

CHAPTER I

INTRODUCTION

The first chapter contains background, research questions, research purposes, significances of the research, framework of thinking, problem statement, and the previous study.

A. Background

This study is planned on enhancing junior high school students speaking activities and ability through the use of digital storytelling method. Based on the author's interview with the English teacher from Senior High School at Cianjur, there are several problems faced by students in a virtual classroom in terms of speaking skills, and they admit quite hard to reveal their idea when they want to say something in English, the students did not have the self-confidence to speak in front of the class. Also, some students were still having difficulties pronouncing English words.

According to *Resources in education* (1994) "Professional and personal success is related to a person ability to speak, listen, read, and write effectively". In order to provide successful language learning, Pesola {1991,p. 340) suggested that storytelling is "one of the most powerful tools for surrounding the young learner with language." Including storytelling in the curriculum can improve the level of learning in these four language skills (Wilson, 1997). In addition, storytelling is a creative art form that has entertained and informed across centuries and cultures, and its instructional potential continues to serve teachers. Much of the language children learn it reflects the language and behavior of the adult models they interact with and listen to (Strickland & Morrow, 1989). "Listening to stories draws attention to the sounds of language and helps children develop a sensitivity to the way language works" (Isbell, 2002, p. 27). According to (Isbell 2002), many stories that work well with children include repetitive phrases, unique

words, and enticing descriptions. These characteristics encourage students to join in activities to repeat, chant, sing, or even retell the story.

Limited observation in Junior High School at Cianjur relatively, as an explanation from the English teacher that she get the complains while she teaching that is: they admit quite hard to reveal their idea when they want to say something in English, it is like the students got confused with grammar, lack of vocabulary. Also, the students did not have the self-confidence to speak in front of the class.

Given the above description, the researcher took the title "The use of Digital Storytelling Narrative Text to Enhance Students Speaking Activities and Ability at Senior High School."

B. Research Question

The problem in the background are formulated into the following questions:

1. How is the students' activities during learning speaking using digital storytelling of narrative text?
2. How is students' speaking ability by using digital storytelling narrative text?

C. Research Purposes

The purposes in the background are formulated into the following:

1. To know the activities during learning speaking using digital storytelling of narrative text.
2. To know the students' speaking ability by using digital storytelling narrative text.

D. The Significance of the Research

The result of this study is intended to be helpful for the teachers and students to give an alternative way to overcome their speaking problems in the teaching-learning process, especially in speaking skills.

1. Teachers

For teachers, the result of this study can be used to help teach students' speaking skills. Furthermore, the students can be easier to understand.

1. Students

For the students, it can likewise be utilized to improve and build up their capacities in English speaking skills since it will give them a lot of new encounters all together that they will be increasingly intrigued and appreciate in the learning process, to be a decent English speaker. Moreover, it would (Chaney & Burk, 1998) likely to impact the students in their English speaking skills immediately positively.

E. Framework of Thinking

According to Chaney & Burk (1998), speaking is the process of building and sharing meaning through verbal and non-verbal symbols in various contexts. Dobson (1981) says that speaking is a skill someone uses in daily communication, whether at school or outside. Many repetitions require the skill. It is primarily neuromuscular and not an intellectual process. Its contents of competence in sending and receiving message. Doff (1987:2) states that in all communication or conversation, two people exchange information or have a communication or conversation need. Lado (1977) says speaking is an ability to converse or to express a sequence of ideas fluently. Tarigan (1985) states speaking as the ability to produce articulation, sounds, or words to describe, say, show, and think about ideas, taught, and feeling. From the expert statements above, we can deduce that speaking is a method of oral activity used in everyday life as part of

communication. Verbal and non-verbal symbols are used to send and receive messages.

According to Hartmann and Stork (1976, p. 86), "A person is said to be a fluent speaker of a language when he can use its structures accurately while concentrating on content rather than form, using the units and patterns automatically at normal conversational speed when they are needed." Fillmore (1979) proposed four kinds of fluency: 1. The ability to fill time with talk (i.e., to talk without awkward pauses for a relatively long time); 2. The ability to talk in coherent, reasoned, and "semantically dense" sentences (the quotes are Fillmore's); 3. The ability to have appropriate things to say in a wide range of contexts; 4. the ability to be creative and imaginative in using the language. Notice that the notion of fluency in Fillmore is limited to the active oral language. Will address the problem, later in more detail. For (Brumfit 1984, p. 56), fluency is "to be regarded as natural language use." He also summarizes Fillmore's four kinds of fluency, saying that they are related to four characteristics: speed and continuity, coherence, context-sensitivity, and creativity. These characteristics, he argues, are related to four "basic sets of abilities" as follows: psycho-motor, cognitive, affective, and aesthetic (p. 54).

However, based on the interviews with the teacher in Junior High School at Cianjur, the students speaking skills at eighth grade in Junior High School at Cianjur are still low, this is seen when they have difficulty speaking English well, they are instructed to read texts and talk to English such as introducing themselves using English, they challenging to pronounce the word that they read in the book, they admit quite hard to reveal their idea when they want to say something in English, can solve this problem, by using digital storytelling narrative text video because in digital storytelling video there are some pictures and music that can make the students have fun and interesting to the English lesson because Senior High School students are teenagers. They still like attractive things such as a picture of animals,

fruits and others, and some musical instruments who can add to their enthusiasm.

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. Chan & Yau, (2019) Digital Storytelling (DST) is a storytelling practice that is interwoven with digital media, including images, texts, sounds, and other elements. J. Gottschall (2012) Storytelling is a natural skill of human beings and, as some authors defend, it is the reason that makes us humans.

As Robin (2008) said, Lambert and Atchley introduced the first application of multimedia technology in the classroom for educational purposes. They helped the advent of the digital storytelling movement in the late 1980s as cofounders of the Center for Digital Storytelling (CDS) in Berkeley, California. The CDS developed the seven elements of Digital Storytelling. According to Robin, "This combination of powerful, yet affordable, technology hardware and software meshes perfectly with the needs of many of today's classrooms, where the focus is on providing students with the skills they will need to 'thrive in increasingly media-varied environments" (Robin, 2008, p. 222).

Burmark (2004) introduced digital storytelling as a high-quality technology for gathering, creating, examining, and merging visual images with texts. He believed integrating graphical images with written texts both expands and accelerates student comprehension by boosting students' interest in new ideas.

Robin (2008) compares two methods of digital storytelling: "Teacher-created digital stories" and "Student-based digital telling." His studies have indicated that the maximum improvement in the classroom could be gained when students are asked to create their own digital stories, either independently or as part of a small group.

Samedi (2006:9) proposes that narrative is a text that tells about a story and entertains or informs the readers or listeners. Based on the statement above, the narrative text can entertain the reader or listener based on life experience. (Zumaksin, 2006) Like another type of text, the narrative text also has the arrangement or generic structures: Orientation, Complication, Resolution, and Reorientation. From some theories above, the researcher takes the conclusion that the generic structure such as orientation, complication, resolution, and reorientation has essential roles in making the narrative text more interesting. The students, of course, can be easier to understand and find the differences from each paragraph of the narrative text if they want to make a narrative text.

A. Previous Study

Several studies have been conducted that are related to this topic. The first study was conducted by Dian Arifiah and Heribertus Binawan (University of Mercu Buana Yogyakarta) that entitled "Digital Storytelling: an Interactive Media for Teaching Speaking" The research method of this research was Classroom Action Research (CAR). Researched two cycles, and the procedure consisted of four main steps: planning the action, implementation, observation, and reflection. The research participants of this research were the seven graders of SMP N 1 Seyegan, Yogyakarta. There were six classes of seventh graders (A, B, C, D, E, and F). The researcher got the result that 7F students' speaking skill was the lowest, and This study will use purposive sampling on the second semester of 7F of the academic year 2017/2018.

Furthermore, the researcher used the instruments in observation, interview, test, and questionnaires. The result is none of them was in the inferior and excellent category. Fifteen students were in the poor class, and 17 students were in a suitable type. There were significant differences in all aspects of speaking from the pre-test, post-test 1, and post-test 2. The students' vocabulary increased from 2.95 to 3.5 and 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, and 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 rose 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' grammar was 0.9 and 0.35. Therefore, the greater improvement was the 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 skills.

The second research is conducted by Syafradin, Haryani, Salniwati, Ainur Rosyidah Azmie Putri, by the title "Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres." This research was conducted to investigate the impact of digital storytelling on senior high school students' speaking ability in various text genres and analyze to what extent it works effectively. The researchers used 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 a 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 of 75.

On the other hand, Cycle 2 showed 27 students could achieve KKM. Furthermore, this method assisted the teacher in comprehending the material, generated students' critical thinking, creativity, and confidence in the education field and technology field. Overall, this research reveals significant influences of the digital storytelling method towards senior high school students' speaking ability in various text genres.

The third research is about "Digital Storytelling to Enhance Adults' Speaking Skills in Learning Foreign Languages: A Case Study," researched by Emily Kallinikou and Iolie Nicolaidou. While this study examined the relation between adults' engagement in digital storytelling (scaffolded by an interactive learning environment) and their speaking skills and motivation when learning a foreign language. The study used a pre-test, post-test control group design with two groups of 20 Russians who learned Greek as a foreign language (n = 40). The 12-h intervention was technology-supported only for the experimental group. Even though the comparison of participants' recorded speech pre-and post-intervention revealed a statistically significant decrease of mistakes made during a speech from pre- to post-intervention for both groups, an independent samples t-test to compare the groups' post-intervention speaking performance revealed a statistically significant difference in favor of the experimental group ($t(38) = 4.05, p < 0.05$). The analysis of results from a motivation questionnaire administered pre-and post-intervention showed a statistically significant increase in the motivation of the experimental group only. Findings indicate that digital storytelling, scaffolded by an interactive learning environment, supports the development of adults' speaking skills in a foreign language and increases their motivation.

The fourth research comes from Hasyim Asy'ari University, Tebuireng, Jombang that conducted by Mukminatus Zariyah with the title "Storytelling to Improve Students' Speaking Skill." This research was a collaborative classroom action research whose primary purpose was to know whether or not storytelling could improve the students' speaking skills. Meanwhile, the specific goals consisted of describing: (1) the lecturer's activities, (2) the students' activities, and (3) the students' responses when applied storytelling in the speaking class. The subjects were 23 students of class N of the second semester of the Intensive English Program of Hasyim Asy'ari University (UNHAS) Tebuireng Jombang in 2016/2017. The data of this research were obtained from the observations done by the collaborator and the speaking test. The result showed that there was an improvement in students'

speaking skills after the implementation of storytelling. The speaking test result in cycle two explained that the students' speaking aspects made good progress. Storytelling improved their comprehension, fluency, vocabulary, grammar, and pronunciation. Thus, can say that storytelling could improve students' speaking skills.

As done by another researcher, the fifth research is as follows: "Digital Storytelling: An Attractive Media to Teach Narrative Text in Speaking Class." This study was conducted to describe the implementation of digital storytelling, the student's responses to the use of digital, and the students' digital storytelling works after implementing the media in the teaching and learning process. The design of this research was descriptive qualitative. The researcher used Field notes, students' digital storytelling, and interview as instruments of collecting data. The researcher used data condensation, data display, and concluding to analyze the data. From Some findings of this study, the media can be considered very attractive. They are eager to speak English during the process of video production. The media has a significant role in decreasing the students' anxiety in speaking.

Based on the five previous types of research above, it can be seen that digital storytelling work is often implemented in English for Foreign Language classrooms. Also, have advantages and disadvantages. However, there is no research regarding the process of the technique in English speaking, especially speaking accuracy. Thus, the objective of this research is to find out the students' accuracy by using digital storytelling narrative text.