


## THE EFFECTIVENESS OF USING DIGITAL STORYTELLING IN TEACHING SPEAKING AT SMA MUHAMMADIYAH 9 MAKASSAR

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b> Received: April 22, 2022 Revised April 29, 2022) Accepted: April 30, 2022 Published: April 30, 2022)</p> <p><b>Keywords:</b> Pre-Experimental Digital storytelling Speaking fluency Expressing ideas</p>	<p>The objective of the research was to find out whether or not the used of digital storytelling can improve students' speaking fluency at SMA Muhammadiyah 9 Makassar. The researcher used a purposive sampling method and took only class XII the sample of the research which consisted of 37 students. In addition the researcher applied an instrument of the research namely oral test. In pre-test and post-tes the researcher gave topics through digital storytelling to stimulate the students to speak in front of the class. In pre-test and pos-test the students one by one to speak face to face with the researcher in the class. Based on the result of the data analysis it was found that the mean score of pre-test was 3.45 and the mean score of post-test 4.54. by applying the level of significance 0.05 with the degree of freedom (df) = 37 - 1 = 36, it was found that the result of t-test was 10.33 which was greater than t-table value 1.688. It means that the alternative hypothesis was accepted and Null hypothesis was rejected. It could be concluded that digital storytelling materials had a significant effect toward students' speaking fluency through asking and answering questions.</p> <p><i>This is an open access article under the <a href="#">CC BY-SA</a> license.</i></p> 
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### INTRODUCTION

Speaking is a productive skill in which the speaker produces and uses language by expressing a sequence of ideas or the message across. Lai Mei Leong & Seyedah (2017) speaking is one of the most important skills to be developed and enhanced as a means of effective communication. Speaking skill is regarded as one of the most difficult aspects of

language learning. It causes some of Indonesia students are afraid and feel anxiety in speaking English.

The researcher found that there are several problems that faced by the students in learning English one of them are the students cannot speak English well due to the students lack of vocabulary and not able to express their ideas in English. It caused the students learning achievements is not improve significantly based on the learning objectives although some of the students go the standard criteria minimum (KKM) in English but their speaking performance is still low to average.

Digital storytelling is one of the media that can be used in teaching activities. According to Somdree & Suppasetserree (2013) Digital storytelling is a powerful technology tool in education which integrates computer technologies and the art of telling stories together. Digital storytelling can be used as a multimedia tool in language learning to help students improve their English speaking skill by using technology to tell the story in their own and voice.

## **RESEARCH METHOD**

This research used quantitative research. The population of this research was students in the twelfth grade of SMA Muhammadiyah 9 Makassar in the school year 2019/2020 that consisted of 86 students from the three classes. The sample were taken by purposive sampling method because that class was able to fulfil the rules and also, they had the characteristic of this research. The research chose only class XII as the sample of the research which consisted of 37 students. The researcher was used oral test aims to get information about students fluency. The instrument used to found the result of students achievement in speaking fluency in term of expressing ideas.

Before start the learning process, the researcher gave explanation for the activities that would be carried out. After that, the researcher gave pre-test, treatment and post-test. After the data was collected, the researcher classified and analyzed the data from the students. The data analyzed by calculating the mean score to found out students' fluency in term of expressing ideas.

The researcher gave score for the criteria for measuring the students speaking ability in terms of fluency (Heaton, 1991) below:

Table 3.1 the criteria for measuring the students speaking ability in terms of fluency

Classification	Score	Criteria
Excellent	9.6-10	Speak without peak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very good	8.6-9.5	Has to make an effort at time to search from word. Nevertheless, smooth delivery on the whole and only a few unnatural.
Good	7.6-8.5	Although he has to make an effort and search for words, there are not mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
Average	6.6-7.5	Has to make an effort for much of the time. Often has to search for the desired meaning rather halting delivery and fragmentary, range of expression often limited.
Poor	5.6-6.5	Long pauses while he searched for the desired meaning. Frequently and halting delivery, almost gives up making the effort at times limited range of expression.
Very poor	4.6-5.5	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort, very limited range of expression.

The step was analyzed by using a quantitative analysis employing the following formula:

$$\text{Score} = \frac{\text{Students' Correct Answer}}{\text{Total Question}} \times 100$$

(Sudiyono, 2013)

Then, to measure the mean score of all students, the researcher used formula based on Sudiyono (2013) and Gay (2006) as follows:

1. Percentage of the students score in pre-test and post-test by formula achievements by using the following :

$$P = \frac{F}{N} \times 100$$

P= Percentage

F= Number of correct

N= Number of sample

2. The calculate the percentage of the students score by using the formula:

$$\bar{X} = \frac{\sum x}{N}$$

3. The improvement of percentage of the students' pre-test and post-test found by using the formula:

$$p = \frac{x_2 - x_1}{x_1} \times 100$$

4. To find out the significant different between the pre-test and post-test by calculating the value of the test used the formula:

$$\bar{D} = \frac{\sum D}{N}$$

5. The significant difference between score of the students pre-test and post-test found by calculating the value of the t-test, the formula used as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

## RESULT AND DISCUSSION

The findings of this research deal with mean score, the classifications, the improvement and hypothesis analysis of students pre-test and post-test in term of fluency. presented the results of students' achievement toward their speaking fluency through the used of Digital storytelling in teaching speaking. In this research, the researcher would like to find out whether the used of Digital storytelling to improved students speaking fluency in terms of expressing ideas. The data were collected from 37 students in class XII of SMA Muhammadiyah 9 Makassar.

### The improvement of students speaking fluency by using Digital Storytelling

The improvement of students speaking fluency in speaking can be see though the mean score of indicator in pre-test and post-test. The improvement of students speaking fluency in speaking the following table :

**Table 1** the mean Score of the student's improvement in speaking fluency

Indicators	Pre-Test	Post-Test	Improvement (%)
Speaking fluency	3.47	4.54	31.05%

Table 1 above showed that the score of fluency in expressing ideas was improved (31.05%) from the mean score 3.45 in pre-test to be 4.54 in post-test. Significantly different. It was proved by looking the percent improvement pre-test and post-test in fluency was 31.05% it means the students' speaking fluency improved after teaching speaking by using Digital storytelling as media.

**Table 2** score the rate percentage of students' speaking fluency in pre-test and pos-test

No	Classification	Score	Frequency		Percentage	
			Pre-Test	Post-Test	Pre-Test	Post-Test
1	Excellent	9.8-10				
2	Very good	8.6-9.5				
3	Good	7.6-8.5		21		56.75%
4	Average	6.6-7.5	20	16	54.04%	43.24%
5	Poor	5.6-6.5	17		45.94%	
6	Very poor	4.6-5.5				
<b>Total</b>			<b>37</b>	<b>37</b>	<b>100%</b>	<b>100%</b>

The table shows that from 37 students, there was 20 students who categorized to average in pre-test and there was 17 students who categorized to poor in pre-test. Furthermore, there was 21 students who categorized to good and 19 students who categorized in post-test.

Table 3 the t-test of the students' speaking fluency

Variable	T-test	T-table	Comparison	Description
Speaking Fluency	10.33	1.688	t-test>t-table	Significantly Different

Table 3 showed the speaking fluency obtained the value of t-test was greater than t-table value ( $10.33 > 1.688$ ). The result of classification of t-test in pre-test and post-test obtained that the value of t-test in fluency was greater than t-table. It means that (H1) is accepted and null hypothesis (H0) is rejected. So, researcher concluded that there was significant difference between pre-test and post-test. It indicated that there was a significant difference between the result of students pre-test and post-test in speaking fluency after using Digital storytelling in the treatment. Based on the result of the data analysis as summarized in the table 1.688 above on the researcher found that the t-test was greater than the level of significance at t-table and the degree of freedom 36.

This research had line with conducted by Wulandari, Sada, Arifin (2014) that found Digital Storytelling technique is highly effective to improve students' speaking fluency. In conducting this research, applying digital storytelling technique as a project for students changed the atmosphere of the classroom. Everyone in the class was active with their project. Because of the students' participation, it made the atmosphere of the classroom alive. It was also found that the students' by telling their own personal stories in more enjoyable and interesting ways. In conclusion, they stated the use of digital storytelling is effective to improve students speaking fluency.

Based on the result of each test, scores of post-test were greater than those pre-test. The description on the data collected through oral test was explained in the previous section showed that the students' speaking ability improved and the improvement was 31.05%. The mean score of the students in the pre-test was 3.45 and supported by improvement of the mean score of post-test was 4.54 which was classified as fairly good classification. In other word the mean score in pre-test less than post-test.

speaking fluency obtained the value of t-test was greater than t-table value ( $10.33 > 1.688$ ). The result of classification of t-test in pre-test and post-test obtained that the value of t-test in fluency was greater than t-table. It means that (H1) is accepted and null hypothesis (H0) is rejected. It indicated that there was significance improvement of students in speaking

fluency after gave the treatment. Therefore, the researcher concluded that Digital storytelling was effective in improving students' speaking fluency in term expressing ideas. From the discussion above, it can be concluded that the students' speaking fluency at twelfth grade students of SMA Muhammadiyah 9 Makassar can be improved in speaking fluency by using Digital storytelling.

## CONCLUSION

In conclusion, using Digital storytelling in teaching speaking skill could improve the students' speaking skill in fluency. It could be showed from the students' oral test in pre-test and post-test. In pre-test, some students were difficult in answering oral test fluency. In the other hand, the students' oral test in post-test, they show their improvement such as they became confidences in speaking and they are able to express their ideas clearly. Thus, it could be concluded that using digital storytelling in teaching speaking skill in term of fluency was improving the XII SMA Muhammadiyah 9 Makassar.

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