

**“THE IMPLEMENTATION OF DIGITAL STORYTELLING
TO IMPROVE STUDENTS’ SPEAKING SKILL AT THE 9th GRADE OF
SMP PLUS BUSTANUL ULUM MLOKOREJO – PUGER – JEMBER
IN ACADEMIC YEAR 2022 - 2023”**

THESIS



UNIVERSITAS ISLAM NEGERI
By:
KIAI HAJI ACHMAD SIDDIQ
JEMBER
RITA AFKARINA
SRN: T20186129

**ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF EDUCATION AND TEACHER TRAINING
OCTOBER 2022**

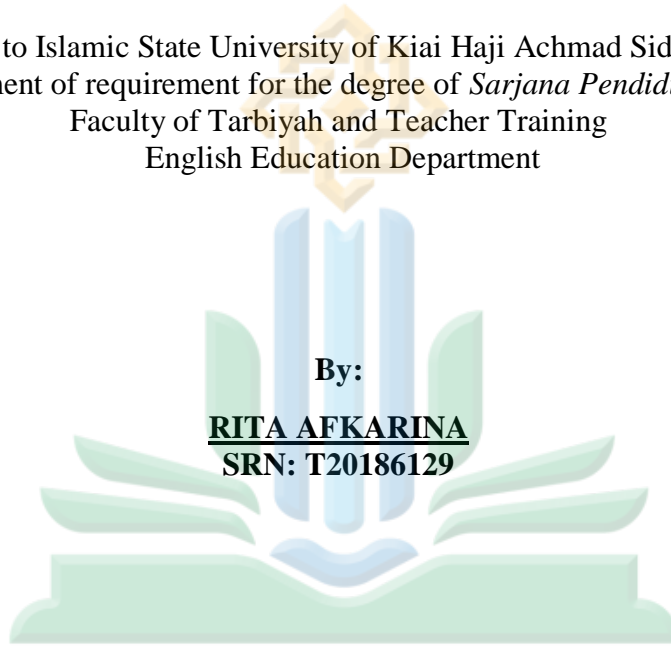
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THESIS

Submitted to Islamic State University of Kiai Haji Achmad Siddiq Jember
to fulfillment of requirement for the degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

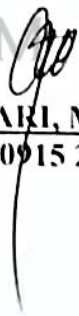
By:

RITA AFKARINA
SRN: T20186129



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

Had been approved by Advisor


AS'ARI, M. Pd.1
NIP: 19760915 200501 1 004

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Has been examined and approved in Partial
Fulfillment of the requirements of Bachelor Degree of Education (S.Pd)
Faculty of Tarbiyah and Teacher Training
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Day: Tuesday
Date: 11st October 2022

Examiner Team

Chairman

Secretary


Dr. Indah Wahyuni, M.Pd.
NIP. 19800306 201101 2 009

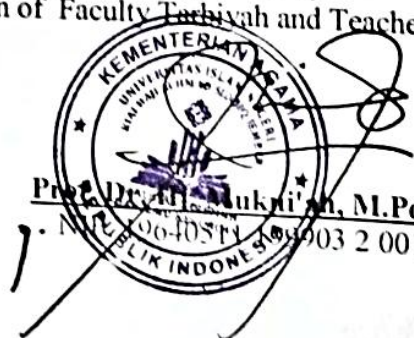

Mega Fariziah Nur Humairoh, M.Pd
NIP. 19900320 201903 2 010

Members:

1. Sofkhatin Humaida, M.Pd., M.Ed., Ph.D
2. As'ari, M.Pd.I

)
)

Approved by
Dean of Faculty Tarbiyah and Teacher Training


Prof. Dr. H. Lukman, M.Pd.I.
NIP. 1960061019540003 2 001

MOTTO

﴿٤٦﴾ وَيُكَلِّمُ النَّاسَ فِي الْمَهْدِ وَكَهْلًا وَمِنَ الصَّالِحِينَ

Meaning: “he will speak to the people in the cradle and when they will grow old, they become righteous”. (QS. Ali Imron : 46)¹



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¹ Abdullah Yusuf Ali, *The Holly Qur'an Arabic Text with English Translation* (New Johar Office Printer: India, 2020), p.43

DEDICATION

I proudly dedicate this thesis to:

1. My Beloved parents, Mr. H. Mashur Mahfud, as my beloved father and Mrs. Siti Rohmah, as my beloved mother and for the last, my beloved young brother Achmad Faisal Masruri who have supported me, and prayed for me in all day. I am so glad to have you in my life.
2. All of my best friends Al- Fatih (Ima, Nabila, Faigel, Neng, Mida, Devi) since junior school, who have supported me to finish my thesis. Thanks friends wish you luck.
3. The “SEKAMPRETAN” Fariz, Aldy, Yoga, Imeng, Irvan, Nad, Yanti, Has, Kades, Guproni, Apok, Lutfi who have collared my life in the university. Thanks a lot for your presence in my life.
4. My best friends Bli Eza and Meria who have supported and helped me to complete of my this thesis.
5. My beloved friends, the big family of Jung Pajungan Class, who have accompanied me in four years studying at this University. I am so happy to study with you. Thank you friends, good luck in your future

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, all praises due to Allah SWT for giving me mercy and blessing, health, opportunity and inspiration to finish my thesis. Secondly, my *sholawat* and *salam* always be given to my big prophet Muhammad SAW, who has guided us from the darkness to the lightness and brought us from the stupidity to the cleverness. That is Islamic era.

The researcher really realized that this thesis would not finish without help and guidance from other people. In this opportunity, I would like to say thank you to the following people:

1. The excellency, Prof.Dr.H. Babun Soeharto, S.E,MM, as rector of Islamic State University of KH. Achmad Siddiq Jember who has given me opportunity to study in this University.
2. Prof.Dr. Hj. Muk'niah, M.Pd.I as the dean of the faculty of education and teacher training of Islamic State University of KH. Achmad Siddiq Jember who has facilitated me to study in this faculty.
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5. The head of library of Islamic State University of KH. Achmad Siddiq Jember who has given opportunity for me to borrow some books in the library of Islamic State University of KH. Achmad Siddiq Jember.
6. The lecturers of English Department who have given me knowledge.
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8. The English teacher, Mrs. Aini, S.Pd as collaborator who has given me support and help in conducting my research in SMP Plus Bustanul Ulum Mlokorejo-Puger-Jember.
9. The students of IX D who participated in this research.

I really realize that this thesis is far from being perfect. Therefore, I welcome all the criticisms and suggestions. The researcher hopes that this thesis will be useful for readers and other researchers who need it.

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KIAI HAJI ACHMAD SIDDIQ
JEMBER
Jember, October 5th, 2022
Author

RITA AFKARINA
SRN.T20186129

ABSTRACT

Rita Afkarina, 2022: *The Implementation of Digital Storytelling to Improve Students' Speaking Skill at The 9th Grade of SMP Plus Bustanul Ulum Mlokorejo-Puger-Jember in Academic Year 2022-2023.*

Keywords: *digital storytelling, Speaking skill*

The aim of this research was to improve students' speaking skill by using digital storytelling at the 9th grade of SMP Plus Bustanul Ulum Mlokorejo, who had a problem in speaking. Based on interview with the English teacher, the students' speaking achievement was still low which was percentage 30% or 8 students who passed the KKM score and the average score was 67,7. It happen because the students got a problem in speaking skill. The student could not pronounce the word correctly and fluently. The student vocabulary was low. The student still confused when the teacher asked them about the content of the materials. After discussing with the English teacher, we decided to implement digital storytelling to teach speaking and could solve the speaking problem in the class.

The research question of this research was "How is the implementation of digital story telling able to improve students' speaking skill at the 9th grade of SMP Plus Bustanul Ulum Mlokorejo Puger Jember in academic year 2022 - 2023?."

The study used Classroom Action Research (CAR). The research design was a collaborative classroom action research. The participants of this research were the students of 9th D of SMP Plus Bustanul Ulum Mlokorejo Puger, which consisted of 27 students. The research was carried out in one cycle, which consisted of planning, implementing, observing and reflecting. Data collecting techniques used in this research were students' speaking test, observation, interview, and field note. This research used content validity, which involved the English teacher and the English lecturer as validator of the speaking test.

The criteria of success in this research was if the students reached the KKM score (75) are equal to and higher than 65% of total students in this research. The result of students' speaking test score after the cycle showed that the average score was 78 and 74% or 20 students who passed the KKM score and for students who did not pass the KKM score was 26% or 7 students. It could be said that this research was successful.

Based on the observation, it was concluded that by applying digital storytelling the students could pronounced the word correctly and fluently. The students could enrich their vocabulary. The students could understand about the point of the text. The researcher also gave suggestion for the further researcher to conduct a research on other skills with other strategies or media in teaching and learning English.

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CHAPTER I

INTRODUCTION

This chapter presented an introduction of the research. The parts of this chapter were the research background, the research problem, the research objective, the significance of the research, the action hypothesis and the definition of key terms.

A. Research Background

English language is the international language, because it is used for communication by people all over the world. “English language is spoken language by many people in the world, English as the second language or as foreign language”.¹ We can see that today many people use English is not only for school, but also in technology, business, and politics. The important of learning English language is also explained in government ordinance of the republic Indonesia number 23 of 2013 about amendment explanation to government regulations number 19 of 2005 concerning national standards of education article 77 1 section 1 sub-part c that foreign language, English language is an international language that has important usage in global association.²

In learning English, English is divided into 2 parts. The first is ESL and the second is EFL. ESL is teaching English as a second language to the other people who speak a different language and who live in a country where

¹ Jeremy harmer, *The Practice of English Language Teaching* (England: Pearson Education Limited, 2001), 13.

² RI Secretary. Peraturan Pemerintah Republik Indonesia Nomor 32 Tahun 2013 Tentang Perubahan Atas Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan, Pasal 77 I Ayat 1C, 8.

English is the main spoken language. EFL is teaching English as a foreign language, or the study of English by non - native speakers in countries where English is not a dominant language.

In Indonesia English is a foreign language, and its being important language to learn.³ The minister of education and culture issued a decree (SK) no. 060/U/1993 on 25 February 1993 about the possibility of the English language program as a local content subject for elementary school, and begin from the students 4 graders.⁴ By the issuance of a decree from the minister of education in 1993, now English subject is one of the subjects applied in Indonesia from elementary school to college level.

In learning English students need to learn four skills, those are listening, speaking, reading and writing. These four skills' in English are related one another, listening and reading are considered to be passive skills as the learners because they do not show their talent in exhibiting these skills. Both of them, it is only listen and read to the language without producing the language (words). Therefore, Speaking and writing considered to be active skills in English as the learners because they show their talent in exhibiting these skills. In learning speaking and writing skills, the learners should produce some words (sentences) on their own words. Especially to be mastered in speaking skills' they need a lot of practice, a lot of vocabulary,

³ Muh. Hanafi, april 8, 2022, [http://pbi.umsrappang.ac.id/index.php/content/news/perkembangan-pendidikan-bahasa-inggris-di-indonesia](http://pbi.umsrappang.ac.id/index.php/content/news/perkembangan-<u>pendidikan-bahasa-inggris-di-indonesia</u>).

⁴ The Minister of Education and Culture. (SK) No.060/U/1993 tentang Mata Pelajaran Bahasa Inggris Menjadi Muatan Lokal Sejak SD.

knowing the structure of the text or sentences (grammatical) and usage. This makes speaking skill to be the most important part in learning English.

Speaking skill is the most important skill to acquire foreign language learning. Among the four key of language skills, speaking is deemed to be the most important skill in learning foreign language.⁵ Speaking skill is being important in learning English because this skill is a skill that used in real life and many people use it for communication by other people. So, most of people emphasize that the criteria of success in learning English is the ability to speak English well.

Speaking is delivering a language through the mouth. Speaking is the action or expression of someone in spoken language.⁶ Tarigan also defined that Speaking is a behavioral skill in which the speakers will become proficient in using it if they practice it repeatedly and continuously.⁷ It can be said that speaking skill is a key of communication. However, speaking is the most important ability in learning English for asking and delivering information. It indicates that both of speaker and listener at least can communicate and understand about the topic.

Speaking is the ways for people to interacts or ask and bring message from one person to another. Oral communication will not be running well

⁵ Parupalli Srinivas Rao, "The Importance of Speaking Skills in English Classrooms," *ACIELJ* Vol. 02 No. 2 (2019): 8.

⁶ Arnanda Novia, Harpain. "An Analysis of Students' Difficulties in Speaking English at Grade X of SMA PERSADA BANDAR LAMPUNG," *Jurnal Linguistika*, Vol 8, No 2(Oktober 2017): 34.

⁷ Tarigan, H.G, *Prinsip-prinsip Dasar Metode Pembelajaran dan Pembelajaran Bahasa*. (Bandung: Angkasa, 1990), 134.

without speaking, because it is the essential way in which the speakers can express themselves through the language⁸.

Speaking is also explained in Q.S. Al-Qasas verse 34, which read;

وَأَخِي هَارُونُ هُوَ أَفْصَحُ مِنِّي لِسَانًا فَأَرْسَلْهُ مَعِيَ رِدْءًا يُصَدِّقُنِي إِنِّي أَخَافُ أَنْ يُكَذِّبُونِ ﴿٣٤﴾

Meaning: “And my brother Haron is more fluent than me in tongue, so send him with me as support verifying me. Indeed, I fear that they will deny me”. Q.S. Al- Qasas verse 34⁹

From the verse (surah) above Allah teaches human that the ability to speak clearly and fluently is really needed for good communication. So by good communication it will make simplify in interaction with other people, exchange the opinions, share the ideas and give some suggestion.

In the fact learning speaking English is the most difficult skills in English to be learned by the student exactly in junior high school, Zhang claimed that speaking has become the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English.¹⁰ Ur strengthen that there are some factors in his research about the difficulties in speaking. The students were shy to speak English, the students used mother tongue when they talked English, the students tended to keep silent in the class and many of them was afraid to get errors when

⁸ David Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2003), 14.

⁹ Departemen Agama Republik Indonesia, *Alquran dan Terjemahan*. (Semarang: Toha Putra, 1989), 389.

¹⁰ Zhang, S, 2009: The Role of Input, Interaction, and Output in The Development of Oral Fluency.” *Journal of Teaching English Language*, 2(4),91- 100. <http://dx.doi.org/10.5539/elt.v2n4p91>.

speaking English.¹¹ From the result by the other researcher about the difficulties in learning speaking English we can conclude that, it has a negative effect in student learning speaking English, not only about the grades but the students' mentality, the students will lose their confidence in learning and the class will passive.

Based on the results of preliminary study through observations at 9th D of SMP Plus Bustanul Ulum. The problem that occurred in speaking skill, the student could not pronounce the word correctly and fluently. The student did not know the vocab what to use because their vocabulary was low, the student still confused when the teacher asked them about the content of the materials.¹² So we can conclude that the students speaking skill was low.

On the other side when the researcher asked the students about their feeling when they got english learning process, most of them answered that they did not like with learning English especially in speaking skill, because they thought that speaking was the most difficult skill in english.¹³ They said that they more like listening skill and writing skill. This happened because they thought that they only heard the native speaker and some time the teacher asked the student to write it, and some time the teacher asked them to repeat. The reason why the students did not like with the speaking skill, because they did not know the word to say and how to pronounce the word correctly. The student looked confused in express their ideas. They were always afraid in

¹¹ Penny Ur. *A Course in Language Teaching* (Cambridge: Cambridge University Press, 1996), 120.

¹² Observation in SMP Plus Bustanul Ulum Mlokorejo – Puger – Jember, 5 February 2022.

¹³ Nabila J. N, interviewed by Writer, Jember, 20 July 2022.

making mistakes, because when they spoke up in front of the class and did mistakes in choosing the word or in pronounce the word, he was laughed by his friends.

Based on the result of observation in SMP plus Bustanul Ulum Mlokorejo and interviewed the English teacher, there were four classes in the 9th grade, and the students who had a lowest achievement in learning speaking English were the students of 9th D. In this research, the totals of students in 9th D were 27 students. The students who passed the target score of KKM in speaking English were still 30% or 8 students, the students who did not passed the target score of KKM in English were 70% or 19 students and the minimal (KKM) mastery level criterion in SMP plus Bustanul Ulum Mlokorejo that must be attained in English was 75 (seventy five).

In this research after the researcher did her observation and interview the English teacher, the researcher concluded that the researcher would increase the speaking skills of the student being 65% or 18 students that would be passed in KKM. The researcher increased 65% or 18 students because 35% or 9 students got a problem in learning speaking English there are: the student could not pronounced the word correctly and fluently. The student vocabulary was low, they still confused in answering the teacher questions. Some students dislike in learning English, some students slept in the class, some students was not focus with the material, some students often went in and went out of class during teaching learning process (KBM), and some students chose absent or promise during English material.

From that statement, the researcher assumed that the students need something new in teaching and learning process to improve their speaking skill. After discussing with the English teacher, we concluded that to improve students' speaking skill and active in the class. So the strategy that could solve the students speaking problem in the class was a Digital storytelling.

Digital storytelling is believed empowering students in a variety of ways, including intellectually, culturally and creatively.¹⁴ Digital Storytelling is the modern expression of storytelling by using computer as a tool to tell the stories,¹⁵ and it has taken many different forms, such as audio - visual, and audio recording. It means the digital storytelling can increase the students creative in culture intellectual. Digital story telling is a technique in teaching speaking. This technique involves the existence of technology to record students' speaking using voice record or video. Storytelling acts as a tool of human social interaction and is commonly used in education for learning, explaining, and entertaining. In this research the researcher used the procedure, which started with an idea, research/ explore/ learn, write or script, story board/ plan, gather and create images, audio and video (speak up), put it all together, share, reflection and feedback.¹⁶

Based on the explanation above, it can be concluded that by using Digital storytelling as a good alternative and effective way of teaching

¹⁴Rina Benmayor, "Digital Storytelling as Signature Pedagogy for The New Humanitie, 2008" *Arts Humanities in Higher Education*, no. 7: 188 – 2004, <http://ahh.sagepub.com/content/7/2/188>

¹⁵ Bernard R Robin, "Digital Storytelling: a powerful technology tool for the 21st century classroom." *Journal of Theory into Practice*. No. 47, 2008.

¹⁶Bernard R Robin, "Digital Storytelling: a powerful technology tool for the 21st century classroom. 50.

speaking English in SMP plus Bustanul Ulum because this technique could make the students' speaking skill improved, by using this technique they can express their ideas, and they can improve their confidence.

In addition, there were many researcher showed that Digital storytelling was an appropriate technique to improve students speaking skill. The previous research was conducted by Inggit Rositasari "*The Use of Digital Storytelling to Improve Students' Speaking Skills in Retelling Story*". The result of inggit's study findings that the data of students' score of pre-test and post-test was significantly improved. Inggit also conclude in her research that digital story telling could help the students in improving their speaking skills in retelling a story.¹⁷ Another previous research was from Syafryadin, Haryani dll entitled "*Digital Story Telling Implementation for Enhancing Students' Speaking Ability in Various Text Genres*". The result of the research showed that digital storytelling give improvement in speaking English, and by using digital storytelling can increase the students critical thinking, creative, and also the students confident.¹⁸ Those previous researches, which used Digital Storytelling can improve students' speaking skill.

Drawing on the previous research, many research have been conducted that Digital Storytelling can improve students speaking skill, with this in mind, the researcher saw that they had the same problems that happen in the 9th D so that, the researcher interested in conducting the research entitled "*The*

¹⁷ Inggit Rosita, "The Use of Digital Storytelling to Improve Students' Speaking Skill in Retelling Story" (Thesis, Universitas sanata darma Yogyakarta, 2017), 87.

¹⁸ Syafryadin, Haryani, dll, "Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres", International Journal of Recent Technology and Engineering (IJRTE) ISSN: 2277-3878, Volume-8 Issue-4 (November 2019): 3148.

Implementation of Digital Storytelling to Improve Students Speaking Skill at 9th D Grade of SMP Plus Bustanul Ulum Mlokorejo Puger Jember.”

B. Research Question

Based on the background of research above, the researcher formulated the research question was:

How is the implementation of digital storytelling able to improve students' interest in speaking skill at the 9th D of SMP Plus Bustanul Ulum Mlokorejo Puger Jember in academic year 2022 - 2023?

C. Research Objective

Based on the research questions above, the research objective of this research was:

1. To describe how the implementation of digital storytelling is able to improve student's speaking skill at the 9th D grade in SMP Plus Bustanul Ulum Mlokorejo Puger Jember.

D. Significance of The Research

The writer hopes that this research could give kinds of significances in this research: Theoretical significance and practical significance.

1. Theoretical Significance

The result of this research is to support theory of digital story telling in improving speaking skill.

2. Practical Significance.

- a. For the students, the result of this research is expected to improve the students' achievement in speaking and gift a new experience for

students in learning speaking English by using digital storytelling as media.

- b. For the teacher, the result of this research is expected to be able to enrich the teachers' knowledge in terms of teaching speaking English by using digital story telling.
- c. For the other researcher, the result of this research could be used as a reference in conducting other research with similar theme of digital storytelling and speaking by different skill, media or the research design.

E. Action Hypothesis

The action hypothesis of this classroom research is the implementation of digital storytelling can improve students' speaking skill at the 9th grade of SMP Plus Bustanul Ulum Mlokorejo – Puger – Jember in academic year 2022-2023.

F. Definition of Key Terms

1. Digital Storytelling

Digital storytelling is telling a story or text by using an audio-visual. It is also a technique of teaching by using recording an audio and videos. In this study the researcher used digital storytelling to improve the students speaking skill.

2. Students Speaking Skill

Students speaking skill is a skill of the students in speaking English. It is shown by the students' score, after being taught by using the digital

storytelling. For the speaking test, the researcher asked the student to explain their procedure text in front of the class. The indicators of speaking ability here were pronunciation, vocabulary, grammar, fluency, and comprehension.



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CHAPTER II

LITERATURE REVIEW

This chapter presented literature review. It consisted of relevant previous studies, theoretical and conceptual framework.

A. Previous Studies

There were some previous studies that were relevant. It could be references for helping this research. The previous research had been conducted by several researchers but each research had its own uniqueness. This is due to different in places of research, research objects, and literature used by researchers. The writer has chosen five recent researchers.

The first previous research was from Inggit Rositasari from Sanata Dharma University, Yogyakarta, entitled "*The Use of Digital Storytelling to Improve Students Speaking Skill in Retelling Story*". The method of the research was classroom action research (CAR). There are four stages of the method planning, implementing, developing and evaluating. The purpose of the research is to analyze the extent to which Digital Storytelling media can improve students' speaking skill in retelling a story. The results of this study indicated that there was a significant score in the pre-test and post-test. The mean score of pre-test was 79.3. Moreover, there was significant score in the post-test. It was 0.05.¹⁹ So from the score of pre-test and post-test of the research, it could be concluded that by using digital storytelling could improve students' speaking skills in retelling a story.

¹⁹ Inggit Rosita, "The Use of Digital Storytelling to Improve Students' Speaking Skill in Retelling Story" (Thesis, Universitas sanata darma Yogyakarta, 2017), 87.

The second previous research was conducted on thesis by Sefti Anggrelin entitled "*The Effect of Digital Storytelling on Students' Speaking Skill at State Senior High School Rupit.*" The subject of the research was students X class of State senior high school Rupit. The purpose of the research was to determine whether there an effect on students who were taught using Digital Storytelling media between students who taught using storytelling media. This research used quantitative and the research used Quasi Experimental Design as a type of research. It consists of two groups, an experimental group and a control group. The instrument of the research was speaking test, the test consisted of pre-test and post-test.

The result of the research was finding on the table of pre-test and post-test. There was a significant effect on the use of Digital Storytelling media in teaching speaking. Based on the table in the research, at a significance level of 0,05, the value of t-table is 2,037 then compared with the value of t-test and t-table ($15,468 > 2,037$). The result is H_0^1 was rejected and it H_a^1 was accepted that there was a good change in the experimental class. There was a different significant score who were taught using digital storytelling and those taught using storytelling media in X class state senior high school Rupit. It could be seen from the comparison of the value of t_{count} with t_{table} at the level of 0,05 t_{table} is 1,999. Based on the results of t_{table} , it can be explained that t_{count} was greater than t_{table} . It could be written $5,832 > 1,999$. Thus, the researcher concluded that H_0^2 was rejected and H_a^2 was accepted, meaning change in students'

speaking skills.²⁰ It could be concluded that by using digital storytelling gave a significant effect in students' speaking score.

The third previous research was from Harmawati from Universitas Muhammadiyah Makassar in academic year 2020, entitled "*The Effectiveness of Using Digital Storytelling in Teaching Speaking at SMA Muhammadiyah 9 Makassar*". The objective of this research was whether or not the use of digital storytelling gave an effect to improve the students' speaking fluency at SMA Muhammadiyah 9 Makassar. The method of this research used was a pre-experimental method. The subject of the research was the twelfth grade of SMA Muhammadiyah 9 Makassar in academic year 2019/2020.²¹ The mean score of students pre-test was (3,45) was fewer than mean score of post-test (4.54). Then there was a significant effect from pre-test and post-test. So, (H_1) was accepted and (H_0) was rejected. It could be concluded that the score of the students was significant, and it indicated that the media has a big effect in the classroom.

The fourth previous research was from Syafryadin, Haryani dll entitled "*Digital Story Telling Implementation for Enhancing Students' Speaking Ability in Various Text Genres*". The researcher used an action research and random sampling. The subject of this research was the Tenth Grade of Science 4 SMAN 2 Rembang in academic year 2019/2020 consisted of 34 students. In

²⁰ Sefti Anggrelin, "The Effect of Digital Storytelling on Students' Speaking Skill at State Senior High School Rupit." (Thesis, Universitas Islam Negri Sulthan Thaha Saifuddin Jambi, 2022), 25.

²¹ Harmawati, "The Effectiveness of Using Digital Storytelling in Teaching Speaking at SMA MUHAMMADIYAH 9 MAKASSAR" (Thesis, Universitas Muhammadiyah Makassar, 2020), 35.

this research the researcher used 2 cycles to know the result of strategy or media that used in the research. The first cycle showed the data that from 34 students, only 15 students or (44,11%) who could retell the story well and 19 students or (55,88%) of the students were not capable in retelling story. So the total average in cycle I was 71.

Based on the result above only 15 students that passed the standard minimum criteria with score 75 or (70%) students had to achieve it. So the researcher used cycle two by implementing the media digital story telling. The data of cycle two showed that from 34 students tenth grade science 4, there were 27 students or (76,41%) who could retell the story well, and 7 students or (20,58%) who could not retell the story correctly. Therefore, the total average in cycle I and cycle II to increase from 71 become 78.²² It showed that digital storytelling gave improvement in speaking English, and by using digital storytelling could increase the students critical thinking, creative, and also the students confident.

The last previous research was from Karine Baghdasaryan from American university of Armenia. The title was "*The Impact of Digital Storytelling on EFL Learners' Speaking Skills*". The method of the research was mixed method or qualitative and quantitative method, and employed quasi-experimental. The instrumentations used for data collection constituted pre and posttests, an attitudinal questionnaire, and a semi-structured interview. The

²² Syafryadin, Haryani, dll, "Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres", International Journal of Recent Technology and Engineering (IJRTE) ISSN: 2277-3878, Volume-8 Issue-4 (November 2019): 3148.

objective of the research was to investigate an effective and enjoyable language learning tool that would encourage EFL learners to reinforce their learning, especially speaking. The subject of the research was EEC students of Communication Level 1(Com 1). The total number of the participants was 24 including males and females. The experimental group consisted of 12 participants, and the same number of participants was addressed to the control group. The age of the participants ranged from 10 to 15. The result of the research in this study after the researcher did her pre-tests and post-test, the researcher knew that by using digital story telling gave an impact to the students speaking skills.²³ It could be concluded that by implementing the digital storytelling truly gave an impact in learning speaking English, increasing students' confidence.

Table 2.1
The Similarities and Differences between Previous Research and This Research

No.	Author and Title	Similarities	Differences
1	2	3	4
	1. Inggit Rositasari. <i>“The Use of Digital Storytelling to Improve Students Speaking Skill in Retelling Story”</i> .	a. Both of the researchs focused on students speaking skills.	a. The previous research used two cycle in classroom action research. While, in my research used one cycle. b. The previous research focused on various text genres, while the current

²³ Karine Baghdasaryan, “The Impact of Digital Storytelling on EFL Learners’ Speaking Skills” (Thesis, American University of Armenia, 2011), 57.

1	2	3	4
2.	Sefti Anggrelin <i>“The Effect of Digital Storytelling on Students’ Speaking Skill at State Senior High School Rupit.”</i>	a. Both of the researchs focused on students speaking skills.	<p>research focused on procedure text</p> <p>a. The previous research used quantitative research by using quasy experimental design, while in my research used classroom action research.</p> <p>b. The subject of the research was the students of Senior High School, while in this research was the students of Junior High School.</p>
3.	Harmawati <i>“The Effectiveness of Using Digital Storytelling in Teaching Speaking at SMA Muhammadiyah 9 Makassar”.</i>	a. Both of the researchs focused on students’ speaking skills.	<p>a. The previous research was used pre experimental research, while in this research used classroom action research.</p> <p>b. The subject of the previous research was the students of Senior High School, while the current research was the students of Junior High School.</p> <p>c. The previous research focused on narrative text, while the current research focused on procedure text</p>

1	2	3	4
4.	Syafryadin, Haryani dll <i>“Digital Story Telling Implementation for Enhancing Students’ Speaking Ability in Various Text Genres”</i> .	a. Both of the researchs used classroom action research. b. Both research focused on students speaking ability.	a. The subject of this research was the students of Senior High School, while the current research was the students of Junior High School. b. This research focused on various text genres, while the current research focused on procedure text.
5.	Karine Baghdasaryan, <i>“The Impact of Digital Storytelling on EFL Learners’ Speaking Skills”</i> .	a. Both of the researchs focused on students speaking skills.	a. The previous research used mixed method or qualitative and quantitative method, while the current research used classroom action b. research. The previous research focused on the impact of digital story telling in speaking skills students, while the current research focused on the implementation of digital story telling to improve students speaking skills.

Based on the explanation above, we can conclude that there were similarities and differences between this research and the previous research. The researcher still found a gap of the research. Some previous researches used digital storytelling media and adopted the steps of digital storytelling from Frazel and also used 3 aspect of speaking while the current research adopted the steps of digital storytelling from Morra and used 5 aspect of speaking to be asses.

B. Theoretical Framework

1. Speaking Skills'

a. The Definition of Speaking

Speaking is a skill that enables the human to produce the utterance.²⁴ According to Chaney, speaking is a process of building and sharing through verbal communication or nonverbal communication. It can be said that speaking skill is a key to communication with other people or as a tolls for discussing, giving an argument, some time they can share their ideas and share about some information.

However, speaking is the most important ability in learning English for asking and delivering information. It indicates that both of speaker and listener at least can communicate and understand the topic. Michelle Maxom stated that, Speaking is the most important skill in teaching English language.²⁵ Tarru Palli strengthen that, Speaking skill

²⁴ Jo McDonough and Christopher Shaw, *Materials and Methods in ELT: Teacher's Guide*, (Massachussets: Blackwell Publishing Ltd, 2003), 157.

²⁵ Michelle Maxom, *Teaching English as A Foreign Language for Dummies*, (England: John Waley & Sons, Ltd, 2009), 183.

is the most important skill to acquire foreign language to be learn among the other skills in learning English.²⁶ It can be concluded that speaking is the most important skills in learning English, because it is an effective ways to helps students in transmit the knowledge, communicate with other people and share the ideas.

So, it can be concluded that speaking is an activity to communicate with other people by using spoken language. Speaking is a skill that involves student' to practice. It is one of the active skills in learning English, because they should practice and produce some word or sentences by using their own word.

Speaking in this research, the students should speak up or practice to explain the procedure text in front of the class to improve students' speaking skill. The material of this study was about procedure text and using the present tense as a form of procedure text, so the students should speak up used grammar forms of procedure text (present tense). The aspects of speaking that will be evaluated are pronunciation, grammar, vocabulary, fluency, comprehension.

b. The Aspect of Speaking

The aspect of speaking in this research concerned with pronunciation, grammar, vocabulary, fluency, comprehension.²⁷

²⁶ Parupalli Srinivas Rao, "The Importance of Speaking Skills in English Classrooms," ACIELJ Vol. 02 No. 02, 2019, 8.

²⁷ David Harris, *Testing English as a Second Language* (New York: Mc. Graw. Hill Book Company, 1974), 55.

- 1) Pronunciation is the way for students to produce clearer language when they speak.²⁸ It means that the knowledge of studying about how the words produce clearly when people or students talk or speak to make the process of communication easy to understand.
- 2) Grammar, Heaton suggested that grammar is needed for students to arrange a correct sentence in conversation.²⁹ It means that grammar is needed in learning speaking English, because it uses to avoid misunderstandings and helps people to speak correctly.
- 3) Vocabulary, Bogaards and Dvorkin stated that Vocabulary is one of important elements in teaching and learning speaking.³⁰ It can be concluded that vocabulary is important thing in learning speaking English, because the appropriate of diction which is used in communication is needed to make a communicative effectively or to express their ideas both in oral and written form.
- 4) Fluency, Brown stated that fluency is the ability to speak spontaneously, flow well, without having stop and pause a lot.³¹ It can be concluded that, fluency is ability for reader or speaker in speaking spontaneously, smoothly and expressively by people in a language clearly and concisely while relating meaning and context.

²⁸ Bogards, Paul and Batia Laufer-Dvorkin, *Vocabulary in a Second Language*, 2004, 40.

²⁹ Heaton, *Teaching Speaking and Component of Speaking* (New York: Cambridge University Press, 1990), 32.

³⁰ Bogaards, Paul and Bata Laufer-Dvorkin, *Vocabulary in a Second Language: Selection, Acquisition, and Testing* (Amsterdam: John Benjamins Publishing, 2004), 40.

³¹ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Second Edition, (New York: Pearson Education, 2001), 268.

5) Comprehension For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.³² it can be concluded that, comprehension was about the students understanding and interpretation the main point or main idea of what the students said or when the students retelling a story

From the explanation above about the aspect of speaking, we can conclude that all of the aspect is important and complementary components in learning speaking. These aspects support each other to gain the goal of speaking, and this research used all the aspect of speaking to be asses.

c. Types of speaking

According to Brown the types of speaking as in the following taxonomy:³³

- 1) Imitative. It is types of speaking performance and it is the ability to imitate a word or phrase or possible a sentence. While this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.
- 2) Intensive. It is types of speaking performance in production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.

³² Azlina Kurniati, *A Study on the Speaking Ability of the Second Year Students of SMK Telkom Pekanbaru*, Riau University, (Januari,2006),5.

³³ H. Douglas Brown, *Principle of Language*, 271-274.

- 3) Responsive. It is types of speaking performance include interaction and test comprehension but at the somewhat limited level of very shorts conversations, standard greetings and small for talk, simple requests and comments.
- 4) Interactive. It is types of speaking performance that has similarity with responsive but these has a differences between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Here, interactive is an interaction between two people or more that exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationship.
- 5) Extensive (monologue). It is types of speaking performance. Extensive is an oral production tasks include speeches, oral representations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.³⁴

Based on the explanation above, this research focused on extensive (monologue). Extensive (monologue) is design to produce tasks include speeches, oral representations, and storytelling. In this research the researcher focused on the students in retelling / explaining procedure text.

³⁴ H. Douglas Brown, *Principle of Language*, 271-274.

2. Media

a. Definition of Media

Media is a way to communicate and carry out the information or messages that occur between the source and receiver. We can find the various media around us, such as book, newspaper, magazine, television, phone, and radio. Susanto defined, media is a tool used in the learning process to facilitate communication between teachers and students so that the learning process will be effectively.³⁵ In other hand, we can conclude that learning media is the process of learning to carry the information or messages to facilitate the communication between the teachers and students so that the process of learning will be effective.

b. Kind of media

According to Susanto there are 4 kinds of media:

- 1) Audio media is media that rely on recorded text or sound capabilities. Example: radio and cassette recorder.
- 2) Visual media is media that displays an image. Example: picture, photo, real object, map, flash card.
- 3) Audio visual media is media that can be seen, touched and listened. Example: TV, film, video, etc.
- 4) Computer media is learning media based on computer. Example: Zoom, G-meet, Power Point, Microsoft Word, etc.

³⁵ Ahmad Susanto, *Pengembangan Pembelajaran IPS di Sekolah Dasar*. (Jakarta: Kencana, 2014.) 13.

Based on the explanation above, there are many kinds of media. In this research the researcher chooses digital storytelling as media in teaching and learning process. The use of digital storytelling in teaching and learning process can be more effective than the conventional storytelling method. Besides, digital storytelling can make students motivated and active in the class during teaching and learning process.

3. Digital Storytelling

a. Definition of Digital Storytelling

Digital is an electronic system used to record sound or share information. Story telling is an activity to convey a story to the listeners, either in the form of words, pictures, photos, or sound. Sometimes in retelling a story the teller using some expressions of emotion, it involves improvisation in telling the story, facial gesture, and gestures. So the digital storytelling is a process of combining images, sounds, texts, and video to tell or describe something by using an electronic system.

According to Bernard R. Robin defined that digital storytelling is the process of combining the arts of telling stories with the variety of digital multimedia, such as an images, an audio, and video or an oral videos.³⁶ Frazier also stated that, Digital storytelling is essentially a process of combining images, sounds, texts, and video to tell or

³⁶ Bernard R Robin, "Educational uses of digital storytelling". Journal of University of Huston.no.2 (2006): 12

describe something.³⁷ In other words, it is a new media in teaching and learning speaking or a new form in retelling a story. In conventional teaching of speaking exactly in retelling a story, the story is written and illustrated on a piece of paper. While in digital storytelling, the story realized in a video equipped with sounds, images, texts, and animations making the story more appealing or sometimes the oral video from the storyteller. In addition, digital storytelling can cover a variety of topics not limited to classic or traditional stories.

b. Digital storytelling as media

Digital storytelling is a new media in teaching and learning process. According to Robin, digital storytelling is a media of teaching and learning that can engage and make a powerful for students and teacher over the last few years in learning process.³⁸ Digital storytelling is one of the effective media in storytelling forms that can be used in EFL learning and teaching.³⁹ It can be concluded that by using digital storytelling media in teaching and learning English, it can make the students are more interesting, interactive and understandable during learning process in the class. It is happen because by using digital storytelling the speaker explains the stories by give the audio and the picture / using a video, it makes the story come alive.

³⁷ Midge Frazel, *Digital Storytelling Guide for Educators* (Oregon: International Society for Technology in Education, 2010), chap. 3.

³⁸ Bernard R Robin, "Educational uses of digital storytelling". *Journal of University of Huston*.no.2 (2006): 15

³⁹ Reza A. A and Aridhotul H, "The Effects of Integrating Digital Storytelling to Students' Motivation" *Jurnal Pendidikan dan Pengajaran*, no. 2 (December 2020): 23.

Besides that, Ohler added that digital storytelling is an activity in learning process which the students gives a voice, allowing them to blend thoughtful expressions and technological skills in order to translate their ideas into some forms of media-based expression.⁴⁰ It can be concluded that the media of digital storytelling in learning process can be combined with the various forms of software applications in computer or a phone. Sometimes the students may give some music and the students' audio story, or the students may use a video and the students' audio about the story, or the students may use the oral video without music.

c. The effect of Digital storytelling in learning

According to Hartsell, he pointed that Digital storytelling has many significance effect in teaching and learning process.⁴¹ It is one of the media in learning process that give many effect. Digital storytelling is one of way that can express the students' ideas, increase students' creativity and increase students' confidence. Ohler also strengthen that by using digital storytelling media, it has been identified in creative pedagogy in which students synthesize creativity.⁴² Rokni and Qarajeh also explained in their journal, they argued that by applying digital storytelling as media is not only to enhance the students' speaking ability but also has considerable effect

⁴⁰ Ohler, B. J. (2013). *Digital Storytelling in the classroom: New media pathways to literacy, learning, and creativity*. Thousand Oaks, CA: Sage, 21.

⁴¹ Hartsell, Taralynn (2017). *Digital Storytelling: An Alternative Way of Expressing Oneself*. *International Journal of Information and Communication Technology Education (IJICTE)*13(1).

⁴² Ohler., p: 34.

on students' motivation toward language learning in general and speaking skill in particular.⁴³

From the explanations' above about the effectiveness of digital storytelling in learning process, we can concluded that by using digital storytelling in learning process can repair learning process in the class, increase the students' confidence and students' creativity in learning English. Digital storytelling is one of the strategies that gives opportunities for learners to create their own story by using their own language and also combine with the digital media such as picture slide, audio, video, music or an oral video.

4. The implementation of digital storytelling in improving students' speaking skills

The implementation of digital storytelling is an alternative ways to improve students speaking skills in teaching students junior high school up to senior high school. In this case the teacher uses present tense as formula in procedure text. The students should speak up in front of the class about the procedure text they made.

In this study the researcher carried out the steps of digital storytelling process, through 8 steps from Morra. Are follows:

- a. Start with an Idea. In this step of digital story telling the students choose the topic or the theme of the stories, make it concrete: write a proposal, draw a mind-map, or use any other pre-writing tools.

⁴³ Rokni. Qarajeh. 2014. Digital Storytelling in EFL Classroom: The effect on the oral performance. English Department, Golestan Uneversity, Gorgan, Iran. 256.

- b. Learn. The second step, the students learn about the topic which has been selected to create a set of the step of how to make something. During this process, students learn about validating information. As organization is crucial, students may utilize mind-mapping or make some outlines of the stories, or notes.
- c. Write/Script. The third step is the Students write the script about the procedure they chose and write the text in a piece of paper.
- d. Storyboard/Plan. The fourth step is the Students make storyboards as the initial step towards understanding sounds and images. The storyboards function as the blueprint that will assist in making decisions about images, videos and sounds. Simple storyboards constituted images/videos and the script, while more advanced ones might include transitions and background music.
- e. Gather and Create Images, Audio and Video (speak up). Using the storyboards they made as a guide, students gather - or create - images, audio and video. Their choice will influence and set the tone for their digital story. Visual hierarchy, tone, and illustration, as part of the concepts, can also be introduced. At this junction, discussions on copyright, fair uses and creative commons can be done. Students may record themselves reading their scripts at this stage. In this part the students may to make an oral video about their procedure text without using visual videos.

- f. Put It All Together. Students revisit and revise their storyboards. They blend image, create unique transitions between video clips, and incorporate music or sound effects. At this stage, a rubric is provided so students understand what is expected for a completed project.
- g. Share. Students share the video on Tik -tok. Teacher looks for ways to share student projects with a wider audience to increase student motivation and make it the best possible work that they can do.
- h. Reflection and Feedback. The teacher allows the students to do reflection and give feedback about the task.

5. Procedure text

a. Definition of procedure text

Procedure text is a text designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. This text uses simple present tense, often imperative sentences. Procedure text uses the temporal conjunction such as first, second, then, next, finally, etc.

b. The Language Features of Procedure Text

The language features of procedure text uses, below:

- 1) Simple present tense
- 2) Imperatives sentences (ex: cut, don't mix)
- 3) Action verbs (ex: turn, put, mix)
- 4) Connectives (ex: first, then, finally)
- 5) Adverbial phrases (ex: for 5 minutes, 6 centimeters from the top)

c. The Generic Structure of Procedure Text

The generic structure of procedure text, are below:

- 1) Goal: it contains the purpose of the text, ex: how to make omelet.
- 2) Material or ingredient: it contains of the materials that used in the process, ex: the material to cook omelet are egg, onion, vegetable oil, etc.
- 3) Step: it contains of the steps to make something in the goal, ex: first, wash the tomatoes, onion. Second, cut the onion becomes slice, etc.



CHAPTER III

RESEARCH METHODOLOGY

This chapter presented about research methodology. It consisted of research design and procedure, research settings, data collection technique, data analysis technique, and achievement indicator (criteria of success).

A. Research Design

The kind of this research is classroom action research (CAR). Classroom Action Research (CAR) is a research carry out by the teacher in the form of certain actions to improve the process and student learning outcomes.⁴⁴ Rustiyarso explained in his book that Classroom Action Research (CAR) is research which the main focus of the research is the students' problem in the class.⁴⁵ From the explanation above we can conclude that by using Classroom Action Research can solve the problems of the students in the classroom, and to collect the data, the researcher should do observation and interview with the English teacher and the specific class that have a lowest score in speaking skill.

This research is a collaborative research between the teacher and the researcher. The strategy of the acting depended on the reflection. The research is done by the researcher and the collaborator (The teacher), and then it was important for the researcher and the collaborator to make a note. The researcher and the collaborator made the strategy to solve the problem in the class during teaching and learning process.

⁴⁴ Suharsini Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2009), 21-23

⁴⁵ Rustiyarso, m.si dan tri wijaya, m.pd., *Penelitian Tindakan Kelas*, (yogyakarta: noktah, 2020), 15.

The design of Classroom Action Research (CAR), this research was a collaborative classroom action research. It meant that the researcher collaborated with the English teacher of SMP Plus Bustanul Ulum as observer and collaborator in conducting the research. The researcher's role was as an English teacher who taught English, while the English teacher's role was an observer or collaborator who observed the action of the research while teaching and learning activities happened in the classroom, and also the English teacher acted as collaborator when helping the researcher in designing lesson plan and carrying out the reflection.

In this research the researcher used some steps to implement the strategy, these were including: planning, implementing, observing and reflecting. Here, the explanations about the steps of Classroom Action Research (CAR):

1. Planning

Planning in this research was an action composed by researcher that have been discussed in first meeting with the teacher based on reflective preliminary observations.⁴⁶ In this classroom action research, the planning was done after identifying and diagnosing the students' problem in learning speaking English. It occurred in the class that proven by observing and interviewing. In this phase the researcher should prepare a lesson plan to teach the students in order to improve their speaking skill. Preparing the

⁴⁶ Rustiyarso. Dll, *Penelitian Tindakan Kelas*, (Yogyakarta: Noktah, 2020), 41.

lesson plan aims to provide the teacher with the guideline of teaching process.

In this research, the researcher involved several activities before implement the action. Those are as follows:

- a. The researcher observed the class and interviewed the English teacher and the students to get the data about students' speaking problem.
- b. The researcher established research schedule.
- c. The researcher determined to choose the digital storytelling as media.
- d. The researcher made a lesson plan (on the lesson plan, the steps of digital storytelling are mentioned).
- e. The researcher taught twice and once for the test.

2. Implementing

Implementing in classroom action research is an actions by the teacher as a researcher consciously, planned, and in accordance with the lesson plan.⁴⁷ The researcher taught the students in accordance with the planning that has been arranged. There was one cycle in this research. In this cycle consisted of 3 meetings, 2 meetings for teaching and 1 meeting for test. In this phase, the researcher and the collaborator included some steps that must be considered in implementing the action, as follows:

- a. The researcher explained about the material (procedure text) by using digital storytelling media.
- b. The researcher asked the students to make a procedure text.

⁴⁷ Rustiyarso, Dll, *Penelitian Tindakan Kelas*, (Yogyakarta: Noktah, 2020),43.

- c. The researcher asked the students to improve their procedure text by making an oral video.
- d. The researcher asked the students to explain the procedure text they made in front of the class.
- e. The researcher asked the students to answer the researcher questions.

3. Observing

Observing phase was the time to gathering data and documenting the effect or impact of the actions.⁴⁸ It can be concluded that, observing is a responsive activity by documenting the actions occur in the field note using open eyes and open minded during observation. In this phase, the researcher collaborated with the English teacher as collaborator to observe the class situation while implementing the action.

The researcher and the collaborator observed the class situation include of: the students' speaking activity, and the students' responses during teaching and learning activities, the students' enthusiastic participant during learning process, the students' interaction, and while the students doing exercise. The researcher and teacher as collaborator also made some notes during observation by using observation checklist.⁴⁹

4. Reflecting

Reflecting is aimed to reflect or evaluate from the phase before.⁵⁰ In this research the researcher and the collaborator analyzed the score of students' speaking test based on the formula about average score and the

⁴⁸ Rustiyarso. Dll, *Penelitian Tindakan Kelas*, (Yogyakarta: Noktah, 2020). 45.

⁴⁹ See Appendix 9

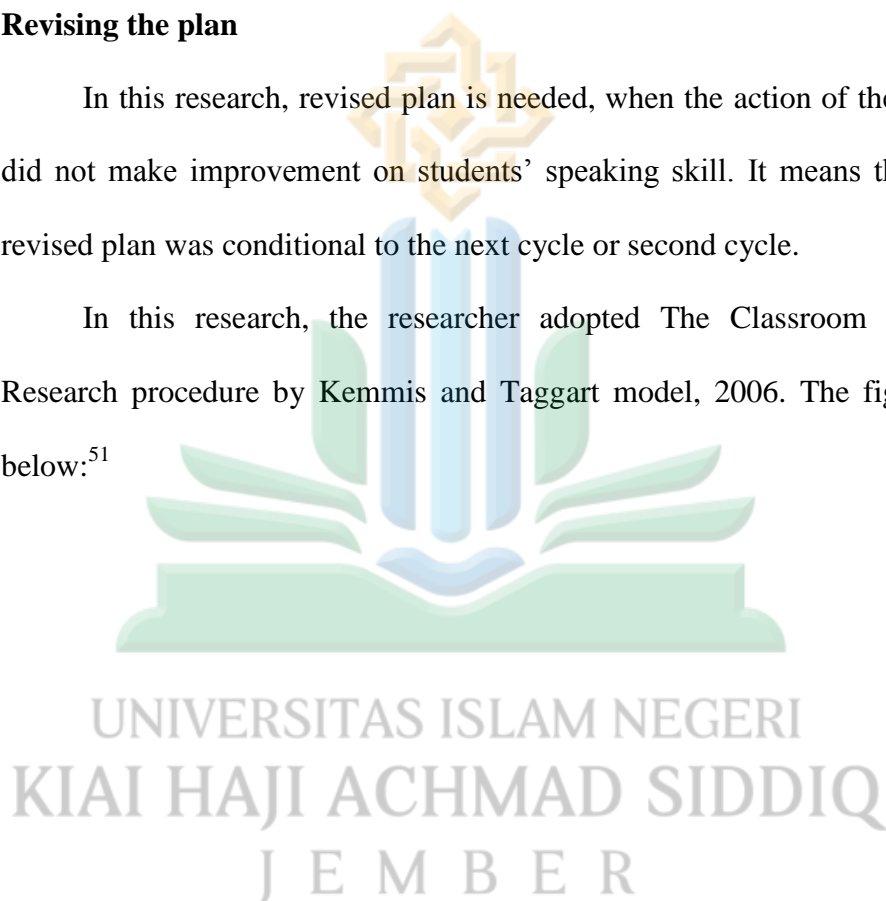
⁵⁰ Rustiyarso. Dll, *Penelitian Tindakan Kelas*, (Yogyakarta: Noktah, 2020), 46.

class percentage which passed the minimal mastery level criterion (KKM) in part of data analysis and based on the criteria of success. When the result is successful, the research can stop. But, when the result is still failed, the researcher will revise the plan and continue to the next cycle

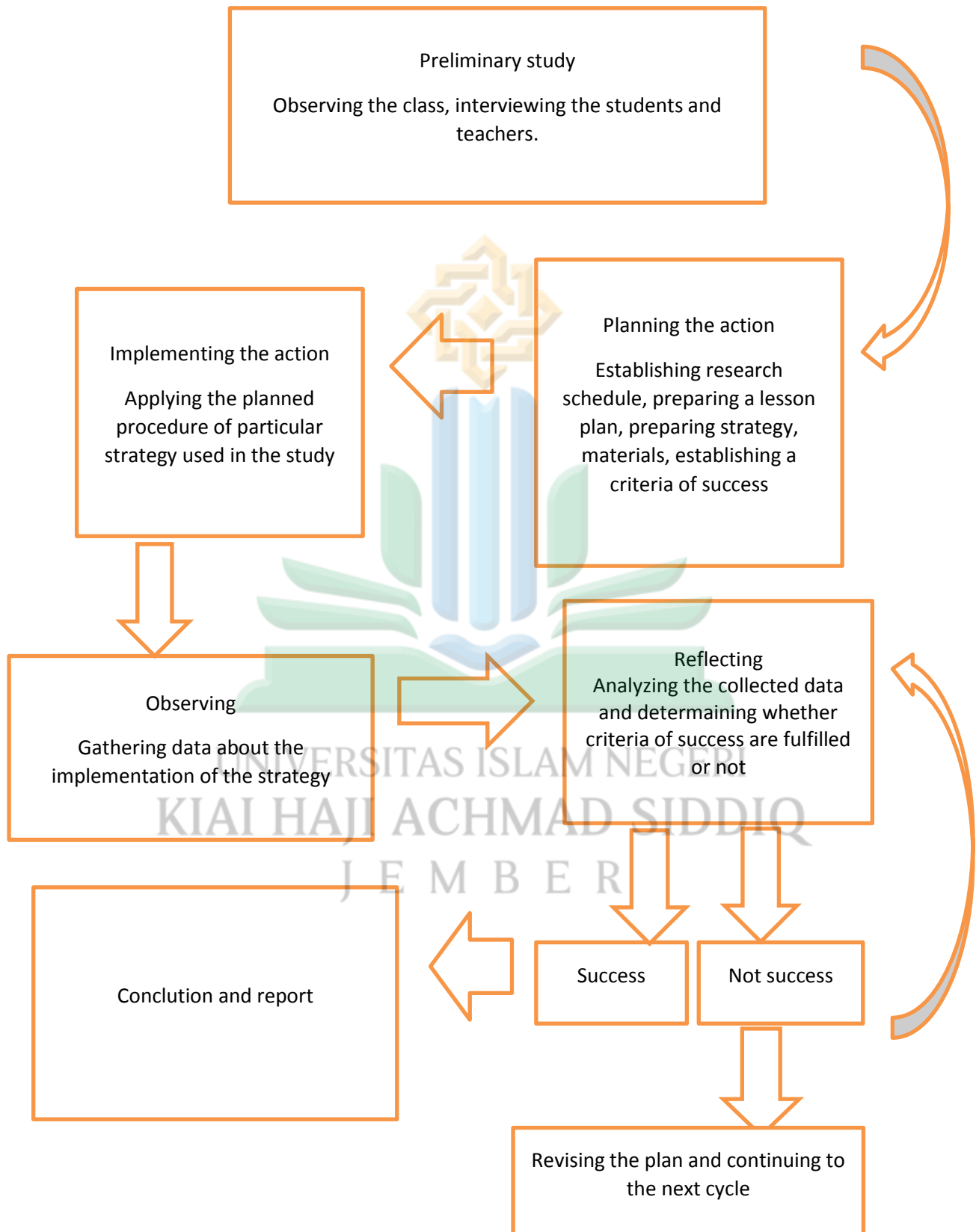
5. Revising the plan

In this research, revised plan is needed, when the action of the cycle did not make improvement on students' speaking skill. It means that the revised plan was conditional to the next cycle or second cycle.

In this research, the researcher adopted The Classroom Action Research procedure by Kemmis and Taggart model, 2006. The figure is below:⁵¹



⁵¹ Prof. Dr. Rochiati Wiriatmadja, Metode Penelitian Tindakan Kelas, (Bandung: Remaja Rosdakarya, 2006), 66



B. Research Settings, Time of The Research and Research Subject

1. Research Settings

The research setting of this research was conducted at SMP Plus Bustanul Ulum Mlokorejo - Puger - Jember. The reason why the researcher chose this school because digital storytelling had never been applied by English teacher of SMP Plus Bustanul Ulum Mlokorejo and the headmaster of SMP Plus Bustanul Ulum Mlokorejo had given permission to conduct this research. Then the researcher decided to take research in SMP plus Bustanul Ulum Mlokorejo.

2. Time of The Research

This Classroom Action Research (CAR) was carried out through one cycle to improve students' speaking skill in retelling or explaining the procedure text by using digital storytelling.

3. Research Subject

The subject of this research was the students of 9th D which consisted of 27 students (female) who had problems in learning speaking English. The students who passed the KKM score was 30% or 8 students, and who did not pass the KKM score was 70% or 19 students. That was the reason why they need a strategy in learning speaking English to help them in improving speaking skills'.

C. Procedure of The Study

There were four components in one cycle for doing Classroom Action Research. It consisted of planning, implementing / acting, observing, and

reflecting. In this research used one cycle. The researcher collaborated with the English teacher who taught English in class 9th D. The activities that be done in one cycle were as follows:

1. Pre – cycle

In the pre – cycle, the researcher interviewed the English teacher and observed the students' activities in the class. From that, the researcher knew the problem that was happening to the students and their difficulties in speaking skill, and also the researcher knew the students' speaking score from the English teacher as collaborator of this research.

2. Cycle 1

The teacher used digital storytelling in teaching speaking skill.

a. Planning

In this cycle the planning was arrangement for doing something considered in advance. The planning had to be flexible because it depended on circumstance and the curriculum of the school. After the problem of students have been known, the researcher as the teacher and the English teacher worked together to plan everything needed in order to solve the students' problem. So, the researcher prepared everything related to their teaching and learning process.

- 1) Arranging the lesson plan.
- 2) Preparing the media related to the material.
- 3) Preparing teaching material.
- 4) Preparing observation checklist and field note

5) Making the test (instruction).

b. Implementation

Implementation was the process of doing something or it was the implementation of the plan. The researcher was flexible and ready of situation changing in the school. Thus the action was dynamic, needed immediately decision for what be done and completed the simple evaluation for the students.

- 1) The researcher explained the material.
- 2) The researcher introduced digital storytelling to the students.
- 3) The researcher asked to the students related to the material (procedure text)
- 4) The researcher asked the students to do what teachers' instruction.

c. Observation

The observation was done to check:

- 1) The students' activity in the classroom.
- 2) The students' response during teaching and learning process in the class.
- 3) The students' speaking skill improvement; pronunciation, grammar, vocabulary, fluency, comprehension.

d. Reflecting

This step was analyzing the whole action had been done. Based on the data had been collected, teacher and the researcher discussed and made evaluation to determine the next cycle.

D. Data Collection Technique

The technique of collecting data used by the researcher to get the data was using:

1. Students' Speaking Test

Test is a way to measure the students' skill, as like the students' skill in the beginning, the students' progress in learning and the students improvement about the skills' during treatment and the students skills' in the last cycle.⁵² There are the types of test as like quiz, writing test and spoken test or an oral test. In this research the researcher uses spoken test or an oral test.

To get the result of the research, in the last cycle the teacher and researcher gave speaking test to the students. The test in this research was oral speaking test. The test was about speaking test, and for the test was individually. The material was about procedure text (simple present tense as language feature of the text). To support the test, the researcher asked the students to explain / retell the procedure text they made.

To test their speaking the researcher prepared question about (5W+1H) what did they make?, how much the steps to do?, and asked the students to mention 10 verbs of the text. The students should answer by speaking up in front of the teacher. From this activity, the researcher would take score with the collaborator to check the students' improvement in speaking skill.

⁵² Departemen pendidikan dan kebudayaan direktorat jendral pendidikan dasar dan menengah direktorat pendidikan umum, *Penelitian tindakan (action research)*, (Bandung: Alfabeta, 1999), p.33-34

In this test, the aspect of speaking that would be evaluated was: pronunciation, grammar, vocabulary, fluency and comprehension. The researcher checked the content of the videos to determine the students understanding about the material procedure text (simple present tense). The researcher checked the students' pronunciation and vocabulary to know how the students pronounced the text and their knowledge about the text they made. The researcher checked the grammar because the material was simple present tense. It was related to the Brown, he stated that there are some components that are scored in speaking are pronunciation, grammar, vocabulary, fluently, comprehension.⁵³ Then, the criteria of speaking assessment were adapted from brown's speaking rubric. The components of the score were illustrated as below:

Table 3.1
Scoring Rubric for Speaking Test:

No	Criteria	Scale	Description
1	Pronunciation	17-20	Easy to understand and has native speaker's accent
		13-17	Easy to understand with certain accent
		9-13	There are some problems in pronunciation that made listener should more concentration and sometimes there is misunderstanding
		5-9	Difficult to understand because there is problem in pronunciation, asked to repeat
		1-5	Pronunciation is so bad and it cannot be understood
2	Grammar	17-20	There is no or little mistake in grammar
		13-17	Sometimes makes mistake in grammar
		9-13	Often makes mistake in grammar and it influences the meaning
		5-9	There are many mistakes in grammar which made hinder and should re-arrange sentence

⁵³ H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (United States of America: San Francisco State University, 2003), 172-173

		1-5	Grammar
3	Vocabulary	17-20	Using a variety vocabulary
		13-17	Sometimes using vocabulary which is not appropriate
		9-13	Using vocabulary which is not appropriate, conversation becomes limited because the vocabulary is limited
		5-9	Using wrong vocabulary and it is limited, it is difficult to understand
		1-5	Vocabulary is so limited so conversation impossible to occur
4	Fluency	17-20	Speaks fluently and little hesitation
		13-17	Speaks with some hesitations
		9-13	Speech is frequently hesitant and jerky, sentence may be left uncomplete
		5-9	Speak frequent confused and unwell
		1-5	Speech is so halting and fragmentary that conversation is virtually impossible
5	Comprehension	17-20	Understand all without any difficulties
		13-17	Understand almost all, although there is repetition in certain part
		9-13	Understand most of what she/he talks in slow speaking
		5-9	Difficult to understand what she/he talks
		1-5	Cannot understand although in simple conversation

2. Observation

In this case, the observation of the research was done by the researcher. The researcher observed teaching and learning process in SMP plus Bustanul Ulum especially in 9th D in academic year of 2022/2023 as preliminary study to know the class situation, the teacher's performance and the students' response during teaching and learning process (KBM).

To know the result of observation you can see appendix 9.

3. Interview

Interview data used to collect the data or the information that cannot be obtained through observation. The data obtained from the

process of the interviews to get the result and to test the correctness of the answer.⁵⁴ There are three types of interview data, semi-structured interview and structured interview, unstructured interview and focus group. In this research the researcher uses semi-structured interview.

The researcher interviewed the teacher and the students of 9th D. The first interview, the researcher interviewed the teacher to get the data about the students speaking problems in the classroom. It is about the problems of the students in learning speaking English, the students speaking score, the students' situation in the class during teaching learning process. The second interview, the researcher interviewed the students about their feeling during teaching learning process. So from interviewing English teachers and students of 9th D, the researcher got the data about students' speaking skill. To know the result of interviewing with the English teacher and the students of 9th D, you could see appendix 8.

E. Data Analysis Technique

The data analysis technique in this research could be obtained by using two data. The analysis data technique was carried out on every aspect of research activities. There were two data that could be done by researchers, namely:

1. Quantitative data, in this case the researcher used descriptive statistical analysis to find the average of students' speaking skill and the class

⁵⁴ Jakni, *Metodologi Penelitian Eksperimen Bidang Pendidikan*, (Bandung: Alfabeta, 2016), p.161

percentage. In analyzing the data the researcher tried to get the average of students' speaking skill. It used the formula:

$$X = \frac{\sum X_n}{n}$$

X: Mean

$\sum X_n$: Individual score

n: Number of students

Second, the researcher tried to get the class percentage which passed the minimal mastery level criterion (KKM 75) which adapted from the school agreement at SMP Plus Bustanul Ulum Mlokorejo Puger Jember, it used the formula:⁵⁵

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

P: The class percentage

F: Total percentage score

N: Number of students

Table 3.2
Criteria for Percentage of Speaking Skill

Final Score (%)	Skill Criteria
85%-100%	Very Good
70%-84%	Good
55%-69%	Enough
≤ 54	Poor

2. Qualitative data, in this case the qualitative data informed the description of observation students' activities during teaching and learning process and the interview before and after implementing Classroom Action Research (CAR). The description of observation students' activities related with the students' overview in the class, the students' expression included to the

⁵⁵ Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), 43

level of understanding of a subject (cognitive), attitudes (affective), students activities, students attention, students enthusiasm in learning process, students' confidence.

F. Validity of Data

Validity of a test is the extent to which it measures what it is supposed to measure and nothing else. According to Arthur Hughes about validity, the test could be said valid if it is accurate with what the researcher want to measure, from that we could see that the test and the data could be said valid if it could be proven such as content validity, face validity, construct validity, empirical validity and consequential validity.

In this research the researcher used content validity. According to Brown, he stated that if the test or the samples of subject matter about which conclusions are to be drawn, and if requires the test taker to perform the behavior that is being measured, it could claim content-related evidence of validity, often popularly referred to as content validity.⁵⁶ Before conducting the test of this research, the test would be checked for validity of the research. To try the content validity, the researcher compared the contents of the subject instruments based on the English curriculum and syllabus. Then after all the items were compared, the researcher could do treatment. For making the validity of the test, the researcher used two expert judgments. Which the first expert judgments was Mrs. Nur Aini S.Pd as an English teacher at junior high school of Bustanul Ulum Mlokorejo – Puger – Jember and the second expert

⁵⁶ H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (New York : Prentice Hall.2001), 22-23.

judgments was Mrs. Nina Hayuningtias, M.Pd as an English lecturer at UIN KHAS JEMBER.

G. Criteria of Success

This research would be successful if the percentage of students learning result after the cycle increased with the minimum score 75 was equal to and higher than 65% of total students in this research.

H. Research Team

In this phase, the research team of this research include: the researcher, the English teacher, and the English lecture of UIN KH. Achmad Siddiq Jember. In this research the researcher researched the students' problem during teaching and learning process, the researcher discussed with the teacher to solve the problem and implement the action before giving test to check the students' improvement. The English teacher and the researcher in Classroom Action Research (CAR) became a collaborator of the research and as expert judgments of this research. The collaborator of the research helped the researcher to know the students' problem, discuss about the method or media which would be used, made a lesson plan and research schedule. English lecturer as expert judgment to check the instruments validation of the research, she checked the instrument of the research whether the instrument valid or not.

I. Research Schedule

In this research, the research schedule was explained by the researcher, were:

Table 3.3
Research Schedule

No	Activities	July				August				
		Week								
		3		4		1		2		3
1	2	1	2	1	2	1	2			
1.	Preparation									
	Arrange the concept of the research	✓	✓							
	Arrange the instrument of the research	✓	✓							
	Pre – cycle	✓								
2.	Action or implementation									
	Treatment 1 (cycle 1)				✓					
	Treatment 2 (cycle 1)					✓				
	Post – test (cycle 1)						✓			
3.	Report of The Research									
	Arrange the draft report							✓	✓	
	Complete the report								✓	✓

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents about the profile of the school, research finding and discussion. The detail of the research processes were presented below:

A. Overview of Research Objects

1. Profile of SMP Plus Bustanul Ulum Mlokorejo – Puger – Jember

SMP Plus Bustanul Ulum Mlokorejo – Puger – Jember was located in KH. Abdullah Yaqien Street, No. 1-5, Krajan Timur, Mlokorejo – Puger – Jember.⁵⁷ This school was founded by K.H. Syamsul Arifin Abdullah in year 2000. SMP Plus Bustanul Ulum is one of the Islamic schools in Jember. SMP Plus Bustanul Ulum is held to develop attitudes, abilities, knowledge and skill of the students that are prepared to live in the society and prepare students for the future to enter the higher education.

2. Vision and Mission of SMP Plus Bustanul Ulum Mlokorejo

a. The Vision of SMP Plus Bustanul Ulum Mlokorejo

“A school with the intentions in excellence and achievement, discipline and responsibility, to become a role model in attitude, action, and has broad insight in imtaq and science technology”.⁵⁸

b. The Mission of SMP Plus Bustanul Ulum Mlokorejo

1) The realization of adequate graduates.

⁵⁷ See Appendix 17

⁵⁸ SMP Plus Bustanul Ulum Mlokorejo-Puger-Jember, “Visi dan Misi SMP Plus Bustanul Ulum Mlokorejo,” 1 Agustus 2022.

- 2) The creation of a generation that is pious, intelligent, and has a good attitude, polite and loves the homeland.
- 3) The creation of harmony, emotional and intellectual in creating conducive situation for the realization of the goals of the institution and education.⁵⁹

3. Featured Program (extracurricular activities)

- a. Compulsory Extracurricular: Scouting
- b. Preferred Extracurricular: science (olympiad), scientific presentation, Indonesian literature (poem and short story), graphic design, sew.

4. Facilities and Infrastructures

Table 4.1
Facilities and Infrastructures

NO	FACILITIES	AMOUNT	CONDITION
1.	Headmaster's Offices	1	Good
2.	Teachers' Room	1	Good
3.	Administration Offices	1	Good
4.	Library	1	Good
5.	Classroom	14	Good
6.	Musholla	1	Good
7.	Teacher's Toilet	2	Good
8.	Canteen	1	Good
9.	IT Room	1	Good
10.	Hall	1	Good
11.	Living Room	1	Good
12.	Guidance and Counseling Room (BK)	1	Good
13.	Students Council Room (OSWAS)	1	Good
14.	UKS Room	1	Good

⁵⁹ SMP Plus Bustanul Ulum Mlokorejo-Puger-Jember, "Visi dan Misi SMP Plus Bustanul Ulum Mlokorejo," 1 Agustus 2022.

B. Research Findings

This part comprised the result of the Classroom Action Research (CAR). This research used the model from Kemmis and McTaggart. The research findings were gained from the beginning until the last of the teaching and learning process. The research was conducted at SMP Plus Bustanul Ulum Mlokorejo Puger Jember in Academic Year of 2022/2023. This research was carried out in one cycle. The implementation of the cycle consisted of four main stages: planning, implementing, observing and reflecting. The research was conducted of three meetings in one cycle, for the last meeting the researcher conducted speaking test. The cycle of this research was held in two meetings in one week on Monday and Wednesday, the 1st of August 2022 and 3rd of August 2022 in class 9th D SMP Plus Bustanul Ulum Mlokorejo Puger Jember in Academic year 2022/2023. This class consists of 27 students (female). The finding of the cycle was below:

1. Research Findings in the Pre- Cycle (Before the Action)

The researcher carried out the Pre-Cycle stage before implementing the action. First, the researcher conducted interviews the English teacher and the students of 9th grade of SMP Plus Bustanul Ulum Mlokorejo – Puger – Jember. This interview activity aimed to identify the students' problem during teaching and learning process. Observation activities were also carried out after the interview to observe the students' learning process and the students' condition during teaching and learning process.

The result of interviewing with the English teacher showed that the students speaking skill was still low.⁶⁰ The English teacher explained to the researcher about the students that had a low score in English subject. The teacher said that 9th D was a class that had a lowest score and the English teacher also explained the problems' faced by the student in the class during teaching and learning process. The student could not pronounce the word correctly and fluently, the student could not speak up because the students' vocabulary was low and also some students fear of making mistakes, fear of being laughed by their friends and feeling afraid when they were wrong in using grammar.

The researcher prepared the teaching material based on topic stated in curriculum. The material was about procedure text. The researcher made one lesson plan for each meeting. Those could be seen in appendix 2. In this research the researcher got the students' speaking score from the English teacher of 9th D of SMP Plus Bustanul Ulum Mlokorejo. The speaking assessment of the students' score in pre-cycle are the same with the researcher aspect assessment of students' score. The result in pre-cycle showed that there were many students who had a lowest score under the criteria of success (KKM) 75. The followings score of students in pre-cycle:

⁶⁰ See Appendix 8

Table 4. 2
Students' Score from English Teacher in Preliminary Research (pre-cycle)

No	Name of Students'	Students' Score
1.	ARN	65
2.	ANI	80
3.	BAM	60
4.	CMD	60
5.	DLN	60
6.	DNA	66
7.	EPA	77
8.	FM	65
9.	FNL	65
10.	FBR	79
11.	GAR	65
12.	HPS	60
13.	INA	60
14.	IMK	78
15.	LAR	65
16.	LH	67
17.	L	65
18.	NJN	77
19.	NI	65
20.	NA	75
21.	NS	77
22.	NAR	65
23.	NUA	64
24.	NNJ	65
25.	NS	65
26.	RNF	79
27.	ZR	60
	Total	1.829

The researcher calculated the data by using with the formula bellow: ⁶¹

$$\begin{aligned}
 \text{a. Mean of the students' 9}^{\text{th}} \text{ D Class score} &= \bar{X} = \frac{\sum X_n}{n} \\
 &= \frac{1.829}{27} \\
 &= 67,7
 \end{aligned}$$

⁶¹ Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), 43

The description of the formula:

X: Mean

$\sum X n$: Individual score

n: Number of students

b. Percentage of completeness of speaking skill = $P = \frac{F}{N} \times 100\%$

$$= \frac{8}{27} \times 100\%$$

$$= 30\%$$

The description of the formula:

P: The class percentage

F: Total percentage score

N: Number of students

The result of the pre-cycle above could be concluded the data in the preliminary research (pre-cycle), the students mean score was 67,7 and the percentage of the students who reached the Minimum Mastery Criterion (KKM 75) was 30% or 8 students. It could be said that the students' speaking skill was still low from the other skill. The further action in better learning was needed to improve students' speaking skill. So the researcher was hoped that by using digital storytelling as media could be solutions and improve students' speaking skill.

2. Research Findings in Cycle 1

In this cycle, there were four stages in implementing of the cycle consisted of four main stages: planning, implementing, observing and reflecting. The details of the activity were as follows:

a. Planning

First, the researcher met English teacher to discuss about the students' speaking problem when teaching and learning process. The researcher interviewed the English teacher on Tuesday, 19th July 2022 in teacher's room of SMP Plus Bustanul Ulum Mlokorejo Puger Jember. The result of interviewing with the English teacher showed that the students speaking skill was still low.⁶² The English teacher explained to the researcher about the students that had a low score in English subject. The teacher said that 9th D was a class that had a lowest score and the English teacher also explained the problems' faced by the students in the class during teaching and learning process. There were some difficulties faced by the students in speaking English, such as fear of making mistakes, fear of being laughed by their friends, fear to speak English because they did not know the way how to speak the words correctly, they had no idea to pronounce the word, and feeling afraid when they were wrong in using grammar.

The English teacher said that she used a various method in teaching English to improve the students speaking skill. Sometimes the teacher used the explaining method in teaching during learning process but the students were not active in the class. Sometimes, she tried to make students speaking by asking the students to repeat the word, but the result of using the method the student were still shy and feeling nervous to speak up.

⁶² See Appendix 8

After interviewing the English teacher, the researcher interviewed the students of 9th D to know the students' problems. The result of interviewing with the students of 9th D, the student showed that they did not like speaking skill because it was really difficult.⁶³ They said that in speaking they should produce words spontaneously, they could not pronounce the word correctly. They felt nervous and afraid when they should speak up in front of their friends. They said that they liked writing skill because they could think first what they wanted to speak, they could write first what would they said, they could open their dictionary when they did not know the vocabulary and it was not spontaneously like speaking.

To make sure the answer from the English teacher and the students, the researcher observed the class situation to know more about students' speaking problem during teaching and learning process. During teaching and learning process the teacher used a conventional method in teaching, and sometimes the teacher asked the students to repeat the teacher and gave the students assignment from textbook and student's worksheets.⁶⁴ The result of observation showed that the statement from the teacher and students was the same with the interview.

After interviewing and observing the class situation, the researcher assumed that the students needed a new strategy or media to improve their speaking skill. When teacher always used conventional method or role

⁶³ See Appendix 8

⁶⁴ See Appendix 9

play strategy to improve the students' speaking skill, but the strategy was failed, the class situation was still monotonous, the students were still sleepy and lazy during learning process, there was no improvement in their speaking test score.

So the researcher concluded that the students needed a new strategy or media in learning process to make the students enjoyed and active in the class, be spirit in learning process, and could improve their speaking ability and the media could solve the students' speaking problem during teaching and learning process. The researcher asked the English teacher's opinion as a collaborator in this research about the digital storytelling as a media in teaching and learning process to improve students' speaking skill. The English teacher agreed if the researcher taught speaking by using digital storytelling because the teacher never used digital storytelling as a media in teaching speaking.

Besides that, the researcher and the English teacher analyzed the syllabus. The researcher also made the lesson plan for teaching and learning process and prepared media, materials which were appropriate with the standard and basic competence in curriculum of education.⁶⁵

In this research the researcher used a digital storytelling as media in teaching and learning process. The material of this research was procedure text (how to make omelet), the researcher designed three meetings in one cycle, two meetings for treatment or teaching and one

⁶⁵ See Appendix 6

meeting for speaking test. When the researcher discussed with the English teacher about lesson plan the researcher also explained to the English teacher as collaborator what should the collaborator do and what the researcher do in the class. In conducting this research, the researcher's role was as an English teacher who taught speaking English, while the real English teacher's role was as a collaborator or observer who observed the class situation and students' response in teaching and learning process. So, the English teacher helped the researcher to make a field note when teaching and learning process.

b. Implementing

In this phase, the researcher taught speaking in one cycle. One cycle consisted of three meetings, two meetings were for teaching and one meeting was for speaking test. The steps of teaching speaking were based on the lesson plan. The finding of each meeting was explained below:

1) The First Meeting

The first meeting was conducted on Monday, 1st august 2022 at 07.30 – 09.00 am during the first and the second lesson hours which were allocated (2 × 45 minutes). Before starting the class, the researcher made a plan for the action or treatment based on students' speaking problems. In this case, the researcher determined to select the material, and the media into a lesson plan.⁶⁶ Based on the syllabus, there were some materials. In this case the researcher took procedure

⁶⁶ See Appendix 6

text as material to be delivered for students. That was discussing about the definition, the language features and the generic structure of procedure text. Besides of making lesson plan, the researcher also prepared criteria of success.

During teaching speaking in the 9th D class, the researcher collaborated with the English teacher as a collaborator of the research. This research was collaborative classroom action research. In the first meeting, the researcher taught the students while the English teacher helped the researcher to observe the class and make a field note to know the result of students' activities and situation during teaching and learning process.

After preparing all of the materials, the researcher started the class by greeting to the students, asking them to lead pray before started the class. The researcher checked the students' attendance list, and asked to them about their feeling and condition. The researcher also explained to them about what they were going to have in the meeting.⁶⁷

The condition of the 9th D was enjoyed and happy. In this meeting, the students were present in the class its only 20 students, because 7 students were got permit. Among of them got a sick, got a clean up time in the cottage so they could not join the class. After that, the researcher prepared the LCD and the laptop and started the class by

⁶⁷ See Appendix 6

explaining the material about procedure text. The researcher began to explain about the definition of procedure text, language features and continued by the generic structure of procedure text. The researcher also explained about present tense (the definition, the purpose of simple present tense and the formula of present tense” because present tense was a generic structure of it.

After that, the researcher continued with explaining the example of procedure text by using digital storytelling as media. The researcher gave a tutorial video about how to make a chicken soup. The researcher also stopped the video then asked students to repeat the word in the video. The researcher chose and asked the students to repeat the word in the video, her name is EPA. The researcher said: *okay EPA can you repeat the word?. Epa answered: yes miss, favorit sop*, the researcher said: *is not favorit sop EPA, but feiferit soup*. And the researcher asked the all of students to repeat the word, “*repeat after me my feiferit soup*”. And the students said: “*repeat after you, my feiferit soup*”.

Besides that, by using the media the student knew the meaning of the word, how to pronounce the word and how to write the correct sentence by using the digital storytelling. The students also tried to understand about the steps. After explaining the material, the researcher asked to the students if they did not understand about the material. Some students asked to the researcher her name was Naila

“miss saya mau bertanya?”, “iya Naila” ucap researcher. Naila: “miss kenapa kalok di procedure text kok hanya menggunakan present tense?, kenapa kok nggak menggunakan tenses yang lain?”, the researcher: “wow pertanyaan yang bagus. Jadi kenapa kok dalam procedure text menggunakan present tense, karena seperti yang telah miss rita jelaskan tadi diawal procedure text adalah text yang menjelaskan tentang text yang mendeskripsikan tentang bagaimana cara membuat sesuatu atau melakukan sesuatu. Jadi kita memberikan contoh atau langkah langkah kepada readers atau audience untuk melakukan atau membuat sesuatu jadi harus menggunakan present tense (karena hal yang sedang terjadi dan sedang dilakukan).” Any question naila? The researcher said. Naila : ohh... begitu toh miss.

Some students also asked to the researcher her name was (ILA): “miss, apakah ketika kita sedang melakukan procedure text hanya boleh menggunakan dengan kata first, second and the third saja? Karena yang saya ketahui di contoh tadi hanya menggunakan kalimat tersebut, heehehe. The researcher answered: “no, (ILA) kamu bisa menggunakan kalimat connective words yang lainnya juga”. bisa dipahami ila?. Ila: yes mis paham thank you. The students felt happy and some students felt shy because they could meet with a new teacher. The students focused to hear the explanation from the researcher. When the researcher asked the students to learn more about procedure text, there were 4 students who did not understand about it.

They were felt sleepy in the class, speak with their friends and made the class noisy and never tried to focus in learning process.



Figure 4.1
Students asking when teaching and learning process



Figure 4.2
The researcher explained the material to the students

Next, the researcher gave the students 10 verbs and asked them to choose 2 words and made sentence (procedure text). In this case the researcher gave students 10 minutes to do. There were some students asked to the researcher about their task, was their sentence correct or incorrect sentences?. There were some students opened their dictionary and discussed with their friends. After that, the researcher asked them to raise their hand to answer and mention the sentences. The researcher chose the students her name was (ANI) she answered by speak up in

front of the class. She answered “cut, cut the potato into four parts. The second students answered “stir, you can stir the chocholatos dust with the spoon”. The third students got the verb open, and she answered “open the tumbler then pour the water into a glass”. The researcher appreciated to their confident to answer in front of the class.

Although many of students could answer the question from the researcher and they could speak up in front of the class, but the other students were still confused and afraid, and shy to produce the sentences. So, the researcher asked them to write in the black board and read their writing. After that, the researcher made a conclusion about the material to make the students more understand. Finally the class was ended by praying together and greeting to them.

After implementing the first treatment of digital storytelling in the first meeting, the researcher taught the students based on the lesson plan and the syllabus. The researcher also checked the field note from the English teacher during teaching and learning process, to know the result of teaching and learning process in one meeting, because this research was collaborative classroom action research.

Based on the field note, the researcher looked the students were interested during learning by using a digital storytelling.⁶⁸ The students could be more active and enjoy in learning process. They could express their idea by speak up in the class, they focused on the

⁶⁸ See Appendix 12

explanation that given by the researcher in the class. But, some of the students still had a problem in speaking skill. The students did not understand well about how to make a procedure text. They were really focused when the researcher explained the material but they still confused to produce and pronounce the word. When the researcher asked them to speak up in front of the class, they were still confused and shy. It was known from the learning process in the class. After checking the field note, the researcher should try and look the students' improvement in speaking skill in the second meeting.

2) **The Second Meeting**

The second meeting was conducted on Wednesday, 3rd August 2022 at 09.00-10.30 a.m. during the third and the fourth lesson hours which were allocated (2×45 minutes). In the second meeting the researcher and the collaborator came to 9th D class. In this meeting the English teacher as the collaborator helped the researcher to observe the class situation and made a field note to know the result of teaching and learning process in the second meeting. The researcher opened the class by greetings and asked the students to lead a pray. After that the researcher checked the students' attendance list and asked the students condition to warming up the class situation. On that day, three students were absent. They were getting sick and permit to scouting practice.

Formerly, the researcher reviewed and asked the students about the last meeting (procedure text) to refresh the students' memory. The

researcher also asked the students about their feeling when they got the material. Some students told researcher that they were happy when learning by using a video (digital storytelling as media). It happened because they could know the meaning of the word, how to write the word and the image of the video that's made the students' enjoyed with the material.

To make sure about the students comprehension, the researcher chose and asked the students about what was the procedure text, there were 7 students who were brave and felt confidence to answer the question. They answered the question correctly. Besides that, the researcher also asked the students to mention about the steps of procedure text, to make sure that they understood and remembered about the material. The researcher asked the students randomly. There were 24 present in the class, 18 students answered correctly and 6 students were still confused and afraid to pronounce the sentences.

In this meeting the researcher also explained again about the procedure text but in this meeting the researcher focused on the material about present tense, and examples of positive, negative, interrogative. The researcher also explained to the students how to make the procedure text by using present tense. Some of the students asked to the researcher. Her name was Tata, Tata asked : *"mis kenapa klok kita praktek untuk membuat procedure text harus menggunakan VI?"*. the researcher said: *"ada yang mau menjawab pertanyaannya*

Tata? ”. (The researcher did not answer Tata’s question first, but the researcher asked the students to answer Tata’s question) to make sure that they understood with the material. Finally there was one of students up her hand, her name is Nasya: *“saya miss, saya akan menjawab pertanyaan dari tata”*. The researcher : *“okay nasya you can answer that”*. Nasya : *“karena ketika melakukan procedure text itukan pekerjaannya langsung atau sedang kita lakukan jadi kita harus menggunakan present tense. Kita tidak boleh menggunakan past tense karena itu menjelaskan pekerjaan yang sudah lampau atau sudah kita kerjakan”*. The researcher: *“nah, benar sekali yang dikatakan nasya, karena ketika kita melakukan procedure text atau membuat sesuatu otomatis itu kan langsung di lakukan. Oleh karena itu harus menggunakan present tense dan tidak boleh menggunakan tenses selain itu”*.

After explaining the material, the researcher divided the students in a group, one group consisted of two students. The researcher opened the video about the procedure text by different video with the first meeting. The researcher asked the students to understand the video, because in this meeting the researcher would ask the students 5w+1h about the text and asked them to repeat the word after the researcher stopped the video. The researcher also explained to the students that who could answer the question correctly they would get a

reward from the researcher. Heard that the students were really happy and more focus in learning process.

After the students divided in a group, the researcher showed the video twice in the class. The researcher also stopped the video and asked the students to repeat the word in the video. The researcher chose one of the student her name was Nia, the researcher: “okay Nia can you read the word?”. Nia : yes miss. Pour the water in a glass. (by the correct pronoun). The researcher said: “yes that’s good, give applause”. After hearing that the students more focused to the material in the class. After video ended, the researcher gave them task. The researcher also gave them 15 minutes to do their task. To more know about the task you could see in the appendix 2.

The students were ready to answer the question. For the first the researcher asked the students to check their understanding “what is the purpose of the video?”, all of the students raise their hands but the researcher chose the students who raise their hand in the first time. Then the researcher chose the group 10, “yes you!. The researcher said to the Naila, Naila said “the video explained about how to make noodle. And for the second question the researcher asked: “how is the way to make a noodle?”, the researcher chose the students who raise up first. The researcher chose the group 5. The fifth group answered the question correctly. The question still continued until the 10 questions were done.

Finally, after the researcher gave them question. The class was done and the lesson ended. The researcher determined the first winner, the second winner and the third winner. The first winner was group 10 because they could answer 4 questions from the researcher. The second winner was group 5 because they could answer 3 questions. The 3 winner was group 4 because they could answer 2 questions. The students were happy and active in this meeting, so the researcher was easy to control the students.

In the end of the class, the researcher concluded the material to make sure about students understanding. The researcher also asked to the students about their feeling whether they enjoyed or not with the lesson in the second meeting. The students raised up and said that they enjoyed the class and interesting with the material. The researcher also asked to the students the reason why they felt happy and enjoyed the class. Some students answered that they felt enjoyed and interesting with the class because they could know orally how to pronounce the word from the native. They could know how to write the word by saw the video, they could know the meaning of the word. Digital storytelling in the second meeting could make their understanding better about how to make a good sentences (procedure text).

After concluding the material to the students and asked them several questions. Then the researcher informed them that in next meeting they would get speaking test. After the researcher informed

that, the student was shocked and complained to the researcher. They asked to the researcher not to give them a test because they still was afraid and feeling nervous if they should improve their speaking in front of the class. In the end of the class, the researcher asked them to learn more about procedure text by different title with their friends. Then, the researcher gave a suggestion to the students, greeted to them and left the class.

3) Observing

In the observing phase, the researcher collected the data about the implementation of digital storytelling by giving speaking test to the student to know the student speaking improvement, the test of this research was oral test and the test was individually. In this meeting all of students attended the class.

For the speaking test in this research, the material was about procedure text and the theme of the procedure was how to make noodle, how to make a delicious meat ball, how to make milk shake, how to make chocholatos shake, how to make an omelet. First, the researcher asked the student to prepare a paper. Second, the researcher asked them to choose the theme of the procedure text that they would be practice. Third, The researcher asked the student to prepare the procedure on a piece of paper and memorize it in 10 minutes, in this section the researcher just gave them 5 minutes to remind the procedure written by the student because the researcher had informed

in the second meeting that there would be a speaking test about procedure text with that theme, so they had prepared before. Then the researcher asked them to practice in front of the class. Every student had been given 2 until 3 minutes to speak up or to explain their procedure text. When the researcher asked them to come forward one by one, the students were really nervous and some students felt afraid to come forward but the researcher constantly asked them to explain the text. But after the student explained their procedure the researcher also asked to the student about 5W+1H, to check the students understanding to the content of the text.

The researcher started the speaking test. All of the students were ready to come forward explaining their procedure text. In this test the researcher opened by asking the students first, who were want to be the first to explain the procedure text. One of the students raised up and come forward to explain her text. She explained the text confidently, and also she explained the text correctly and fluently.

After that, the researcher chose the students randomly to explain their procedure text in front of the class. The researcher looked the students that there were felt nervous and shy to speak up in front of the class. Sometimes, they forgot about the procedure written and sometimes the researcher helped them to remind the text by replaying the written text. It made the students spoke up slowly.



Figure 4.3
The students speak up in front of the class.

Besides that, there were students who were really nervous and afraid when the researcher asked them to speak up in front of the class. So, the students were just silent and tried to remember the steps.⁶⁹ Finally, the students could not explain the steps of procedure text correctly. Although there were students who were still afraid and nervous to speak up in front of the class, but the other students were really excited to speak up in front of the class. The other students who really excited to speak up in front of the class, they could explain the steps of procedure text correctly and in sequence. They could speak up fluently and correctly. The students were still waiting for appointed by the researcher to come forward, they were really crowded and sleepy. Besides that, there were students who studied and tried to remember and memorize the text before the researcher called them to follow the speaking test. After that, test the class was ended. Then, the researcher

⁶⁹ See Appendix 12

gave a suggestion to the students about their speaking test, greeted to them and left the class.

After giving test to the students, the researcher checked the field note from the English teacher. The researcher looked that there was improvement on students speaking skill.⁷⁰ When the researcher gave the students speaking test, most of them could explain the steps of procedure text and answer the question fluently and correctly, it happened because they understood about the steps of procedure text. They could speak up without nervous and afraid when they spoke up in front of the class because they were enjoyed the class. They could explain by using correct tense (present tense). Although there were students who still forgot and were shy to explain in front of the class, but overall the students could explain and answer the question from the researcher well.

The researcher and the collaborator also observed the students situation in the class, the students' pay attention or not during teaching and learning process, the students' enthusiastic, the students' confident in delivering question and answer. The data were described as follows:

⁷⁰ See Appendix 12

Table 4.3
The Observation Students' Participant Checklist

No.	Indicators	Criteria				
		1	2	3	4	5
1.	Students pay attention to the researcher when she is teaching by using digital storytelling				✓	
2.	Students can explain the steps on the video based on 5W 1H asked by the researcher			✓		
3.	Students can find the difficulties word from the video given				✓	
4.	Students can repeat the word correctly based on the video				✓	
5.	Students can deliver question and answer the question from the researcher correctly			✓		

Note :

No.	Criteria	Percentage (%)
1.	Very Poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40% - 60%
4.	Good	60% - 80%
5.	Very Good	80% - 100%

The score of the observation as follows:

$$P = \frac{s}{N} \times 100\%$$

$$P = \frac{18}{25} \times 100\%$$

$$P = 72\%$$

From the result of the observation checklist above, it was concluded that students were pay attention and were interested in learning process by using digital storytelling. The students could explain the steps on the video clearly and it made the students enjoyed the learning process.

c. Reflecting

In this reflecting, the researcher evaluated the students' speaking skill during teaching and learning process by using digital storytelling. The researcher evaluated it by looking at the data that had been collected. The researcher used field note and students' observation checklist from the first meeting until the speaking test that was written by the English teacher and the result of students' speaking test score in speaking test.

Based on the field note of the first meeting, the students were interested and enjoyed the learning process by using digital storytelling. The students could understand the material well. They could understand about the meaning and the purpose of the procedure text. The students felt enjoy and focused during the researcher explaining the material. After the researcher explained about the material, sometimes the researcher stopped the video and asked them to repeat what the sentence I n the video. But in the first meeting some students still had a problem in speaking. Some

students were still afraid and shy when the researcher asked them to repeat the sentence or words in the video.

Next, the researcher also checked the field note of the second meeting. The students' responses in the class were good. The researcher looked the classroom condition was better than in the first meeting. The students were already known about the generic structure of procedure text and the steps how to make a procedure text.⁷¹ In the second meeting, the students did not make a noise in the class during treatment. The students also followed teachers' instruction. The students were not ashamed, the students were not afraid when they mispronounced, and also the students felt challenging to come forward in repeating the sentence.

Furthermore, the data of last meeting showed that there was an improvement on the students' speaking skill. When the researcher gave a speaking test to the students, they could answer and explain the procedure correctly and they could speak up fluently because they understood well with the procedure they had written. They could remember well about the steps of procedure they made. The students could speak up fluently without being nervous and afraid because they enjoyed with the class, but there were some students who still nervous and forgot about the steps and felt shy to explain in front of the class. Besides of that, overall the students could explain and answer the speaking test well.

⁷¹ See Appendix 12

After checking the field note, the researcher analyzed the result of the students' speaking test score. To know the result of the students' speaking test score, the researcher checked the score from the English teacher and the researcher. After getting the data of students' speaking test score from the English teacher and the researcher, the researcher got the final score.⁷² For the final score of speaking students was got from the division between the score from the English teacher and the researcher because it used inter – rater. Then the researcher calculated the percentage of students' final score and related it with the criteria of success of this research.

Before implementing the digital storytelling for teaching and learning in speaking skill students of 9th D the researcher determined the criteria of success. This research would be successful if the percentage of students learning result after the cycle increases with the minimum score is 75 are equal to or higher than 65% of total students in this research. Finally, after implementing digital storytelling, the result of the students' speaking test score showed that the mean score was 78. There were 20 students or 74% of the total students who passed the KKM score (75). Meanwhile, the 26% or 7 students of 9th D who did not pass the KKM score (75). The researcher calculated the data by using the theory from

⁷² See Appendix 15

Anas Sudjono in his book, the formula that used to get the class percentage which passed the Minimum Mastery Criterion (KKM 75) was below:⁷³

Table 4.4
The Students Score by English Teacher

No	Initials	Students' score					Total score
		P	G	V	F	C	
1.	ARN	13	15	15	18	15	76
2.	ANI	18	18	17	20	18	91
3.	BAM	15	18	15	13	17	78
4.	CMD	16	15	17	18	14	80
5.	DLN	14	15	13	12	15	69
6.	DNA	15	18	20	17	17	87
7.	EPA	18	16	19	18	18	89
8.	FM	13	16	14	14	13	70
9.	FNL	16	17	15	14	18	80
10.	FBR	15	16	19	14	15	78
11.	GAR	15	17	15	15	16	82
12.	HPS	13	12	14	12	15	67
13.	INS	12	12	16	14	15	67
14.	IMK	16	16	18	17	17	82
15.	LAR	16	19	13	16	17	86
16.	LH	16	16	18	18	15	78
17.	L	16	15	16	15	14	78
18.	NJN	15	17	15	17	17	82
19.	NI	13	16	17	14	13	71
20.	NA	15	16	18	16	17	81
21.	NS	15	18	19	15	19	85
22.	NAR	15	16	13	13	14	77
23.	NUA	16	12	13	15	14	70
24.	NNJ	16	15	17	14	12	70
25.	NS	15	14	20	18	15	79
26.	RNF	15	18	16	17	17	87
27.	ZR	13	13	16	18	15	75
Total Score							2.115

⁷³ Anas Sudjono, Pengantar Statistik Pendidikan, (Jakarta: PT. Raja Grafindo Persada, 2008), 43

Table 4.5
The Students Score by Researcher

No	Initials	Students' score					Total score
		P	G	V	F	C	
1.	ARN	13	14	15	17	16	75
2.	ANI	19	18	17	20	18	92
3.	BAM	14	17	17	17	15	80
4.	CMD	13	15	15	18	15	76
5.	DLN	13	12	15	15	12	67
6.	DNA	14	17	17	17	15	80
7.	EPA	17	17	18	17	19	88
8.	FM	14	13	15	12	15	69
9.	FNL	15	16	19	13	14	77
10.	FBR	13	15	17	17	16	78
11.	GAR	17	18	17	14	15	81
12.	HPS	14	13	16	13	13	69
13.	INS	13	16	15	14	13	71
14.	IMK	15	16	17	18	16	82
15.	LAR	15	14	17	18	15	79
16.	LH	15	15	15	18	17	80
17.	L	15	15	19	15	16	80
18.	NJN	16	15	17	18	18	84
19.	NI	16	12	13	15	14	70
20.	NA	14	17	17	17	15	80
21.	NS	15	19	18	18	14	84
22.	NAR	17	15	18	15	13	78
23.	NUA	16	15	13	14	12	70
24.	NNJ	17	12	14	13	13	69
25.	NS	15	16	17	18	14	80
26.	RNF	17	19	18	18	15	87
27.	ZR	15	16	19	13	14	77
Total Score							2.103

Table 4.6
The Students Score Inter Rater

No.	Initials	Students' Score		Final Score
		English Teacher	Researcher	
1.	ARN	75	76	75
2.	ANI	92	91	91
3.	BAM	80	78	79
4.	CMD	76	80	78
5.	DLN	67	69	68
6.	DNA	80	87	83
7.	EPA	88	89	88
8.	FM	69	70	69
9.	FNL	77	80	77
10.	FBR	78	78	78
11.	GAR	81	82	81
12.	HPS	69	67	68
13.	INS	71	67	69
14.	IMK	82	82	82
15.	LAR	79	86	82
16.	LH	80	78	79
17.	L	80	78	79
18.	NJN	84	82	83
19.	NI	70	71	70
20.	NA	80	81	80
21.	NS	84	85	84
22.	NAR	78	77	77
23.	NUA	70	70	70
24.	NNJ	69	70	69
25.	NS	80	79	79
26.	RNF	87	87	87
27.	ZR	77	75	76
Total		2.103	2.115	2.109

- Mean of the students' 9th D Class score after treatment =

$$X = \frac{\sum X_n}{n}$$

$$= \frac{2.109}{27}$$

$$= 78$$

The description of the formula:

\bar{X} : Mean
 $\sum X_n$: Individual score
 N : Number of students

• **Percentage of completeness of speaking skill after treatment**

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

$$= \frac{20}{27} \times 100\%$$

$$= 74\%$$

The description of the formula:

P : The class percentage
 F : Total percentage score
 N : Number of students

From the explanation above, the researcher concluded that the result after implementing digital storytelling could improve students' speaking skill, because it could achieve the criteria of success of the research. So, it could be said that this research was success. Therefore, the cycle might finish and did not continue to the next cycle.

C. Discussion of The Research

This section presented the discussion of the research finding of teaching speaking by using digital storytelling which related to the theories. After implementing the digital storytelling as media in teaching and learning process of this research, the result showed that the students' speaking score was gradually improved. It meant that there was an improvement of students' speaking achievement. From the data in the preliminary study, the students mean score was 67,7 and the percentage of the students who reached the

Minimum Mastery Criterion (KKM 75) was 30% or 8 students. It could be said that the students' speaking skill was still low.

Based on the result of students' speaking test score, the result showed that the mean score was 78 and for the percentage of the students who reached above the Minimum Mastery Criterion (KKM 75) was 74% or 20 students. Meanwhile, the 26% or 7 students who did not pass the KKM score (75). The improvement that had been achieved by the students from the first data up to the result of speaking test score was 44%. This research was success, because the result of the students' speaking test score could increase and the criteria of success could be achieved.

The implementation of digital storytelling in teaching speaking English got a good response from the student. During teaching and learning process by using digital storytelling the student focused when the researcher explained the material by it the student could know how to write the sentence (word), what the meaning of the word and how to pronounce the word correctly. However, some students still had a problem in speaking as like they were shy, afraid and did not know the word written and the way how to pronounce the word. It made the students did not understand well about the material. But most of the students really focused when the researcher explained about procedure text but some students were confused about how to arrange the steps of procedure text.

The researcher began the speaking class by explaining the material using digital storytelling and it made the students enjoy the learning process.

They had already known about procedure text (what is the procedure text, the purpose of the text, generic structures and also the features of the text). During teaching and learning process, the students did not make a lot of noise in the class because the students focused on the researchers' explanation and there were improvement on students' speaking achievement. It can be concluded that the students needed something new media or strategy in teaching and learning process to make the students more active and interested to speak up. Most of the students enjoyed the class when the researcher gave them material by using digital storytelling. According to Frazel, he stated that digital storytelling is process of blending media to enrich and enhance the written or spoken skill.⁷⁴

In this research, the researcher concerned to the students' speaking skill. The students' speaking skill was better than before. The students could improve their knowledge about the vocabulary, the pronunciation, and the fluency. They could memorize the vocab and how to pronounce the word fluently. It happened because in the digital storytelling the researcher gave a video animation. After the researcher explained the material, the researcher sometimes checked the students' pronunciation by stopping the video and asking the students to repeat the sentences (word). So, the students could know the meaning of the sentences or the word without looking the dictionary and the students could repeat the sentence by fluent. As we know that, vocabulary was a component needed for students to speak up. Without

⁷⁴M. Frazel, *Digital Storytelling Guide for Educators*, (Oregon: International Society for Technology in Education, 2010), 9

vocabulary the students could not speak up because they did not know the word. According to Bogaards and Dvorkin they stated that Vocabulary is one of important elements in teaching and learning speaking.⁷⁵

Besides of that, the students also understood about the grammar and the comprehension of the procedure text by using digital storytelling. The researcher explained the meaning of procedure text, the generic structure (simple present tense), the features of the text. When the researcher asked them to speak up and explained the video, the students could answer and explain the steps correctly by using present tense. They practiced it in every meeting when the researcher asked them to explain about the steps. Therefore, the student could remember about the patterns of procedure text (simple present tense) automatically. Sometimes, the researcher also asked to the students about the text by using 5W + 1H. As like what was the purpose of the text?, can you mention the second steps of the text?. So, by it the students could improve their grammar and their comprehension to the text. As we know that grammar was needed for students especially in learning speaking skill. Heaton also strengthen that, grammar was needed for students to arrange the correct sentence in conversation.⁷⁶ It means that grammar was needed in learning speaking English, because it used to avoid misunderstandings and helps people to speak correctly.

⁷⁵ Bogaards, Paul and Bata Laufer-Dvorkin, *Vocabulary in a Second Language: Selection, Acquisition, and Testing* (Amsterdam: John Benjamins Publishing, 2004), 40.

⁷⁶ Heaton, *Teaching Speaking and Component of Speaking* (New York: Cambridge University Press, 1990), 32.

During teaching and learning process by using digital storytelling the students gave a good response, it could be seen from the students in the class. The students were really interactive. When the researcher asked them to speak up or repeat the sentence in the video or in a text book they could answered correctly. The students explained the video without being nervous and also they pronounced the sentences fluently. In the class, the researcher looked there were some interaction between the researcher and the students because they could speak up easily and answered the researchers' question correctly. From the explanation above about students' condition, the function of speaking can be seen that there was transactional skill. According to Richards in his book, he stated that people spoke in order to something done and focused on what was said to know the message clearly and to less misunderstanding. So they should do interaction to know about what was being talked.⁷⁷

By implementing digital storytelling in teaching speaking the researcher found some evidence on it. The advantages of using digital storytelling in this research were the students could pronounce the word fluently because there was an audio animation in the video, the students could enjoy the class that made the class situation alive. Besides of that, the students felt motivated to speak up in the class. The students felt spirit and challenging in memorizing the text before speak up in the class. Adapted from Yuksel, the advantages of using digital storytelling were: digital

⁷⁷ Jack C. Richards, *Teaching Listening and Speaking; From Theory to Practice*, (New York: Cambridge University Press, 2008), 24-25

storytelling used a wide variety of multimedia that making learning process more interesting, and also digital storytelling allows students to improve students' skill exactly in speaking.⁷⁸ In conclusion, digital storytelling gave a good improvement on students' speaking skill.

The improvement of students' speaking achievement could be seen from the students' achievement in improving the speaking based on digital storytelling given by the researcher. The students' improvement in speaking skill could be seen from changing the students' mean score. The mean score of speaking test after treatment was 78. Meanwhile, the mean score of preliminary research was 67,7. The percentage of students in the first data which obtained from teacher in the preliminary research was 30% to 74% after implementing the action. From the percentage of the research were up to 44%. After implementing the treatment and doing speaking test the students who reach the minimum score were 20 from 7 students who reached the minimum score in preliminary research.

In conclusion, using digital storytelling in teaching speaking skill could improve the students speaking skill in vocabulary, fluency and pronunciation. It could be seen from speaking students in preliminary study and in the speaking test. In preliminary study the students were still difficult in pronouncing the sentence. In other hand, in the students' speaking test, they looked confident in speaking and could pronounce the sentences

⁷⁸ P. Yuksel, et.al, Education Uses of Digital Storytelling Around the World. In Society for Information Technology and Teacher Education International Conference, p.4.

correctly. From thus, it could be concluded that by using digital storytelling in teaching speaking skill in 9th D of SMP Plus Bustanul Ulum was improved.



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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the result of the findings and discussion, the researcher concluded that the implementation of digital storytelling in teaching speaking in one cycle improved the students' speaking skill. The result of the students' speaking score in preliminary data was from 30% students who passed the KKM score (75) with 67,7 as the average score. After the cycle the result of the students' speaking up to 74% or 20 students who passed the KKM score of the students who passed the KKM score with 78 as the average score and for students who did not pass the KKM score was 26% or 7 students. So from the percentage of the research were up to 44%.

The aspect of speaking which got improvement after implementing digital storytelling were pronunciation, vocabulary, grammar, fluency and comprehension. The students could improve their pronunciation, vocabulary and students' fluency because the researcher explained the material by using digital storytelling. The researcher stopped the video and asked the students to pronounce the word, that's made the student easier to know how to pronounce the word correctly and their vocabulary increased. Therefore the result above, it could be concluded that by using digital storytelling as a media in teaching English in SMP Plus Bustanul Ulum Mlokorejo-Puger-Jember could improve the students' speaking skill and this research was successful.

B. Suggestions

After conducting this research, the researcher offered several recommendations that could be suggested for the English teacher and the future researcher as explained as follows:

1. For The English Teacher

The English teacher could use digital storytelling as a media to make students active and more interested in adapting each speaking activities. The digital storytelling helped the students in enriching of vocabulary, improving the students' fluency and improving their pronunciation.

2. For The Future Researcher

The future researcher and English teacher who have the similar problems when teaching speaking English, the researcher were recommended to conduct the digital storytelling as media to improve the students' speaking skill. The researcher hoped that this research could use as a reference to do better strategy of teaching and learning English.

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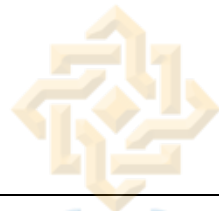


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J E M B E R

MATRIX OF RESEARCH

Title	Variable	Indicator	Source of Data	Research Method	General Question
<p>THE IMPLEMENTATION OF DIGITAL STORYTELLING TO IMPROVE STUDENTS' SPEAKING SKILL AT THE 9TH GRADE OF SMP PLUS BUSTANUL ULUM MLOKOREJO PUGER JEMBER IN ACADEMIC YEAR 2022-2023.</p>	<p>1. The Implementation of Digital Storytelling</p> <p>2. Students' Speaking Skill</p>	<p>1.1 Digital Storytelling</p> <p>a) Start with an idea</p> <p>b) Research/ explore/ learn</p> <p>c) Write or script</p> <p>d) Story board/ plan</p> <p>e) Gather and create images, audio and video</p> <p>f) Put it all together</p> <p>g) Share</p> <p>h) Reflection and feedback</p> <p>2.1 Speaking</p> <p>a) Vocabulary</p> <p>b) Pronunciation</p> <p>c) Fluency</p> <p>d) Grammar</p> <p>e) Comprehension (content)</p>	<p>1. Students' Speaking Test</p> <p>2. Observation</p> <p>3. Interview Data</p>	<p>1. Research Design : Classroom Action Research (CAR). The Stages of CAR:</p> <p>a. Planning</p> <p>b. Implementing</p> <p>c. Observing</p> <p>d. Reflecting</p> <p>2. Data Collection Method :</p> <p>a. Speaking Test</p> <p>b. Observation</p> <p>c. Interview</p> <p>3. Data Analysis :</p> <p>a. Average Score :</p> $X = \frac{\sum Xn}{n}$ <p>Notes : X: Mean $\sum Xn$: Individual Score n: Number of Students</p> <p>b. Pass Score :</p> $P = \frac{F}{N} \times 100\%$ <p>Notes : P: The Class</p>	<p>How is the implementation of digital storytelling able to improve students' speaking skill at the 9th grade of SMP Plus Bustanul Ulum Mlokorejo Puger Jember in academic year of 2022-2023?</p>

				<p>Percentage F: Total Percentage Score N: Number of Students</p> <p>4. Validity of Data : Content Validity</p> <p>5. Criteria of Success : This research will be successful if the number of students who reach the minimum score (75) are equal to or higher than 65% of the total students in the research.</p>	
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J E M B E R

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini:

Nama : Rita Afkarina
NIM : T20186129
Program Studi : Tadris Bahasa Inggris
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Institusi : UIN Kiai Haji Achmad Siddiq Jember

Menyatakan dengan sebenarnya bahwa dalam hasil penelitian ini tidak terdapat unsur-unsur penjiplakan karya penelitian atau karya ilmiah yang pernah dilakukan atau dibuat orang lain, kecuali yang secara tertulis dikutip dalam naskah ini dan disebutkan dalam sumber kutipan dan daftar pustaka.

Apabila di kemudian hari ternyata hasil penelitian ini terbukti terdapat unsur-unsur penjiplakan dan ada klaim dari pihak lain, maka saya bersedia untuk diproses sesuai peraturan perundang-undangan yang berlaku.

Demikian surat pernyataan ini saya buat dengan sebenarnya dan tanpa paksaan dari siapapun.

UNIVERSITAS ISLAM NEGERI
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JEMBER

Jember, 10 Oktober 2022
Saya yang menyatakan



RITA AFKARINA
NIM. T20186129

SURAT PERMOHONAN PENELITIAN



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-4145/In.20/3.a/PP.009/07/2022

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP PLUS BUSTANUL ULUM MLOKOREJO
Jl. Kh. Abdullah Yaqin 1-5, Mlokorejo - Puger - Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20186129
Nama : RITA AFKARINA
Semester : Semester sembilan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Implementation of Digital Storytelling to Improve Students' Speaking Skill at The 9 D Grade of SMP Plus Bustanul Ulum Mlokorejo - Puger - Jember in Academic year 2022 - 2023" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Abdul Karim, S. Ag.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 19 Juli 2022

Dr. Dekan,

Wakil Dekan Bidang Akademik,



MASHUDI

SURAT TELAH MENYELESAIKAN PENELITIAN



**YAYASAN WAKAF SOSIAL PENDIDIKAN ISLAM (YWSPi)
SEKOLAH MENENGAH PERTAMA
SMP Plus "BUSTANUL ULUM"**

STATUS : TERAKREDITASI A
NSS : 202052419001 NPSN : 20523960
Letak Geografis : Latitude (-8,284201) Longitude (113,467426)

Alamat : Jl. K.H. Abdullah Yaqin No. 1 – 5 Mlokorejo – Puger – Jember Kode Pos. 68164 Telp. (0336) 721555, Email : smpplusbustanul@yahoo.co.id

SURAT KETERANGAN

Nomor : 068/SMP.BU/20523960/C/VIII-08/2022

Yang bertanda tangan di bawah ini :

Nama : Abdul Karim, S.Ag
Jabatan : Kepala Sekolah
Alamat : Jl. KH. Abdullah Yaqin No. 1 – 5 Mlokorejo – Puger – Jember

Menerangkan bahwa mahasiswa berikut ini :

Nama : Rita Afkarina
NIM : T20186129
Semester : 9
Fakultas : Tarbiyah dan Ilmu Keguruan (FTIK)
Prodi : Tadris Bahasa Inggris

Telah melaksanakan penelitian dalam bentuk observasi dengan judul "*The Implementation of Digital Storytelling to Improve Students' Speaking Skill at The 9th Grade of SMP Plus Bustanul Ulum Mlokorejo – Puger – Jember in Academic Year 2022/2023*". Yang dilaksanakan pada tanggal 19 Juli 2022 sampai dengan 25 Agustus 2022 di SMP Plus Bustanul Ulum Mlokorejo – Puger – Jember.

Demikian surat keterangan ini kami terbitkan untuk dipergunakan sebagaimana mestinya.

Jember, 25 Agustus 2022

Kepala Sekolah


Abdul Karim, S.Ag



SILABUS PEMBELAJARAN

Satuan Pendidikan : SMP
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : IX/Ganjil
Tahun pelajaran : 2022/2023

Kompetensi Inti:

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun, responsif dan proaktif, sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

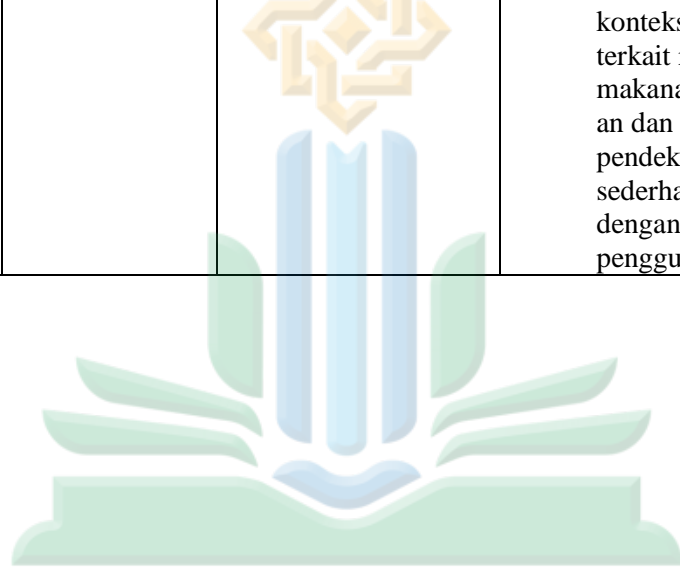
KI 3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI 4: Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber belajar	Penilaian
3.4. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks		<ul style="list-style-type: none"> Fungsi sosial Mendapatkan hasil terbaik secara efektif dan efisien, menghindari kerusakan, kecelakaan, dan 	3.4.1. Mendeskripsikan fungsi social mendapatkan hasil terbaik secara efektif dan efisien terkait resep	<ul style="list-style-type: none"> Didiktekan beberapa resep makanan/ minuman oleh guru menulis dengan tangan beberapa resep di 			

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber belajar	Penilaian
<p>prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/ minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya</p>		<p>pemborosan</p> <ul style="list-style-type: none"> • Struktur Teks <ul style="list-style-type: none"> Dapat mencakup <ul style="list-style-type: none"> - nama makanan, minuman, - alat, mesin, bahan, aparatus yang diperlukan, - cara memasak, menggunakan dalam bentuk langkah-langkah kerja secara berurutan • Unsur Kebahasaan <ul style="list-style-type: none"> - Kosakata khusus terkait dengan produk, - Frasa nominal untuk menyebutkan benda - kata sambung <i>first, next, then, finally.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<p>3.4.2. Mengidentifikasi struktur teks yang mencakup nama makanan, minuman, alat, mesin, bahan, aparatus yang diperlukan</p> <p>3.4.3. Memahami bentuk langkah-langkah kerja secara berurutan untuk menghindari kerusakan, kecelakaan dan pemborosan</p> <p>3.4.4. Mencatat beberapa resep dibuku catatan masing-masing dan kemudian ditempel di dinding kelas atau majalah dinding</p>	<ul style="list-style-type: none"> • buku catatan masing-masing sambil mengucapkan setiap kata dengan ucapan dan tekanan kata yang benar • Dengan menggunakan tabel, menganalisis struktur nomina yang digunakan untuk menyebutkan benda-benda • Dengan cara yang sama menganalisis struktur kalimat yang menyebutkan langkah kerja • Mencermati manual, dan berlatih membacakan dengan suara lantang, dengan ucapan dan tekanan kata yang benar • Menyalin resep 	16 JP	- Buku pendidikan Bahasa Inggris Kelas IX	<ul style="list-style-type: none"> • Lisan • Tertulis • Penugasan • Portofolio

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber belajar	Penilaian
4.4. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual		<ul style="list-style-type: none"> • Topik Resep makanan/minuman , manual peralatan yang terkait dengan kehidupan peserta didik yang dapat menumbuhkan perilaku yang termuat di KI 	<p>4.4.1 Mencermati manual dan berlatih membacakan dengan suara lantang dengan ucapan dan tekanan kata yang benar</p> <p>4.4.2 Menangkap makna secara kontekstual terkait resep makanan/minuman dan manual pendek dan sederhana sesuai dengan konteks penggunaannya</p>	<p>makanan/minuman dari buku resep dengan ditulis tangan dan kemudian ditempel di dinding kelas atau majalah dinding</p> <ul style="list-style-type: none"> • Melakukan refleksi tentang proses dan hasil belajarnya 			



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J E M B E R

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP Plus Bustanul Ulum

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : IXD / Ganjil

Materi Pokok : Procedure Text

Alokasi Waktu : 4 x 45 menit (2 pertemuan)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

KI	Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.	3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/ minuman dan manual pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.4.1 Mendeskripsikan fungsi social mendapatkan hasil terbaik secara efektif dan efisien terkait resep makanan/minuman dan manual 3.4.2 Mengidentifikasi struktur teks yang mencakup nama makanan, minuman, alat, mesin, bahan, apparatus yang diperlukan. 3.4.3 Memahami bentuk langkah-langkah kerja secara berurutan untuk menghindari kerusakan, kecelakaan, dan pemborosan. 3.4.4 Mencatat beberapa resep dibuku catatan masing-masing dan kemudian ditempel di dinding kelas atau

		majalah dinding.
4.	4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual.	4.4.1 Mencermati manual dan berlatih membacakan dengan suara lantang dengan ucapan dan tekanan kata yang benar 4.4.2 Menangkap makna secara kontekstual terkait resep makanan/minuman dan manual pendek dan sederhana sesuai dengan konteks penggunaannya

B. Tujuan Pembelajaran

Pertemuan Pertama

Setelah menyelesaikan kegiatan pembelajaran, peserta didik diharapkan mampu:

1. Siswa dapat memahami tentang procedure text (meaning, language features, and generic structure of procedure text).
2. Siswa mampu mengetahui arti dari word/ sentence yang di ucapkan didalam media digital storytelling.
3. Siswa diharapkan mampu merepeat kata dengan benar dan menjelaskan gambar/video yang ada didalam media digital storytelling tentang procedure text.

Pertemuan Kedua

Setelah menyelesaikan kegiatan pembelajaran dengan menggunakan media digital storytelling, peserta didik diharapkan mampu:

1. Siswa dapat membuat procedure text dengan benar.
2. Siswa mampu memperaktekkan mengucapkan procedure yang telah mereka buat.
3. Siswa mampu menjawab pertanyaan seputar 5w +1h dari guru seputar procedure text, didepan kelas dengan benar, tegas dan lancar.

C. Materi Pembelajaran

❖ Fungsi Sosial

Menjelaskan, mendeskripsikan.

❖ Struktur Teks

Dapat mencakup

- Nama makanan, minuman, alat, mesin, bahan yang diperlukan .
- Cara memasak (langkah-langkah kerja yang beruntutan)
- Cara menggunakan alat/cara melakukan sesuatu hal (sesuai dengan hal-hal yang diperlukan)

❖ Topik

Resep makanan/ minuman, manual peralatan yang terkait dengan kehidupan peserta didik yang dapat menumbuhkan perilaku yang termuat di KI

❖ Unsur Kebahasaan

- Kosakata khusus terkait dengan produk

- Frasa nominal untuk menyebutkan benda
- Kata sambung first, next, then, finally.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan

❖ **Materi**

Procedure Text

1. Definition of Procedure Text

Procedure Text is a text that designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. This text uses a simple present tense, often imperative sentences. It also uses the temporal conjunction such as first, second, third, then, finally, etc.

2. The Language Features of Procedure Text

In the procedure text, we use:

- 1) Simple present tense
- 2) Imperative sentences (ex: cut, don't mix)
- 3) Action verbs (ex: turn, put, mix)
- 4) Connectives (ex: first, then, finally)
- 5) Adverbial phrases (ex: for a minutes, 2 centimeters from the top)

3. The Generic Structure of Procedure Text

The generic structure of procedure text, below:

- 1) Goal (the purpose of the text)
- 2) Material or ingredient (the contain of the material that used in the process)
- 3) Step (it is the contain of the steps to make something in the goal)

4. Theme of Procedure Text

How to make an omelet

D. Metode Pembelajaran

Lecturing, drill method

E. Media Pembelajaran

Digital storytelling : Lcd, Leptop

F. Bahan dan Sumber Belajar

1. Bahan : Proyektor, leptop, papan tulis, kapur tulis, penghapus.
2. Sumber Belajar

Modul siswa "BAHASA INGGRIS untuk SMP/MTs Kelas IX Semester Gasal" by: OMEGA (AKTIF, KREATIF, INOVATIF).

G. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan Pertama (2 Jam Pelajaran)

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pre-Activity	<ol style="list-style-type: none"> 1. Guru memberi salam dan peserta didik menyapa guru. 2. Guru menjawab sapaan peserta didik dan menanyakan kabar kepada peserta didik. 3. Guru meminta salah satu peserta didik untuk memimpin doa sebelum mulai pelajaran. 4. Guru mendata kehadiran peserta didik 5. Guru mengajak peserta didik untuk bersyukur atas kesempatan untuk bisa belajar bahasa Inggris 6. Guru menyampaikan tujuan pembelajaran kepada peserta didik 7. Peserta didik memperhatikan tujuan pembelajaran yang disampaikan oleh guru 	10 menit
Whilst-Activity	<p>Observing</p> <ol style="list-style-type: none"> 1. Guru menyampaikan materi tentang present continuous tense kepada peserta didik sedangkan peserta didik mengamati penjelasan materi yang diberikan guru. 2. Guru menunjukkan contoh kalimat present continuous tense pada peserta didik. 3. Peserta didik mulai mengamati ciri ciri contoh atau rumus dalam kalimat yang diberikan guru. 	10 menit
	<p>Questioning</p> <ol style="list-style-type: none"> 1. Peserta didik dan guru bertanya jawab tentang materi procedure text. 2. Guru memberi arahan kepada peserta didik agar mereka mampu bertanya mengenai materi procedure text. 3. Guru menjawab pertanyaan peserta didik dengan menjelaskannya. 	10 menit
	<p>Experimenting/ exploring</p> <ol style="list-style-type: none"> 1. Guru menunjukkan contoh langkah-langkah procedure text kepada peserta didik. 2. Peserta didik mengutarakan apa yang mereka pelajari dan pikirkan tentang materi procedure text kepada guru. 	10 menit
	<p>Associating (Data processing)</p> <ol style="list-style-type: none"> 1. Guru meminta peserta didik untuk 	15 menit

	<p>berpasang pasangan mengikuti permainan.</p> <ol style="list-style-type: none"> 2. Guru memberikan video tentang orang melakukan pekerjaan atau tutorial yang berhubungan dengan procedure text pada peserta didik dan meminta peserta didik untuk memahami kegiatan seseorang yang ada pada gambar/video tersebut. 3. Guru meminta peserta didik untuk merepeat the word yang diucapkan oleh native speaker yang sesuai dengan video didalam media. <p>Creating and Communicating</p> <ol style="list-style-type: none"> 1. Guru memulai video tentang orang sedang membuat sesuatu (makanan), yang di implementasikan dengan menggunakan media digital storytelling di kelas dan menanyakan kegiatan apa yang sedang seseorang lakukan dalam gambar/video. 2. Guru menunjuk siswa untuk mengartikan teks (word) dan merepeat (word) yang ada didalam video. 3. Peserta didik menjelaskan menjawab dengan menunjuk gambar yang kegiatannya sesuai dengan yg diucapkan guru. 	25 menit
Post- Activity	<ol style="list-style-type: none"> 1. Guru merangkum kembali materi tentang procedure text untuk menentukan tingkat pemahaman peserta didik. 2. Peserta didik mengemukakan kesulitan dan manfaat kegiatan selama pembelajaran berlangsung. 3. Peserta didik menyampaikan perasaan, dan usulan untuk perbaikan pembelajaran. 4. Guru menutup pembelajaran dengan berdoa bersama dan salam 	10 menit

2. Pertemuan Kedua (2 jam pelajaran)

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pre-Activity	<ol style="list-style-type: none"> 1. Guru memberi salam dan peserta didik menyapa guru. 2. Guru menjawab sapaan peserta didik dan menanyakan kabar kepada peserta didik. 3. Guru meminta salah satu peserta didik untuk memimpin doa sebelum mulai pelajaran 4. Guru mendata kehadiran peserta didik 	10 menit

	<ol style="list-style-type: none"> 5. Guru mengajak peserta didik untuk bersyukur atas kesempatan untuk bisa belajar bahasa Inggris 6. Guru menyampaikan tujuan pembelajaran kepada peserta didik 7. Peserta didik memperhatikan tujuan pembelajaran yang disampaikan oleh Guru 	
Whilst-Activity	<p>Observing</p> <ol style="list-style-type: none"> 1. Guru review kembali materi tentang procedure text kepada peserta didik untuk meningkatkan pemahaman peserta didik. 2. Guru menunjukkan kembali contoh lain dari procedure text pada peserta didik . 3. Peserta didik mulai mengamati kembali ciri ciri contoh atau rumus dalam kalimat yang diberikan guru. <p>Questioning</p> <ol style="list-style-type: none"> 1. Guru memberi kesempatan peserta didik untuk menanyakan tentang procedure text. 2. Guru memberi kesempatan peserta didik untuk menanyakan perbedaan procedure text dengan text lainnya. 3. Peserta didik bertanya tentang materi procedure text. yang masih belum bisa dipahami. <p>Experimenting/exploring</p> <ol style="list-style-type: none"> 1. Guru mengajak peserta didik untuk mencari tema. 2. Guru meminta siswa untuk menulis langkah-langkah dari tema yang telaah mereka pilih. 3. Guru mendampingi siswa. <p>Creating and communicating</p> <ol style="list-style-type: none"> 1. Guru meminta siswa untuk mempersiapkan pena dan kertas. 2. Guru mminta siswa untuk mempersiapkan procedure text di dalam satu kertas 3. Guru meminta siswa untuk memahami dan memorize text yang telah mereka buat. 4. Guru bertanya tentang seputar 5w+1h kegiatan yang mereka pilih (what is the goal of your procedure that that you made?, what is the steps to make that?, how many steps that you used to make that?) 5. Peserta didik mulai berlomba lomba untuk menjawab pertanyaan sesuai goal dan step yang telah mereka buat. 6. Guru meminta mereka to make a video tentang 	<p>10 menit</p> <p>10 menit</p> <p>10 menit</p> <p>40 menit</p>

	<p>procedure text orally by using digital storytelling and upload it on a tik tok account. (home work)</p> <p>7. Peserta didik mulai mengasah kemampuan speakingnya.</p>	
Post- Activity	<ol style="list-style-type: none"> 1. Guru merangkum kembali materi tentang procedure text untuk menentukan tingkat pemahaman peserta didik. 2. Peserta didik mengemukakan kesulitan dan manfaat kegiatan selama pembelajaran berlangsung. 3. Peserta didik menyampaikan perasaan, dan usulan untuk perbaikan pembelajaran. 4. Guru menutup pembelajaran dengan berdoa bersama dan salam 	10 menit

H. Penilaian

a. Sikap Tanggung Jawab

• Instrumen : Rubrik Pengamatan (Peer Assessment)

No	Nama siswa	Berpatisipasi dalam Mengerjakan tugas				Menyelesaikan tugas dengan baik				Modus
		1	2	3	4	1	2	3	4	
1.										
2.										
3.										
4.										

Notes :

- 4 = selalu
- 3 = sering
- 2 = kadang-kadang
- 1 = tidak pernah

b. Sikap Percaya Diri

- Instrumen: Self-Assessment (Penilaian diri sendiri)

No.	Pernyataan	TP	KD	SR	SL
1	Saya ragu-ragu berbicara bahasa inggris				
2.	Saya malu berbicara bahasa inggris				

3.	Saya takut salah berbicara bahasa inggris				
4.	Saya takut dimaraahi kalau salah dalam berbahasa inggris				

Notes:

- Never (TP) = 4
- Sometimes (KD) = 3
- Often (SR) = 2
- Always (SL) = 1

c. Keterampilan

- **Scoring Rubric for Speaking Performance**

NO	ASPECT	SCORE				
		1	2	3	4	5
1.	Fluency					
2.	Pronunciation					
3.	Vocabulary					
4.	Grammar					
5.	Content					

- **Analytical of Scoring Rubric of Speaking Performance**

1. Fluency

Level	Indicators
1	Speech is so halting and fragmentary that conversation is virtually impossible.
2	Speech is very slowly and uneven except for short or routine sentences
3	Speech is very frequently hesitant and jerky sentences may be left uncompleted
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words
5	Speech is effortless, rhythmical, and smooth

2. Pronunciation

Level	Indicators
1	Pronunciation frequently unintelligible
2	Frequent gross errors and a very heavy accent make understanding difficult,

	require frequent repetition
3	“Foreign accent” requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary
4	Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding
5	No conspicuous mispronunciation, but would not be taken for a native speaker

3. Vocabulary

Level	Indicators
1	Vocabulary adequate for even the simple sentence
2	Vocabulary limited to basic personal and survival areas
3	Choice of words sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topic
4	Professional vocabulary adequate to discuss special interest: general vocabulary permits discussion of any non-technical subject with some circumlocutions
5	Professional vocabulary broad and precise: general vocabulary adequate to cope with complex practical problems and varied social situations

4. Grammar

Level	Indicators
1	Grammar almost entirely inaccurate phrases
2	Grammars errors showing the control of very few major patterns and frequently preventing communication
3	Frequent errors showing some major pattern controlled and causing occasional irritation and misunderstanding
4	Occasional errors showing imperfect control of some patterns but no weakness that caused
5	Few errors, with no pattern of failure

5. Content

Level	Indicators
1	Content almost entirely unintelligible
2	Difficult to understand, in accurate and vague
3	Few of misunderstanding and frequently producing incoherent statement
4	Any a little of topic deviation but still having correct intention
5	Content of speech keep in track of the topic no widen and accurate

- **The rubric used to describe the data**

No	Category	Score
1.	Very bad	0 – 20
2.	Bad	20 – 40
3.	Fair / Enough	40 – 60
4.	Good	60 – 80
5.	Very Good	80 – 100

d. Remedial dan Pengayaan

- Melihat hasil akhir dari analisis hasil tes.
- Speaking – siswa diharapkan untuk speak up tentang procedure text yang telah mereka buat dengan baik dan benar.

Mengetahui Guru Bahasa Inggris	Jember, 19 Agustus 2022
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Appendix 6

TEST INSTRUMENT

The test of this research, the researcher uses an oral test based on speaking in explaining the procedure text. The researcher asks the students to make a procedure text based on the title of procedure text given. The researcher asks the students to explain the procedure text in front of the class.

A. Students' Directions

1. Ask the student to pray
2. Ask the student to prepare paper and a pen
3. Ask the student to choose the title of procedure that they will do, the title of the test is as follows :
 - How to make a noodle
 - How to make a delicious meat ball
 - How to make a milk shake
 - How to make an omelet
 - How to make a chocholatos shake
4. Ask the student to prepare the procedure text on a piece of paper and memorize it
5. Ask the student to speak up in front of the class to explain their procedure text



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Appendix 7

THE RESULT OF INTERVIEW

Time and Place of Interview:

1. Day/Date : Monday, 18th July 2022
2. Place : Teacher's room in SMP Pus Bustanul Ulum and in class 9D
3. Time : 09.00- Finish

Respondent:

1. English Teacher
2. Students of Class 9D

Note:

R : Researcher

ET : English Teacher

S : Student

THE SSRIPT OF INTERVIEW WITH ENGLISH TEACHER

R : Bu, apakah benar bahwa siswa di kelas 9D kemampuan speakingnya sangat rendah ?

ET : Iya mbak benar sekali. Dari keempat kelas 9 mulai dari kelas 9A-9D yang paling rendah kemampuan speakingnya yaitu kelas 9D , tetapi kemampuan writing mereka sangat baik.

R : Kira kira menurut ibu, apa yang menghambat kemampuan speaking mereka ?

ET : Kalau menurut saya faktor utamanya yang mengakibatkan hal tersebut adalah karena mereka kurang percaya diri, kurang juga vocabnya, pemalu dan kadang mereka merasa takut karena ini mbak, ketika mereka ngomong menggunakan bahasa inggris teman temannya akan menertawakannyasehingga hal tersebut yang

menjadikan mereka malu untuk melakukan speaking di kelas. Tetapi ini sih mbak, sebenarnya mereka mampu tetapi ya hanya saya sulit mengimplementasikannya secara langsung karna masih bingung apa yang mau dikatakan jika itu diminta secara spontan.

R : Kira kira berapa persen dari mereka yang kurang menguasai speaking bu ?

ET : Di kelas 9D itu jumlah siswanya ada 27 orang mbak seperti yang mbak tau tadi saat observasi, dan sekitar 25 % dari mereka yang dari mereka yang berhasil dalam speaking atau sekitar 7-8 orang. Dan yang belum menguasai speaking sekitar 75% mbak.

R : Lumayan banyak ternyata bu. Kalo boleh saya tau kira kira apa saja yg sudah ibu lakukan di kelas supaya mereka bisa tertarik pada speaking ?

ET : Banyak mbak. Saya menggunakan metode ceramah tetapi murid-murid merasakan bosan kadang juga ada yang ijin kadang juga mereka merasa ngantuk ketika sayaa menggunakan metode tersebut, dan akhirnya saya mencoba menerapkan model role play seperti berdialog walaupun cuma sederhana karna saya pikir itu efektif dan akan berhasil. Tapi selama ini tidak ada perkembangan. Role play juga yg berhasil speaking cuma anak itu itu saja. Yang lain ya begitu begitu saja. Saya sampai hafal mbak siapa yg aktif speakingnya.

R : Selain Role play apa lagi bu ?

ET : Ya seperti yang mbak lihat tadi mbak, saya coba menunjuk meminta mereka praktek speaking, tapi mereka selalu takut dan jawaban mereka pun tidak selalu benar. Ada saja yang masih kurang.

R : Kira kira metode apa yang belum ibu terapkan di kelas untuk meningkatkan kemampuan mereka ?

ET : Saya belum pernah memakai digital mbak, karna saya pikir itu menyita waktu dan pasti akan membuat kelas semakin sulit dikontrol. Dan saya kurang mampu untuk merancang strateginya.

R : Kalo boleh saya melakukan penelitian di kelas tersebut, apa ibu setuju kalau saya memakai digital storytelling supaya kemampuan speaking mereka bisa diasah ?

ET : Oh digital storytelling, bisa bisa saja mbak asalkan nanti murid murid bisa merasakan enjoy dan aktif di kelas. Saya juga belum pernah memakai digital storytelling untuk ngajar speaking selama 15 tahun ini. Silahkan mbak, yang penting hasilnya bagus nilai speaking mereka, dan mereka merasa tidak malu dan bosan ketika jam pelajaran bahasa inggris. Dan hal itu bisa membantu saya dan membantu untuk menemukan metode baru dalam ngajar speaking.

R : Terima kasih banyak bu. Saya akan mencoba memakai digital storytelling saat penelitian nanti. Kira kira jadwal pelajaran bahasa inggris di kelas 9D hari apa saja bu ?

ET : Seminggu 2 kali mbak. Hari senin dan Rabu. Senin dimulai pukul 07.30-09.00 karna masih ada upacara. Kalo Rabu sekitar jam 09.00-10.30 mbak.

R : Ya sudah bu, terimakasih untuk kesediaan ibu untuk saya interview hari ini.

ET : Sama-sama mbak semoga lancar dan sukses.

R : Aamiin bu.

THE SCRIPT OF INTERVIEW WITH THE STUDENTS

R : Kira kira disini siapa yang suka pelajaran bahasa inggris,

S1 : saya suka miss, tapi sedikit. (sambil tersenyum)

S2 dan S4 : saya suka miss tapi ya gitu wes kadang suka kadang nggak, tergantung materinya.

S3 : Saya suka miss tapi lebih suka dibagian listening

R : ketika kalian belajar bahsa inggris, kalian lebih suka skill apa? speaking,

listening, reading atau writing? Dan skill apa yang paling nggak kalian sukai ?

S1 : Kalo saya lebih suka writing miss karna ya miss kita tinggal mikir jawabannya kalok nggak paham sama pertanyaannya bisa lihat di kamus apa artinya dan memikirkan jawabannya lalu tinggal ditranslate setelah itu ditulis. Dan saya paling nggak suka sama speaking karna rumit dan saya nggak tau mau ngomong apa karna nggak ngerti.

S2 : Sama miss, saya juga tidak suka speaking karna saya grogi. Malu ngak pede dan Takut salah.

S3 : Iya bener miss, saya juga nggak suka speaking karna nggak tau mau ngomong apa kadang kalok saya ngomong itu saya diketawain sama temen temen karena medhok. Dan saya lebih suka listening miss soalnya tinggal mendengarkan hehehhe.

S4 : Saya juga, karna kadang mau ngomong tapi yang mau diomongin hilang tiba tiba ketutup sama takut salahnya miss.

R : Oh jadi kalian tidak suka di speaking ya. Kalau missal nanti ibuk minta kalian speaking di kelas satu persatu mau apa tidak ?

S2 : saya nggak nggak mau miss, malu.

S1 : Mau miss asalkan suasananya santai, nggak yang menakutkan dan asalkan seru tapi pelan pelan miss soalnya harus mikir dulu mau ngomong apa.

R : Kalo kesulitan lainnya dalam speaking apa ?

S4 : Apa ya miss pokok takut salah, nggak tau bahasa inggrisnya jadi nggak bisa ngomong, takut grammarnya salah, dan ngucapinnya takut salah.

S3 : Sama miss, intinya itu itu saja

R : Selama ini bu guru kalian gimana kalo ngajar speaking?

S2 : Enak miss, sabar banget tapi banyak teorinya jadi kita nggak bisa seru seruan belajar di kelas dan sampek istirahat kadang kita bingung itu ngejelasin apa

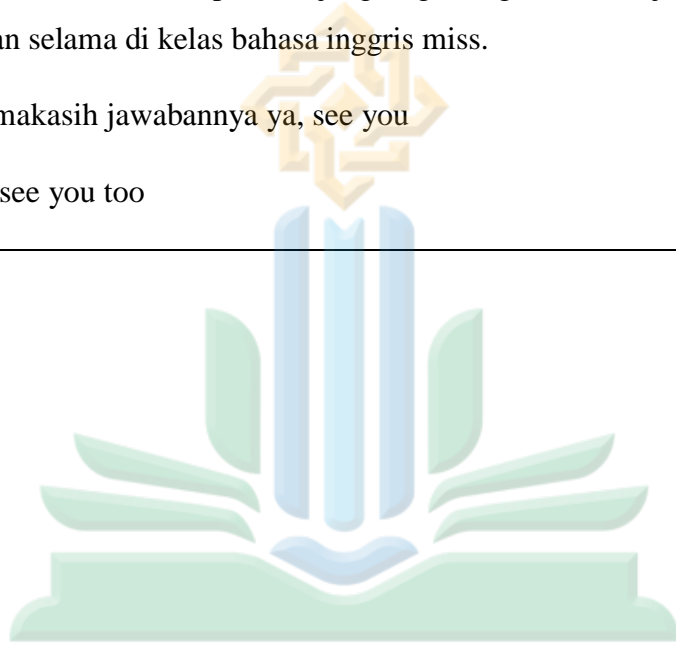
soalnya banyak banget.

R : Oh gitu ya, kalau nanti ibuk kasih video (by using digital) di kelas kalian terus kalian harus speaking. Kalian mau ? nanti kita nonton setelah itu kalian mengikuti apa yang dibacakan kayak repeat words gitu?

S2 : Mau miss asalkan seru tapi miss jangan galak galak. Kita juga gak pernah dikasih begituan selama di kelas bahasa inggris miss.

R : Ya sudah makasih jawabannya ya, see you

S1 : Iya miss, see you too



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Appendix 8

THE RESULT OF OBSERVATION CHECKLIST

OBSERVATION STUDENTS' PARTICIPATION CHECKLIST

No.	Indicators	Criteria				
		1	2	3	4	5
1.	Students pay attention to the researcher when she is teaching by using digital storytelling				✓	
2.	Students can explain the steps on the video based on 5W 1H asked by the researcher			✓		
3.	Students can find the difficulties word from the video given				✓	
4.	Students can repeat the word correctly based on the video				✓	
5.	Students can deliver question and answer the question from the researcher correctly			✓		

Note:

No.	Criteria	Percentage (%)
1.	Very Poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40% - 60%
4.	Good	60% - 80%
5.	Very Good	80% - 100%

The Score of Observation:

$$\begin{aligned}
 P &= \frac{S}{N} \times 100\% \\
 &= \frac{18}{25} \times 100\% \\
 &= 72\%
 \end{aligned}$$

The Description of Observation Students' Participation Checklist

No	Indicators	Criteria				
		1	2	3	4	5
1.	Students pay attention to the researcher when she is teaching by using digital storytelling	Students did not pay attention to the researcher when she is teaching by using digital storytelling	Less than 4 Students pay attention to the researcher when she is teaching by using digital storytelling	Less than 8 Students pay attention to the researcher when she is teaching by using digital storytelling	More than 10 less than 14 Students pay attention to the researcher when she is teaching by using digital storytelling	Almost Students pay attention to the researcher when she is teaching by using digital storytelling
2.	Students can mention the subject of the story related to the narrative text	Students couldn't mention the subject of the story related to the narrative text	Less than 4 Students can mention the subject of the story related to the narrative text	Less than 8 Students can mention the subject of the story related to the narrative text	More than 10 less than 14 Students can mention the subject of the story related to the narrative text	Almost Students can mention the subject of the story related to the narrative text
3.	Students can explain the value of the story related to the narrative	Students couldn't explain the value of the story related to the narrative	Less than 4 Students can explain the value of the story related to the	Less than 8 Students can explain the value of the story related to the	More than 10 less than 14 Students can explain the value of the	Almost Students can explain the value of the story related to the

	text	text	narrative text	narrative text	story related to the narrative text	narrative text
4.	Students find the difficulties word and can repeat the word correctly	Students find the difficulties word and couldn't repeat the word correctly	Less than 4 Students find the difficulties word and can repeat the word correctly	Less than 8 Students find the difficulties word and can repeat the word correctly	More than 10 less than 14 Students find the difficulties word and can repeat the word correctly	Almost Students find the difficulties word and can repeat the word correctly
5.	Students can deliver question and answer the question by the researcher correctly	Students couldn't deliver question and answer the question by the researcher correctly	Less than 4 Students can deliver question and answer the question by the researcher correctly	Less than 8 Students can deliver question and answer the question by the researcher correctly	More than 10 less than 14 Students can deliver question and answer the question by the researcher correctly	Almost Students can deliver question and answer the question by the researcher correctly

THE RESULT OF OBSERVATION

(FIELD NOTE)

Class : IX D of SMP Plus Bustanul Ulum Mlokorejo – Puger - Jember

English Teacher : Nur Aini, S.Pd

Researcher : Rita Afkarina

Day : Monday

Date : 25th July 2022

Time : 07.30 – 09.00

THE RESULT OF OBSERVATION

Pada hari senin, tanggal 25 Juli 2022 tepatnya pada pukul 07.30 sampai dengan 09.00 WIB, R berkesempatan untuk melakukan observasi di kelas IX D yang dilakukan pada saat pra penelitian untuk melengkapi data yang akan digunakan dalam mengerjakan skripsi. Pada hari senin itu, T akan mengajar kelas IX D untuk mata pelajaran bahasa inggris. Kelas IX D mempunyai jumlah murid sebanyak 27 siswa. Kelas IX D adalah kelas perempuan. Kegiatan ini dilakukan untuk mengobservasi kelas IX D pada saat pembelajaran berlangsung. Materi pembelajaran pada hari tersebut adalah agree and disagree. Sebelum memulai pelajaran, T memastikan apakah semua siswa sudah tenang dan siap untuk menerima pelajaran atau belum, kemudian T membuka pelajaran dengan mengucapkan salam kepada siswa dan menyapanya dengan menanyakan kabar mereka dengan berkata “How are you today?”, dan siswa pun menjawab “ I am fine” dengan suara yang keras dan kompak karna pada saat itu suasana masih semangat karna berada pada jam pelajaran pertama. Setelah itu, T mengecek presensi atau daftar hadir siswa pada hari tersebut dengan mengatakan “ who is absent today?”, siswa pun menjawab dengan menyebutkan nama temannya yang tidak masuk karna sakit dan menunjukkan surat ke T.

Di awal sesi, T memberikan sebuah arahan pada siswa tentang materi yang akan dibahas. Sebelum T menjelaskan materi padapertemuan ini, T meriview pembelajaran minggu lalu untul mengetes pemahaman siswa terhadap materi pada minggu tersebut. Lalu T memberikan contoh contoh kalimat yang memancing

siswa untuk bisa menebak materi yang akan dibahas pada hari itu. Selanjutnya, setelah ada salah satu siswa perempuan yang menjawab bahwa hari itu akan mempelajari tentang agree and disagree, akhirnya T pun melanjutkan menjelaskannya. Setelah selesai menjelaskan T pun memberikan contoh-contoh tentang is and are. Pertama, T memberikan contoh kalimat “ do you agree if Shania meets with andi ? ”, setelah itu siswa memahami artinya dan memahami maksud dari materi tersebut. Pada sesi kedua setelah T mengajak siswa untuk membaca percakapan yang ada di modul, T mengajak siswa dengan cara siswa harus merepeat percakapan yang telah dibacakan oleh T. T juga membagi siswa dikelas menjadi 2 bagian, grup A merepeat bacaan bagian A dan yang satunya adalah grup B merepeat bacaan bagian B.

Setelah itu, T meminta siswa untuk membuat percakapan dengan teman sebangkunya tentang materi tersebut. Setelah itu T bertanya kepada murid-murid : “ apakah kalian sudah selesai membuat text percakapannya?”, murid-murid : “ sudah bu”. Lalu T memanggil siswa secara acak dan setelah itu siswa yang dipanggil harus langsung siap dan maju untuk membacakan text yang telah mereka buat. Semua siswa berhasil maju dan membacakan textnya.

Tetapi masih banyak diantara siswa yang kemampuan speakingnya sangat kurang. Banyak yang malu ketika maju dan membacakan textnya, ada yang mispronounce karena mereka bingung tentang cara membaca vocabnya. Hasil inti dari kegiatan observasi di kelas IX D adalah mayoritas siswa di kelas tersebut sangat rendah dalam kemampuan speaking. Banyak hal yang membuat mereka merasa tidak mau belajar meningkatkan speaking. Banyak pula masalah dalam speaking yang mereka hadapi, misalnya tidak percaya diri, kurang tau tentang vocabularynya, kurang tepat pronounciationnya, dan mengucapkannya secara tidak lancar. Tetapi, mereka sangat baik dalam kemampuan writing karena mereka bisa berfikir terlebih dahulu tanpa rasa takut dan tidak percaya diri karena itu dalam bentuk tulisan, dan mereka juga bisa melihat kamus. Kemampuan speaking yang mereka punya sangat rendah juga karena tidak banyak kesempatan yang mereka punya untuk melakukan speaking di dalam kelas karena terlalu mengacu pada materi dan teori dari T dan kurang ada minat dalam diri mereka untuk mengembangkan kemampuan speakingnya.

Appendix 9

Students' Score from English Teacher in Preliminary Research

No	Name of Students'	Students' Score
1.	ARN	65
2.	ANI	80
3.	BAM	60
4.	CMD	60
5.	DLN	60
6.	DNA	66
7.	EPA	77
8.	FM	65
9.	FNL	65
10.	FBR	79
11.	GAR	65
12.	HPS	60
13.	INA	60
14.	IMK	78
15.	LAR	65
16.	LH	67
17.	L	65
18.	NJN	77
19.	NI	65
20.	NA	75
21.	NS	77
22.	NAR	65
23.	NUA	64
24.	NNJ	65

25.	NS	65
26.	RNF	79
27.	ZR	60
Total		1.829

The researcher calculated the data by using with the formula bellow: ¹

a. Mean of the students' IX D Class score =
$$\begin{aligned} X &= \frac{\sum Xn}{n} \\ &= \frac{1.829}{27} \\ &= 67,7 \end{aligned}$$

The description of the formula:

X: Mean

$\sum Xn$: Individual score

n: Number of students

b. Percentage of completeness of speaking skill =
$$\begin{aligned} P &= \frac{F}{N} \times 100\% \\ &= \frac{8}{27} \times 100\% \\ &= 30\% \end{aligned}$$

The description of the formula:

P: The class percentage

F: Total percentage score

N: Number of students

¹ Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), 43

Appendix 10

Instrument Validity

LEMBAR VALIDASI INSTRUMEN PENELITIAN

“THE IMPLEMENTATION OF DIGITAL STORYTELLING TO IMPROVE STUDENTS’ SPEAKING SKILL AT THE 9D GRADE OF SMP PLUS BUSTANUL ULUM MLOKOREJO – PUGER – JEMBER IN ACADEMIC YEAR 2022 - 2023”

Nama Validator : Alina Hayuningtyas, M.Pd
Ahli Bidang : Dosen TBT
Unit Kerja : UIN KHAS JEMBER

Petunjuk pengisian:

1. Penilaian instrumen penelitian ini dilaksanakan berdasarkan pada aspek dan indikator penilaian yang telah ditetapkan.
2. Berilah tanda centang (√) pada kolom yang sesuai dengan penilaian bapak/Ibu dengan ketentuan sebagai berikut.
4 = sangat baik
3 = baik
2 = kurang
1 = sangat kurang
3. Pengisian dilakukan pada tiap-tiap kolom. Jika ada penilaian yang tidak sesuai atau terdapat kekurangan, tuliskan kritik/saran Bapak/Ibu pada baris yang telah disediakan.
4. Atas kerjasama Bapak/Ibu kami ucapkan terima kasih.

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LEMBAR VALIDASI SOAL

No.	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Isi materi sesuai dengan Standar Kompetensi dan Kompetensi Dasar ditinjau dari penentuan indikator			✓	
2.	Soal sesuai dengan indikator			✓	
3.	Petunjuk cara mengerjakan soal sesuai dengan soal yang disediakan			✓	
4.	Pedoman penskoran sesuai dengan bobot kriteria soal secara logis (instruksi)			✓	
5.	Rumusan kalimat soal mudah dipahami				✓
6.	Butir soal menggunakan bahasa Inggris yang sesuai dengan gramatikal (instruksi)				✓
7.	Rumusan soal tidak menggunakan kata/kalimat yang menimbulkan penafsiran ganda atau salah pengertian (instruksi)			✓	

Komentar dan Saran Perbaikan

Silahkan direvisi
sesuai saran


Secara umum tes ini:

1. Valid, dapat digunakan tanpa revisi
2. Valid, dapat digunakan dengan revisi
3. Kurang valid, butuh revisi
4. Tidak valid, butuh revisi

(mohon untuk melingkari nomor yang sesuai dengan kesimpulan Bapak/Ibu)

Jember, 05 Juli 2022

Validator,


..... NISA HAYUNINGTYAS.M.Pd

LEMBAR VALIDASI INTERVIEW

No.	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Kesesuaian pertanyaan wawancara dengan tujuan wawancara			✓	
2.	Pertanyaan wawancara mudah dipahami				✓
3.	Pedoman wawancara layak digunakan untuk menganalisis kemampuan ^{berbicara} membaca siswa			✓	
4.	Bahasa yang digunakan tidak mengandung makna ganda			✓	
5.	Maksud dari pertanyaan dirumuskan dengan singkat dan jelas			✓	

Komentar dan Saran Perbaikan

harus direvisi
sesuai saran

Secara umum tes ini:

1. Valid, dapat digunakan tanpa revisi
2. Valid, dapat digunakan dengan revisi
3. Kurang valid, butuh revisi
4. Tidak valid, butuh revisi

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(mohon untuk melingkari nomor yang sesuai dengan kesimpulan Bapak/Ibu)

Jember, 05... Juli... 2022

Validator,

[Signature]
 MINA HAYUWINGTYAS, MPA

**LEMBAR VALIDASI
INSTRUMEN OBSERVASI**

No.	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Petunjuk penggunaan instrumen lembar observasi sesuai dengan gramatikal bahasa inggris			✓	
2.	Petunjuk penggunaan instrumen lembar observasi dapat dipahami dengan jelas			✓	
3.	Aspek penilaian dalam lembar observasi dapat dipahami dengan jelas			✓	
4.	Aspek penilaian dalam lembar observasi dapat menggambarkan pengukuran pemahaman konsep			✓	
5.	Pedoman atau kriteria penskoran dapat digunakan dengan baik			✓	

Komentar dan Saran Perbaikan

.....
.....
.....

Secara umum tes ini:

1. Valid, dapat digunakan tanpa revisi
2. Valid, dapat digunakan dengan revisi
3. Kurang valid, butuh revisi
4. Tidak valid, butuh revisi

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(mohon untuk melingkari nomor yang sesuai dengan kesimpulan Bapak/Ibu)

Jember, 15 Juli 2022

Validator,


AINA HAYUNINGTYAS, M.Pd

Field Note

	Field Notes I
	Field notes I : (Monday, 1 st August 2022)
	Time : 07.30 - 09.00 am.
	Place : 1x10 Class
	Meeting : 1
	<p>Pada pukul 07.30 Researcher memasuki kelas karena bel masuk sudah bunyi. Sebelum memulai pelajaran, siswa berdoa dengan membaca Al-Fatihah bersama yang dipimpin oleh Ketua Kelas. Setelah berdoa Researcher mengecek attendance list dan bertanya kepada mereka tentang feeling mereka. lalu Lalu Researcher memulai mengajar di kelas dgn menyampaikan materi tentang procedure text. Sedangkan guru bahasa Inggris membantu mengawasi kondisi kelas.</p>
	<p>Researcher mengawasi kelas dengan menanyakan apa yang mereka ketahui tentang procedure text. Setelah itu Researcher menjelaskan tentang procedure text mulai dari - what is procedure text? - the generic structure of procedure text, dan - the features of procedure text. Kemudian Researcher memutar video tentang ex ex-of Procedure text menggunakan projector, dan sedang Researcher meminta siswa untuk merepeat the word or sentence setelah Researcher stopped the video. Banyak dari mereka merasa senang ^{dan tertarik} Researcher meminta mereka untuk merepeat the word yang ada di media tersebut.</p>
	<p>Setelah Researcher menjelaskan dan meminta siswa untuk merepeat the word, para murid ^{mulai} merasa enjoy dengan apa yang sedang mereka pelajari. Mereka fokus saat Researcher menjelaskan materi, mereka.</p>

Field notes 2

Field Notes 2: Wednesday, 3rd August 2022

Time : 09.00 - 10.30 am.

Place : IX D class

Meeting : 2

Pada pukul 09.00 hari Rabu, Researcher memasuki kelas IX D dengan guru bahasa Inggris. Lalu Researcher memulai dengan greetings dan menyetor ~~student~~ attendance list. Researcher memulai kelas dengan warming up students, "Good morning" dan menanyakan students' condition "How are you?". Setelah warming up, Researcher memulai kelas dengan menjelaskan kembali materi procedure text dengan media (Digital Story telling). Guru bahasa Inggris membantu Researcher untuk mengawali kelas.

Researcher menjelaskan kembali tentang procedure text (what is?, the Generic Structure, and the language features) tetapi pada pertemuan ke 2 Researcher lebih fokus menjelaskan the generic structure of procedure text (Present tense). Setelah Researcher menjelaskan, Researcher mengecek pemahaman siswa dengan memberikan pertanyaan seputar dengan SWTTH of procedure text. Pada pertemuan ini, Researcher memilih siswa secara random tentang 7 dari siswa yang mungkin dapat menjelaskan dan menjawab pertanyaan dengan benar. Setelah itu Researcher menjelaskan ulang (review kembali) materi dan memastikan pemahaman siswa dengan memberikan pertanyaan. Banyak dari mereka bisa mer repeat dan explain

by fluente and Correctly. Selain hal tersebut masih
 ada 6 siswa yang memiliki masalah.
 Setelah menjelaskan materi dan mengecek pemahaman
 siswa, Researcher meminta siswa untuk membuat kelompok satu
 kelompok terdiri dari 2 orang. Lalu Researcher memutar
 video animation tentang procedure text. Setelah Video
 selesai Researcher memberitahukan bahwa Video
 akan diputar kembali dan meminta siswa untuk fokus
 karena nanti akan diberikan pertanyaan seperti video dan
 Sometimes the Researcher Stopped the video. ^{di titik} Di antara
 ~~dan~~ mereka sudah mulai berani untuk angkat tangan
 dan percaya diri untuk menjawab. mereka menjawab
 dengan benar.
 Setelah implementasi digital story tentang yang di
 pertemuan kedua ini, kondisi kelas semakin membaik.
 mereka mulai memahami how to pronounce the word
 correctly dengan juga menjawab dengan mengpronuncian
 rumus yang benar. mereka mulai berani dan aktif
 ketika di kelas. Akhirnya jam pelajaran telah habis
 dan ditutup oleh Researcher.

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Field Notes 3

Field Notes 3 : Wednesday, 10th August 2022

Time : 09.00 - 10.30 am.

Place : IxD class

Speaking test

Pada pukul 09.00 Researcher memasuki kelas, sebelum memasuki Speaking test. Researcher meminta keada-
 kelas untuk memimpin doa. Lalu Researcher mengecek
 presensi siswa. Setelah itu Researcher memulai dengan
 menyampaikan bahwa hari ini terdapat speaking test
 yang telah dibatalkan di pertemuan yang lalu.

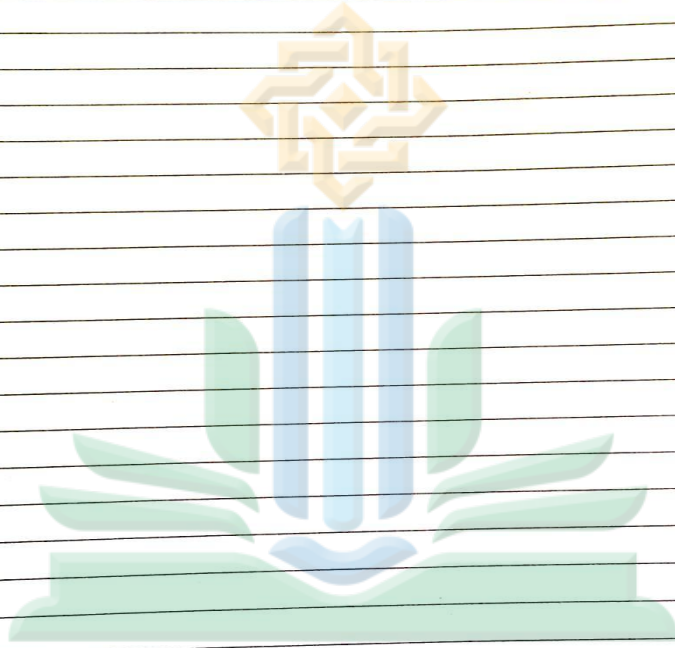
Researcher meminta mereka untuk menyiapkan pen dan
 kertas. Researcher meminta mereka untuk menuliskan (menitah)
 judul tentang procedure text yang akan mereka buat,
 dan meminta mereka untuk menyiapkan ~~dan~~ text yang
 mereka tulis dan mengkalikannya. Lalu Researcher
 mengeteriya dengan ~~mengumumkan~~ memantunya maju
 kedepan ~~dan~~ dan diberi pertanyaan seputar 5×11
 of procedure text yang telah mereka buat. Speaking
 test yang digunakan secara individu dan diberi
 waktu ~~maks~~ ^{max} 3 menit untuk menjawabnya.

Semua siswa hadir dan mengikuti test. Setelah siswa
 mempersiapkan semua, siswa mulai maju kedepan dan dari
 mereka ada yang terlihat gugup dan ada yang tidak.
 murid-murid merasa takut jika jawabannya salah,
 tapi mereka menjawab dengan benar. Akhirnya mereka
 pun bisa berhasil dalam test tsb. Lalu setelah mereka
 selesai menyelesaikan test, Researcher mengingatkan bahwa
 setiap siswa harus membuat video about procedure text.

No. _____

Date: _____

min durasi 1 menit dan max 3 menit (Home work), setelah
 itu mereka harus mengupload di forum. Akhirnya
 jam berakhir dan mereka menyelesaikan test
 dengan baik dan benar.



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J E M B E R

Appendix 12

Scoring Rubric for Speaking Test

No	Criteria	Scale	Description
1	Pronunciation	17-20	Easy to understand and has native speaker's accent
		13-17	Easy to understand with certain accent
		9-13	There are some problems in pronunciation that made listener should more concentration and sometimes there is misunderstanding
		5-9	Difficult to understand because there is problem in pronunciation, asked to repeat
		1-5	Pronunciation is so bad and it cannot be understood
2	Grammar	17-20	There is no or little mistake in grammar
		13-17	Sometimes makes mistake in grammar
		9-13	Often makes mistake in grammar and it influences the meaning
		5-9	There are many mistakes in grammar which made hinder and should re-arrange sentence
		1-5	Grammar
3	Vocabulary	17-20	Using a variety vocabulary
		13-17	Sometimes using vocabulary which is not appropriate
		9-13	Using vocabulary which is not appropriate, conversation becomes limited because the vocabulary is limited
		5-9	Using wrong vocabulary and it is limited, it is difficult to understand
		1-5	Vocabulary is so limited so conversation impossible to occur
4	Fluency	17-20	Speaks fluently and little hesitation
		13-17	Speaks with some hesitations
		9-13	Speech is frequently hesitant and jerky, sentence may be left uncomplete
		5-9	Speak frequent confused and unwell
		1-5	Speech is so halting and fragmentary that conversation is virtually impossible
5	Comprehension	17-20	Understand all without any difficulties
		13-17	Understand almost all, although there is repetition in certain part
		9-13	Understand most of what she/he talks in slow speaking
		5-9	Difficult to understand what she/he talks
		1-5	Cannot understand although in simple conversation

Appendix 13

The Students' Attendance List

No	Name of Students'	F/M
1.	ALFIATU RIZKIN NABILAH	F
2.	ATIKA NAILA IZZATI	F
3.	BALQIS AURA MAULANY	F
4.	CLAUDIA MARYA DELAGARA	F
5.	DANA LUM'ATUN NURIL	F
6.	DEA NABILA AGUSTINA	F
7.	ENI PUJI ANDRIYANI	F
8.	FARIDATUL MUZAYYANAH	F
9.	FIRDA NURUL LAILI	F
10.	FIYA BEERTA RAMADHANI	F
11.	GITA AYU RIZKYA	F
12.	HUNAINA PUTRI SYAFINA	F
13.	INKA NAZWA SYARIFA	F
14.	ISNA MAULIDA KHOTIJA	F
15.	LAILATUL AKMALIA RIZQI	F
16.	LAILATUL HASANAH	F
17.	LUTFIAH	F
18.	NABILA JAZILATUN NISAK	F
19.	NABILATUL ILMIYAH	F
20.	NADIA AFAFAH	F
21.	NASYA SALSABILA	F
22.	NIA AYU RAMADHANI	F
23.	NIDA ULFIA ALMAGFIROH	F
24.	NURIN NAZILATUL JANNAH	F
25.	NURIYATUS SHOLEHAH	F
26.	RANI NUR FIRTIA	F
27.	ZAHRATUSSITA RAMADHANI	F

Appendix 14

Students' Speaking Test Score

Teacher

No	Name of Students'	Students' score					Total score
		P	G	V	F	C	
1.	ALFIATU RIZKIN NABILAH	13	14	15	17	16	75
2.	ATIKA NAILA IZZATI	14	18	17	20	18	87
3.	BALQIS AURA MAULANY	14	17	17	17	15	80
4.	CLAUDIA MARYA DELAGARA	13	15	15	18	15	76
5.	DANA LUM'ATUN NURIL	13	12	15	15	12	67
6.	DEA NABILA AGUSTINA	14	17	17	17	15	80
7.	ENI PUJI ANDRIYANI	17	17	18	17	19	88
8.	FARIDATUL MUZAYYANAH	14	13	15	12	15	69
9.	FIRDA NURUL LAILI	15	16	19	13	14	77
10.	FIYA BEERTA RAMADHANI	13	15	17	17	16	78
11.	GITA AYU RIZKYA	17	18	17	14	15	81
12.	HUNAINA PUTRI SYAFINA	14	13	16	13	13	69
13.	INKA NAZWA SYARIFA	13	16	15	14	13	71
14.	ISNA MAULIDA KHOTIJA	15	16	17	18	16	82
15.	LAILATUL AKMALIA RIZQI	15	14	17	18	15	79
16.	LAILATUL HASANAH	15	15	15	18	17	80
17.	LUTFIAH	15	15	14	15	16	80
18.	NABILA JAZIL ATUN NISAK	16	15	17	18	18	84
19.	NABILATUL ILMIYAH	16	12	13	15	14	70
20.	NADIA AFAFAH	14	17	17	17	15	80
21.	NASYA SALSABILA	15	14	18	18	14	84
22.	NIA AYU RAMADHANI	17	15	18	15	13	78
23.	NIDA ULFIA ALMAGFIROH	16	15	13	14	12	70
24.	NURIN NAZILATUL JANNAH	17	12	14	13	13	72
25.	NURIYATUS SHOLEHAH	15	16	17	18	14	80
26.	RANI NUR FIRTIA	17	14	18	18	15	87
27.	ZAHRATUSSITA RAMADHANI	12	16	14	13	14	77
Total Score						2.103	

Notes:
P: pronoun
G: grammar
V: vocabulary
F: fluency
C: comprehension

J E M B E R

Researcher

No	Name of Students'	Students' score					Total score
		P	G	V	F	C	
1.	ALFIATU RIZKIN NABILAH	13	15	15	18	15	76
2.	ATIKA NAILA IZZATI	18	18	17	20	18	91
3.	BALQIS AURA MAULANY	15	18	15	13	17	78
4.	CLAUDIA MARYA DELAGARA	16	15	17	18	14	80
5.	DANA LUM'ATUN NURIL	14	15	13	12	15	69
6.	DEA NABILA AGUSTINA	15	18	20	17	17	87
7.	ENI PUJI ANDRIYANI	18	16	19	18	18	89
8.	FARIDATUL MUZAYYANAH	13	16	14	14	13	70
9.	FIRDA NURUL LAILI	16	17	15	17	18	80
10.	FIYA BEERTA RAMADHANI	15	16	19	17	15	78
11.	GITA AYU RIZKYA	15	18	15	15	16	82
12.	HUNAINA PUTRI SYAFINA	13	12	14	12	15	67
13.	INKA NAZWA SYARIFA	12	12	16	14	15	67
14.	ISNA MAULIDA KHOTIJA	16	16	18	17	17	82
15.	LAILATUL AKMALIA RIZQI	16	19	13	16	17	86
16.	LAILATUL HASANAH	16	16	18	18	15	78
17.	LUTEIAH	16	15	16	15	19	78
18.	NADILA JAZILATUN NISAK	15	17	15	17	17	82
19.	NABILATUL ILMIAH	13	16	17	19	13	71
20.	NADIA AFAFAH	15	16	18	16	17	81
21.	NASYA SALSABILA	15	18	19	15	19	85
22.	NIA AYU RAMADHANI	15	16	13	13	19	77
23.	NIDA ULFIA ALMAGFIROH	16	12	13	15	19	70
24.	NURIN NAZILATUL JANNAH	16	15	17	19	12	70
25.	NURIYATUS SHOLEHAH	15	14	20	18	15	79
26.	RANI NUR FIRTIA	15	18	16	17	17	87
27.	ZAHRATUSSITA RAMADHANI	13	13	16	18	15	75
Total Score							2.115

Notes:

P: pronoun

G: grammar

V: vocabulary

F: fluency

C: comprehension

Students' Speaking Test Score Inter Rater

No.	Students' Code	Students' Score		Final Score
		English Teacher	Researcher	
1.	S-1	75	76	75
2.	S-2	92	91	91
3.	S-3	80	78	79
4.	S-4	76	80	78
5.	S-5	67	69	68
6.	S-6	80	87	83
7.	S-7	88	89	88
8.	S-8	69	70	69
9.	S-9	77	80	77
10.	S-10	78	78	78
11.	S-11	81	82	81
12.	S-12	69	67	68
13.	S-13	71	67	69
14.	S-14	82	82	82
15.	S-15	79	86	82
16.	S-16	80	78	79
17.	S-17	80	78	79
18.	S-18	84	82	83
19.	S-19	70	71	70
20.	S-20	80	81	80
21.	S-21	84	85	84
22.	S-22	78	77	77
23.	S-23	70	70	70
24.	S-24	69	70	69
25.	S-25	80	79	79
26.	S-26	87	87	87
27.	S-27	77	75	76
Total		2.103	2.115	2.109

- In this research, the final score was gotten from the division between the English teachers' score and the researchers' score because it used inter-rater in speaking test.

➤ The researcher calculated the data of final score with the formula below:²

- **Mean of the students' IX D Class score after treatment =**

$$\begin{aligned} X &= \frac{\sum Xn}{n} \\ &= \frac{2.109}{27} \\ &= 78 \end{aligned}$$

The description of the formula:

X : Mean
 $\sum Xn$: Individual score
N : Number of students

- **Percentage of completeness of speaking skill after treatment =**

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

$$= \frac{20}{27} \times 100\%$$

$$= 75\%$$

The description of the formula:

P : The class percentage
F : Total percentage score
N : Number of students

² Anas Sudjono, Pengantar Statistik Pendidikan, (Jakarta: PT. Raja Grafindo Persada, 2008), 43

Research Journal's Activities



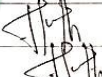



RESEARCH JOURNAL'S ACTIVITIES

Name : Rita Afkarina

NIM : T20186129

Title : The Implementation of Digital Storytelling to Improve Students' Speaking Skill at the 9th Grade of SMP Plus Bustanul Ulum Mlokorejo Puger Jember in Academic Year 2022/2023

Location : SMP Plus Bustanul Ulum Mlokorejo Puger Jember

No	Day/Date	Activity	Initials
1.	Tuesday, 19 th July 2022	The researcher gives a research permit to the school and interviews the English teacher and a few students at 9 th grade of SMP Plus Bustanul Ulum Mlokorejo	
2.	Monday, 25 th July 2022	The researcher Observes the classroom activity at 9 th grade of SMP Plus Bustanul Ulum Mlokorejo and consult about lesson plan with the English teacher	
3.	Monday, 1 st August 2022	The researcher applies the action (first meeting)	
4.	Wednesday, 3 rd August 2022	The researcher applies the action (second meeting)	
5.	Wednesday, 10 th August 2022	The researcher gives a speaking test to the students	
6.	Thursday, 25 th August 2022	The researcher asking for a letter of research finishing	

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 JEMBER

Mlokorejo, 25th August 2022

The Head Master of School




 Abdul Karim, S. Ag.

Appendix 16

SMP Plus Bustanul Ulum Mlokorejo – Puger – Jember Maps



Appendix 17

Documentations



The researcher did an interview with the English teacher



The researcher checked the students' attendance list



The researcher explained the material



The students' were active in the class



The researcher walked around the class to help the students



The students' enthusiastic when the researcher asked them



The students spoke up in front of the class



The students spoke up in front of the class

RESEARCHER'S BIODATA



Personal Information

- Full Name : Rita Afkarina
- NIM : T20186129
- Gender : Female
- Place, Date of Birth : Jember, February 23rd 2001
- Address : Sambileren Purwoasri Gumukmas Jember
- Religion : Islam
- Department/Majors Courses : Language Education/ English Department
- Email Address : afkarina2302@gmail.com

Educational Background

- 2004 – 2006 : TK Dewi Masyitoh 45
- 2006 – 2012 : SD Tembok Rejo 04
- 2012 – 2015 : SMP Plus Bustanul Ulum Mlokorejo
- 2015 – 2018 : SMA Plus Bustanul Ulum Mlokorejo