# DOES A DIGITAL STORY TELLING (DST) AFFECT STUDENTS' SPEAKING ABILITY ON RECOUNT? : AN EXPERIMENTAL STUDY

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**Abstract**

Speaking is a kind of skills in a language component that used for communication. It is important for students to be mastered. Students get difficult to use a language. Moreover, they have to express their idea in English. The teacher must be considered to make an interesting and use a good approach to teach them in the class. Teaching speaking should be related in using a technology. Furthermore, in this era of 21st Century. Teachers should be able to attract the students' attention by using a computer program or a smartphone in teaching learning process. Digital Story Telling (DST) provide teachers and students to express an idea of telling a story by using a computer program. Recount is a kind of text that can be told by the students in DST. They can tell about their own experience trough DST in teaching learning process.

**Keywords: Speaking Ability, DST, Recount**

## INTRODUCTION

Now days we come to era 21$_{st}$ Century. It leads to use of technology. Teaching learning process must be combine of technology. The global education increases student's knowledge about world, economic systems, literature, culture and technological advancements. Related with this, the teaching and learning process have to apply different methods design of students' learning.

English is needed to be taught at school because the students must be able to communicate both in spoken and written form. Four skills that must be mastered in learning English, those are listening, speaking, reading and writing. Based on the 2013 English Competence Based Curriculum, it is stated that the language development is preceded by oral or spoken language and written form of language. However, it is difficult to develop English if the oral or the spoken one is not mastered. Furthermore, one of the main purposes of learning English is they can speak English fluently,

Nurhadi (2004: 200). It can be conclude that students who study English should be able to speak English to express their ideas properly and proportionally.

Speaking is one of skill of language component that is used for communication. Teaching Speaking can be integrated into a kind of language skills. One of the most common options is to match the teaching of speaking and listening, or speaking and reading, in which learners discuss their content material in large or small presentation of the reports.

The researcher observe the students' speaking competence by asking the other English teacher at school. She shared an idea with him to increase students' speaking skill. The students' speaking competence is varietive. It can be known by the score of the pretest and also from the students' report of the English score in the first semester.

Teacher can use a good strategy of teaching learning process through a technology in the class. Digital Story Telling (DST) is a strategy that can stimulate the students to tell about their story. The students use a computer program to arrange their picture and tell their experience with their own voice.

By using DST approach, teacher can make the students are easier to speak and tell about their story. Qarajeh and Rokni (2014) state that Digital Story Telling is one approach gives an effect on students speaking ability.

Theoritically, Robin and Mcneil (2019) state Digital Story Telling (DST) increases students' emotional to share their woks with the peer, promote online, and create connection in social learning. DST is focused to increase a speaking skill.

On the other hand, the result of the study is supposed to give practical contribution to a researcher whether or not Digital Story Telling (DST) approach can be one of the beneficial teaching techniques in teaching speaking. It also gives more information for a teacher how to teach speaking effectively. We will find a new approach that is useful and interesting in teaching speaking.

Practically, the research of the study a Digital Story Telling by using a Kinemaster. It kind of aplication that can be instaled by playstore. First, the students go to some places that they can choose by themselves with their group. Second, they take some pictures whith or get selfie with their friends. They can make a document of their activity. Third, they collected and arrange the picture be a good order. Then they tell a story by using Indonesia and translate into English. After that they continued to tell their experience by using a Digital Story Telling in KineMaster with their natural voice.

The steps to use KInemaster program. The first, the students have to download Kinemaster on their phone. The students start to click a symbol plus with a red color

to add some pictures on their story. They can choose which one become the first picture up to the last picture based on the story that want to retell.
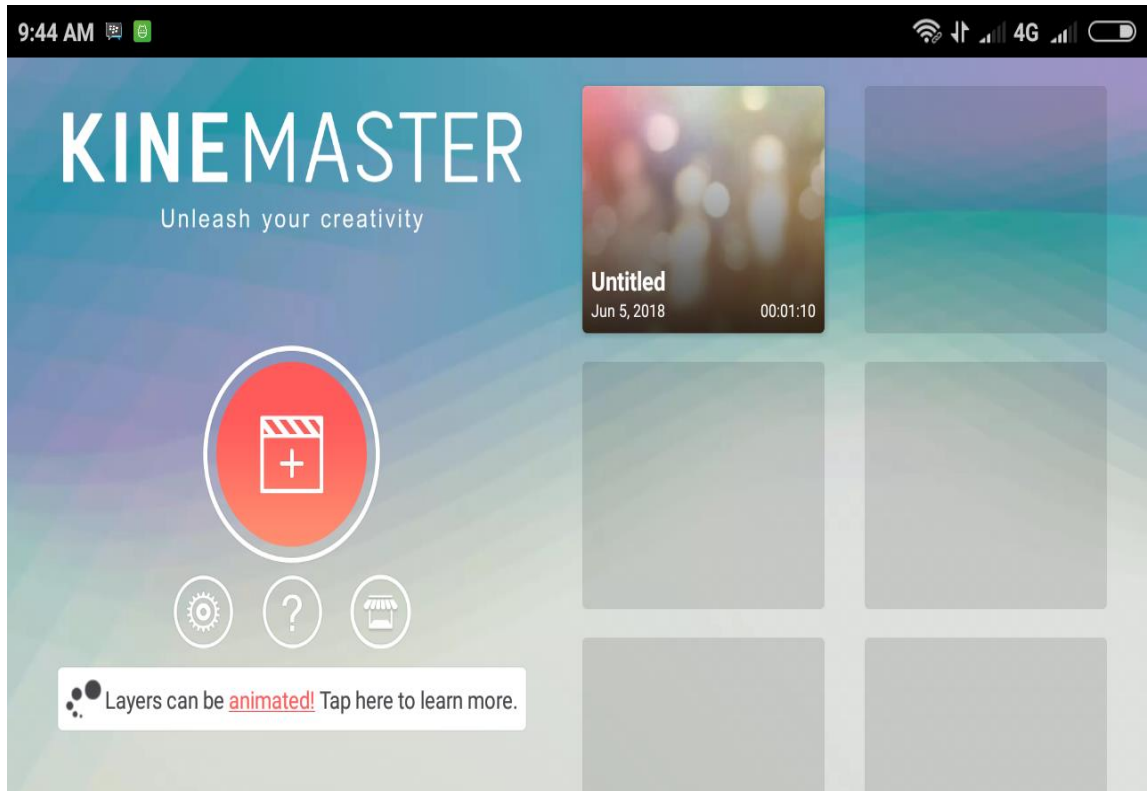


Fig. 1 – The first step to use Kinemaster

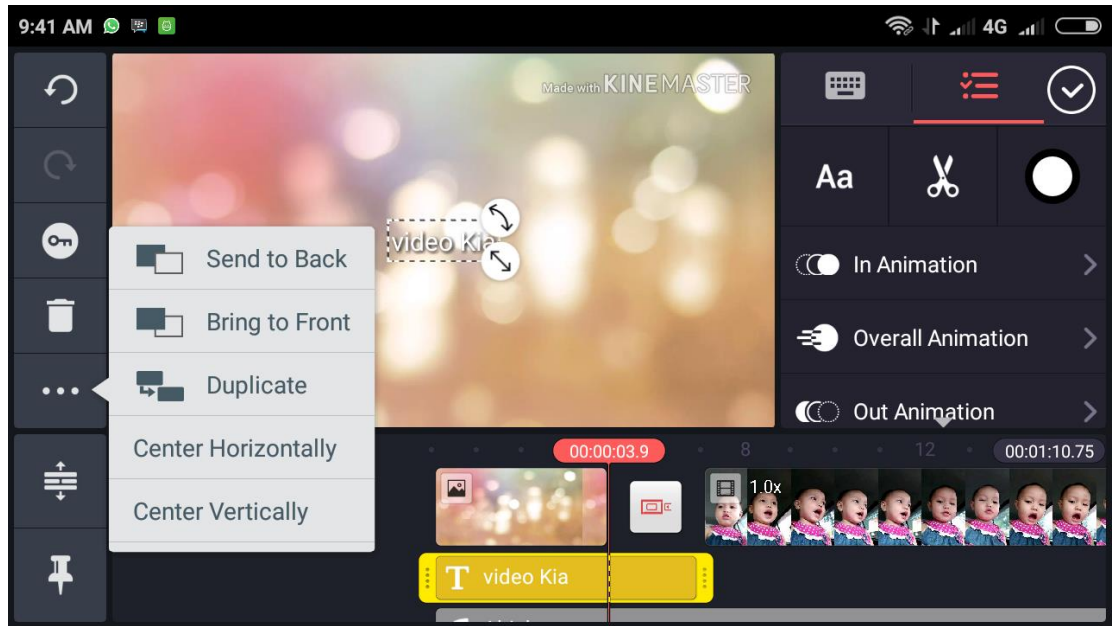The second, students can arrange all pictures in a good order.

Fig. 2 – The second step to use Kinemaster

The last is giving a voice. They can retell they experience based on the recount text by their own voice.
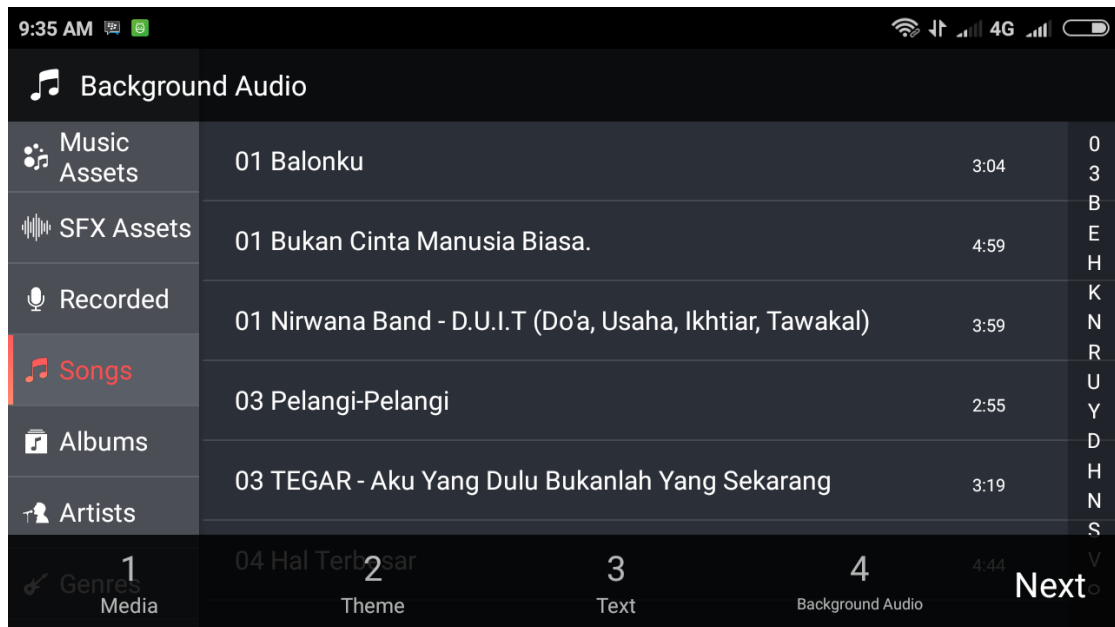


Fig. 3 - The third step to use Kinemaster

To avoid misunderstanding and misinterpretation on the content of this study, the following key terms are defined:

Speaking refers to the interaction with other people through monolog which retelling about the tourism places of the students' experience. The topics in this research is recount text. The speaking context in class to fulfill some aspects of vocabulary, grammar, pronunciation, fluency and confidence. In the aspect of fluency, the smoothness and speed of a speech is come close with a native speaker. In the pronunciation, it is very clear and easy to understand. The grammar, a student is able to expresses his/her idea in the proper sentence structure and tenses. Within the vocabulary, they can use some vocabularies of words in rich, precise and impressive. Confidence, the students speak confidently without nervousness, speaks with proper intonation to show feeling. Further, the content, students were able to speak fluently, keep in track and easy to understand. It should be consist of 5-10 sentences and 3 minutes given for practicing of each student. In this study, the competency referring to curriculum 2013 and the syllabus of tenth grade students which has been determined by the school.

Digital Story Telling (DST) approach is an activity to arrange the students' pictures by using KineMaster with input a student voice in telling their experience by their own voice. Recount text is the text that retell about a students' experience of going to a beach.

Abdelmageed (2018), in his study about Digital Story Telling (DST) approach enhances students' speaking ability. It was conducted of the students in the first semester in Egypt. It used a quantitative research that is a quasi experimental research. It gives a positive effect of learners' speaking skill.

Based on Wei, Siriyothin, & Lian (2018), Digital Story Telling also can be a relevant way to share the experience by using technology to develop students' English speaking ability. Those study used an experimental design in Qian Nan Normal University. Students' of control group used a traditional way that is students repeated and practiced what the teacher presented. While, students in experimental group used Digital Story Telling based on what they read, experienced, or even what they imagined. The students in experimental group are given DST approach that make them speak more effectively than control group. Students found the experience of creating Digital Story Telling (DST) in their speaking skill. So, they learned with fun and enjoyable. Students also can make a product of their study by speaking ability and interact with their friends.

Castaneda (2013) also used a Digital Story Telling (DST) approach in his study. It used a Digital Story Telling as an approach that make a tool of communication and emotion to present the information to an audience. It also supposed a meaningful,

real-world task that can be presented to an audience. Through this study Digital Story Telling can become a creative program to achieve students' speaking skill. Not only complete the story, but the students also practice language in an interesting way with some of the pictures and a voice on it.

Thus, Digital Story Telling can help the students to collect every things that they can tell to each other. Vinogradova, Linville, Bickel (2011) in their study told about the use of DST to make a series of pictures in students' speaking skill. They produce by digital story telling from the narrative text.

These previous studies apparently regard the important of using Digital Story Telling (DST) of recount text on the student' speaking skill. This study purposed to analyze whether the students who are taught by using Digital Story Telling (DST) approach have better speaking ability than taught by using conventional approach.

The hypothesis of this study that students who are taught by using Digital Story Telling (DST) approach speak better than taught by using conventional approach. The researcher convinced that using digital storytelling (DST) approach has the beneficial teaching learning process to increase the speaking ability of the students.

The scope of the research covers speaking ability such as pronunciation, grammar, vocabulary, fluency, intonation, discourse, style, confidence. This study is limited only in analyzing the students' speaking ability in grammar, pronunciation, vocabulary, fluency and confidence by using a Digital Story Telling involving the second semester of tenth grade students of SMK Ibrahimy 2 Sukorejo Situbondo. In this research, the researcher applies a conventional approach as using a picture to control group and applies a Digital Story Telling (DST) approach to experiment group.

The scope also about the kinds of text. Based on the Vocational High School syllabus those about narrative, descriptive and recount. This study is limited only in recount text. The researcher focuses in applying Digital Story Telling (DST) on speaking. The test was a monologue on speaking test of students to present an experience in different situation. The monologue should consist of 5-10 sentences and 3 minutes given for practicing of each student. The researcher chooses the recount based on the competence standard and basic competence. It was conducted in the tenth grade of Vocational High School. The aspect that measured were grammar, vocabulary, fluency, pronunciation, and confidence.

## METHOD

This study is conducted in quasi experiment research. Cohen (2007: 282) states that a quasi eperimental research is conducted with  control group. Whereas, one group is an experiment group and one group is control group. Which an experiment group is given a treatment, but control group is not given a treatment. In this

research, both experiment group and control group are given a pre-test before the experimental treatment. After the treatment is finished, the post test is administreted to see the achievement. The effectiveness of the instructional treatment is measured by comparing the average score of the pre test and the post test. When it turns out that the post test average score is significantly higher than the average score of the pretest, then it is concluded that the instructional treatment is effective. While this research is quasi experimental design, so related with a reference above the researcher is conducted a pretest early before giving a treatment about Digital Story Telling (DST) approach. Then the post test is given when the treatment already administreted by the researcher.

Quasi experimental was used as the design of the study which the variable consists of dependent and independent variable. The students' speaking ability was dependent variable and teaching DST approach of recount as independent variable. An active independent variable or using a recount text by Digital Story Telling approach was one that the researher can manipulated directly. Cohen (2007: 283) stated that one of the most commonly used quasi-experimental design in educational research can be represented as follows:

Table 1 - Quasi-experimental designs

| Group | Pretest | Treatment | Post Test |
|---|---|---|---|
| Control | $O_1$ | $X_1$ | $O_2$ |
| Experiment | $O_1$ | $X_2$ | $O_2$ |

Note:
$X_1$: using non digital storytelling
$X_2$: using digital storytelling
O1: pre-test before the treatment

Experiment group is given a treatment of using a digital storytelling, meanwhile control class is not given a treatment. The variables that concerned in this research were independence variable that is the task of speaking ability by using a digital storytelling on recount text, dependent variable that is speaking ability.

Arikunto (2006: 130) stated that the population is a group (or cluster) of all elements processing one or more attributes of interest. The tenth grade students of SMK Ibrahimy 2 Sukorejo in academic 2018/2019 become the target cluster of this research. The students' speaking competence are not excellent and also not very low in English. It has a varied in speaking skill. It was known from the document of the school in English language teaching. The classes have the same ability based on the

result of English score from the last examination which has many term in their lesson. Exactly, the school has three classes of tenth grade students. Those are X1 ATP, X1 TKJ, X2 TKJ. The class of X1 TKJ is a control group and X2 TKJ is an experiment group

Quasi-experiment design of this study was conducted by a lottery to decide the groups. The results, the researcher takes X2 TKJ which consist of 32 students and X1 TKJ which consist of 31 students. X2 TKJ as the experimental group while X1 TKJ as the control group. So, the total number of the students is sixty three.

The sample of this research was X1 and X2 TKJ. The experiment group was X2 TKJ and the control group was X1 TKJ. It consist of 31 students are boys as control group, and 32 students are girls as experiment group. the students in this class was choosen because the researcher expected that they will produce a good in speaking ability on recount using a Digital Story Telling (DST) approach.

The procedures of quasi experiment research used an experiment group and a control group. Both classes used a pretest and post test of speaking skill of X1 and X2 of SMK Ibrahimy Sukorejo Situbondo, applying the experimental treatment of teaching recount text using Digital Story Telling approach to the subject (X2 class at SMK Ibrahimi 2 Sukorejo Situbondo) as an experiment class, admistering a post test measuring speaking ability to both classes X1 and X2 of SMK Ibrahimy 2 Sukorejo Situbondo. The research was conducted in ten meetings, where two meetings for pretest and posttest and eight meetings for the treatment. The score pre test and post test will be different. The conclusion of research would be determined by comparing these score. This study was conducted to know the effectiveness of using Digital Story Telling (DST) approach on recount text in students' speaking ability. The effectiveness will be known by the researcher after knowing significant differences achievement between students before and after being taught by using a Digital Story Telling approach.

### Research Treatment

Before the treatment was performed to the group, some preliminary preparations had been made. The preparation was concerned with the instructional material and equipment that must be used in the teaching learning process. The equipment included an electronic tools such as computer and hand phone. However, everything was completely well prepared before started implementing the treatment. Each meeting was consisted of 3x45' minutes.

The instrument applied in this study is speaking ability test. The test was used to assess the students' speaking competence and it also wants to know how effective the Digital Story Telling (DST) on recount text. The test was developed based on instructional objectives in the materials and the level of students'  speaking ability. Both experiment and control group were given the pre test and post test. The

purposed of pretest was to rate the competence of students' speaking between experiment and control group were not so far. Meanwhile, the purpose of posttest was to know the effectiveness DST as an approach on students' speaking ability.

The instrument of this study consist of six topics. This test is the main instrument. The teacher prepared a recount text. The time allocation to do the test is 3x 45'. The researcher took a materials of the test from the students' handbook. This test was given to the students at the tenth grade in SMK Ibrahimy 2 Sukorejo Situbondo in second semester. The students speaking ability was measured by using a topics of recount text from the grammar, vocabulary, pronunciation, fluency and confidence.

The main purpose of this study to promote students in order to speak English well. Brown (2003) stated that test is a method to evaluate a person's ability or knowledge in a given domain. The researcher used a test because want to know the improvement of the students' speaking ability before and after applying a Digital Story Telling on recount text. The test was monolog. It was taken because student can be free to express the idea into DST. The topic about is about telling an experience going to the beach.

This study was conducted with three validity components which are face validity, content validity, and construct validity. The test represent what intended to measure, the researcher consult to an expert.

In this research, the researcher adopted the speaking test from class X book. The content of the test was suitable with a basic competence in curriculum 2013. So, from that, the researcher uses the test.

The study uses panel expert validation. Panel expert is helpful to give more opinions which may have more reliance. It was also giving a comment and feedback based to make sure the appropriateness. It needs to evaluate a test which through by the expert validation. The test as the research of the instrument used in this study is reviewed by experts

The instruments were tried out in different time. The test was tried out to another group of students with the same characteristic as the subject of the experiment. In this research, the test try out was conducted at class X1 ATP that consist 25 students. It was conducted with 10 students' representative as compare to 63 students as the subject of this study. The try out is given within 3x45 minutes. It takes two section in one meeting. First section, the 5 minutes, the researcher distributes the test and helping the students to understand the item of the test that need to answer correctly according to the direction. In remaining of 60 minutes, 10 minutes took a rest, and the second section is 60 minutes for the researcher asked the students did a post-test.

The collecting data was taken from the tenth grade of Vocational High School. The researcher also asks permission to Head of the school for conducting the research. The researcher coordinates with the teacher and prepares for what is needed to do a research. It was conducted twice. First, it was pre-test. The pre-test was conducted to assess the students' prior knowledge and skill about speaking, to measure the homogenous of two classes and the score obtained was aimed to see and compared the existing ability of the group involved in the research. It was done before teaching program was conducting.

The pre-test was given within the time in 3x45 minutes. The experimental group and the control group are given a topic of experience on recount. The instruction of the test is monolog. They talk based on the title given by the researcher.

Next, posttest was done in the following. It was conducted in the end of all teaching programs. The score obtained was aimed to see the effect of the Digital Story Telling (DST) approach on speaking ability and do statistical calculating using coefficient alpha. The post-test is given within the time in 3x45 minutes, the experimental group and the control group are given a topic of an experience on recount. The following are about a cycle in collecting data of the study.
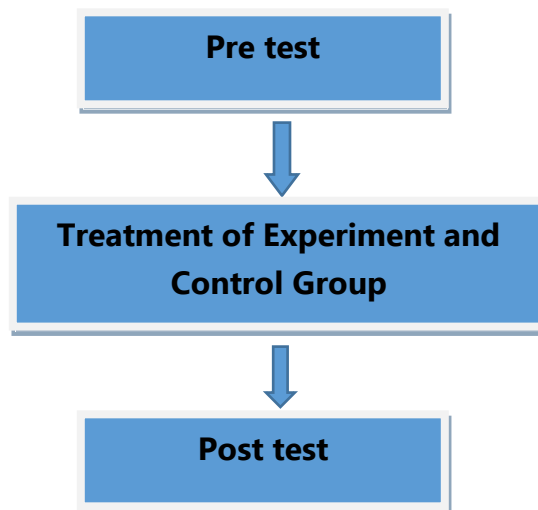
```
┌─────────────────────────┐
│        Pre test         │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│ Treatment of Experiment │
│    and Control Group    │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│        Post test        │
└─────────────────────────┘
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Fig. 4 – The process of collecting data

**Pre-test**

The first step was conducted is pretest. Its purposed to assess the students' speaking prior knowledge. It was given within the time in 3x45 minutes. The material that was given both experiment and control group are about an expression of giving

opinion on recount. That was a monolog. They talk based on the title given by the researcher.

### Treatment Process

This research deals with quasi-experimental design as a research design. The treatment was given in experiment group. That was given by DST approach in a recount text. While the control group was given in a conventional approach. The students in experiment group applied DST on their speaking. They began arrange some pictures in a Kinemaster program, after that they recorded their voice to retell their experience went to the beach. After that they practice in front of the class. The researcher corrected their showing and gave a feedback. Besides, in the control group applied the conventional technique only in teaching speaking ability.

### Post-test

The final step of collecting data was a posttest. It was done after the treatment. The purpose was to know the effectiveness of Digital Story Telling (DST) on recount text of students' speaking ability. It was conducted in 3x45 minutes. Both experiment and the control group were given a topic of expressions in giving opinion about experience of recount. The instruction was monolog. They talk based on the title given by the researcher.

### Data Analysis Techniques

This study was analyzed in Wilcoxon technique. It was done because the data was not distributed in normally. Normality data analyzed before the following technique.

### Scoring Data of Speaking Test

In this case, the step how to score the speaking aspects which cover fluency, vocabulary, grammar, pronunciation, and confidence. The maximum of the score is 50. The lowest score was 1 based on the scoring rubric. The high score was 10. The students' speaking score is adapted from O'Malley and Piarce (1996). There are 4 categories of each level. Those are (need improvement) will get score one to four, (satisfactory) will get score five to six, the students are good will get score seven to eight, and if they are excellent will get score nine to ten. Student achieved the highest score if they coverd each aspect with 10. So, the maximum score is 50.

### Fulfillment of Statistical Assumption

The fulfillment of statistical assumption includes the normality. It used Kolmogorov-Smirnov and Shapiro-Wilk. This study applied a normality test. Its

purpose was to know the data distribute normal or not. If the data distributed normal, it analyzed by independent T-test. But if the data did not distribute normal, so it analyzed by Wilcoxon test.

Arikunto (2013: 301) stated that the normality test was used to know out whether the spreading data was distributed normally or not. It was depend on the significance level $\alpha=0.05$ as a regulation to accept or reject the normal test. Both experiment and control group were checked by normality test. If the significance value was more than .05, the data was normal. If the significance value was lower than .05 the data was not normal. The hypothesis of this study was there was an effect of using DST on recount text on the students' speaking ability. The computation is performed with the assistance of SPSS version 20 for windows.

Homogeneity of test was applied as a requisite of T-test or Anova. The aimed of this test was to know that two groups are homogen or not. This significant level was .05. If it was higher than .05 means the data was homogen. While the significant was lower than .05 means the data was not homogen.

### Statistical Procedures

This research was evaluating Digital Story Telling (DST) approach gives effect on students' speaking ability than a conventional approach. Moreover, the this study was applied in Wilcoxon analyzed of data. It was applied because the data was not normal. So, it used non parametric analyzed. Its purpose was to know the different between the mean of pretest and posttest. It analyzed the mean score by using SPSS version 20 program. Normality test was done before doing a Wilcoxon analyzed.

## RESULTS

The data was analyzed in normality test. The significance value was lower than .05. So, it was not distributed normal. The complete result of normality test can be seen in Table below.

Table 2 - The normality test

| | | Tests of Normality | | | | | |
|---|---|---|---|---|---|---|---|
| | | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
| | Perlakuan | Statistic | Df | Sig. | Statistic | df | Sig. |
| Pre Test | Control | .117 | 31 | .200[*] | .969 | 31 | .500 |
| | Experiment | .125 | 32 | .200[*] | .944 | 32 | .100 |
| Post Test | Control | .134 | 31 | .169 | .963 | 31 | .349 |

| | .153 | 32 | .055 | .902 | 32 | .007 |
|---|---|---|---|---|---|---|
| Experiment | | | | | | |

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

The significance of the data above was not distributed in normally. So, it applied non parametric test. It analyzed in Wilcoxon test.

The next step to analyze the data was Wilcoxon test. The result of Wilcoxon can be seen in Table below.

Table 3 - Wilcoxon Signed Ranks Test

**Ranks**

| | | N | Mean Rank | Sum of Ranks |
|---|---|---|---|---|
| posttest - pretest | Negative Ranks | 0[a] | .00 | .00 |
| | Positive Ranks | 32[b] | 16.50 | 528.00 |
| | Ties | 0[c] | | |
| | Total | 32 | | |

a. posttest < pretest

b. posttest > pretest

c. posttest = pretest

Table 4 – Test Statistics

**Test Statistics[b]**

| | posttes - pretest |
|---|---|
| Z | -4.991[a] |
| Asymp. Sig. (2-tailed) | .000 |

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

The analyzed of Wilcoxon was known that there was a positive ranks between the mean of pretest and posttest. That was 16.50. So, it increase the students' speaking ability that was taught by DST approach.

The data analyzed was known by test statistics. It showed a significance 2-tailed was 0.000. There was lower than .05.The hypothesis was there is an effect of applying DST approach on students' speaking ability. Because the significance value was lower than .05, so, the hypothesis was accepted. That means DST approach gave an effect of the students' speaking ability.

### *Hypothesis Test*

The hypothesis of this research was there was a positive effect of Digital Story Telling (DST) of recount texts on the students' speaking ability. It analyzed by Wilcoxon test. That was a kind of nonparametric test. It was applied because the data was not in normality.

The normality test analyzed by Kolmogorov-Smirnov and Shapiro-Wilk. The data value was lower than .05. It was not in normality data. Because of it, this study analyzed the data with a Wilcoxon. It was a representative of pair sample T-test or independent sample T-test.

The purposed of Wilcoxon analyze data was to know the different of mean pretest and posttest. It will know the increase of the mean of the pretest and posttest. The mean rank value of Wilcoxon analyze data was 16.50. It means that there was an effect of applying a DST on students' speaking ability. So, the hypothesis of this study was accepted. The student who taught by DST approach gave a positive effect that the students' taught in conventional approach.

### DISCUSSION

Digital story telling is one of useful approach in teaching language because it can make students more interest in the teaching and learning process, especially speaking. Sometimes, the students feel bored because their speaking activities mostly just as repetition of drills or memorization of monolog. In teaching and learning process, the implementation of digital story telling is not only focusing on students' speaking skill but also the improvement of students' social skill.

DST approach can make the students are easier express their idea in speaking English. The result of mean score of the students taught by using DST is higher than students taught by using conventional approach. It showed that the rank mean value of pretest and posttest increased. It was 16.50. It means that DST increase the students' speaking skill.

Digital story telling is an effective technique to solve the students' problem in mastering speaking ability. Most of the students of Vocational High School get difficulty in pronouncing the words correctly, using vocabulary in different context appropriately, and having no confidence to express their idea especially in front of class although they have been learning English from an elementary school. In this study, digital story telling can help them solve the problem.

Before the treatment was implemented, in term of fluency, the students were needs improvement in speaking English, speech was very slow, stumbling, nervous and uncertain with response. After the treatment, in term of fluency, the students were able to speak without any hesitation.

On the other aspect, confidence, the students mostly lack of confidence to speak up in front the class, speech is monotonous and tended to be silent to do the speaking activity before the treatment was given. After the treatment was implemented, most of the students were active during the teaching learning process and able to perform expressively in front of the class without worrying of making mistakes.

Meanwhile in teaching of conventional technique, the students also worked in group. During the teaching and learning process, not all students are actively involved in speaking activities. There are some students actively involved, give comment for each performance of others and some students become passive ones. The passive students just listen at other students' explanation and comments without trying to analyze and give his own comments for other performances. Based on the discussion above, a digital story telling is more effective than conventional technique.

Digital Story Telling (DST) approach important advantage to students and teachers. It helps students to develop fluently in speaking English with using of a Kinemaster aplication and for the teachers it makes them easier to convey the materials. Those activities of the technique became the possibilities of why the Digital Story Telling (DST) approach was effective in teaching speaking ability.

## CONCLUSION

DST approach is was effective in increasing the students' speaking ability. It was appropriate for teacher to use this approach in the class. The implement of Digital Story Telling (DST) approach is recommended in improving the students' speaking ability because through Digital Story Telling (DST) approach the learning process has evolved to a point where students are sharing, exploring, and seeking information and knowledge from multiple and diverse sources.

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