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THE EFFECT OF DIGITAL STORY TELLING ON THE 7TG GRADE STUDENTS SPEAKING SKILL AT MTS MISYKAYATUL ULUM SITUBONDO

Siti Nurul Quratul Aini[1], Siti Khodijah[2]
[1] Uin Kh Achmad Siddiq, Jember, [2] Uin Kh Achmad Siddiq, Jember
nurulaini89a@gmail.com [1], sikodsiti@gmail.com [2]

ABSTRACT

Speaking is the ability to share ideas, feelings, and so on to have an interaction with others. Mastering English is needed by the students. However, had low speaking proficiency and they were afraid to make mistakes. students Therefore, Quasi Experimental is a method that used to improve the students speaking skills. The question of this research is How the effect of using digital storytelling on students speaking Skills?. However, the objective of this research is to measure whether or not there is any significant effect of digital storytelling (DST) in improving speaking Skills. The research was Quantitative Research especially a Quasi-Experimental Non-equivalent Control Group Design. The research was conducted with two groups, namely experimental group (15 students) and control group (17 students). There are three stages in this research, namely; Pre-test, treatment, and Post-test. However, after the treatment, the researcher gave Post-test for both groups. Pre-test and Post-test were collected then analyzed the independent one way ANOVA by using SPSS V20. The mean of pre-test in experimental class was 55 and the mean of post-test in experimental class was 83 (83 >55). While, the mean of pre-test in control class was 45 and the mean of post-test in control class was 57 (45 >57). So, the mean of post-test in experimental group was higher than control group. Moreover, This can also be seen from the results of the hypothesis test, the

One Way ANOVA test, which obtained a sig score of 0.023. In accordance with decision making in the One Way ANOVA test, namely if p < 0.005 then Ho is rejected and Ha is accepted. So, the result that can be concluded is that Ha was accepted, so the research concluded that with the treatment given to these students there was an increase in the students' speaking skills.

Key Words**: **Digital Storytelling, Speaking Skill

INTRODUCTION

Speaking ability is a crucial component of language learning, particularly when learning a second or foreign language. Effective communication in a target language necessitates fluency, accuracy, and appropriate speech for a variety of contexts, including academic, social, and professional settings in Alismail 2015. In general, research on speaking ability has improved our comprehension of the factors that influence speaking performance as well as the efficacy of various teaching strategies.

According to Frazel 2021 In order for students to effectively communicate their ideas, they must use a variety of language skills while creating a digital story, such as speaking, listening, reading, and writing. Reflective thinking, problem-solving, and critical analysis are all part of the process of creating a digital story, which can help students improve their speaking skills. The multimodal learning hypothesis underscores the significance of utilizing various methods of correspondence, like pictures, sounds, and text, to improve learning and understanding. Digital storytelling gives students the chance to communicate in multiple ways, which can help them improve their speaking skills and make learning more fun and interactive. Students can improve their speaking skills, including pronunciation, fluency, comprehension, grammar, and vocabulary, by participating in the DST project. The students have a good time with this media. It makes the speaking activity more enjoyable for students. It is believed that using digital storytelling can improve learning, creativity, and enthusiasm. It is anticipated that this media will encourage students to be more

active and creative as well as increase their motivation to speak English.

Based on the interview with the English teacher in Mts. Misykayatul ulum, it was found that most of the students' of Mts. Misykayatul ulum that the lack of vocabulary was the first problem.The majority of students could comprehend what the teacher and other students were saying, but they were unable to respond in English. Students were able to understand the teacher's verbal instructions when they were asked to do something, such as respond to a question, make a comment, or have a conversation, but they struggled to respond in English.

Based on the explanation above, the researcher needs to apply media Digital story telling that can increase students' interest in learning English. The researcher is interested to conduct a research about improving the students speaking skill in Digital story telling media.

METHOD

This study employs a quantitative methodology. This research design is a quasi-experimental study. A quasi-experimental design, according to Creswell, is generally chosen because the researcher gets to choose the selection of respondents at random. The experimental class used digital storytelling to foster Students' speaking ability, and the controlled class received conventional treatments. Furthermore, the study took an observation, a pre-test, a treatment, and a post-test to study the influence of using Digital Storytelling on students' speaking ability.

RESULTS AND DISCUSSION

The aim of this research is to see how significant and what effect digital storytelling have in improving students' speaking skills in the first grade at MTS Miskayatul Ulum Situbondo. Researchers conducted research in two groups, namely the experimental group and the control group. Researchers selected samples using cluster random sampling, class 7A as the experimental class and 7b as the control class. Limited time in teaching both classes, the researcher held 4 meetings to conduct research. There are two speaking tests given to students, pre-test

and post-test. From the analysis statistics collected by the researcher, the average pre-test score in the experimental class was 56 and the average pre-test score in the control was 48,24. So, it can be said that the speaking skills of both classes are still low. The experimental class collected higher pre-test scores than the control class.

Based on the research results, it shows differences in the increase in scores from the experimental and control classes. However, the research results show a significant difference in the research results between the experimental values and the control class values. There are several factors that cause differences in scores in the experimental class and the control class. First, experimental class students were taught to improve students' speaking skills using digital storytelling, while control class students were taught using conventional teaching. Second, experimental class students were given activities to talk more in practicing their speaking skills in terms of grammar, language, comprehension, fluency and pronunciation. This is done to gain better knowledge, while control class students do not have additional activities. The teacher only gives conventional stories. Third, experimental class students are asked to have discussions or conversations with their friends in completing assignments, while control class students are asked to answer questions in writing about themselves. With these results, it is proven that the experimental class is more active in its activities than the control class.

Thus, the research results showed that experimental class students had higher scores than control class students who were taught without using digital storytelling to train their speaking skills. The research results showed that the post-test score in the experimental class was 83,87. Meanwhile, the average post-test score in the control class was 59,94. Apart from that, the influence of digital storytelling in improving students' speaking skills can be seen from the value of the hypothesis test carried out by researchers. Researchers used SPSS version 20 to calculate observations of data normality where in the Kolmogorv-Smirnov column, the significance value in the Post Test in the experimental group was 0,200. Meanwhile, the significance in the Post Test in

the control class was 0,121. It can be concluded that the significance of the data obtained is > 0,05, so the experimental class and control class contribute normally. Significant results are also calculated based on the output results of the homogeneity test, it is known that the Significance (Sig.) Based on Mean is 0,654. Where the significant value is a value that is more than 0,05. So it can be concluded that the variance of the Post Test data for the experimental class and Post Test for the control class is homogeneous.

From the results of the researcher's analysis, it was also found that when the researcher carried out calculations using the One Way ANOVA test to determine the influence or effect of using digital stories in encouraging students' speaking skills, the results of the One Way ANOVA test were shown in the research results above. Equal variances are assumed and unequal variances are not assumed. Because the data used is homogeneous, the same variance used is assumed to have a sig score of 0.023. In accordance with decision making in the One Way ANOVA Test, namely if sig < 0.005 then Ho is rejected and Ha is accepted. So, the result that can be concluded is that Ha is accepted, so this research found that the effect of using digital stories has results in improving students' speaking skills, which is accepted. Meanwhile, if this is not controlled by conventional care for students, then the results of the student's speaking ability will be rejected.

If we look at the results of the percentage analysis of the average of students' speaking skills, the results show that after receiving treatment it was 83,87, which means that the results were within the very good criteria, whereas before receiving the treatment the results were 57,94, meaning they were within the adequate criteria. So it can be concluded that with the treatment given to these students there has been an increase in the students' speaking abilities.

CONCLUSION

Based on research findings and discussions, there is a significant influence of the use of digital storytelling in improving the speaking skills of first grade students at MTS Miskayatul Ulum Situbondo or H^3 Accepted. This can also be seen from the results of the hypothesis test, the One Way ANOVA test, which obtained a

sig score of 0.023. In accordance with decision making in the One Way ANOVA test, namely if (2-tailed) < 0.005 then Ho is rejected and Ha is accepted. So, the result that can be concluded is that Ha was accepted, so the research concluded that with the treatment given to these students there was an increase in the students' speaking abilities.

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