the data by comparing the post-test scores of both groups using ANOVA.

RESULT AND DISCUSSION

The study is divided into two groups: (1) The results of the speaking test taken by students using digital storytelling (A_1); (2) The results of the speaking test taken by students using picture-cued storytelling (A_2)

The results of normality test are: (1) The computation of speaking scores of the students taught using Digital Storytelling (A_1) shows that the highest value of L_o is 0.039 with L_t is 0.173; (2) The computation of speaking scores taught using Picture-Cued Storytelling (A_2) shows that the highest value of L_o is 0.016 with L_t is 0.173. The data is be said as normal data if L_o ($L_{obtained}$) is lower than L_t (L_{table}) at the level of significance $\alpha = 0.05$. From the research result, it can be concluded that all the data of speaking scores are in normal distribution because L_o of the entire data are lower than L_t ($L_o < L_t$) at the level of significance $\alpha = 0.05$.

The result of homogeneity test is 1.68. The data are homogeneous if χ_o^2 ($\chi_{obtained}$) is lower than χ_t^2 (χ_{table}) at the level of significance $\alpha = 0.05$. In this study, the data are homogeneous because χ_o^2 (1.68) is lower than χ_t^2 (7.81). It means that the samples of data are homogeneous.

Teaching Medium	Mean Score
DST (A_1)	77.17
PCS (A_2)	68.58

Table 1. The mean scores

Source of Variance	SS	df	MS	F_o	$F_{t(0.05)}$
(Teaching Media)	200.08	1	**200.08**	**5.20**	4.06
Total	200.08	1			

Table 2. The summary of ANOVA 2x2

The score of F_o between columns (5.20) is higher than F_t at the level of significance $\alpha = 0.05$ (4.06). As a result, H_o is rejected and there is significant difference between Digital Storytelling and Picture-Cued Storytelling in teaching speaking. The mean score of A_1 (77.17) is also higher than A_2 (68.58), it can be assumed that Digital Storytelling is more effective than Picture-Cued Storytelling in teaching speaking.

The findings of the research yield that there is a significant difference between teaching speaking using digital storytelling and picture-cued storytelling. Because the mean score of students taught using digital storytelling is higher than that of students taught using picture-cued storytelling, digital storytelling is more effective than picture-cued storytelling in teaching speaking.

By using digital storytelling, the students have different atmosphere of learning speaking since it combines technology and the art of storytelling. Digital storytelling offers the students with a series of digital picture to assist them in telling the story. It combines text, images, and audios, allowing students to create their own story based on the images they have with their own words, voice, and music (Porter in Somdee and Suppasetseree, 2012). Digital storytelling enhances students' speaking performance since the series of pictures helps them remember the story that they want to tell and a song that they insert also makes them enjoying to tell the story. Digital storytelling can enhance students' oral performance since the students give positive response toward digital storytelling, as well as enjoying to tell the story by their own words and practicing their speaking skill in the classroom (Rokni and Qarajeh, 2014); (Liu, Tong Zhou, Lu, and Sun in Tahriri and Tous, 2015; (Yang and Wu in Tahriri and Tous, 2015); and (Somdee & Suppasetserre, 2012).

Additionally, since digital storytelling combines the computer technology and the art of telling story, it makes the students be active in practicing their speaking skill and are free to create their own story based on the series of digital pictures that they have, the song that they are chosen, and the style of telling the story that they are wanted. It is also supported by Somdee and Suppasetseree (2012) that argue digital storytelling can be used as a multimedia tool to help students improve their English-speaking skills to tell the story in their own words and voice.

Teaching speaking using picture-cued storytelling is also interesting, but it does not give a new atmosphere and new experience to the students. By using picture-cued storytelling, the students are asked to create a story based on the sequence of printed pictures that they have and narrate the story orally. In picture-cued storytelling, students cannot skip the pictures and ought to remember the whole story based on the sequence of printed pictures since they cannot add some texts to help them to remember the story. Brown (2004) supports this argument by stating that picture-cued storytelling will make a great burden if the picture-cued are too complex.

Considering how digital storytelling and picture-cued storytelling are different from one another, it can be synthesized that digital storytelling provides the students more advantages, more interesting, and motivating activities. It enables the students to create the story based on their style and enjoy what they are telling which cannot be experienced when they speak through picture-cued storytelling.

The research's findings also reveal that there is a relationship between the motivation of students and the teaching media that affects how well students speak. According to the data, digital storytelling significantly differs from picture-cued storytelling when it comes to teaching speaking to students who are highly motivated, but the difference is negligible for students who lack motivation.

The choice of media in teaching and learning process affects the students' achievement. Teaching speaking is no exception. In teaching speaking, the teacher must choose and implement the suitable media thus the students can be more active in joining the activities. Digital storytelling facilitates the challenging activities which help the students enhance their speaking skill. Through digital storytelling, the students can use computer technology to help them in creating the story which makes them easy to tell the story. Digital storytelling as a new medium for students requires the students to create the story creatively and practice it based on their style; through the practice of digital storytelling, the students follow the activities actively and have better speaking skill. It is in line with Robin (2008) who argues that digital storytelling allows computer users to become creative storytellers through the traditional processes of selecting a topic, conducting some researches, writing a script, and developing an interesting story. On the other hands, telling story through picture-cued storytelling that hoped students to tell story using variative sentences still needs guidance of the teacher to correct and help them in the speaking activity which is not in line with (Brown, 2004) picture-cued storytelling is an activity which a story is told based on a series of printed pictures to help students use longer sentences when telling the story.

CONCLUSION

Based on the findings, it is feasible to conclude that the use of digital storytelling in teaching speaking is considered more effective to enhance students' speaking skill. It allows them to practice their English in different way and with different use of media that usually used. Furthermore, the use of digital storytelling in the classroom affects the atmosphere of the classroom that makes the students be more active and students' eagerness to enhance their skill especially in speaking skill.

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