

# Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres

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**Abstract:** *This research was conducted to investigate the impact of digital storytelling towards senior high school students' speaking ability in various text genres, and analyze in what extend it works effectively. The researchers used an action research and random sampling technique. The steps in this design are Planning, acting, observing, and reflecting. The sample of this research was 34 students of tenth grade science 4. The researchers defined there was difference between Cycle 1 (before giving treatment) and Cycle 2 (after giving treatment). In Cycle 1, only 15 students (44,11 %) could pass standard minimum criteria (KKM) with the upper value 75. On the other hand, Cycle 2 showed 27 students could achieve KKM. Futhermore, this method assisted teacher in comperending material, generated students' critical thinking, creativities, and confidence not only in education field but also technology field. Overall, this research reveals there are significant influences of digital storytelling method towards senior high school students' speaking ability in various text genres.*

**Index Terms:** *Digital Storytelling, Speaking, Speaking Ability, and Text Genre.*

## I. INTRODUCTION

Nowadays, the use of technology is very essential in education field. We strive in modern era which develop many modern technology systems. It becomes more attractive to use inovative models in engaging students's motivation in learning English. Digital storytelling is one of the alternative methods that makes learning English is more interesting. It provides students an oppportunity to enhance their knowledge, skills, also the standard of education. Stories have been said as a heritage of future generations. Nowadays, many people carry on their stories by using digital tools. A digital story can be explained as a bridge of traditional and multimedia[2]. Some of technological tools such as cameras, software, and authoring tools have raised in helping students to organize their knowledge and ideas effectively [16].

Storytelling activity can enlarge children' communication with adults, children with their friends, also with themselves. [3] stated that through the involvement of fairytale (virtual reality), children are interested in the sequence of events and struggle of figure's fate (plot). Besides that, [17] argue that storytelling is an approach in teaching language which represent the value of practical tasks as social, motivational, and language teaching tools in the learning situation.

Moreover, storytelling is a high telling act and need more exercises. Storytelling is an essential activity in the learning process because it creates motivation to observe the story deeper [11]. By emotional, intelligence, and students' imagination, they could feel every sequence of events in those stories. Based on the statement above that storytelling could bring joyful, enlarge students' knowledge, give culture heritage from one generation to others. The main point is storytelling could create students' mindset in considering bad and good things in every action which is done in the story.

On the other hand, speaking is one of the important aspects in learning a foreign language. [4] define that almost language programs have an objective to combine both spoken and written languages but more highlight in speaking because it depends on the students' needs and the objective of the materials. Furthermore, [13] declare most of language learners explore English in order to enlarge their speaking ability.

In addition, speaking competence is always connecting within the context [4]. When we apply it, we are both using various kinds of language to carry out various social functions and choosing forms of language which relate in a relevant way to the cultural and social context. When the teachers encourage their students communicatively competent in English as a foreign or second language, speaking is taken a large part in the overall competence.

Meanwhile, according to glossary term, a text genre is a type of both written or spoken discourse. Those are classified into some basis genres in the content of the speakers. Here, the researchers used various text genres in order to measure students' speaking ability using digital storytelling media. The text genres are narrative, procedural, recount, analytical and descriptive. Below is a table of type of text genres. In addition, some researchers revealed the effectiveness of digital storytelling method. Marianna et al (2017) declared collaborative tasks in digital storytelling improves students' knowledge.

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Students were asked to actively engage in informal (natural and technological) environment for knowledge creation and skill development. In this process, the students were required to work in group to catch the material. Students were expected to become independent learner from it. Therefore, they had to think critically. In short, the use of digital storytelling as a digital multimedia in students' current need of mastering narrative text is very essential method for teacher and students. Moreover, digital storytelling also could assess students' reading and listening comprehension [6]. Students could master reading comprehension through an entertaining media which attract their attention. Listening comprehension was achieved through playing the videos so intensively. Students were asked to hear so attentively.

Next, [7] also revealed the effectiveness of digital storytelling towards students' listening comprehension. they mentioned that digital storytelling provides fun and interesting learning media, consists of various stories within and contains some beautiful pictures in every scene. Those stories are very meaningful, so the students are easy to figure them out.

By implementing digital storytelling, pupils also have an opportunity to speak English in non threatening way because they could edit their spoken text [10]. They challenged themselves to be able in speaking English as a foreign language. They were also asked in mastering software application which was selected. Besides that, students generated translation software hence they wrote their stories in Indonesia to English. Thus fact reveals that there is translingual meaning whereas both of Indonesia and English are encouraged. So, they could write down their stories critically and organize them creatively.

Next, the implementation of digital storytelling could be used in physics course as a distance education tool [9]. Here, digital storytelling could assists students to figure out physics materials which are commonly difficult to learn. Digital storytelling as a distance education tool acts whereas everyone could study without any restriction of space and time. Everyone could gain knowledge everytime and everywhere they require it.

Besides that, [15] found digital storytelling also could be used to assist students in writing skill. Students were getting used to write in English. They were supported in arranging their main ideas. So, it could improve their writing ability. This method is more enjoyable and students will not get bored during learning process. The use of digital storytelling towards students' speaking skill of narrative text is one of effective methods. They enjoyed creating video. They were challenged in explaining their stories based on their daily lifes. They interested in discussing digital storytelling whether in the classroom or outside the classroom which supported by teacher [19].

Futhermore, digital storytelling bridges literacy and language skill by authentic communication, collaboration, networking, and scaffolding[12]. Students enjoyed every

single of the steps during learning process. They challenged themselves in exchanging their language skill.

[14] and [18] also conducted a research that digital storytelling is a kind of dynamic technology tool which could be applied in public areas such as school, museum, community organizations, health care center, and more. Beside laptop and computer, digital storytelling could be created through cheaper and easier devices such as smartphone which almost every practitioner already had it. Digital stories also is an essential tool in making various contents and relevant topics based on current issues in different places. Students are flexible to gain information from several sources [5]. Digital storytelling also enhance students' academic skill and motivation in learning the material. Students are able in creating and analyzing the components of their texts. So, they achieve the material easily [1]. Besides, digital storytelling helps young learners to develop their creativity to solve important problems in innovative ways [8] and [13]. It is an effective pedagogical tool that enrich learners' motivation, and provides learners with a learning environment conducive for story construction through collaboration, reflection and interpersonal communication. Students can use multimedia software tools as well as other technology skills to create their own stories.

In short, there are many evidence revealed the effectiveness of digital storytelling towards students, not only improves reading and listening skills, being used as distance and dynamic education tool, enhances writing skill, generates students as a translation software, bridges both literacy and language skill but also enhances academic and students' motivation in learning material. Therefore, the researchers conduct the further research related with them. The researchers emphasize in what extend, the digital storytelling impacts students' speaking skill and how effective the implementation of digital storytelling in various text genres not only in education but also in technology field.

## II. METHODOLOGY

This research used an action research, digital storytelling method, also random sampling technique. The sample of this research was tenth grade students of science 4 SMAN 2 Rembang in the academic year 2019/2020. The reason why the researchers used this class was because of the low achievement and less motivated in speaking English. This research instruments were observation, assessment, and questionnaire.

The researchers used several steps in applying digital storytelling method towards students. Thus steps were combining the role of both teacher and students in order to reach the goal. The steps include; brainstorming, storyboard, collecting material, creating digital storytelling, also giving feedback and editing.

Step 1: Brainstorming

The purpose of this step was determining the main ideas related with the context of the text which students were going to make. Students were free to select one from several kinds of text genres. Here, students were expected also in learning some of text genres which were taught before. This process generated students critical thinking in exploring their ideas based what kind of the text they mostly like. The researchers gave 30 minutes in implementing this step.

a. Step 2: Storyboard

The objective of this step was designing a storyboard in order to organize the story sequences. The researchers could help to correct students main ideas if there were ambiguous sentences. By doing this, the students were assisted to arrange their story in the right order. The estimation of this step was 45 minutes.

b. Step 3: Collecting the material

At this time, the students were asked to look for some materials supporting their text. Those materials could be reached through book, magazines, even internet if the students were interested with images. They also could add music and audio in order to support their stories. There were many sources which students could explore. It took approximately 30 minutes in applying this step.

c. Step 4: Creating the digital storytelling

The researchers asked students to use Ms. Power Point as a media to design their digital storytelling. The students combined their storyboard and selected the appropriate materials then arranged them become digital story telling. They also could adjoin some effects such as transitions and animations to make the digital storytelling more eye-catching. The researchers gave 2 meetings in completing their digital storytelling.

d. Step 5: Giving Feedback and Editing

At this point, the researchers gave some feedbacks in analyzing students' project in order to evaluate how their projects look like or what the strengths and the weaknesses of their projects are. After getting the feedback, the students were asked to revise their digital storytelling become better than before. This steps was the longest step which take the duration as long as 3 meetings.

In this research, the researchers used a rubric to measure how effective students' digital storytelling towards speaking competence. According to Allen & Tanner (2006), rubrics are standard form in assessing something. It included some scales to describe a criteria about different level of achievement in mastering its performance such as essay or presentation.

Rubric can be used to reveal the expectations. It is used during the process as a peer evaluation tool. Through rubric, the researchers also had some facets about digital storytelling towards students' speaking ability. It could be seen from the correlation between their scripts and their materials which were used.

Moreover, [14] discovered three categories in evaluating digital storytelling field, there were assessment during design

process, assessment during the developmental process, and evaluation tools after the project. In assessing during the design process, it included the the brainstorming, the storyboard, and collecting materials steps. Here the students were evaluated in how was their preparations. Whether it was suitable within the context or not. Also the students were expected to create the main ideas which were delightful.

Next was assessing during the developmental process, here the students were expected to create a unique digital storytelling. Students created their projects creatively by adding some of features such as audios, images, even videos in showing their project's visual performance. The last, was evaluation tools after the project was completed, the researchers took an action to evaluate the students' projects by giving them some of feedbacks. The researchers also asked students to revise their projects after getting the feedback.

III. FINDINGS AND DISCUSSION

The tenth grade of science 4 students at SMAN 2 Rembang had accepted speaking material before, but they could not master it optimally. Therefore, the researchers gave an alternative way to enrich students speaking skill through creating digital storytelling activity.

The researchers did cycle 1 first to measure students' initial speaking ability. Cycle 1 was given by asking students to retelling what kind of text genre which they naturally love. (narrative, recount, procedural, analytical, etc.) students were given several time allocations in paraphrasing the story then retelling them in front of the classroom.

Tabel 3. Cycle 1

Total Students	Complete (%) Score above 7,5	Not complete (%) Score under 7,5
34	15 students (44,11 %)	19 students (55,88%)

Based on the Cycle 1, the data showed 34 students of X Science 4, only 15 students (44,11 %) could retell the story with correct pronunciation, fluency, and elaboration. Most of them were 19 students (55,88%) who were not capable of retelling the story with good pronunciation, fluency, and elaboration. Based on the result above, only 15 students could pass standard minimum criteria (KKM) with value 75. The total average in cycle 1 was 71. Those evidence showed that the conventional method of learning speaking was not appropriate because it could not pass the standard minimum criteria with value 75 whereas 70% of students have to achieve it.

Considering the previous condition, the researchers used the digital storytelling to support storytelling activity in order to encourage students to be more interested in explaining their stories.



2. That improvement shows learning activity by using digital storytelling could enrich students' achievement in passing through standard minimum criteria, 70% from total students could achieve that goal.
3. Digital story telling could be a pedagogical tool for teacher in constructing the lesson plan to comprehend the material.
4. Digital storytelling generates students become more critical, creative, and confident as a digital generation.

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