# CHAPTER I
# INTRODUCTION

## A. Background

Speaking is the ability to say the articulation of sounds or the words to express, to tell, and deliver the thinking, idea, and feeling. Speaking is also one of the language skills that need to be mastered in learning English. According to Brown (2007), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. In a country that places English as second or foreign language, speaking skill in language learning has often been viewed as the most demanding of the four skills (Bailey, 1994).

In Indonesia, being able to speak English as a second language is very challenging. It is in line with Alharbi (2015), who states that learning to speak English is not an easy task. It needs a lot of practice and strong will-power to keep practicing (Halimah, 2018). Moreover, every student in Indonesia specifically in English Education Department at State Islamic University, has different skills and understanding. There are some students who are active, and some are silent. Ping (2010), states that the word "silent" is not merely defined as an individual decision not to speak. Baurain (2011), reveals that silence is absence, withdrawing, or withholding, perhaps as a result of disinterest, boredom, frustration, or force. Regarding those statements above, it is indicated that silence as a means of the inability of students to talk or express their thoughts and ideas in front of a teacher and other students.

According to Juniati, Jabu, & Salija (2018), there are several reasons why students are silent in the EFL speaking classroom. First, students who kept silent in the class have psychological problems such as lack of confidence, lack of motivation, emotional problems, different personality and lack of understanding. It is in line with Salzmann & Berman (2000) who states that such silence is "a socially silent response indicating embarrassment, confusion, annoyance, lack of understanding, or low esteem." They could not express their ideas orally because of afraid of making mistakes. Then, the influence of their peers also causes them to

keep silent. In this case, few students felt shy to their friends because of their speech. Then, they decided not to talk.

Based on the reasons above, appropriate media to deal with silent students is needed. The media that can be used in the EFL speaking classroom is Digital Storytelling. Digital storytelling is the application of technology that is well-positioned to take advantage of user-contributed content and to help teachers overcome some of the obstacles to productive use technology in their classrooms (Robin, 2008). According to Mokhtar, Halim, & Kamarulzaman (2011), Digital Storytelling is the modern expression of the ancient art of storytelling. Digital stories derive their power by weaving images, music, narrative, and voice together, thereby giving deep dimension and vivid color to characters, situations, experiences, and insights. Bunmark (2004) in Razmi, Pourali, & Nozad (2014) introduced digital storytelling as a high-quality technology for gathering, creating, examining, and merging visual images with the texts. He believes that integrating visual images with written texts both expand and accelerate student comprehension by boosting the students' interest in discovering new ideas.

There are several research regarding Digital Storytelling. First, research by Gimeno-Sanz (2015), discussed the benefits of using Digital Storytelling (DS) as an element of innovation and motivation with learners of English for Specific Purposes enrolled in Aerospace Engineering at the Universitat Politècnica de Valencia, Spain. The studies describe the context and the method and conclude with a number of findings from a student survey that shed evidence to conclude that DS is a useful and engaging teaching approach with which students improve both non-linguistic skills and competences, as well as productive linguistics skills.

The second is a study conducted by Mokhtar et al. (2011), which shows that storytelling has beneficial effects on reading skills by students in which they are to associate meanings and emotions with words. The students also develop their vocabulary and learn when and where to use certain words and phrases.

Third, a study was conducted by Campbell (2012), which presented the engagement in writing as well as the motivation and ability to create higher quality writing, yet in particular, students move beyond the novelty or entertainment. This

research summarizes a two-year study and focuses on the unpredicted findings embedded in the classroom teachers' instructional approaches.

This research is different from the previous researches because they observed in the use of Digital Storytelling in reading and writing skills, while this research observed it in speaking skill. Furthermore, the things that do this research is different because the result of this research is voices from silent students. Students are asked to answer the factors that make them silent, how the engagement of silent students toward Digital Storytelling project and how their responses on Digital Storytelling.

From the background above, this research seeks to identify silent students' speaking ability by using Digital Storytelling (DS). Therefore, this research is entitled: **"Exploring Indonesian EFL Students in Using Digital Storytelling in Speaking Activity: Voices from Silent Students in Islamic University.**

## B. Research Questions

Based on the background above, the problems of this research are formulated as follows:

1. What are the reasons that make students become silent in speaking class?
2. How are the silent students engaged in the Digital Storytelling project in Speaking Class?
3. How are the silent students' responses toward Digital Storytelling?

## C. Research Purposes

Based on the research background above, the study is intended

1. To find out the reasons that make students silent in speaking class
2. To find out how the silent students engaged in Digital Storytelling project
3. To find out the responses from silent students toward Digital Storytelling

## D. Research Significances

This research gives two significances, theoretically and practically. Theoretically, this research can be helpful in making a deep understanding of

students' speaking ability using Digital Storytelling. Practically, this research gives significance to:

1. Student

    The result of this research is expected to help students, especially silent students, to recognize their learning in speaking class using digital storytelling.

2. Lecturer

    The result of this research is expected to be beneficial for the lecturer, especially language lecturer, in making the situation in class more fun and exciting. Furthermore, it is expected to be useful for researchers, teacher education department students, the lecturers to have several strategies in overcoming and inspiring students not to keep silent in which involves of provided students the opportunity to speak.

**E.   Research Framework**

    Being able to speak English well is everyone's desire to develop in the future. Every student has a psychological problem such as lack of confidence, lack of motivation, emotional problems, different personality, and lack of understanding. It is in line with Berman (1998), who states that such silence is "a socially salient response indicating embarrassment, confusion, annoyance, lack of understanding, or low esteem." They could not express their ideas orally because of afraid of making mistakes. Then, the influence of their peers also causes them to keep silent. In this case, few students felt shy to their friends because of their speech. Then, they decided not to talk.

    Recently, silence is a phenomenon that always exists in classroom interaction, especially in the EFL class. It is because most students still have difficulties in expressing their ideas using English as a foreign language. The students who remain silent still appear in the class, even though the classroom participation takes charge of grading the students. Sometimes, students are not keeping their eye contact with the teacher's explanation. It can be a big problem for the teacher to make the students understand speaking in English well to giving some information.

Therefore, appropriate media to deal with the problems is needed because media is also an essential thing that the teacher uses on teaching. In this case, the media that can be used is Digital Storytelling. According to Robin (2008) found that teacher-created digital story-telling was one of the most successful tools but that "*the greatest benefit in the classroom may be found when students are given the task of creating their own digital stories, either individually or as members of a small group*." Digital story-telling has had a great deal of success in education (Rudnicki et al., 2010 in Pieterse & Quilling (2011).

Through Digital Storytelling, EFL students can turn given narratives into multimedia production to develop four skills in English, especially in speaking skills. The technique of digital storytelling can be used effectively in a classroom setting to motivate vocal production. Digital Storytelling, not only learning, becomes personal, enjoyable, attractive, and creative, but it helps students improve their writing, reading, listening, and speaking skills by learning to express an opinion and constructing digital narratives for an audience (Razmi et al., 2014). Digital Storytelling refers to a short form of digital film-making that allows students to recreate a story relating to their field of study. It is based on "the idea of combining the art of telling stories with a variety of digital multimedia, such as images, audio, and video" (Robin, 2012) in Gimeno-Sanz (2015).

According to Rule (2011) in Razmi et al., (2014) Digital Storytelling is the modern expression of the ancient art of storytelling. Digital stories derive their power by weaving images, music, narrative, and voice together, thereby giving deep dimension and vivid color to characters, situations, experiences, and insights. Bunmark (2004) in Razmi et al., (2014) introduced digital storytelling as a high-quality technology for gathering, creating, examining, and merging visual images with the texts. He believed integrating visual images with written texts both expand and accelerate student comprehension by boosting the students' interest in discovering new ideas.

Based on the explanation above, the researcher decided to conduct this research to identifying silent students' speaking ability by using Digital Storytelling because

it can be used effectively in the classroom and become a new tool to helps students to improve their speaking skills.

## F. Previous Study

The study on Digital Storytelling has been conducted by several researchers. The first study was conducted by Razmi et al. (2014) with the title "Digital Storytelling in EFL Classroom (Oral Presentation of the Story): A Pathway to Improve Oral Production." This study aims to show that the technique of digital storytelling can be used effectively in a classroom setting to motivate vocal production. This study was conducted in the Iranian undergraduate EFL classroom was explored among sixty learners to see whether using computer-based tools affects the improvement of learners' narrative. Participants were divided into two groups and took part in an activity organized by researchers. One group created their digital stories of the given stories selected from Perrine's literature coursebook to be presented in the classroom. Other group was asked to read the given stories and then present them. Both groups were tested for their vocal production and competence. The results showed that by the use of Digital Storytelling techniques students develop better oral skills and this technique can be considered as an essential tool in foreign language learning and teaching. Furthermore, the results of this study are showed that Digital Storytelling is not only learning becomes personal, enjoyable, attractive, and creative, but it helps students improve their writing, reading, listening, and speaking skills by learning to express opinions and constructing digital narratives for an audience.

The second study about Digital Storytelling was conducted by Mokhtar et al., (2011). This study was identifying the effects of storytelling on students' language aspects of communication skills and to evaluate the extent to which storytelling helps in enhancing students' communication skills. The findings show that storytelling has beneficial effects on reading skills by students being able to associate meanings and emotions with words. Students also develop their vocabulary and learn when and where to use certain words and phrases.

The third study has been created by (Boonkit, 2010) with the title "Enhancing the development of speaking skills for non-native speakers of English." This study

concern led to qualitative research design as an action study in a regular course employing a task-based approach. The findings indicated that confidence, the creativity of topics, and speaking competence were the key aspects of improvement when speaking to the audience.

This research is different from the previous researches because this research observed speaking skills by using Digital Storytelling, and the things that do this research are different because the result of this research is voices from silent students. Students are asked to answer the factors that make them silent, how the engagement of silent students toward Digital Storytelling project and how responses through Digital Storytelling.

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