

**THE EFFECT OF DIGITAL STORYTELLING  
ON STUDENTS' SPEAKING SKILL  
AT THE ELEVENTH GRADE OF SMAN 4 JEMBER**

**THESIS**

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember  
to fulfill one of the requirements  
to get Bachelor's degree (S. Pd)  
Faculty of Tarbiyah and Teaching training  
English Education Program



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**STATE ISLAMIC UNIVERSITY OF  
KIAI HAJI ACHMAD SIDDIQ JEMBER  
FACULTY OF TARBIYAH AND TEACHING TRAINING  
ENGLISH EDUCATION PROGRAM  
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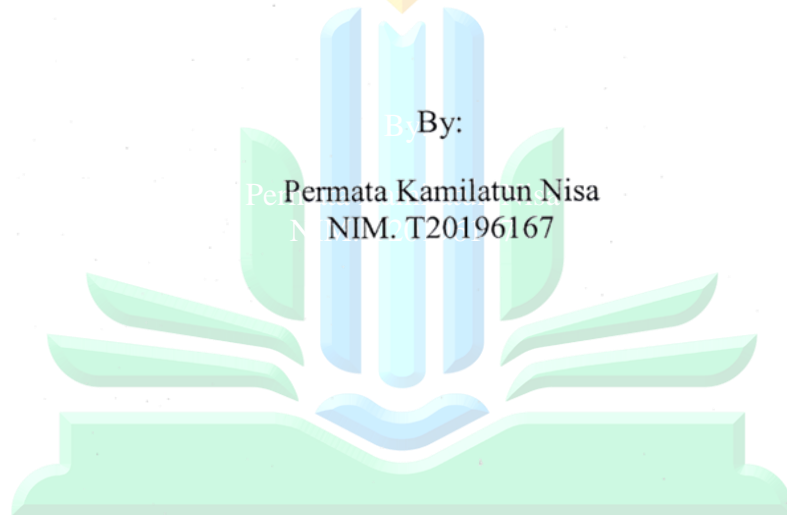
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By:

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JEMBER

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**THESIS**

Has been examined and approved as the requirement to obtain a teachers' degree  
of bachelor degree (S. Pd)  
Faculty of Tarbiyah and Teacher Training  
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English Education Study Program

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## MOTTO

وَلْتَكُنْ مِنْكُمْ أُمَّةٌ يَدْعُونَ إِلَى الْخَيْرِ وَيَأْمُرُونَ بِالْمَعْرُوفِ وَيَنْهَوْنَ عَنِ  
الْمُنْكَرِ وَأُولَئِكَ هُمُ الْمُفْلِحُونَ

“And let there be [arising] from you a nation inviting to [all that is] good, enjoining what is right and forbidding what is wrong, and those will be the successful.”<sup>1</sup>



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<sup>1</sup> Q.S Ali Imron, 104:3

## DEDICATION

To express my thanks to all those who contributed in many ways to the success of this study and made it an unforgettable experience for me. This thesis is dedicated to:

1. To my dear parents Sunjoto and Sri Hastutik, thank you for giving me the support to reach my dreams. Accomplishing this would hopefully make you proud of me as much as I am proud of having you as my parents. I love you.
2. To my big family, thank you to support me and pray for me. I know you will be proud of me in doing this accomplishment.
3. For my boo who has contributed even though something unseen but meaningful.
4. To all my friends especially sister ughtea' who always accompany me during the process completing this thesis.



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## FOREWORDS

In the name of Allah who is beneficial and merciful. Praise and gratitude I pray to Allah SWT who has given mercy and guidance in the process of completing this thesis. The success of writer has received because of the the support from various parties. Thus the writer is aware of it and expresses the gratitude to:

1. Prof. Dr. H. Babun Suharto, SE., MM. as the Chancellor of state Islamic University of Jember Who has received the writer as a bachelor student of State Islamic University of Jember.
2. Prof. Dr. Hj. Mukni'ah, M. Pd, I. As the Faculty Dean who has been managing the faculty of the writer.
3. Dr. Rif'an humaidi, M. Pd. I. as the head of department who has been managing the department of the writer.
4. As'ari, M.Pd.I as the Head of English Department who gave support and permission to write the thesis.
5. Dr. Suparwoto Sapto Wahono, M. Pd, as an advisor in my thesis, I am very grateful to him who has guided the writer in the process of research as well as writing the thesis.
6. All the lecturers in English education department who have taught the writer various knowledge related to English language and education so that the writer could finish this undergraduate thesis.
7. All the staff of faculty who have been giving the writer service in academic activities
8. The headmaster and teachers of SMAN 4 Jember who allowed the writer to conduct a research at SMAN 4 Jember.

May all of the good deed that all the good deeds given to the writer being awarded by Allah.

Jember, 22<sup>nd</sup> of May 2023

The Writer

## ABSTRACT

Permata Kamilatun Nisa, 2023: The Effect of Digital Storytelling on Students' Speaking Skill at Eleventh Grade of SMAN 4 Jember.

Keywords: Digital Storytelling, Speaking Skill, fluency, pronunciation, grammar, vocabulary.

English is a foreign language in Indonesia that needs to be learned by students. To communicate, speaking skill is a language skill which needed to be improved in teaching and learning process. Unfortunately, the most common problem on students' speaking skill is how to practice it, because they seldom to speak English they also lack of the English vocabulary. However, The use of appropriate media can optimize the quality of students' learning and outputs. Digital storytelling can be used as learning and teaching media to attract students' speaking skill.

The research question in this research was to find out any significant effect of digital storytelling on students' speaking skill. The objective of the research is to know whether there is or not a significance effect of digital storytelling on students' speaking skill at eleventh grade of SMAN 4 Jember.

The design of this research was a quantitative research through quasi-experimental using non-equivalent group design. Quasi experimental in this research will be used to measure the effect of the objects being experimented. It also aims to compare two groups, experimental and control group which were given different treatments through the media usage.

The result showed that the mean score of pre-test in experimental class was 73.75 and in control class was 73.39. and the mean score of experimental class in post-post test was 84.29 and control class was 75.71. There was significant effect of the mean score between two groups on students' speaking ability in using digital storytelling and not in eleventh grade of SMAN 4 Jember.

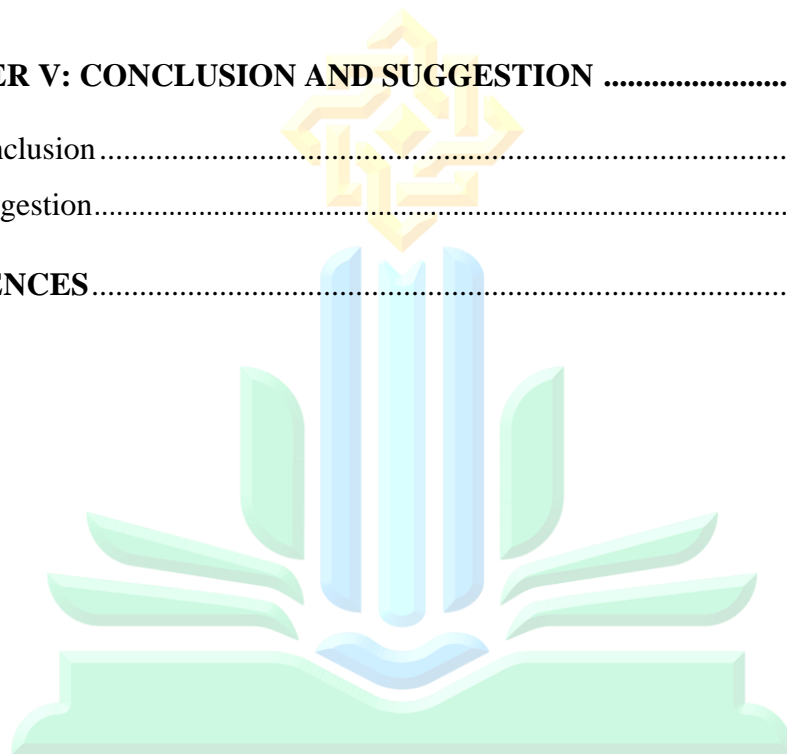
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# CHAPTER I

## INTRODUCTION

### A. Background of Research

Over the time, the use of English in this world spreads widely and rapidly. Considering that English as international language, in fact many countries use English as the second language both formal and informal activities, such as Singapore, Malaysia, Philippine. The condition of education in these countries is known to be more advanced, especially in mastering English, since English is employed as a second language.

In Indonesia English is used as a foreign language which is often encountered in daily communication. In education, English become one of lessons in all levels. English learning at primary and secondary levels to develop reading, writing, speaking, and listening skills so that the graduates can communicate in English.<sup>1</sup> It is apparent that the biggest percentage students need in learning English is to develop their speaking skills.

Speaking is such a natural and integral thing that we forget how to first acquire and be able to speak, therefore when we want to master a foreign language we have to learn again.<sup>2</sup> However the goal of speaking skill is to share information or to say something about feelings, perception and intentions to other people in English. Therefore, in speaking people change ideas into words to inform other people.

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<sup>1</sup> Peraturan Menteri Pendidikan Nasional Nomor 22-23 tahun 2006 tentang Standar Isi dan Standar Kompetensi Lulusan.

<sup>2</sup> Scott Thornbury, *How to Teach Speaking* (Harlow: Pearson Education ESL, 2005 ), 37

According to Burns and Siegel that weak speaking skills in English are due to a lack of curriculum emphasis on oral development, teachers' limited English proficiency, examination systems that do not emphasize oral skills, class conditions which do not favor oral activities and limited opportunities to practice outside of class.<sup>3</sup> In the speaking skill, a teacher needs to have a good interaction with the student and it expected that student can share information or to say something about feelings, perception and intentions as has been explained above, and a teaching media used also support the learning process.

How often is education referred to as solely bookish studies, where reading and writing are the only media students get really involved with, and where distant and disengaged reason rules.<sup>4</sup> Therefore, the use of appropriate and effective learning media can help teacher to have a good interaction with the students, and students are interested in the learning process in classroom activities as the media can optimize the quality of student learning and outputs. The meaning of media is often closed to communication.

Media is typically defined as the ability to access, analyze, evaluate, and produce communication in a variety of forms (The Module 'Mass Media Analysis and Interpretation' incorporated into the practical course of ELT defines media very broadly, including books, newspapers, magazines, videos, movies, recorded music, and everything available via the Internet. Special

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<sup>3</sup> Burns. Anne. et al., *International Perspectives on Teaching the Four Skills in ELT* (Sydney: Palgrave Macmillan, 2018), 82

<sup>4</sup> Greteet Jamissen, al., *Digital Storytelling In Higher Education* (Cambridge: Palgrave Macmillan, 2017), 2.

emphasis, though, is to be put on multimedia<sup>5</sup>. Digital Storytelling is one of the media that can be used to teach English.

Digital storytelling uses digital technology to tell stories. Digital storytelling typically involves creating short films based on personal narratives and mirroring these films on television, computer screens or projectors<sup>6</sup>. Based on narratives about internet culture (cyber culture), it combines the art of storytelling with multimedia features such as pre-recorded voice narration, video and music to present specific material of a specific duration in digital format. In this study, the researcher defines digital storytelling as a digital learning media used to tell student about the speaking material using digital media. The teacher uses digital storytelling as a learning media to find out the significant effect of digital storytelling on student's speaking skill.

Based on observation and interview which has been done, the researcher identify that the facilities at the SMAN 4 Jember are fairly good, and the teacher also implemented some techniques and media, unfortunately most of students still have several problems in learning English. The most common problem is how to practice speaking, because they do not know how to pronounce the words and seldom to speak English. They also still lack vocabulary.<sup>7</sup>

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<sup>5</sup> Olga S Dvorghets and Shaturnaya, "Developing Students' Media Literacy in the English Language Teaching Context," *The XXVI annual International Academic conference, language and culture*, (October 2015): 193.

<sup>6</sup> Joseph E. Davis, *Stories of change: Narrative and social movements* (New York: State University of New York Press, 2002), 27.

<sup>7</sup> Yuliati, interviewed by researcher, Jember, 31 January 2023

There are some researches on digital storytelling. Razmi, Pourali, and Nozad investigate Digital storytelling in EFL classroom to improve oral production.<sup>8</sup> While Maratul Azizah studied, the application of digital storytelling with recount text material to improve student learning outcomes.<sup>9</sup> Amaliah, Sultan, and Amrullah also studied, the use of digital storytelling as strategy to improve students' speaking skill.<sup>10</sup> It can be conclude that some of the previous studies above examined the effect of digital storytelling in language learning especially in speaking skill.

Therefore, the researcher is interested in conducting the research to see whether digital storytelling has a significant effect on improving students' speaking skills or not. It is expected that this research be able to support the teaching process to improve the quality of speaking skills.

## **B. Question of the Research**

Is there any significance effect of digital storytelling on students' speaking skill at eleventh grade of SMAN 4 Jember?

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<sup>8</sup> Mehri Razmi, Soheila Pourali, and Sanaz Nozad, "Digital Storytelling in EFL Classroom (Oral Presentation of the Story): A Pathway to Improve Oral Production." *Social and Behaviour Science*, 98 (January 2014): 1542.

<sup>9</sup> Maratul Azizah, "Penerapan Strategi Digital Storytelling Pada Mata Pelajaran Bahasa Inggris Dengan Materi Pokok Menceritakan Kembali Teks Recount Untuk Meningkatkan Hasil Belajar Siswa Kelas Viii Di Mts Negeri Surabaya 2" *Jurnal Mahasiswa Universitas Negeri Surabaya*, no.2(May 2014): 3

<sup>10</sup> Putri Resky Amaliah, Sultan, and Amrullah, "The Use of Digital Storytelling as A Strategy to Improve Students' English Speaking Skill at SMKN 1 Wajo" *Indonesia Journal of Learning*, no. 3 (December 2022): 89.

### C. Objective of the Research

The objective of the research is to know whether there is or not a significance effect of digital storytelling on students' speaking skill at eleventh grade of SMAN 4 Jember.

### D. Significance of the research

The research is expected to give significance contributions theoretically and practically for teachers, students and researchers.

#### 1. Theoretically

The result of this research can be used in research and educational purposes in teaching using digital storytelling media. The research may confirm the theory on the benefits of digital storytelling for facilitating students' speaking skill.

#### 2. Practically

##### a. For students

The research is expected to give a new experience for students in learning English. Students may use the media to learn independently by practicing their speaking skills and also share their daily activities use digital media.

##### b. For teacher

The research is expected to give several information to facilitate an efficient and effective media for the teacher in teaching speaking. Teachers can provide teaching media independently for students to practice their speaking skill.



c. For researcher.

Researcher can conduct a further research about teaching and learning speaking skill through digital storytelling. The finding of this research is expected to be an information and reference to support the future research.

## **E. Scope of the Research**

### **1. Independent Variable**

The scopes of this research are limited to investigate the use of digital storytelling on students' speaking skill. Digital storytelling is a media that used to enhance the students' speaking skill. In this research digital storytelling as independent variable that influence students' speaking skill as dependent variable. Digital storytelling is written as variable X

### **2. Dependent variable**

The dependent variable is a variable being influenced and being the result of, due to the existence of independent variables. The dependent variable of this research is students' speaking skill. Speaking skill is the object of this research which focuses in the term of several elements of speaking; pronunciation and fluency. The participants are students of two science classes of SMAN 4 Jember. Speaking skill is written as variable Y.

## F. Definition of Key Terms

Definition of key terms is purposed to explain the meaning of each variable in this research to avoid misinterpreting the concept that used in this research. The term that used, as follows:

### 1. Digital storytelling

Storytelling is a natural component of society and culture. Story is based in language and delivered by the tools of the day. Digital storytelling is a process that blends media to enrich and enhance the written or spoken word. Digital storytelling a new twist to storytelling multimedia tales is the modern expression of an ancient art. In addition Bryan Alexander defined digital storytelling as telling stories with digital technologies. Digital stories are narratives built from the stuff of cyber culture.

The researcher defines digital storytelling as a hybrid of storytelling and multimedia features such as digital graphics, text, voice narration recording, video, and music that presents specific material for a set amount of time and is packaged in a digital format, which used by teacher in teaching a speaking skill. In this research the researcher uses videos from YouTube.

### 2. Speaking skill

According to Kathleen Bailey speaking is defined as an interactive process of meaning construction that involves producing, receiving, and processing information. In addition, speaking is the ability to say

something or anything, and has multiple functions for human to deliver their ideas, feeling, and thought. It means that this activity involves two or more people in whom the participants are both hearers and speakers who must react to whatever they hear and contribute at a high rate, so each participant has an intention or a set of intentions that he desires.

Based on the explanation above the researcher briefly define a speaking skill is the ability to organize students' thought in a meaningful and logical sequence, then express them in a language by considering the aspect of speaking are vocabulary, grammar, pronunciation and fluency.

### 3. The differences between effect and influence

To avoid readers misinterpreting the word effect as the synonym of influence, here is the difference between words effect and influence. Influence is the power to affect, control or manipulate something or someone; the ability to change the development of fluctuating things such as conduct, thoughts or decisions while effect is the result or outcome of a cause. So in this research is talking about the outcome of digital storytelling on students' speaking skill.

## **G. Assumptions of Research**

The title of this research is the effect of digital storytelling on students speaking skill at eleventh grade on SMAN 4 Jember. The reason choosing this title is based on students problems which has been written in the first chapter.

Research assumption or basic assumptions of this research are:

1. Digital storytelling can be influential in helping to increase students' enthusiasm in learning.
2. Digital storytelling can help the teacher as a media variation in teaching speaking skill.
3. Digital storytelling can help facilitating students at SMAN 4 Jember in improving speaking skill.

#### **H. Hypothesis of Research**

As an alternative answer of the research question, the researcher formulates the following hypothesis:

1. Alternative hypothesis ( $H_a$ ): There is significant effect of the students' speaking skill whom being taught by using digital storytelling than who earn no treatment.
2. Null Hypothesis ( $H_o$ ): There is no significant effect of the students' speaking skill whom being taught by using digital storytelling than who earn no treatment.

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous research

Several studies have been conducted to investigate the use of digital storytelling in English learning.

1. Digital Storytelling in EFL Classroom (Oral Presentation of the Story): A Pathway to Improve Oral Production. Written by Mehri Razmia, Soheila Pouralib and Sanaz Nozad.<sup>11</sup>

The researcher involved how – based tools affect the improvement of learners’ narrative skills. The participants of this research is sixty Iranian EFL learners, thirty female and thirty male studying at Azad University, they were both undergraduate and graduate students with intermediate level of proficiency. In order to select the students with intermediate level of proficiency, Michigan Test of English Language Proficiency (MTELP) was administered. To see the effect of treatment an interview was also conducted through which all the students were asked to retell the story. The results showed that by the use of Digital Storytelling techniques students develop better oral skills and this technique can be considered as an essential tool in foreign language learning and teaching.

2. The Effectiveness of Storytelling in Enhancing Communicative Skills. Written by Mokhtar, Halim and Kamarulzaman.<sup>12</sup>

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<sup>11</sup> Mehri Razmi, Soheila Pouralib and Sanaz Nozad, “Digital Storytelling in EFL Classroom (Oral Presentation of the Story): A Pathway to Improve Oral Production, “ *Social and Behavior Science* 98 ( January 2014) 1543.

The researcher learned that Malaysian graduates have problem with writing and communication skills. It also stated that graduates lacked the ability to converse in English. In other words, our students' English language proficiency and communicative skills must be improved. To help students improve their communicative learning, the researcher used storytelling. The research sample consisted of a class/group of approximately 30 students who enrolled in the Foundation English course during Semester I Session 2010-2011. To investigate the effectiveness of storytelling on students' language aspects of communication skills, specifically content, language, and delivery, data from teacher observations and pre-intervention and post-intervention storytelling were collected. In addition, questionnaires were distributed to students in order to elicit information about their perceptions of storytelling in language learning. The conclusion from this study is clear. The students demonstrated progress with each storytelling in specific language skills such as vocabulary, comprehension, sequencing, and story recall. They also advanced in their communicative skills such as transferring of information and using non-verbal language.

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<sup>12</sup> Nor Hasni Mokhtar, Michi Farida Abdul Halim and Sharifah Zurina Syed Kamarulzaman. "The Effectiveness of Storytelling in Enhancing Communicative Skills" *Social and Behavior Science* 18 ( January 2011) 167.

3. A tale from extensive readers in an online extensive reading classroom. Written by Moch Imam Machfudi and Sandi Ferdiansyah.<sup>13</sup>

In this study the researcher conducted a classroom action research. The participants were 3 undergraduate students majoring in English education who take an extensive reading course during the COVID-19 pandemic. Participants document their reading experiences using digital storytelling at the end of the semester. The researcher collected and analyzed the data from digital storytelling using thematic analysis with a narrative approach. In addition, this study investigates students' voice from digital storytelling as a data collection technique.

In this research digital storytelling has been used as a tool to help student participants engage in reflective practice. Data from digital storytelling enabled teacher educators to reformulate the enactment of lengthy reading for pre-service teachers, as it can become a valuable instrument for empowering their literacy.

4. Using Digital Storytelling to Improve Pupils' Speaking Skills in the Age of COVID 19. Written by Viknesh Nair and Melor Md Yunus.<sup>14</sup>

In this research the researcher studied about student's problem in Covid-19 era, that student did not have adequate opportunities or an engaging environment to practice English. Hence, quasi-experimental research was used to investigate the use of Toontastic 3D, a digital

<sup>13</sup>Moch Imam Machfudi and Sandi Ferdiansyah, "A tale from extensive readers in an online extensive reading classroom." *Association for Qualitative Research journal* vol.23, Issue 4 (June 2023) 420-426.

<sup>14</sup> Viknesh Nair and Melor Md Yunus, "Using Digital Storytelling to Improve Pupils' Speaking Skill in the Age of COVID 19." *Sustainability* 14 (July 2022).

storytelling app to improve students' speaking skill. To collect the data the researcher gave a pre and post-test, also questionnaire. The results of the tests indicate the effectiveness of the use of digital storytelling in this sample. For the conclusion, digital storytelling is a meaningful and inspiring activity that has a significant impact on students and their learning experiences.

5. Applying Digital Storytelling to Improve Indonesian High School Students' Visual Memory and Writing Skill. Written by Imam Sudarmaji, Agus Mulyana and Karsiyah.<sup>15</sup>

This study looked into the use of digital storytelling in improving students' visual memory and writing skills in tenth grade at one of Tangerang senior high schools. In the current study, 72 students are used as the sample. The study employed a randomized pretest-posttest control group design. Students in the experimental groups completed the process through digital storytelling using a quasi experimental research-non-equivalent control group design. The data was gathered using the students' tests and questionnaires. The hypotheses were tested using the t-test and gain scores to see if there was improvement within groups and if there were differences between groups. The result of this study

Some factors influenced no statistical difference between experimental and control classes because the students in both classes focused and had concentration when the teacher gave the materials either

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<sup>15</sup> Imam Sudarmaji, Agus Mulyana and Karsiyah, "Applying Digital Storytelling to Improve Indonesian High School Students' Visual Memory and Writing Skill." *Journal of English Education* 8 no. 2 (January 2020) 2547.



by digital storytelling or gallery walk and the students in experimental have many opinions during the learning process. As a result, the learning outcomes were either the same.

Table 2.1  
Analysis of previous research

No	Title of previous research	The similarities	The differences
1	Digital Storytelling in EFL Classroom (Oral Presentation of the Story): A Pathway to Improve Oral Production.	<ul style="list-style-type: none"> <li>a. The previous research and this research were using quantitative research</li> <li>b. The previous research and this research used the same research method, experimental study.</li> <li>c. The previous research and this research studied about Digital storytelling</li> </ul>	<ul style="list-style-type: none"> <li>a. Graduate and undergraduate students were the sample of the previous research, while, this research used senior high school students as the sample.</li> </ul>
2	The Effectiveness of Storytelling in Enhancing Communicative Skills.	<ul style="list-style-type: none"> <li>a. The previous research and this research were using quantitative approach.</li> <li>b. The previous research and this research studied about Digital storytelling</li> </ul>	<ul style="list-style-type: none"> <li>a. The previous research focused on oral communication expression, gesture and body language, but this research focused on speaking aspects, they are Pronunciation, Vocabulary, Grammar and Fluency.</li> </ul>
3	A tale from extensive readers in an online extensive reading classroom.	<ul style="list-style-type: none"> <li>a. The previous research and this research used Digital storytelling as a media.</li> </ul>	<ul style="list-style-type: none"> <li>a. The previous research used a classroom action research design with thematic analysis with narrative approach. This research used a different research method, experimental</li> </ul>

			study.
4	Using Digital Storytelling to Improve Pupils' Speaking Skills in the Age of COVID 19.	<ul style="list-style-type: none"> <li>a. The previous research and this research were using quantitative approach.</li> <li>b. The previous research and this research were using experimental method.</li> <li>b. The previous research and this research studied about Digital storytelling</li> </ul>	<ul style="list-style-type: none"> <li>a. The previous study was conducted in online class and this study was conducted in offline class.</li> </ul>
5	Applying Digital Storytelling to Improve Indonesian High School Students' Visual Memory and Writing Skill.	<ul style="list-style-type: none"> <li>a. The previous research and this research were using quantitative approach.</li> <li>b. The previous research and this research studied about Digital storytelling</li> </ul>	<ul style="list-style-type: none"> <li>a. The previous research focused on visual memory and writing skill, this research focus on speaking skill.</li> <li>b. The previous research used random sampling in the study and this research used purposive sampling.</li> </ul>

Based on the previous researches above, there are some similarities between the previous researches and this research. All of the researches used digital storytelling and use quantitative research. Most of researches also used experimental research and test as the research design of data collection. Four of five previous researches used true experimental research, meanwhile this research use quasi experimental research. Almost researches also focused on speaking skill and communication as this research focus on and one of those focused on visual memory and writing

skill. This research is conducted to focus on how students practice the speaking skill with digital storytelling as the media in learning process.

## B. Theoretical Review

### 1. Teaching media

#### a. Definition of Media

According to Van Els et al, media are all aids which may be used by teachers and learners to attain certain educational objectives. Furthermore, media can be specified in different ways.<sup>16</sup> Suleiman (1998 in Arif 2020) in a line that teaching media are the media that bring information or messages from the information resources (teachers) to the receivers (students). He further states that the instructional media are intended to increase the learning outcome.<sup>17</sup> Sugiharto (1994) in Arif (2020) states that teaching media can be used in English teaching because it can activate and stimulate students' interest in studying English, reduce verbalism, and make learning results permanent. However, it should be noted that in order to use teaching media effectively and efficiently, teachers must possess certain abilities and skills.<sup>18</sup>

<sup>16</sup> Theo Van Els, et al, *Applied Linguistics and the Learning and Teaching of Foreign Languages* (London: Hodder Arnold, 1991), 138.

<sup>17</sup> Tubagus Zam Zam Al Arif, "The Influences of Audio Visual Media and Vocabulary Mastery towards English Learning Achievement of EFL University Students," *Journal of English for Academic* 7 no 1 (February 2020): 58.

<sup>18</sup> Arif, 59.

b. The functions of Media

Latuheru (1988) in Ariyanto Ibrahim (2013) stated that The main function of the teaching media usage is to support the instructional interaction between the teacher and the students.<sup>19</sup> Brown (1983 in Angelina, 2018) states that the function of media are saving the time, stimulating interest, encouraging students' participation, providing a review, helping students learn to communicate ideas visually, providing medium for individual or group reports, and making a classroom dynamic, relevant, and attractive. Media can save the time mean that most media presentation requires a short time to transmit their messages. Media can make class situation more alive since the media can interest the students and attract students' attention.<sup>20</sup> Therefore teacher needs a media which make the students feel interested to the material.

c. Kinds of Teaching Media

In general, there are three kinds of teaching media. They are audio, visual, and audio visual media. Audio media are media that can be listened to, while visual media are media that can be seen. The teaching media that involve the senses of sight and hearing are named as audio visual media.<sup>21</sup>

<sup>19</sup> Ariyanto Ibrahim, "The Use Of Media In Teaching Speaking At Sman 02 Batu." (Thesis, University Muhammadiyah of Malang, 2013), 11.

<sup>20</sup> Angelina, "Developing Task-Based Learning Model For Language Teaching Media Course In English Language Education Study Program," *LLT Journal* 21, no. 1 (April 2018): 37.

<sup>21</sup> Wildan Nurul Aini, "Instructional Media in Teaching English to Young Learners," *Journal on English Education* 1, no. 1 (Februay 2013): 198.

Finocchiaro and Bonomo also suggest that every classroom should contain a file of pictures which can be used to give interesting, meaningful practice of a foreign language. The file should contain three kinds of pictures they are pictures of individual person and of individual object, pictures of situation in which persons are doing something with object and in which the relationship of subjects or people can be seen, and a series of pictures on one chart<sup>22</sup>. Therefore, the major utility of it is to depict or explain a story or sequence of happening in chronological order.<sup>23</sup>

## 2. Digital storytelling

Digital storytelling is a computer-based storytelling activity as a means of telling stories by combining images, sound, text, and video. According to Joseph E. Davis Digital storytelling typically involves creating short films based on personal narratives and mirroring these films on television, computer screens or projectors.<sup>24</sup>

### a. Elements of digital storytelling

Bull and Kadjer said that Digital storytelling also has several elements as follows.<sup>25</sup>

<sup>22</sup> Finocchiaro, and Bonomo, Marry., *The Foreign Language Learner: A Guide for Teacher* (New York: Regents Pub. Co, 2010), 164

<sup>23</sup> Suparwoto Spto Wahono, Kholidatul Afifah, "The Record of Using Picture Series to Develop Students' writing skill," *Journal of Language Education* 10, no. 3 (October 2022): 965-974, <https://doi.org/10.25134/erjee.v10i3.6830>

<sup>24</sup> Joseph E. Davis, *Stories of change: Narrative and social movements* (New York: State University of New York Press, 2002), 31.

<sup>25</sup> Bull Glen and Kadjer Sara, "Digital storytelling in the language arts classroom. Learning & Leading with Technology," *Learning and Leading with Technology* 32 no. 4(January 2004): 46.

- 1) Point of view is the point of view of the creator, so the perspective depends on the storyteller or author.
- 2) Dramatic question, the question will be answered at the end of the story, usually in the form of conclusion from the whole story or purpose.
- 3) Emotional content, the content in the story is usually emotionally appealing or persuasive
- 4) The gift of your voice, voice is a way how the presenter of this story can narrate well.
- 5) The power of the soundtrack, supporting elements in the form of music can support the atmosphere.
- 6) Economy, using just enough content to tell the story without overloading the viewer.
- 7) Pacing, the rhythm of the story and how slowly or quickly it progresses.

Digital stories can be very long, but in educational setting, it usually last between 3 to 10 minutes. The topic used in digital storytelling tend to range from personal stories to collections of historical events as well as explorations of peoples' live in their communities and everything in between. To some up, digital storytelling is computer-based storytelling by combining images, sound, text, and video which is used as teaching media to improve students' skill.

b. Types of digital stories

According to Joe Lambert there are several types of digital stories as follows.<sup>26</sup>

1) Personal narrative

The CDS (Center for Digital Storytelling) has provided training and assistance to people who want to create and share their personal narratives. Character stories, Memorial stories, Stories about events in our lives, Adventure stories, Accomplishment stories, Stories about a place in our lives, and Stories about what we do.

2) Stories that examine historical event

Digital story can be created from historical material that students might explore their classroom. Digital story is created by using early photograph, as well as paintings and other materials find on internet.

3) Story that inform and instruct

In this type, the story is containing instructional material such as math, science, language, health education and instructional technology. In this research the researcher use this third type of digital storytelling as the media.

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<sup>26</sup> Erwin Handoko, "Types of Digital Stories" Erwin Handoko, July 12, 2016, video, 1:38. <https://youtu.be/6YNfiP6MpIg>.

c. Personal Narrative

Personal narrative digital stories are typically short videos about 3 to 5 minutes long. Writing about a person, place, or an event in the author's life and resolution are common themes in the personal narrative. It can appear as a story, essay, or a part of either. A personal narrative is divided into three parts: a beginning, middle and end.

A personal narrative is usually a true story, but it can also be a fictional account that reads like a true story. A personal narrative's purpose is to say something about your role in society, a movement, an event, or a discovery.

d. Speaking skill

Speaking is the ability to express feeling, opinion, or information in order to communication with others in spoken language. There is an information gap between what speaker said and what listener received when they are talking, both of them should be able to comprehend the information given in order to achieve good communication.<sup>27</sup> Speaking uses sound to express meaning and facilitate interaction. This means that speaking is a process of interactive communication that connects ideas between the speaker and the interlocutor for a specific purpose. Speaking necessitates not only the use of vocal sounds, but also the awareness of the genre of

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<sup>27</sup> Suparwoto Spto Wahono, Ira Hamida Nurul Zahro, "Using Inquiry Based Learning to Improve Student's Speaking Skills," *Journal of Language Intelligence and Culture* 3, no. 2 (December 2021): 125-138, <https://doi.org/10.35719/jlic.v3i2.55>.



speaking. To have good speaking skills, students must learn several aspects of speaking.

e. Aspect of speaking

During speaking process occurred in interaction, there are several features of speaking involved. According to Duong (2014) commonly thought of the most important aspects of speaking is grammar, fluency, comprehension, vocabulary and pronunciation.<sup>28</sup>

1) Vocabulary

Schmitt and Carter (2000 as cited in Khan et al 2018) state that Vocabulary is an imperative part of learning foreign language.<sup>29</sup> Vocabulary is an important aspect of teaching and learning to speak. Language learners must choose appropriate words in specific situations in order to make their speaking meaningful. For example, when people want to express how they feel about something, they must be able to find a word that expresses their feelings. As a result, students must understand the significance of meaning in context, as well as the facts about word formation and how to twist words to fit various grammatical contexts.

<sup>28</sup> Tham M Duong, "An Investigation into Effects of Role-Play in an EFL Speaking Course," *Global Journal of Foreign Language Teaching* 4, no. 2 (October 2014): 81

<sup>29</sup> Raja Khan, et al. "The Role of Vocabulary Knowledge in Speaking Development of Saudi EFL Learners," *Arab World English Journal* 9, no. 1 (March 2018): 407

## 2) Grammar

Grammar is a logical and structural rule that governs the composition of sentences, phrases, and words in a particular language.<sup>30</sup> Grammatical proficiency includes knowledge of everything from inflections to syntax. We will be unable to speak the language unless we understand its pattern. Because grammar knowledge is essential for language learners, it is obvious that students must understand these rules in order to speak correctly. Grammar concepts such as modals, modifiers, prepositions, clauses, and other grammatical features should be taught to students. This is a set of rules that govern the structure of a language and govern the composition of sentences, phrases, and words.

## 3) Pronunciation

According to Hornby, Pronunciation is the way language or

word is spoken. Pronunciation is the manner in which someone utters a word and the way a word or a language is customarily spoken.<sup>31</sup>

Pronunciation in English is concerned with the production and identification of sounds, stress patterns, and intonation. It includes hearing identification with multiple choices. Some aspects take into account English pronunciation. First, it is about the

<sup>30</sup> Rusman, *Metode-Metode Pembelajaran: Mengembangkan Profesionalisme Guru* (Jakarta: Rajawali Pers, 2018).

<sup>31</sup> A. S. Hornby, *Oxford Advance Learner's Dictionary* (Oxford: Oxford University, 2002): 928.

speech organs and how they produce sounds. The flow of air from the lungs will be altered at the vocal cord, pharynx, mouth, and nasal cavity. It occurs as the vocal cord opens and closes. The air in the upper part of the speech organs, such as the pharynx, mouth, and nasal cavity, is modified into plosive, lateral, velar, nasal, bilabial, alveolar, dental, and so on.<sup>32</sup>

#### 4) Fluency

Fluency is defined as the ability to speak spontaneously and eloquently with no pausing and no distracting hesitation markers. It also includes aspects such as responding coherently within the turns of the conversation, using linking words and phrases, maintaining a comprehensible pronunciation, and using adequate intonation without hesitation.

Accuracy and fluency are inextricably linked. The mastery of phonology elements, grammar, and discourse is referred to as accuracy. This aspect demonstrates the ability to speak fluently and find the appropriate words to express ideas. Student who are fluent in English have two signs such as speaking speed and using few filler words ("um" and "ah") when they speak.<sup>33</sup>

#### f. Teaching Speaking

The quality of the teaching media used, determines the success of changing the quality of a nation's learning. As a result, teaching and

<sup>32</sup> Jenifer Jenkins. "Language Teaching: Pronunciation," *TESL Journal* 24 (February 2004).

<sup>33</sup> L. Hui, "Legitimation from the board of examiners improving students' speaking skill through o-based instruction." (Thesis, Sebelas Maret University Surakarta, 2011), xxxvi.

learning activities can achieve the goal. As a result, a teacher must be able to deal with the achievement of learning outcomes.

According to Kayi Teaching speaking is to teach students to.<sup>34</sup>

- 1) Produce the English speech sound and sound patterns
- 2) Use word and sentence stress, intonation patterns and the rhythm of the second language.
- 3) Select appropriate words and sentences according to proper social setting, audience, situation and subject matter.
- 4) Organize their thoughts in a meaningful and logical sequence
- 5) Use language as a means of expressing values and judgments
- 6) Use the language quickly and confidently with few unnatural pauses, which is called fluency.

g. Teaching Speaking through digital storytelling

According to Wright, audio visual materials could be used for speaking activities. He said that audio visual materials have five

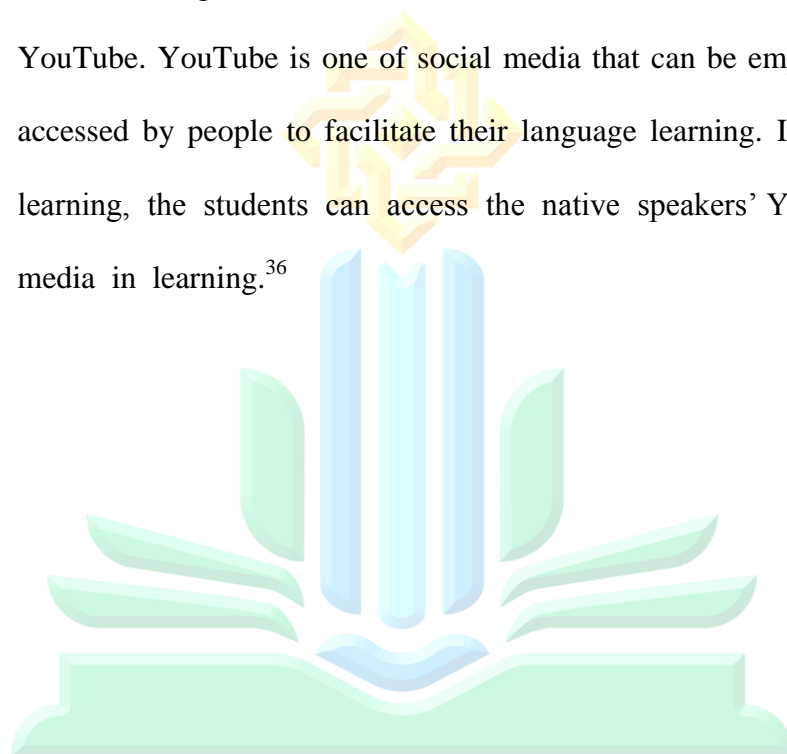
functions which can be used for speaking activities. The first function is to motivate the students to speak. The second one is to create a context within which his speech will have meaning. The third one is to provide the students with information to use in speech, including objects, actions, events, and relationships. The fourth one is to provide the students with non-verbal cues for manipulation work. The last one

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<sup>34</sup> Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language." *TESL Journal* 12 (January 2006).

is to provide non-verbal prompts to dialogue reproduction or to dialogue invention.<sup>35</sup>

Based on the explanation above due to the digital storytelling as an audio visual material, the researcher chooses digital storytelling as the teaching media. The video used in this research is videos from YouTube. YouTube is one of social media that can be employed and accessed by people to facilitate their language learning. In language learning, the students can access the native speakers' YouTube as media in learning.<sup>36</sup>



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<sup>35</sup> Andrew Wright, *Picture for Language Learning* (Cambridge: Cambridge University Press, 1989), 14

<sup>36</sup> Maufiratul Hasanah, Suparwoto Sapto Wahono, "Watching English Native Speakers' Youtube Channel to Improve Students' Pronunciation Ability," *Journal of Language Intelligence and Culture* 4, no. 1 (June 2022): 15-23, <https://doi.org/10.35719/jlic.v4i1.77>.

## CHAPTER III

### METHOD OF RESEARCH

#### A. Design of the Research

In this research, the researcher conducted quantitative research through quasi experimental using Non-equivalent Groups design. Quasi experimental in this research used to measure the effect of the objects being experimented. It also aims to compare two groups which will be given different treatments. The subjects of this research are divided into two; experimental class which was given treatment with Digital storytelling and control class which use Students' book as the teaching media. The design can be presented as follows the figure below:

Table 3.1  
Design of the research

CLASS	PRE-TEST	TREATMENT	POST-TEST
E	$O_1$	$X_1$	$O_2$
C	$O_1$	$X_2$	$O_2$

E : Experimental class

C : Control class

$O_1$  : Practice a conversation before treatment

$O_2$  : Practice a conversation after treatment

$X_1$  : Treatment using Digital storytelling

$X_2$  : Treatment Student's book and Discussion

## 1. Pre-Test

In Pre-Test, students in experimental class and control class will be asked to read a narrative text before treatment and retell it. The pre-test is used to measure the students' ability in speaking skill before the researcher applied the strategy; it aims to acknowledge the students' previous ability before treatment.

## 2. Treatment

Treatment using Digital storytelling for experimental class and Student's book and discussion for both of classes will be applied for the students after finishing the pre-test. Each of the class will be taught by using the treatments for teaching and learning activity.

### a. Experimental Class

#### 1) Pre-activity

a) The students learn about Narrative text and its elements; generic structure, social function, and language feature.

b) The students are introduced to Narrative text especially short story.

c) The students are introduced to Digital storytelling and shown a short story from YouTube.

#### 2) Whilst Treatment

During the treatment, the researcher applies Digital storytelling and shown a short story. Here is the procedure:

- a) The students are given a short story containing the material and its elements; generic structure, social function, and language feature.
- b) Besides the students are provided a video, it is also provided an English subtitle, so that students can listen and read.
- c) The researcher commands the students to retell the short story watched in the treatment activity.

### 3) Post Activity

- a) Other students give comment to the students who retell the story.

### b. Control Class

In the control class, the students do the learning activity as same as the experimental class. In the control class the teacher uses Student book as the media for learning speaking.\

#### 1) Pre-activity

- a) The students learn about Narrative text and its elements; generic structure, social function, and language feature.
- b) The students are introduced to some short stories.

#### 2) Whilst activity

- a) The students read the short stories given in every meeting.
- b) The teacher commands the students to retell the story read.



### 3) Post activity

- a) Other students give comment to the students who retell the story.

### 3. Post-Test

After treatment, the post-test was given for both experimental and control class in order to discover the students' achievement. The post-test was used to acknowledge the students' speaking improvement after the implementation of digital storytelling and non-digital storytelling in the learning activity.

## B. Population and Sample

The population of the research is the eleventh grade students of SMAN 4 Jember. The researcher used this school based on observation that has been done; especially in speaking skill, a skill that the students' lack of and need to be improved. Moreover the students are also getting interest in class when learning using technology.

There are totally nine classes of the eleventh grade of SMAN 4 Jember which consist 30 to 35 students each class.

Table 3.2  
data of eleventh grade in SMAN 4 Jember

Class	Number of students
Science 1	35
Science 2	34
Science 3	35
Science 4	34
Science 5	30
Social 1	32
Social 2	32
Social 3	34
Social 4	30

Purposive sampling technique is chosen to be applied in this research. This technique is used because it supported the research in certain purposes. In order to choose two out of nine classes as the samples for the experimental and control classes, the purposive sampling was applied. The English teacher recommends class eleventh science 1 and eleventh science 3 to be chosen as the samples of the research because the both of the class have equal English proficiency level. Then class eleventh Science 1 which consist 35 students is chosen as the sample of the experimental class, while class eleventh Science 3 which consist 35 students is chosen as the sample of the control class.

### **C. Instrument and Data Collection Technique**

The instrument of the research used in collecting data is retelling a narrative story and it was given twice (pre-test and post-test). The pre-test and post-test are in form of retelling a story. The students are required to retell based on story watched and read.

The pre-test was given to the students in the first meeting before treatment. The students was given a task as the pre-test. The tasks are reading a narrative text and retell the story. And it was given to the students from experimental class and control class. The researcher instructs the students to practice with clear pronunciation and fluent. The researcher will take the score based on vocabulary, grammar, pronunciation and fluency. The function of the research instrument is to acknowledge the students ability before treatments.

The post-test was given to the students in the last meeting after treatment. The students were given a task as the post-test. The task was

retelling a story watched and read. And it was be given to the students from experimental class and control class. The researcher instructs the students to practice with clear pronunciation and fluent. The researcher was taking the score based on vocabulary, grammar, pronunciation and fluency. The function of the research instrument is to acknowledge the ability of students' speaking skill dealing with vocabulary, grammar pronunciation and fluency.

Data collection technique in this research used is students' post-test score. Post-test uses a retelling a story as the tool to collect the students' score as the data of students from experimental and control class' improvement. The post-test score of experimental class were compared to post-test score of control class. The score-taking included four elements of speaking, vocabulary, grammar, pronunciation and fluency. The students speaking performance would assessed using a scoring rubric of speaking can be seen in table 3.3 below<sup>37</sup>:

Table 3.3  
Scoring Rubric

Aspects	Score	Criteria	Indicator
Pronunciation	1	Poor	Makes frequent problems with pronunciation
	2	Fair	Pronunciation is sometimes not clear or accurate
	3	Good	Pronunciation is clear or accurate
	4	Excellent	Pronunciation is almost always clear or accurate.
Fluency	1	Poor	Hesitates too often when speaking, which interferes the communication.
	2	Fair	Speaks with some hesitation, which often interferes the communication.
	3	Good	Speaks with some hesitation, which

<sup>37</sup> Scoring rubric of speaking proposed by O'Malley and Pierce (1990)

			seldom interferes the communication.
	4	Excellent	Speaks smoothly, with little hesitation that does not interferes the communication.
Grammar	1	Poor	Uses basic structures and makes frequent errors
	2	Fair	Uses a variety of structures with frequent errors, or uses basic structures occasionally.
	3	Good	Uses a variety of grammatical structures, but makes some errors
	4	Excellent	Uses a variety of structures with only occasional grammatical errors.
Vocabulary	1	Poor	Uses only basic vocabulary and expressions
	2	Fair	Uses limited vocabulary and expressions
	3	Good	Uses a variety of vocabulary and expressions, but makes some errors in the word choice
	4	Excellent	Uses a variety of vocabulary and expressions and almost never make some errors in the word choice.

#### D. Technique of Data Analysis

##### 1. Test of Normality

Data Analyzed must be normally distributed data. Normality test is used to analyze pre-test and post-test of experimental and control class. The data is analyzed using SPSS 26. Data is considered normal if p-value is same or bigger than 0.05.

##### 2. Test of Homogeneity

The researcher uses pre-test as the data for homogeneity test. Pre-test is making and practicing a conversation as a tool to collect the students' score as the data of students from experimental and control class

homogeneity. The score taking will include four elements of speaking; vocabulary, grammar, pronunciation and fluency.

The homogeneity test is used to find out the samples were taken from population that have significance for each other. The homogeneity test is used to analyze the similarity of variance between the two classes compared; 11 science 1 and 11 science 3. The homogeneity test is conducted by using SPSS 22. The variance of the two variables is considered same if the significance level or the probability score is bigger than 0.05.

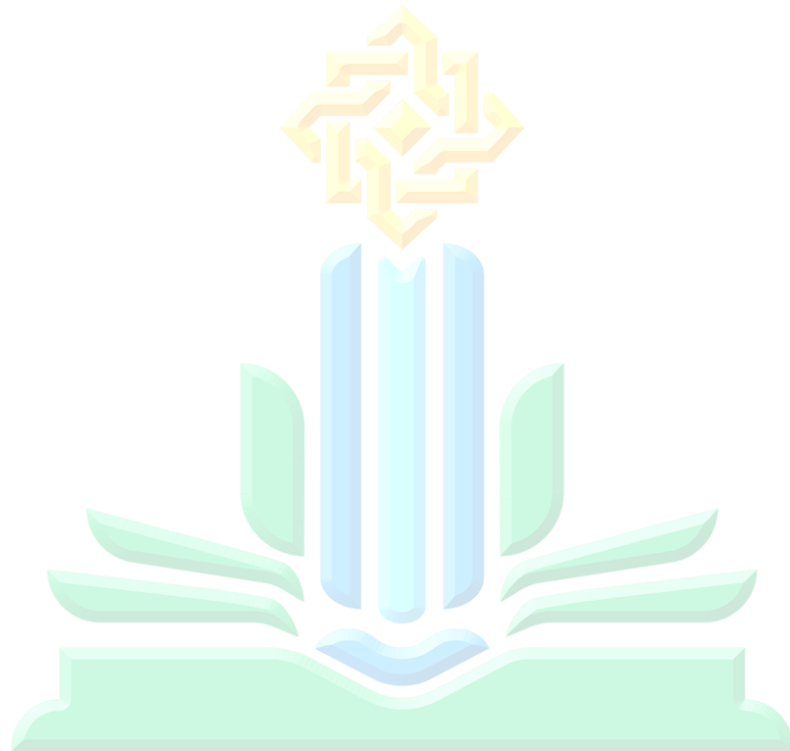
### 3. Test of Reliability

Reliability is the extent to which test scores are not affected by chance factors by the luck of the draw. There is more than one kind of reliability refer to different kinds of consistency. This research used Inter-rater reliability; Inter-rater reliability is the consistency of the scoring process, on a test for which the scoring involves judgments by raters. It is the agreement between the scores produced by different raters scoring the same responses. The researcher took the score with the English teacher in the same time. If the Cronbach's Alpha  $>0.60$ , the instrument was reliable and Cronbach's Alpha  $<0.60$  means the instrument was not reliable.

### 4. T-test

The researcher used t-test to find out the effect of digital storytelling on students' speaking skill. It is used to compare two sets of score to determine whether the mean score of experimental class is

significantly higher than the control class. The effect is significant if the value of mean is same or less than 0.05.



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## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Description of Research Object

This research was conducted in SMAN 4 Jember. It was located at Hayam Wuruk Street No. 145, Kaliwates District, Jember City, East Java. SMAN 4 Jember implements a full day school which has five active days in a week, Monday to Friday. This school also has two student programs, science and Social. There are totally twenty seven classes, nine classes for tenth grade, nine classes for eleventh grade also nine classes for twelfth grade.

The population of this research was the eleventh grade students of science program. The samples were eleventh grade of science 1 and 3, which consist 35 students each class.

#### B. Data Description

This chapter presents the findings and discussion of the research. The findings describe the answer of the research question, is there any significance effect of digital storytelling on students' speaking skill at eleventh grade of SMAN 4 Jember. The discussions discuss the main findings of the research question and link them to relevant theory and previous studies.

The description is divided into some sections: pre-test, post-test, gained score and data analysis. And it is the data is collected from the result of students' score of pre-test and post-test in both experimental class and control group.

### C. Result

Table 4.1  
Schedule of the research

No	Activity	Experimental Class	Control Class
1	Instrument Validation test	Monday/ March, 20 2023	Monday/ March, 20 2023
2	Pre-test	Tuesday/ March, 28 2023	Monday/ March, 27 2023
3	Treatment using Digital storytelling media	Wednesday/ March, 29 2023 Tuesday/ April, 4 2023 Wednesday/ April, 5 2023 Tuesday/ April, 11 2023 Tuesday/ May, 9 2023	
4	Treatment using Discussion method		Friday/ March, 31 2023 Monday/ April, 3 2023 Monday/ April, 10 2023 Friday/ April, 14 2023 Friday/ May, 5 2023
5	Post-test	Wednesday/ May, 10 2023	Friday/ May, 12 2023

Table 4.2  
Result of validity test

No	Content of Validity	Indicator	Score				Notes
			1	2	3	4	
1	Content validity	1. The material is related to Syllabus of eleventh grade.				√	
		2. The material is related to basic competencies (KD) of eleventh grade student.				√	
		3. The content of the				√	



		material and topic are appropriate with grade and school level.					
		4. The media is appropriate with the material.			√		
		5. The material is appropriate with the students' target skill				√	
2	Face validity	1. The components of narrative text retelling a short story are relevant to measure students' speaking skill.			√		
		2. The measurement method seem useful for measuring students' speaking skill.				√	
		3. The measure is seemingly appropriate for capturing the students' speaking skill.				√	

$$\text{Score} = \frac{\text{Total score}}{32} \times 100 = \frac{30}{32} \times 100 = 93.7$$

Based on the table above, the result of test validation by using content validity and face validity had scored 93.75 and in very good category.

It could be concluded that the instrument in this research was valid and could be used to measure students' speaking skill through pre-test and post-test.

Table 4.3  
Result of reliability test based on pre-test score

Experimental Class		Control Class	
Reliability Statistics		Reliability Statistics	
Cronbach's		Cronbach's	
Alpha	N of Items	Alpha	N of Items
.272	2	.272	2

Reliability test was used to test the accuracy of an instrument. In this research the researcher used inter-rater reliability to test the instrument. The researcher took the score with the English teacher in the same time. If the Cronbach's Alpha  $>0.60$ , the instrument was reliable and Cronbach's Alpha  $<0.60$  means the instrument was not reliable. Based on the table above for the pre-test, the Cronbach Alpha was bigger than 0.60 (0.272) in experimental and control class, it indicates that the assessment result was reliable.

Table 4.4  
Result of reliability test based on post-test score

Experimental Class		Control Class	
Reliability Statistics		Reliability Statistics	
Cronbach's		Cronbach's	
Alpha	N of Items	Alpha	N of Items
.776	2	.829	2

Meanwhile for the post-test, the Cronbach Alpha also bigger than 0.60 (0.776) for Experimental class and (0.829) for control class, which indicates that the assessment result was reliable.

## 1. Experimental Class

In this research the researcher spent seven meetings to do the research, two meetings for pre-test and post-test and five meetings for the treatment.

### a. Pre-test score in experimental class.

The researcher conducted the pre-test for experimental class on Tuesday 28<sup>th</sup> March 2023 in XI IPA 1 of SMAN 4 Jember; the result of the speaking test can be seen on table below:

Table 4.5  
The students' pre-test score of experimental class

No	Name	Speaking score				Total score
		Vocabulary	Pronunciation	Grammar	Fluency	
1	E-1	3	3	3	2	68.75
2	E-2	3	3	2	4	75.00
3	E-3	3	4	2	3	75.00
4	E-4	3	3	3	4	81.25
5	E-5	3	4	3	2	75.00
6	E-6	3	2	3	4	75.00
7	E-7	2	3	3	3	68.75
8	E-8	3	3	3	3	75.00
9	E-9	3	4	3	2	75.00
10	E-10	2	4	2	3	68.75
11	E-11	3	2	4	3	75.00
12	E-12	3	3	3	3	75.00
13	E-13	3	3	3	2	68.75
14	E-14	2	4	3	3	75.00
15	E-15	4	2	3	3	75.00
16	E-16	3	3	3	2	68.75
17	E-17	4	3	3	2	75.00
18	E-18	4	3	2	3	75.00

19	E-19	2	4	3	2	68.75
20	E-20	3	3	3	3	75.00
21	E-21	3	3	4	2	75.00
22	E-22	4	2	3	2	68.75
23	E-23	3	2	4	3	75.00
24	E-24	2	3	3	4	75.00
25	E-25	4	3	3	2	75.00
26	E-26	2	4	3	2	68.75
27	E-27	2	4	3	3	75.00
28	E-28	3	3	3	3	75.00
29	E-29	2	3	4	2	68.75
30	E-30	4	3	3	2	75.00
31	E-31	3	2	3	4	75.00
32	E-32	4	2	3	3	75.00
33	E-33	4	3	2	2	68.75
34	E-34	2	3	4	3	75.00
35	E-35	4	3	3	4	87.50
Σ						2581.25
Mean						73.75

$$\text{Total score} = \frac{\text{Speaking score}}{16} \times 100$$

On the table 4.5, the researcher found the pre-test total score in experimental class was 2581.25 and the mean was 73.75. While the highest score was 87.50 and the lowest was 68.50.

b. Post-test score in experimental class

The researcher conducted the post-test for experimental class on Wednesday 10<sup>th</sup> May 2023 in XI IPA 1 of SMAN 4 Jember; the result of the speaking test can be seen on table below:

Table 4.6  
The students' post-test score of experimental class

No	Speaking score					Total Score
	Name	Vocabulary	Pronunciation	Grammar	Fluency	
1	E-1	3	3	4	3	81.25
2	E-2	4	4	3	3	87.50
3	E-3	4	3	4	3	87.50
4	E-4	4	4	3	4	93.75
5	E-5	4	3	3	4	87.50
6	E-6	3	3	4	3	81.25
7	E-7	4	4	3	4	93.75
8	E-8	3	3	4	3	81.25
9	E-9	3	2	4	3	75.00
10	E-10	3	3	4	3	81.25
11	E-11	3	3	4	3	81.25
12	E-12	4	4	3	4	93.75
13	E-13	3	4	2	3	75.00
14	E-14	4	3	4	4	93.75
15	E-15	3	4	4	3	87.50
16	E-16	3	3	3	2	68.75
17	E-17	4	3	4	3	87.50
18	E-18	4	3	3	3	81.25
19	E-19	4	4	3	4	93.75
20	E-20	3	3	4	3	81.25
21	E-21	4	3	4	3	87.50
22	E-22	3	4	2	3	75.00
23	E-23	3	3	4	3	81.25
24	E-24	3	4	4	3	87.50
25	E-25	4	4	3	4	93.75
26	E-26	4	4	3	4	93.75
27	E-27	3	3	4	3	81.25
28	E-28	3	4	3	3	81.25
29	E-29	4	2	3	3	75.00
30	E-30	3	4	3	3	81.25
31	E-31	4	3	4	3	87.50
32	E-32	3	4	3	2	75.00
33	E-33	3	3	4	3	81.25
34	E-34	3	4	3	2	75.00
35	E-35	4	4	4	4	100.00
$\Sigma$						2950.00
Mean						84.29

$$\text{Total score} = \frac{\text{Speaking score}}{16} \times 100$$

Based on the table above, the researcher found the post-test total score in experimental class was 2806.25 and the mean was 80.18.

While the highest score was 100 and the lowest was 68.75.

## 2. Control Class

### a. Pre-test score in Control class

The researcher conducted the pre-test for Control class on Friday 27<sup>th</sup> March 2023 in XI IPA 3 of SMAN 4 Jember; the result of the speaking test can be seen on the table below:

Table 4.7  
The students' pre-test score of control class

No	Name	Speaking score				Total score
		Vocabulary	Pronunciation	Grammar	Fluency	
1	C-1	4	3	3	2	75.00
2	C-2	2	3	4	3	75.00
3	C-3	4	3	2	2	68.75
4	C-4	4	2	3	3	75.00
5	C-5	3	2	3	4	75.00
6	C-6	4	3	3	2	75.00
7	C-7	2	3	4	2	68.75
8	C-8	3	3	3	3	75.00
9	C-9	2	4	3	3	75.00
10	C-10	2	4	3	2	68.75
11	C-11	4	3	3	4	87.50
12	C-12	2	3	3	4	75.00
13	C-13	3	2	4	3	75.00
14	C-14	4	2	3	2	68.75
15	C-15	3	3	4	2	75.00
16	C-16	3	3	3	3	75.00
17	C-17	2	4	3	2	68.75
18	C-18	4	3	2	3	75.00

19	C-19	4	3	3	2	75.00
20	C-20	3	3	3	2	68.75
21	C-21	4	2	3	3	75.00
22	C-22	2	4	3	3	75.00
23	C-23	3	3	3	2	68.75
24	C-24	3	3	3	3	75.00
25	C-25	3	2	4	3	75.00
26	C-26	2	4	2	3	68.75
27	C-27	3	4	3	2	75.00
28	C-28	3	3	3	3	75.00
29	C-29	2	3	3	3	68.75
30	C-30	3	2	3	4	75.00
31	C-31	3	4	3	2	75.00
32	C-32	2	3	3	3	68.75
33	C-33	3	4	2	3	75.00
34	C-34	3	3	2	4	75.00
35	C-35	3	3	3	2	68.75
Σ						2568.75
Mean						73.39

$$\text{Total score} = \frac{\text{Speaking score}}{16} \times 100$$

Based on table 4.7, the researcher found the pre-test total score in control class was 2450 and the mean was 70.00. While the highest score was 81.25 and the lowest was 62.5.

b. Post-test score in Control class

The researcher conducted the post-test for control class on Wednesday 12<sup>th</sup> May 2023 in XI IPA 3 of SMAN 4 Jember; the result of the speaking test can be seen on the table below:

Table 4.8  
The students' post-test score of control class

No	Name	Speaking score				Total score
		Vocabulary	Pronunciation	Grammar	Fluency	
1	C-1	3	2	3	3	68.75
2	C-2	2	3	3	2	62.50
3	C-3	3	3	4	3	81.25
4	C-4	2	3	3	2	62.50
5	C-5	2	4	3	3	75.00
6	C-6	2	3	3	2	62.50
7	C-7	4	2	3	3	75.00
8	C-8	3	4	3	3	81.25
9	C-9	3	3	4	3	81.25
10	C-10	4	3	2	2	68.75
11	C-11	4	4	4	3	93.75
12	C-12	2	3	3	2	62.50
13	C-13	3	3	4	2	75.00
14	C-14	2	3	3	2	62.50
15	C-15	3	3	3	3	75.00
16	C-16	3	3	2	4	75.00
17	C-17	2	3	3	3	68.75
18	C-18	4	3	3	3	81.25
19	C-19	4	3	4	3	87.50
20	C-20	3	3	3	2	68.75
21	C-21	3	4	4	3	87.50
22	C-22	4	3	4	4	93.75
23	C-23	3	4	2	3	75.00
24	C-24	3	4	4	3	87.50
25	C-25	3	3	4	3	81.25
26	C-26	3	3	4	3	81.25
27	C-27	3	2	4	3	75.00
28	C-28	2	3	3	2	62.50
29	C-29	3	4	3	4	87.50
30	C-30	2	3	3	2	62.50
31	C-31	4	3	3	4	87.50
32	C-32	3	3	4	3	81.25
33	C-33	4	3	4	3	87.50
34	C-34	2	3	3	2	62.50
35	C-35	3	3	3	2	68.75
$\Sigma$						2650.00
Mean						75.71



$$\text{Total score} = \frac{\text{Speaking score}}{16} \times 100$$

On the table 4.8, the researcher found the post-test total score in control class was 2631.25 and the mean was 75.18. While the highest score was 87.5 and the lowest was 62.5.

### 3. Homogeneity and Normality test

In the preliminary analysis consisted of homogeneity and normality test. It was purposed to know whether the data was distributed normally and homogeneous or not. In this research the researcher used IBM SPSS Static 26 to analyze the homogeneity and normality test.

#### a. Normality test

Test of normality in this research is used to confirm if both classes had normal distributed data or not. The data was normal if the significance value is bigger than 0.05 ( $p > 0.05$ ) if the data  $< 0.05$  the distributed data was not normal.

Table 4.9

Normality test result

Tests of Normality							
	classes	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	experiment	.204	35	.001	.930	35	.027
	control	.179	35	.006	.932	35	.031

a. Lilliefors Significance Correction

Based on table 4.9, the normality test above used Shapiro-Wilk critical points and the result showed that the significance of experimental class was 0.027 and the control class was 0.031.



test score	Equal variances assumed	.010	.920	.384	68	.702	.35714	.92889	-1.49644	2.21072
	Equal variances not assumed			.384	67.918	.702	.35714	.92889	-1.49648	2.21076

Based on the result above by using independent sample T-test, it was acknowledged that the significance value of variances score was 0.702 which indicates that the value is higher than 0.05. It can be concluded that both of the variances did not have significant difference and were homogeneous ( $0.702 > 0.05$ ).

c. Independent T-test of the Post-test

Table 4.12  
Group Statistic of Post-test Result

Group Statistics					
U	classes	N	Mean	Std. Deviation	Std. Error Mean
test score	Experimental class	35	84.2857	7.32821	1.23869
	control class	35	75.7143	9.91362	1.67571

The researcher analyzed the post-test using independent T-test to discover the condition of the classes after the treatment. However, the result of both classes was increasing. The control class had mean

score improvement from 73.3 to 75.7, while the experimental class had mean score improvement from 73.7 to 84.2

Table 4.13  
Independent T-test Result

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
test score	Equal variances assumed	3.917	.052	4.113	68	.000	8.57143	2.08383	4.41320	12.72965
	Equal variances not assumed			4.113	62.614	.000	8.57143	2.08383	4.40672	12.73614

In the result of post test score in experimental and control class, as presented in the table above shows that the significant value of that (2-tailed) was lower than 0.05 ( $0.000 < 0.05$ ) and there was significant between experimental and control class in post-test. Therefore, the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. In the words, there is significant difference between the

students taught by using Digital Storytelling and Non Digital storytelling.

#### D. Hypothesis Testing

This research intended to investigate the effectiveness of Digital Storytelling on students' speaking skill at eleventh grade of SMAN 4 Jember. In order to get the result of this research, the researcher used hypothesis testing. The step for testing hypothesis can be described as follows:

1. Alternative hypothesis ( $H_a$ ): There is significant improvement of the students' speaking skill whom being taught by using Digital storytelling than those who earn no treatment.
2. Null hypothesis ( $H_0$ ): There is no significant improvement of the students' speaking skill i whom being taught by using Digital Storytelling than those who earn no treatment.

To prove the hypothesis, the result of T-test calculation was tested with these situations:

1. If Sig. (2-tailed)  $>$  0.05 in significant degree of 5%, the Null hypothesis ( $H_0$ ) was accepted and the alternative hypothesis ( $H_a$ ) was rejected. This means that there was no significant improvement of the students' speaking skill whom being taught by using Digital storytelling than those who earn no treatment.
2. If Sig. (2-tailed)  $<$  0.05 in significant degree of 5%, the Null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. This

means that there was significant improvement of the students' speaking skill whom being taught by using digital storytelling than those who earn no treatment.

Based on the result of T-test, the control class and experimental class are significantly different. According to the result by using SPSS 26 showed that the Sig. (2-tailed) < 0.05 (0.000<0.05). It indicates the significant difference between control class and experimental class. The alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. Therefore, using digital storytelling to improve students' speaking skill for eleventh grade was effective.

#### **E. Discussion of the Research**

This study is about the use of digital storytelling to improve students' speaking skill of eleventh grade at SMA Negeri 4 Jember. This section is intended to analyze the result of research finding based on the related theory. All data collected from the instrument provides the information of the result and after that all the data was calculate using t-test. This research was conducted of seven meetings for each class. Before the first meeting treatment, the researcher conducted pre-test for control class and experimental class. The aim of pre-test was to know the students' speaking skill before giving the treatment. After that, the first to fifth meeting was for the students from control class and experimental class to get treatment. Meanwhile, experimental class was teaching using digital storytelling and control class was taught by using discussion method. In the last meeting, the students were

given a post-test after they got the treatment, the purposed of post-test was to measure the effectiveness of the method after getting the treatment. The result of pre-test and post-test bellow:

Table 4.14.  
Students' mean score

Class	Mean Score of Pre-test	Mean Score of Post-test
Experimental Class	73.75	84.29
Control Class	73.39	75.71

Based on the table above, it could be concluded that the mean of pre-test in experimental class was 73.75 and in control class was 73.39. The mean of experimental class was higher than control class. And the mean score of experimental class in post-test was 84.29 and control class was 75.71. From the result on post-test, the score of experimental class was higher than control class after taught by using Digital storytelling than using discussion method. So, there was significant difference between the students' score in speaking ability in using digital storytelling and not in eleventh grade of SMAN 4 Jember.

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Table 4.15  
T-test results based on Students' mean score

T-test Sig. (2-tailed)	
Pre-test	Post-test
0.702 > 0.05	0.000 < 0.05
$H_0$ Was Accepted	$H_0$ Was rejected
$H_\alpha$ Rejected	$H_\alpha$ Accepted

From the T-test explanation, the result of statistical analysis was used as the data for testing hypothesis and to get the final result. According to the data analysis, it showed that the significant (2-tailed) was bigger than the coefficient significant 0.05 ( $0.702 > 0.05$ ). It means that  $H_0$  was accepted and  $H_a$  was rejected (there was no significant difference in students' speaking ability between the experimental and control group before treatment). Then, the result of t-test statistical analysis showed that there was a significant difference in the students' pronunciation ability of experimental and control group after they got a treatment. The result of post-test was increasing to moderate level. It concluded that the  $H_0$  was rejected and  $H_a$  was accepted.

In the previous research, the researcher had also proved that Digital storytelling could be effective and increase the students' English skill includes speaking ability. First previous study was conducted by Mehri Razmia, Soheila Poralib and Sanaz Nozad found out that digital storytelling can significantly increase students' speaking ability.<sup>1</sup>

The second previous research was conducted by Mokhtar, Halim and Kamarulzaman. The researcher used storytelling. The students demonstrated progress with each storytelling in specific language skills. As for conclusion,

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<sup>1</sup> Mehri Razmi, Soheila Poralib and Sanaz Nozad, "Digital Storytelling in EFL Classroom (Oral Presentation of the Story): A Pathway to Improve Oral Production," *Social and Behavior Science* 98 ( January 2014) 1543.



using digital storytelling is an effective way to improve students' speaking skill.<sup>2</sup>

Cici Nurmayanti examined the use of digital storytelling toward Junior high school students. The researcher used experimental research with quantitative approach. The samples were 124 students which consist of four classes. Pre-test was given in the first meeting and treatment for five meetings by using digital storytelling. The result showed that there was significance effect of digital storytelling toward speaking skill.<sup>3</sup>

Viknesh Nair and Melor Md Yunus presents a quasi-experimental research was used to investigate the use of Toontastic 3D, a digital storytelling app to improve students' speaking skill. The results of the tests indicate the effectiveness of the use of digital storytelling in this sample. For the conclusion, digital storytelling is a meaningful and inspiring activity that has a significant impact on students and their learning experiences.<sup>4</sup>

The last previous research was conducted by Imam Sudarmaji, Agus Mulyana and Karsiyah. This study looked into the use of digital storytelling in improving students' visual memory and writing skills. Some factors influenced no statistical difference between experimental and control classes because the

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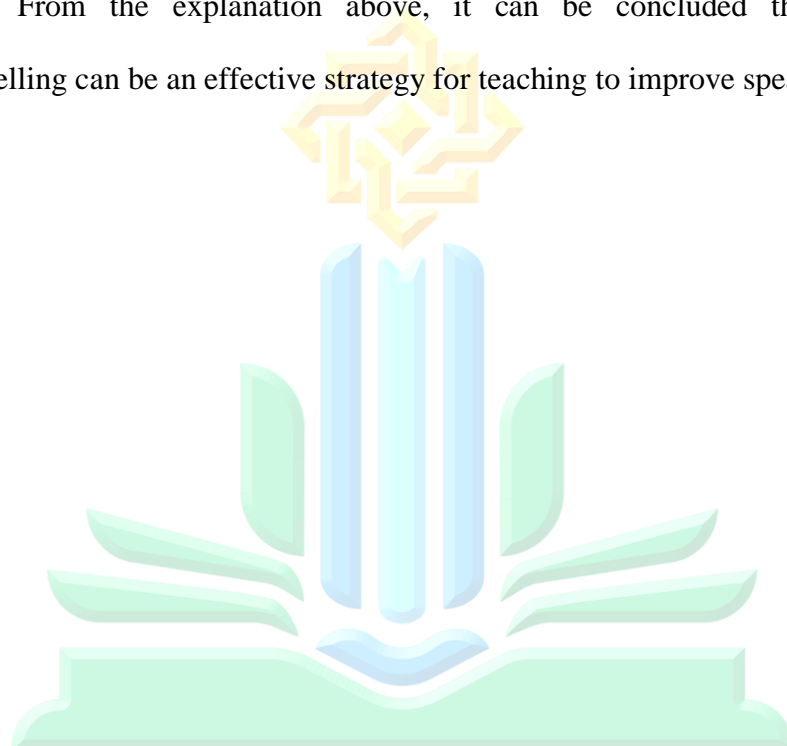
<sup>2</sup> Nor Hasni Mokhtar, Michi Farida Abdul Halim and Sharifah Zurina Syed Kamarulzaman. "The Effectiveness of Storytelling in Enhancing Communicative Skills" " Social and Behavior Science 18 ( January 2011) 167.

<sup>3</sup> Cici Nurmayanti, "The Effect of Digital Storytelling on Students' Speaking Skill Through vlognow of the thirdgrade at SMP Negeri 6 Siak Hulu." (Thesis, Universitas Islam Riau Pekanbaru 2022).

<sup>4</sup> Viknesh Nair and Melor Md Yunus, "Using Digital Storytelling to Improve Pupils' Speaking Skill in the Age of COVID 19." *Sustainability* 14 (July 2022).

students in both classes focused and had concentration when the teacher gave the materials either by digital storytelling or gallery walk and the students in experimental have many opinions during the learning process. As a result, the learning outcomes were either the same.<sup>5</sup>

From the explanation above, it can be concluded that Digital storytelling can be an effective strategy for teaching to improve speaking skill.



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<sup>5</sup> Imam Sudarmaji, Agus Mulyana and Karsiyah, "Applying Digital Storytelling to Improve Indonesian High School Students' Visual Memory and Writing Skill." *Journal of English Education* 8 no. 2 (January 2020): 2547

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The conclusion is that there is significant effect of digital storytelling on students' speaking skill at eleventh grade of SMAN 4 Jember. The alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. In other words, there was significant effect at the eleventh grade student taught by using digital storytelling of SMAN 4 Jember.

It was proved that, the students mean score of post-test was better than pre-test. The average score between both of the groups showed the post-test score were better than the pre-test score. The average score of experimental group was 73.75 (pre-test) and 84.29 (post-test). The average score of control group was 73.39 (pre-test) and 75.71 (post-test). Based on calculation of T-test, the significant value of that (2-tailed) was lower than 0.05 ( $0.000 < 0.05$ ) and there was significant effect between experimental and control class in post-test.

#### B. Suggestion

Suggestion based on the research finding, the researcher would like to give some suggestion, especially to the teachers, students, and other researchers. From the conclusion of the research above, it is found that using digital storytelling can give significant effect toward students' speaking ability, here are the suggestions:

1. For teacher, due to obstacles that usually faced by teacher in the classroom. The teacher should be more creative in using strategy to make the students being motivated to learn English. using digital storytelling can be the alternative way to teach students in the class.
2. For students, they should keep active in learning process and change their mindset that English is so hard to learn. So that, the learning process at the school becomes more interesting and comfortable.
3. For other researcher, the data collection technique in this research used was the students' post-test score and the instrument was retelling a story. It would be better to have additional instruments to make it more valid. Furthermore, Because this research was focus on the use digital storytelling, the researchers recommend other researchers also provide subject from students' opinion or perspective.



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## STATEMENT OF AUTHENTICITY

The undersigned below:

Name : Permata Kamilatun Nisa  
NIM : T20196167  
Major : English Education  
Faculty : Faculty of Tarbiyah and Teaching Training  
Institutions : State Islamic University of Jember

Stated that indeed, there were no plagiarism of previous researches in this research except for the mentioned statements in form of citation and references. In the future, if the result of this research is proven as a plagiarism work and claimed by other parties, I am willing to be processed according to the applicable law.

That is all this letter is sincerely made for and without any pressure.

Jember 12<sup>nd</sup> of June 2023

As the person in charge



Permata Kamilatun Nisa

NIM:T20196167

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Attachment 2: Research Matrix

Title	Problems	Variables	Indicators	Objectives	Hypothesis	Method
The Effect of Digital Storytelling on Student's Speaking Skill at eleventh grade of SMAN 4 Jember	Is there any significant effect of digital storytelling on student's Speaking Skill?	Dependent variable : Speaking Skill  Independent variable : Digital storytelling	Student's Speaking Skill : - Pronunciation - Vocabulary - Accuracy (Grammar) - Fluency  Learning activity using digital storytelling : - YouTube video	- To know the significant effect of digital storytelling on student's Speaking Skill	Hypothesis - Null Hypothesis (H <sub>0</sub> ) - Alternative Hypothesis (H <sub>a</sub> )	- Research design: Quasi Experimental - Data collection method : Pre test and post test - Data analysis T test

Attachment 3: Observation Checklist

**OBSERVATION SHEET**

Teacher : Yuliati, S, Pd, M, Pd.

Observer : Permata Kamilatun Nisa

Class : XI IPA 1

Skill : Speaking

Topic : Narrative text

Day/date observation : Tuesday/January 31, 2023

Time observation : 3/4

No	Activities	Yes	No
1	The teacher introduce the topic before start teaching	√	
2	The teacher gives an explanation the material until finish	√	
3	The teacher informs the competencies that will be achieved through the research focus.	√	
4	The teacher makes a group of students in speaking activities	√	
5	The teacher uses Indonesian language and English to explain the materials	√	
6	The teacher always uses English inn teaching speaking.		√
7	Practice pronunciation	√	
8	The teacher uses media in teaching speaking.	√	
9	The teacher use the technique of speaking are : a. Discussion b. Speech c. Role-play d. Picture Describing e. Story Telling	√	
10	Responds to teacher greetings with polite speech.	√	
11	Responds to teacher questions about the situation of students with polite speech.	√	
12	Focus on teachers conveying the competencies to be achieved.	√	
13	Students focus attention when the teacher delivers the material.		
14	Involved in pronunciation activities when the teacher write down each vocabulary.		√

15	Listen to a brief explanation from the teacher about the retelling story.	√	
16	Pay attention when the teacher give the example	√	
17	Conduct good communication /interaction and cooperation in the implementation of retelling stories with fellow students and teachers.		√
18	Show a sense of pleasure and enthusiasm for learning activities.	√	
19	Do not do other things out of learning activities.		√
20	In learning there is process of looking for something, finding, reporting and discussing the findings of each, for example: pronunciation, meaning of words.	√	
21	At the time of learning retelling stories, students showed respect for others, were brave and confident.	√	
22	Responds by mentioning some of the vocabulary that has been studied and their meanings.	√	
23	Respond to teacher awards when successful or still not successful.	√	
24	Pay attention to comments, assessments, and reflections from the teacher	√	



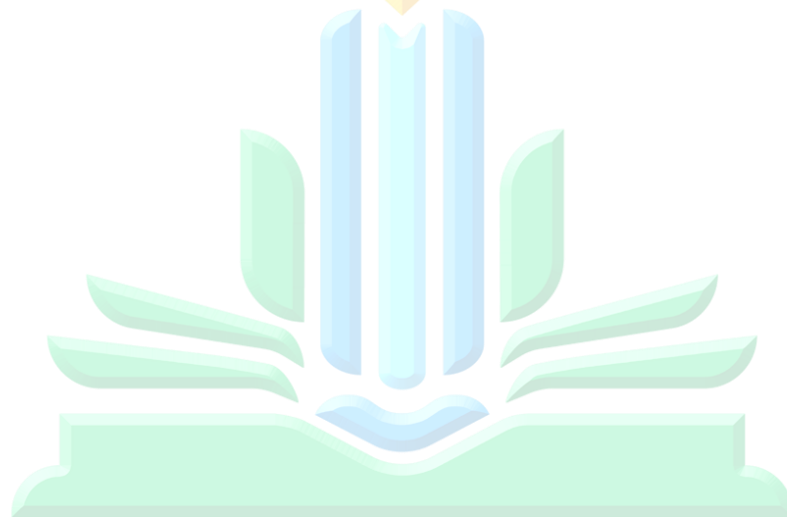
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## OBSERVATION SHEET

Teacher : Yuliati, S, Pd, M, Pd.  
 Observer : Permata Kamilatun Nisa  
 Class : XI IPA 3  
 Skill : Speaking  
 Topic : Narrative text  
 Day/date observation : Friday/February 3, 2023  
 Time observation : 9/10

No	Activities	Yes	No
1	The teacher introduce the topic before start teaching	√	
2	The teacher gives an explanation the material until finish	√	
3	The teacher informs the competencies that will be achieved through the research focus.	√	
4	The teacher makes a group of students in speaking activities	√	
5	The teacher uses Indonesian language and English to explain the materials	√	
6	The teacher always uses English inn teaching speaking.		√
7	Practice pronunciation	√	
8	The teacher uses media in teaching speaking.	√	
9	The teacher use the technique of speaking are : a. Discussion b. Speech c. Role-play d. Picture Describing e. Story Telling	√	
10	Responds to teacher greetings with polite speech.	√	
11	Responds to teacher questions about the situation of students with polite speech.	√	
12	Focus on teachers conveying the competencies to be achieved.	√	
13	Students focus attention when the teacher delivers the material.		
14	Involved in pronunciation activities when the teacher write down each vocabulary.		√
15	Listen to a brief explanation from the teacher about the retelling story.	√	
16	Pay attention when the teacher give the example	√	
17	Conduct good communication /interaction and cooperation in		√

	the implementation of retelling stories with fellow students and teachers.		
18	Show a sense of pleasure and enthusiasm for learning activities.	√	
19	Do not do other things out of learning activities.		√
20	In learning there is process of looking for something, finding, reporting and discussing the findings of each, for example: pronunciation, meaning of words.	√	
21	At the time of learning retelling stories, students showed respect for others, were brave and confident.	√	
22	Responds by mentioning some of the vocabulary that has been studied and their meanings.	√	
23	Respond to teacher awards when successful or still not successful.	√	
24	Pay attention to comments, assessments, and reflections from the teacher	√	



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Attachment 4: Lesson Plan

**LESSON PLAN**  
(Meeting 1)

Institution : SMA 4 Jember  
Subject : English  
Class/Semester : XI experimental class/2  
Time : 2 JP (2 x 40 Minutes)  
Topic : Narrative Text (Speaking)

**A. Instructional Objectives**

At the end of this study:

- Students are able to recognize the sentences appropriately.
- Students are able to identify the meaning of the word heard.
- Students are able to retell the story with the right English based on speaking aspect

**B. Media/Tool/source**

- **Media** : Digital Storytelling
- **Tools** : LCD
- **Sources**: You-tube Video

**C. Learning Steps**

**1. Opening**

Activity	Time allocation
<ul style="list-style-type: none"><li>• Begin the learning activity with greeting kindly to students when entering the classroom</li><li>• Checking the students' attendance.</li><li>• Giving apperception to the students.</li></ul>	10 minutes

**2. Main Activity**

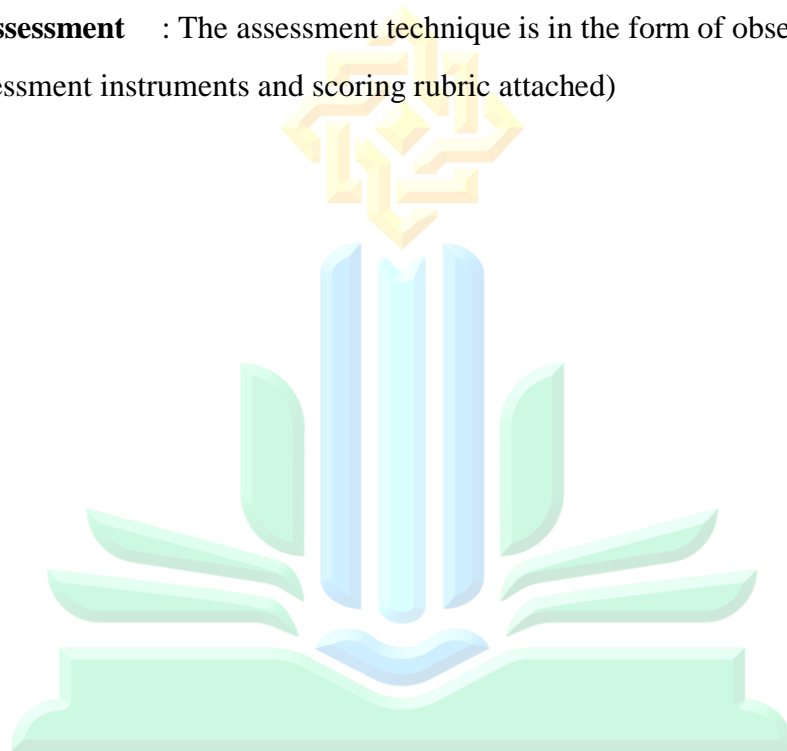
Activity	Time allocation
<ul style="list-style-type: none"><li>• Provide stimulus in the form of giving material about narrative Text includes definition and social function.</li><li>• Discuss material with students.</li><li>• Provide students the video.</li><li>• Guide students to watch the video</li><li>• Ask students to retell the story one by one</li><li>• Guide students to comment the friends performance</li></ul>	60 minutes

**3. Closing**

Activity	Time allocation
<ul style="list-style-type: none"><li>• Q&amp;A about the material that has been learned</li><li>• Greetings to the students hen they are about to leave the classroom</li></ul>	10 minutes

#### D. Assessment

- **Assessment** : The assessment technique is in the form of observation.  
(Assessment instruments and scoring rubric attached)



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## LESSON PLAN (Meeting 2)

Institution : SMA 4Jember  
 Subject : English  
 Class/Semester : XI experimental class/2  
 Time : 2 JP (2 x 40 Minutes)  
 Topic : Narrative Text (Speaking)

### A. Instructional Objectives

At the end of this study:

- Students are able to recognize the sentences appropriately.
- Students are able to identify the meaning of the word heard.
- Students are able to retell the story with the right English based on speaking aspect

### B. Media/Tool/source

- **Media** : Digital Storytelling
- **Tools** : LCD
- **Sources**: You-tube Video

### C. Learning Steps

#### 1. Opening

Activity	Time allocation
<ul style="list-style-type: none"> <li>• Begin the learning activity with greeting kindly to students when entering the classroom</li> <li>• Checking the students' attendance.</li> <li>• Linking the material or theme that will be learned with previous material or theme along with asking question to the students for strengthening and link it with the next material.</li> <li>• Conveying motivation about what the students are able to get (objectives and beneficial)</li> </ul>	10 minutes

#### 2. Main Activity

Activity	Time allocation
<ul style="list-style-type: none"> <li>• Provide stimulus in the form of giving material about narrative Text includes definition and social function.</li> <li>• Discuss material with students.</li> <li>• Provide students the video.</li> <li>• Guide students to watch the video</li> </ul>	60 minutes



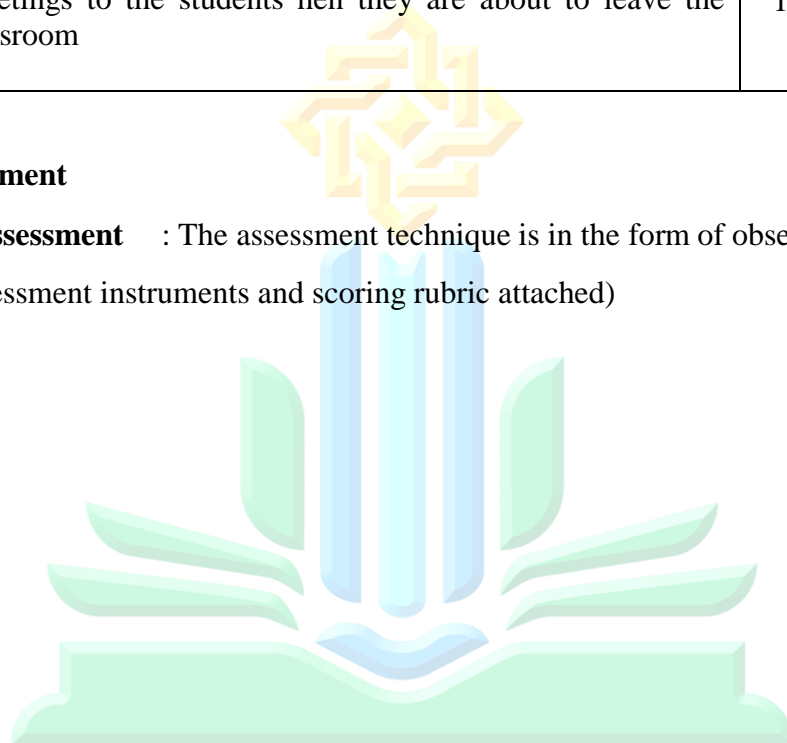
<ul style="list-style-type: none"> <li>• Ask students to retell the story one by one</li> <li>• Guide students to comment the friends performance</li> </ul>	
--	--

### 3. Closing

Activity	Time allocation
<ul style="list-style-type: none"> <li>• Q&amp;A about the material that has been learned</li> <li>• Greetings to the students hen they are about to leave the classroom</li> </ul>	10 minutes

### D. Assessment

- **Assessment** : The assessment technique is in the form of observation.  
(Assessment instruments and scoring rubric attached)



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## LESSON PLAN

(Meeting 3)

Institution : SMA 4Jember  
Subject : English  
Class/Semester : XI experimental class/2  
Time : 2 JP (2 x 40 Minutes)  
Topic : Narrative Text (Speaking)

### A. Instructional Objectives

At the end of this study:

- Students are able to recognize the sentences appropriately.
- Students are able to identify the meaning of the word heard.
- Students are able to retell the story with the right English based on speaking aspect

### B. Media/Tool/source

- **Media** : Digital Storytelling
- **Tools** : LCD
- **Sources**: You-tube Video

### C. Learning Steps

#### 1. Opening

Activity	Time allocation
<ul style="list-style-type: none"><li>• Begin the learning activity with greeting kindly to students when entering the classroom</li><li>• Checking the students' attendance.</li><li>• Linking the material or theme that will be learned with previous material or theme along with asking question to the students for strengthening and link it with the next material.</li><li>• Conveying motivation about what the students are able to get (objectives and beneficial)</li></ul>	10 minutes

#### 2. Main Activity

Activity	Time allocation
<ul style="list-style-type: none"><li>• Provide stimulus in the form of giving material about narrative Text includes definition and social function.</li><li>• Discuss material with students.</li><li>• Provide students the video.</li></ul>	60 minutes

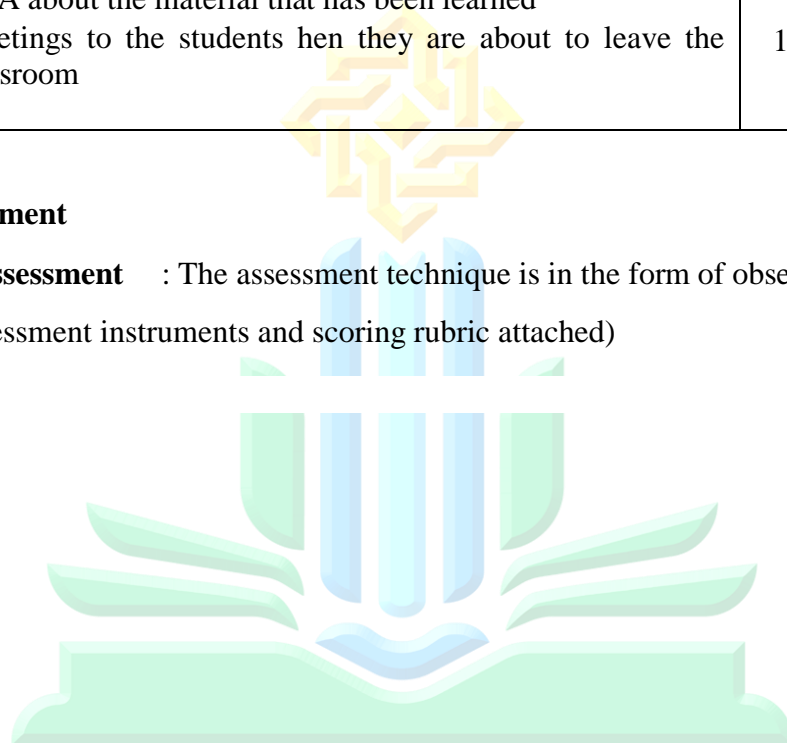
<ul style="list-style-type: none"> <li>• Guide students to watch the video</li> <li>• Ask students to retell the story one by one</li> <li>• Guide students to comment the friends performance</li> </ul>	
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### 3. Closing

Activity	Time allocation
<ul style="list-style-type: none"> <li>• Q&amp;A about the material that has been learned</li> <li>• Greetings to the students hen they are about to leave the classroom</li> </ul>	10 minutes

### D. Assessment

- **Assessment** : The assessment technique is in the form of observation.  
(Assessment instruments and scoring rubric attached)



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**LESSON PLAN**  
(Meeting 4)

Institution : SMA 4Jember  
 Subject : English  
 Class/Semester : XI experimental class/2  
 Time : 2 JP (2 x 40 Minutes)  
 Topic : Narrative Text (Speaking)

**A. Instructional Objectives**

At the end of this study:

- Students are able to recognize the sentences appropriately.
- Students are able to identify the meaning of the word heard.
- Students are able to retell the story with the right English based on speaking aspect

**B. Media/Tool/source**

- **Media** : Digital Storytelling
- **Tools** : LCD
- **Sources** : You-tube Video

**C. Learning Steps**

**1. Opening**

Activity	Time allocation
<ul style="list-style-type: none"> <li>• Begin the learning activity with greeting kindly to students when entering the classroom</li> <li>• Checking the students' attendance.</li> <li>• Linking the material or theme that will be learned with previous material or theme along with asking question to the students for strengthening and link it with the next material.</li> <li>• Conveying motivation about what the students are able to get (objectives and beneficial)</li> </ul>	10 minutes

**2. Main Activity**

Activity	Time allocation
<ul style="list-style-type: none"> <li>• Provide stimulus in the form of giving material about narrative Text includes definition and social function.</li> <li>• Discuss material with students.</li> <li>• Provide students the video.</li> <li>• Guide students to watch the video</li> </ul>	60 minutes

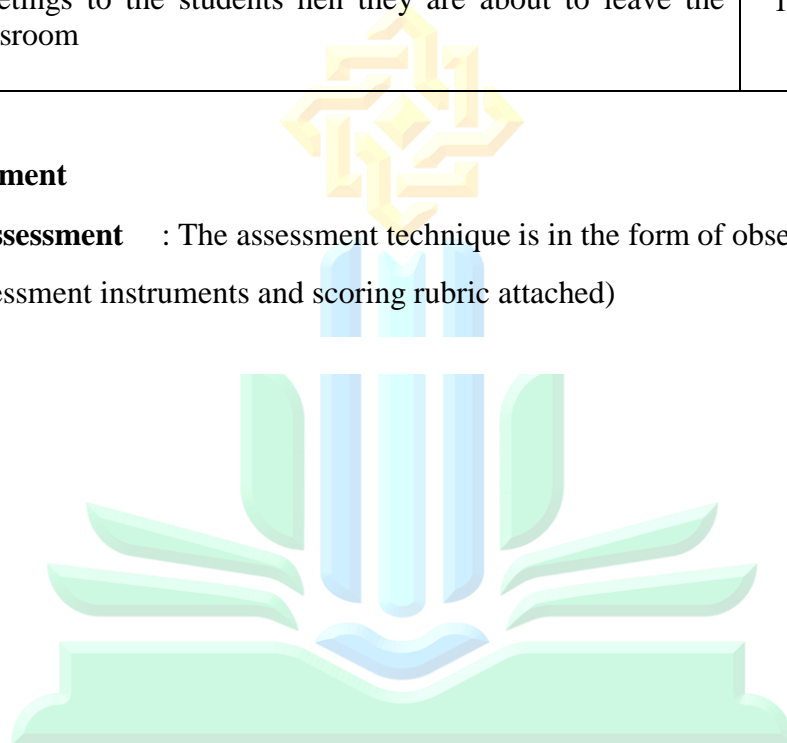
<ul style="list-style-type: none"> <li>• Ask students to retell the story one by one</li> <li>• Guide students to comment the friends performance</li> </ul>	
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### 3. Closing

Activity	Time allocation
<ul style="list-style-type: none"> <li>• Q&amp;A about the material that has been learned</li> <li>• Greetings to the students hen they are about to leave the classroom</li> </ul>	10 minutes

### D. Assessment

- **Assessment** : The assessment technique is in the form of observation.  
(Assessment instruments and scoring rubric attached)



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**LESSON PLAN**  
(Meeting 5)

Institution : SMA 4Jember  
 Subject : English  
 Class/Semester : XI experimental class/2  
 Time : 2 JP (2 x 40 Minutes)  
 Topic : Narrative Text (Speaking)

**A. Instructional Objectives**

At the end of this study:

- Students are able to recognize the sentences appropriately.
- Students are able to identify the meaning of the word heard.
- Students are able to retell the story with the right English based on speaking aspect

**B. Media/Tool/source**

- **Media** : Digital Storytelling
- **Tools** : LCD
- **Sources** : You-tube Video

**C. Learning Steps**

**1. Opening**

Activity	Time allocation
<ul style="list-style-type: none"> <li>• Begin the learning activity with greeting kindly to students when entering the classroom</li> <li>• Checking the students' attendance.</li> <li>• Linking the material or theme that will be learned with previous material or theme along with asking question to the students for strengthening and link it with the next material.</li> <li>• Conveying motivation about what the students are able to get (objectives and beneficial)</li> </ul>	10 minutes

**2. Main Activity**

Activity	Time allocation
<ul style="list-style-type: none"> <li>• Provide stimulus in the form of giving material about narrative Text includes definition and social function.</li> <li>• Discuss material with students.</li> <li>• Provide students the video.</li> <li>• Guide students to watch the video</li> </ul>	60 minutes

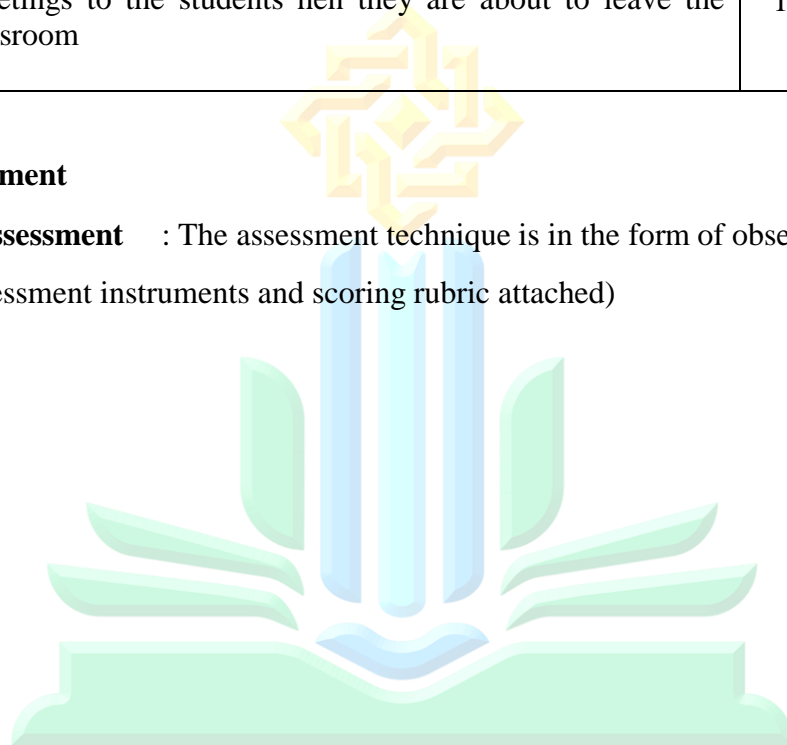
<ul style="list-style-type: none"> <li>• Ask students to retell the story one by one</li> <li>• Guide students to comment the friends performance</li> </ul>	
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### 3. Closing

Activity	Time allocation
<ul style="list-style-type: none"> <li>• Q&amp;A about the material that has been learned</li> <li>• Greetings to the students hen they are about to leave the classroom</li> </ul>	10 minutes

### D. Assessment

- **Assessment** : The assessment technique is in the form of observation.  
(Assessment instruments and scoring rubric attached)



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## LESSON PLAN (Meeting 1)

Institution : SMA 4Jember  
 Subject : English  
 Class/Semester : XI Control class/2  
 Time : 2 JP (2 x 40 Minutes)  
 Topic : Narrative Text (Speaking)

### A. Instructional Objectives

At the end of this study:

- Students are able to recognize the sentences appropriately.
- Students are able to identify the meaning of the word heard.
- Students are able to retell the story with the right English based on speaking aspect

### B. Media/Tool/source

- **Media** : Students' work sheet, printed paper
- **Tools** : book
- **Sources**: Students' work sheet, internet

### C. Learning Steps

#### 1. Opening

Activity	Time allocation
<ul style="list-style-type: none"> <li>• Begin the learning activity with greeting kindly to students when entering the classroom</li> <li>• Checking the students' attendance.</li> <li>• Giving apperception to the students.</li> </ul>	10 minutes

#### 2. Main Activity

Activity	Time allocation
<ul style="list-style-type: none"> <li>• Provide stimulus in the form of giving material about narrative Text includes definition and social function.</li> <li>• Discuss material with students.</li> <li>• Guide students to read the narrative text in the student's book</li> <li>• Ask students to retell the story one by one</li> <li>• Guide students to comment the friends performance</li> </ul>	60 minutes

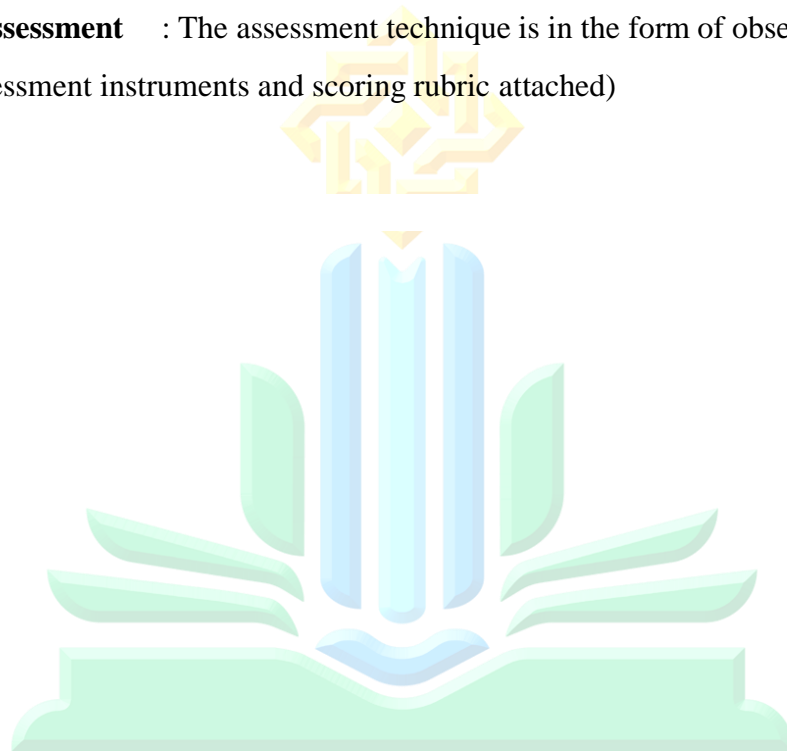
#### 3. Closing



Activity	Time allocation
<ul style="list-style-type: none"><li>• Q&amp;A about the material that has been learned</li><li>• Greetings to the students hen they are about to leave the classroom</li></ul>	10 minutes

#### D. Assessment

- **Assessment** : The assessment technique is in the form of observation.  
(Assessment instruments and scoring rubric attached)



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**LESSON PLAN**  
(Meeting 2)

Institution : SMA 4Jember  
 Subject : English  
 Class/Semester : XI Control class/2  
 Time : 2 JP (2 x 40 Minutes)  
 Topic : Narrative Text (Speaking)

**A. Instructional Objectives**

At the end of this study:

- Students are able to recognize the sentences appropriately.
- Students are able to identify the meaning of the word heard.
- Students are able to retell the story with the right English based on speaking aspect

**B. Media/Tool/source**

- **Media** : Students' work sheet, printed paper
- **Tools** : book
- **Sources**: Students' work sheet, Internet

**C. Learning Steps**

**1. Opening**

Activity	Time allocation
<ul style="list-style-type: none"> <li>• Begin the learning activity with greeting kindly to students when entering the classroom</li> <li>• Checking the students' attendance.</li> <li>• Linking the material or theme that will be learned with previous material or theme along with asking question to the students for strengthening and link it with the next material.</li> <li>• Conveying motivation about what the students are able to get (objectives and beneficial)</li> </ul>	10 minutes

**2. Main Activity**

Activity	Time allocation
<ul style="list-style-type: none"> <li>• Provide stimulus in the form of giving material about narrative Text includes definition and social function.</li> <li>• Discuss material with students.</li> <li>• Guide students to read the narrative text in the student's book</li> <li>• Ask students to retell the story one by one</li> </ul>	60 minutes

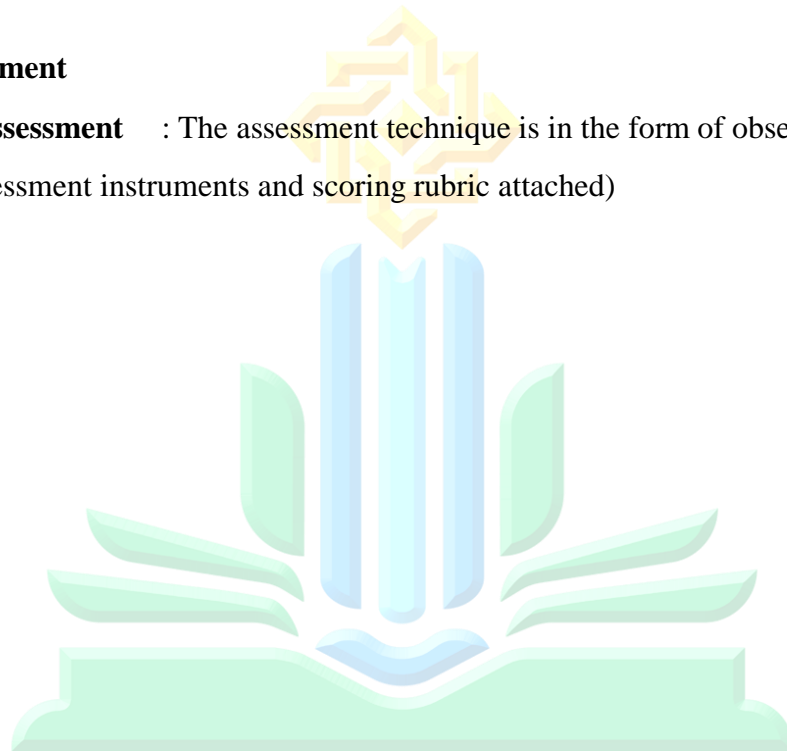
- Guide students to comment the friends performance

### 3. Closing

Activity	Time allocation
<ul style="list-style-type: none"> <li>• Q&amp;A about the material that has been learned</li> <li>• Greetings to the students hen they are about to leave the classroom</li> </ul>	10 minutes

### D. Assessment

- **Assessment** : The assessment technique is in the form of observation.  
(Assessment instruments and scoring rubric attached)



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**LESSON PLAN**  
(Meeting 3)

Institution : SMA 4Jember  
 Subject : English  
 Class/Semester : XI control class/2  
 Time : 2 JP (2 x 40 Minutes)  
 Topic : Narrative Text (Speaking)

**A. Instructional Objectives**

At the end of this study:

- Students are able to recognize the sentences appropriately.
- Students are able to identify the meaning of the word heard.
- Students are able to retell the story with the right English based on speaking aspect

**B. Media/Tool/source**

- **Media** : Students' work sheet, Printed paper
- **Tools** : Book
- **Sources**: Students' work sheet, Internet

**C. Learning Steps**

**1. Opening**

Activity	Time allocation
<ul style="list-style-type: none"> <li>• Begin the learning activity with greeting kindly to students when entering the classroom</li> <li>• Checking the students' attendance.</li> <li>• Linking the material or theme that will be learned with previous material or theme along with asking question to the students for strengthening and link it with the next material.</li> <li>• Conveying motivation about what the students are able to get (objectives and beneficial)</li> </ul>	10 minutes

**2. Main Activity**

Activity	Time allocation
<ul style="list-style-type: none"> <li>• Provide stimulus in the form of giving material about narrative Text includes definition and social function.</li> <li>• Discuss material with students.</li> <li>• Provide students the video.</li> <li>• Guide students to watch the video</li> <li>• Ask students to retell the story one by one</li> </ul>	60 minutes

<ul style="list-style-type: none"> <li>• Guide students to comment the friends performance</li> </ul>	
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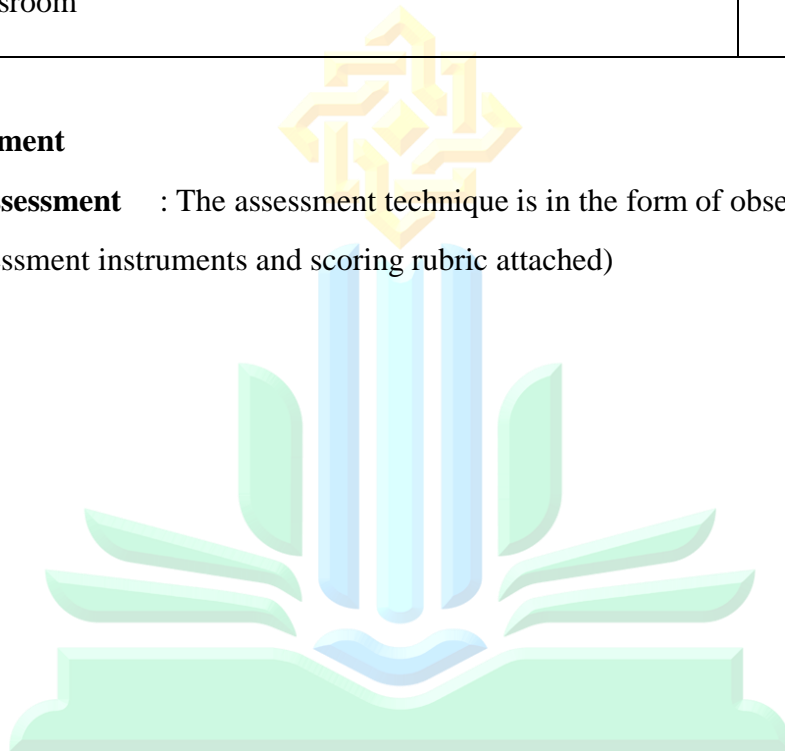
### 3. Closing

Activity	Time allocation
<ul style="list-style-type: none"> <li>• Q&amp;A about the material that has been learned</li> <li>• Greetings to the students hen they are about to leave the classroom</li> </ul>	10 minutes

### D. Assessment

- **Assessment** : The assessment technique is in the form of observation.

(Assessment instruments and scoring rubric attached)



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**LESSON PLAN**  
(Meeting 4)

Institution : SMA 4Jember  
 Subject : English  
 Class/Semester : XI Control class/2  
 Time : 2 JP (2 x 40 Minutes)  
 Topic : Narrative Text (Speaking)

**A. Instructional Objectives**

At the end of this study:

- Students are able to recognize the sentences appropriately.
- Students are able to identify the meaning of the word heard.
- Students are able to retell the story with the right English based on speaking aspect

**B. Media/Tool/source**

- **Media** : Students' work sheet, Printed paper
- **Tools** : book
- **Sources**: Students' work sheet, Internet

**C. Learning Steps**

**1. Opening**

Activity	Time allocation
<ul style="list-style-type: none"> <li>• Begin the learning activity with greeting kindly to students when entering the classroom</li> <li>• Checking the students' attendance.</li> <li>• Linking the material or theme that will be learned with previous material or theme along with asking question to the students for strengthening and link it with the next material.</li> <li>• Conveying motivation about what the students are able to get (objectives and beneficial)</li> </ul>	10 minutes

**2. Main Activity**

Activity	Time allocation
<ul style="list-style-type: none"> <li>• Provide stimulus in the form of giving material about narrative Text includes definition and social function.</li> <li>• Discuss material with students.</li> <li>• Guide students to read the narrative text in the student's book</li> </ul>	60 minutes

<ul style="list-style-type: none"> <li>• Ask students to retell the story one by one</li> <li>• Guide students to comment the friends performance</li> </ul>	
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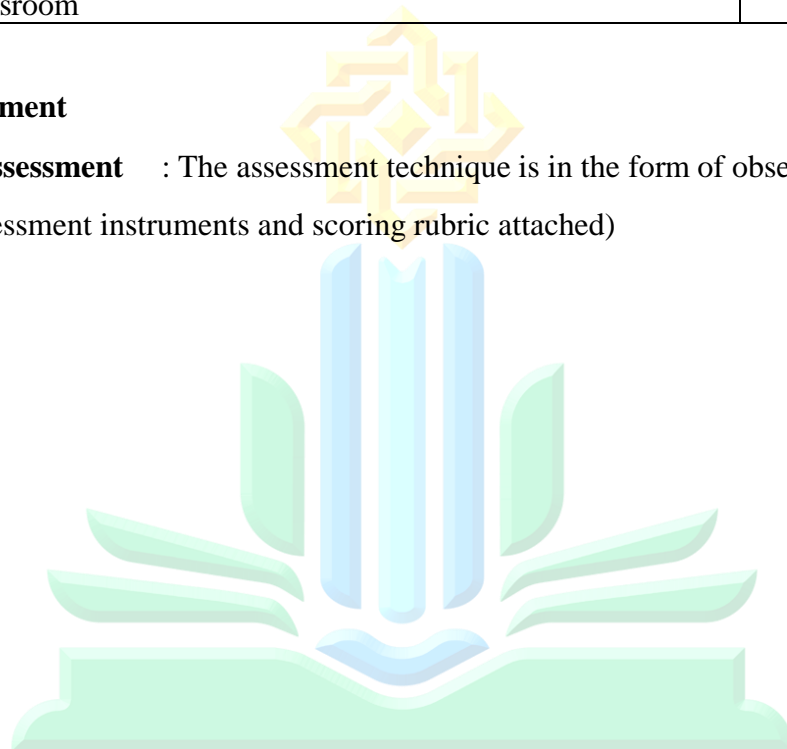
### 3. Closing

Activity	Time allocation
<ul style="list-style-type: none"> <li>• Q&amp;A about the material that has been learned</li> <li>• Greetings to the students hen they are about to leave the classroom</li> </ul>	10 minutes

### D. Assessment

- **Assessment** : The assessment technique is in the form of observation.

(Assessment instruments and scoring rubric attached)



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## LESSON PLAN (Meeting 5)

Institution : SMA 4Jember  
 Subject : English  
 Class/Semester : XI Control class/2  
 Time : 2 JP (2 x 40 Minutes)  
 Topic : Narrative Text (Speaking)

### A. Instructional Objectives

At the end of this study:

- Students are able to recognize the sentences appropriately.
- Students are able to identify the meaning of the word heard.
- Students are able to retell the story with the right English based on speaking aspect

### B. Media/Tool/source

- **Media** : Students' work sheet, printed paper
- **Tools** : book
- **Sources**: Students' work sheet, Internet

### C. Learning Steps

#### 1. Opening

Activity	Time allocation
<ul style="list-style-type: none"> <li>• Begin the learning activity with greeting kindly to students when entering the classroom</li> <li>• Checking the students' attendance.</li> <li>• Linking the material or theme that will be learned with previous material or theme along with asking question to the students for strengthening and link it with the next material.</li> <li>• Conveying motivation about what the students are able to get (objectives and beneficial)</li> </ul>	10 minutes

#### 2. Main Activity

Activity	Time allocation
<ul style="list-style-type: none"> <li>• Provide stimulus in the form of giving material about narrative Text includes definition and social function.</li> <li>• Discuss material with students.</li> <li>• Guide students to read the narrative text in the student's book</li> </ul>	60 minutes



<ul style="list-style-type: none"> <li>• Ask students to retell the story one by one</li> <li>• Guide students to comment the friends performance</li> </ul>	
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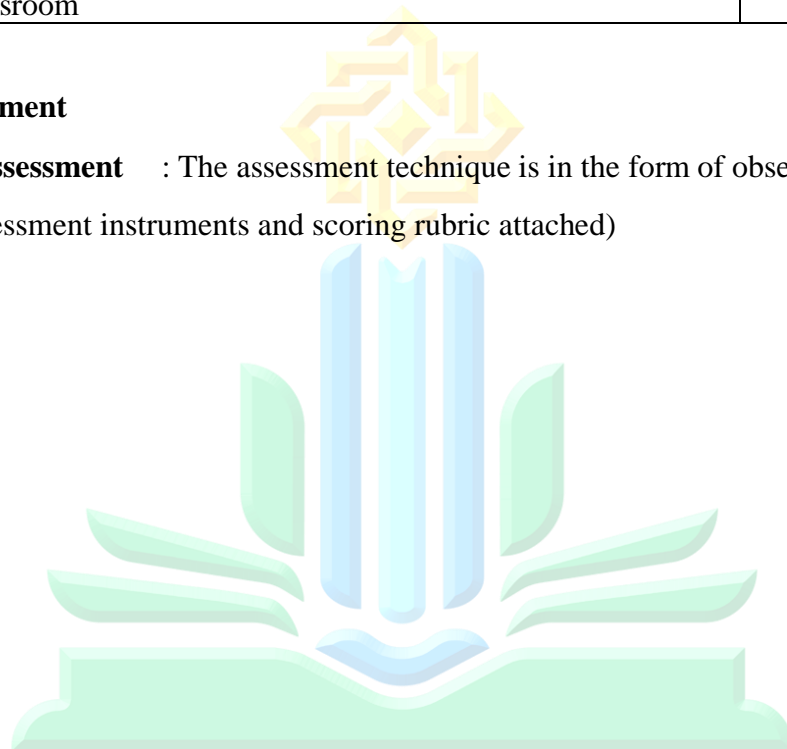
### 3. Closing

Activity	Time allocation
<ul style="list-style-type: none"> <li>• Q&amp;A about the material that has been learned</li> <li>• Greetings to the students hen they are about to leave the classroom</li> </ul>	10 minutes

### D. Assessment

- **Assessment** : The assessment technique is in the form of observation.


(Assessment instruments and scoring rubric attached)



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Attachment 5: Speaking scoring rubric

Aspects	Score	Criteria	Indicator
Pronunciation	1	Poor	Makes frequent problems with pronunciation
	2	Fair	Pronunciation is sometimes not clear or accurate
	3	Good	Pronunciation is clear or accurate
	4	Excellent	Pronunciation is almost always clear or accurate.
Fluency	1	Poor	Hesitates too often when speaking, which interferes the communication.
	2	Fair	Speaks with some hesitation, which often interferes the communication.
	3	Good	Speaks with some hesitation, which seldom interferes the communication.
	4	Excellent	Speaks smoothly, with little hesitation that does not interferes the communication.
Grammar	1	Poor	Uses basic structures and makes frequent errors
	2	Fair	Uses a variety of structures with frequent errors, or uses basic structures occasionally.
	3	Good	Uses a variety of grammatical structures, but makes some errors
	4	Excellent	Uses a variety of structures with only occasional grammatical errors.
Vocabulary	1	Poor	Uses only basic vocabulary and expressions
	2	Fair	Uses limited vocabulary and expressions
	3	Good	Uses a variety of vocabulary and expressions, but makes some errors in the word choice
	4	Excellent	Uses a variety of vocabulary and expressions and almost never make some errors in the word choice.

 **Activity 1: Reading Comprehension of Classic Short Story** Nilai

**A. Read the following short story carefully!**

**Mammon and the Archer**  
(Author: O. Henry)

Old Anthony Rockwall, who had made millions of dollars by making and selling Rockwall's soap, stood at a window of his large Fifth Avenue house. He was looking out at his neighbor, G. Van Schuyllight Suffolk-Jones. This neighbor was a proud member of a proud old New York family. He came out of his door and got into a cab. He looked once quickly, as usual, at Anthony Rockwall's house. The look showed that Suffolk-Jones was a very important man, while a rich soapmaker was nothing.

"I will have this house painted red, white, and blue next summer," said the Soap King to himself. "And we'll see how he likes that."

And then Anthony Rockwall turned around and shouted, "Mike!" in a loud voice. He never used a bell to call a servant.

"Tell my son," he said when the servant came, "to come to me before he leaves the house."

When young Rockwall entered the room, the old man put down the newspaper he had been reading. "Richard," said Anthony Rockwall, "what do you pay for the soap that you use?"

Richard had finished college six months before, and he had come home to live. He had not yet learned to understand his father. He was always being surprised.

He said, "Six dollars for twelve pieces."

"And your clothes?"

"About sixty dollars, usually."

"You are a gentleman," said his father. "I have heard of young men who pay twenty-four dollars for twelve pieces of soap, and more than a hundred for clothes. You have as much money to throw away as anyone else has. But what you do is reasonable. I myself use Rockwall Soap, because it is the best. When you pay more than ten cents for a piece of soap, you are paying for a sweet strong smell and a name."

"But fifty cents is good for a young man like you. You are a gentleman. People say that if a man is not a gentleman, his son can't be a gentleman; but perhaps his son's son will be a gentleman. But they are wrong. Money does it faster than that. Money has made you a gentleman. It has almost made me a gentleman. I have become very much like the two gentlemen who own the houses on each side of us. My manners are now almost as bad as theirs. But they still can't sleep at night because a soapmaker lives in this house."

"There are some things that money can't do," said the young man rather sadly.

"Don't say that," said old Anthony. "Money is successful every time. I don't know anything you can't buy with it. Tell me something that money can't buy. And I want you to tell me something more. Something is wrong with you. I've seen it for two weeks. Tell me. Let me help you. In twenty-four hours I could have eleven million dollars here in my hands. Are you sick?"

"Some people call it sickness."

"Oh!" said Anthony. "What's her name? Why don't you ask her to marry you? She would be glad to do it. You have money, you are good-looking, and you are a good boy. Your hands are clean. You have no Rockwall Soap on them."

"I haven't had a chance to ask her," said Richard.



**Therefore, when he noticed that his son, Richard, had been quite upset lately,**

Mammon and the Archer



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Attachment 7: The students' pre-test score

a. Ratter 1 (Experimental Class)

No	Name	Speaking score				Total score
		Vocabulary	Pronunciation	Grammar	Fluency	
1	E-1	3	3	3	2	68.75
2	E-2	3	3	2	4	75.00
3	E-3	3	4	2	3	75.00
4	E-4	3	3	3	4	81.25
5	E-5	3	4	3	2	75.00
6	E-6	3	2	3	4	75.00
7	E-7	2	3	3	3	68.75
8	E-8	3	3	3	3	75.00
9	E-9	3	4	3	2	75.00
10	E-10	2	4	2	3	68.75
11	E-11	3	2	4	3	75.00
12	E-12	3	3	3	3	75.00
13	E-13	3	3	3	2	68.75
14	E-14	2	4	3	3	75.00
15	E-15	4	2	3	3	75.00
16	E-16	3	3	3	2	68.75
17	E-17	4	3	3	2	75.00
18	E-18	4	3	2	3	75.00
19	E-19	2	4	3	2	68.75
20	E-20	3	3	3	3	75.00
21	E-21	3	3	4	2	75.00
22	E-22	4	2	3	2	68.75
23	E-23	3	2	4	3	75.00
24	E-24	2	3	3	4	75.00
25	E-25	4	3	3	2	75.00
26	E-26	2	4	3	2	68.75
27	E-27	2	4	3	3	75.00
28	E-28	3	3	3	3	75.00
29	E-29	2	3	4	2	68.75
30	E-30	4	3	3	2	75.00
31	E-31	3	2	3	4	75.00
32	E-32	4	2	3	3	75.00
33	E-33	4	3	2	2	68.75
34	E-34	2	3	4	3	75.00

35	E-35	4	3	3	4	87.50
$\Sigma$						2581.25
Mean						73.75

b. Ratter 2 (Experimental Class)

No	Name	Speaking Score				Total Score
		Vocabulary	Pronunciation	Grammar	Fluency	
1	E-1	3	3	3	3	75.00
2	E-2	4	3	3	4	87.50
3	E-3	3	3	2	2	62.50
4	E-4	3	3	3	3	75.00
5	E-5	3	3	3	3	75.00
6	E-6	2	2	2	2	50.00
7	E-7	3	3	3	2	68.75
8	E-8	3	3	3	4	81.25
9	E-9	3	4	4	3	87.50
10	E-10	3	3	3	3	75.00
11	E-11	2	2	2	3	56.25
12	E-12	3	3	3	4	81.25
13	E-13	3	3	3	3	75.00
14	E-14	3	3	3	2	68.75
15	E-15	3	2	2	2	56.25
16	E-16	3	3	3	2	68.75
17	E-17	3	2	2	2	56.25
18	E-18	3	3	3	2	68.75
19	E-19	3	3	3	3	75.00
20	E-20	3	3	3	4	81.25
21	E-21	4	3	3	4	87.50
22	E-22	3	2	3	2	62.50
23	E-23	4	3	3	4	87.50
24	E-24	3	3	3	3	75.00
25	E-25	4	4	4	3	93.75
26	E-26	3	4	3	4	87.50
27	E-27	3	3	3	4	81.25
28	E-28	2	2	2	2	50.00
29	E-29	3	3	2	2	62.50
30	E-30	3	3	3	3	75.00
31	E-31	3	3	3	2	68.75

32	E-32	4	3	3	3	81.25
33	E-33	3	3	3	3	75.00
34	E-34	3	3	3	4	81.25
35	E-35	4	4	4	4	100.00
$\Sigma$						2593.75
Mean						74.11

c. Ratter 1 (Control Class)

No	Name	Speaking score				Total score
		Vocabulary	Pronunciation	Grammar	Fluency	
1	C-1	4	3	3	2	75.00
2	C-2	2	3	4	3	75.00
3	C-3	4	3	2	2	68.75
4	C-4	4	2	3	3	75.00
5	C-5	3	2	3	4	75.00
6	C-6	4	3	3	2	75.00
7	C-7	2	3	4	2	68.75
8	C-8	3	3	3	3	75.00
9	C-9	2	4	3	3	75.00
10	C-10	2	4	3	2	68.75
11	C-11	4	3	3	4	87.50
12	C-12	2	3	3	4	75.00
13	C-13	3	2	4	3	75.00
14	C-14	4	2	3	2	68.75
15	C-15	3	3	4	2	75.00
16	C-16	3	3	3	3	75.00
17	C-17	2	4	3	2	68.75
18	C-18	4	3	2	3	75.00
19	C-19	4	3	3	2	75.00
20	C-20	3	3	3	2	68.75
21	C-21	4	2	3	3	75.00
22	C-22	2	4	3	3	75.00
23	C-23	3	3	3	2	68.75
24	C-24	3	3	3	3	75.00
25	C-25	3	2	4	3	75.00
26	C-26	2	4	2	3	68.75
27	C-27	3	4	3	2	75.00
28	C-28	3	3	3	3	75.00

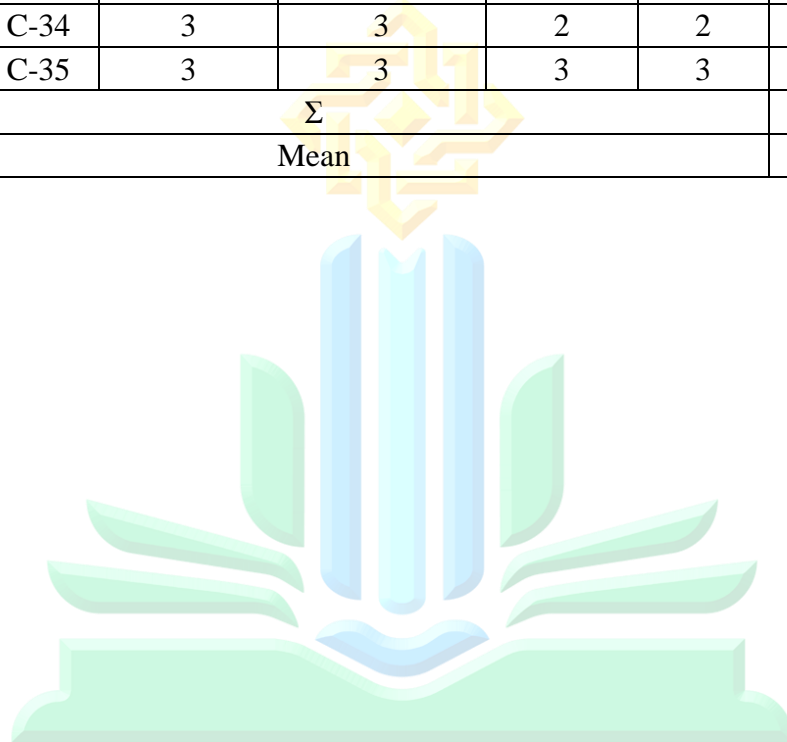
29	C-29	2	3	3	3	68.75
30	C-30	3	2	3	4	75.00
31	C-31	3	4	3	2	75.00
32	C-32	2	3	3	3	68.75
33	C-33	3	4	2	3	75.00
34	C-34	3	3	2	4	75.00
35	C-35	3	3	3	2	68.75
$\Sigma$						2568.75
Mean						73.39

d. Ratter 2 (Control Class)

No	Name	Speaking Score				Total Score
		Vocabulary	Pronunciation	Grammar	Fluency	
1	C-1	3	3	3	2	68.75
2	C-2	3	3	4	4	87.5
3	C-3	2	3	4	2	68.75
4	C-4	3	2	3	3	68.75
5	C-5	3	3	2	3	68.75
6	C-6	4	3	3	2	75
7	C-7	3	3	3	3	75
8	C-8	3	3	3	3	75
9	C-9	2	3	3	2	62.5
10	C-10	2	3	2	2	56.25
11	C-11	3	3	3	4	81.25
12	C-12	2	2	3	3	62.5
13	C-13	3	3	3	3	75
14	C-14	4	3	3	3	81.25
15	C-15	3	3	3	3	75
16	C-16	2	3	3	3	68.75
17	C-17	2	3	3	3	68.75
18	C-18	4	4	3	2	81.25
19	C-19	3	3	3	3	75
20	C-20	3	3	3	3	75
21	C-21	3	3	3	3	75
22	C-22	2	3	3	3	68.75
23	C-23	2	2	2	2	50
24	C-24	3	3	3	3	75
25	C-25	3	3	3	3	75



26	C-26	3	3	3	3	75
27	C-27	3	3	3	3	75
28	C-28	3	3	3	3	75
29	C-29	3	3	3	2	68.75
30	C-30	3	3	3	3	75
31	C-31	3	3	3	4	81.25
32	C-32	3	3	3	3	75
33	C-33	3	3	2	3	68.75
34	C-34	3	3	2	2	62.5
35	C-35	3	3	3	3	75
$\Sigma$						2525
Mean						72.14



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Attachment 8: The students' post-test score

a. Ratter 1 (Experimental Class)

No	Speaking score					Total Score
	Name	Vocabulary	Pronunciation	Grammar	Fluency	
1	E-1	3	3	4	3	81.25
2	E-2	4	4	3	3	87.50
3	E-3	4	3	4	3	87.50
4	E-4	4	4	3	4	93.75
5	E-5	4	3	3	4	87.50
6	E-6	3	3	4	3	81.25
7	E-7	4	4	3	4	93.75
8	E-8	3	3	4	3	81.25
9	E-9	3	2	4	3	75.00
10	E-10	3	3	4	3	81.25
11	E-11	3	3	4	3	81.25
12	E-12	4	4	3	4	93.75
13	E-13	3	4	2	3	75.00
14	E-14	4	3	4	4	93.75
15	E-15	3	4	4	3	87.50
16	E-16	3	3	3	2	68.75
17	E-17	4	3	4	3	87.50
18	E-18	4	3	3	3	81.25
19	E-19	4	4	3	4	93.75
20	E-20	3	3	4	3	81.25
21	E-21	4	3	4	3	87.50
22	E-22	3	4	2	3	75.00
23	E-23	3	3	4	3	81.25
24	E-24	3	4	4	3	87.50
25	E-25	4	4	3	4	93.75
26	E-26	4	4	3	4	93.75
27	E-27	3	3	4	3	81.25
28	E-28	3	4	3	3	81.25
29	E-29	4	2	3	3	75.00
30	E-30	3	4	3	3	81.25
31	E-31	4	3	4	3	87.50
32	E-32	3	4	3	2	75.00
33	E-33	3	3	4	3	81.25
34	E-34	3	4	3	2	75.00
35	E-35	4	4	4	4	100.00

$\Sigma$	2950.00
Mean	84.29

b. Ratter 2 (Experimental Class)

No	Name	Speaking Score				Total Score
		Vocabulary	Pronunciation	Grammar	Fluency	
1	E-1	3	3	4	4	87.50
2	E-2	4	4	4	3	93.75
3	E-3	3	3	4	4	87.50
4	E-4	4	4	3	3	87.50
5	E-5	4	3	3	4	87.50
6	E-6	3	3	3	4	81.25
7	E-7	4	4	3	4	93.75
8	E-8	3	3	4	4	87.50
9	E-9	3	3	4	4	87.50
10	E-10	3	3	4	4	87.50
11	E-11	3	3	4	3	81.25
12	E-12	4	4	4	3	93.75
13	E-13	3	4	3	3	81.25
14	E-14	4	3	3	4	87.50
15	E-15	3	3	3	4	81.25
16	E-16	3	4	3	3	81.25
17	E-17	4	3	4	3	87.50
18	E-18	4	3	3	3	81.25
19	E-19	4	4	4	3	93.75
20	E-20	3	3	4	4	87.50
21	E-21	4	3	3	4	87.50
22	E-22	3	3	4	3	81.25
23	E-23	3	4	4	4	93.75
24	E-24	3	4	3	3	81.25
25	E-25	4	4	4	4	100.00
26	E-26	4	4	4	4	100.00
27	E-27	3	4	3	3	81.25
28	E-28	3	3	3	3	75.00
29	E-29	3	4	3	3	81.25
30	E-30	3	4	4	3	87.50
31	E-31	3	4	4	3	87.50
32	E-32	3	3	3	3	75.00
33	E-33	3	4	3	3	81.25

34	E-34	3	4	4	4	93.75
35	E-35	4	4	4	4	100.00
$\Sigma$						3043.75
Mean						86.96

c. Ratter 1 (Control Class)

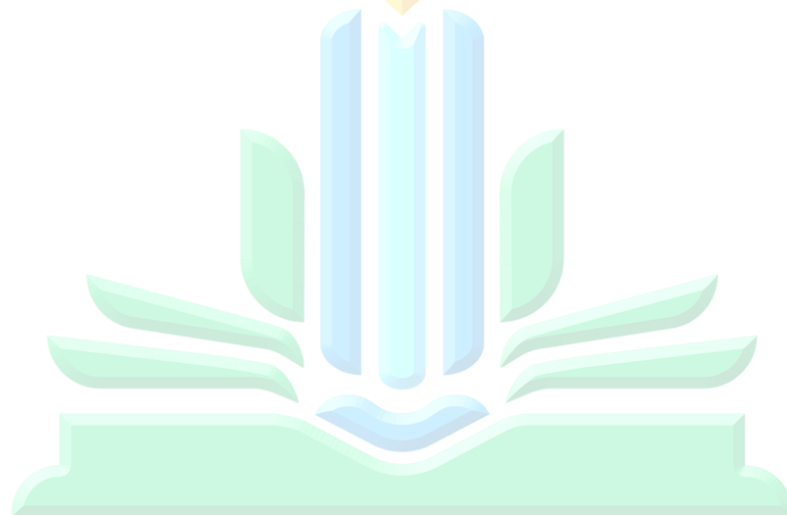
No	Name	Speaking score				Total score
		Vocabulary	Pronunciation	Grammar	Fluency	
1	C-1	3	2	3	3	68.75
2	C-2	2	3	3	2	62.50
3	C-3	3	3	4	3	81.25
4	C-4	2	3	3	2	62.50
5	C-5	2	4	3	3	75.00
6	C-6	2	3	3	2	62.50
7	C-7	4	2	3	3	75.00
8	C-8	3	4	3	3	81.25
9	C-9	3	3	4	3	81.25
10	C-10	4	3	2	2	68.75
11	C-11	4	4	4	3	93.75
12	C-12	2	3	3	2	62.50
13	C-13	3	3	4	2	75.00
14	C-14	2	3	3	2	62.50
15	C-15	3	3	3	3	75.00
16	C-16	3	3	2	4	75.00
17	C-17	2	3	3	3	68.75
18	C-18	4	3	3	3	81.25
19	C-19	4	3	4	3	87.50
20	C-20	3	3	3	2	68.75
21	C-21	3	4	4	3	87.50
22	C-22	4	3	4	4	93.75
23	C-23	3	4	2	3	75.00
24	C-24	3	4	4	3	87.50
25	C-25	3	3	4	3	81.25
26	C-26	3	3	4	3	81.25
27	C-27	3	2	4	3	75.00
28	C-28	2	3	3	2	62.50
29	C-29	3	4	3	4	87.50

30	C-30	2	3	3	2	62.50
31	C-31	4	3	3	4	87.50
32	C-32	3	3	4	3	81.25
33	C-33	4	3	4	3	87.50
34	C-34	2	3	3	2	62.50
35	C-35	3	3	3	2	68.75
$\Sigma$						2650.00
Mean						75.71

d. Ratter 2 (Control Class)

No	Name	Speaking Score				Total Score
		Vocabulary	Pronunciation	Grammar	Fluency	
1	C-1	2	2	2	2	50.00
2	C-2	2	3	2	2	56.25
3	C-3	3	3	4	3	81.25
4	C-4	3	3	3	2	68.75
5	C-5	2	3	3	3	68.75
6	C-6	3	3	3	2	68.75
7	C-7	3	3	3	3	75.00
8	C-8	3	3	2	3	68.75
9	C-9	3	3	3	3	75.00
10	C-10	3	2	2	2	56.25
11	C-11	4	4	4	4	100.00
12	C-12	2	2	2	2	50.00
13	C-13	3	3	3	2	68.75
14	C-14	2	3	3	3	68.75
15	C-15	3	3	3	3	75.00
16	C-16	2	3	2	3	62.50
17	C-17	3	3	3	3	75.00
18	C-18	3	3	2	3	68.75
19	C-19	3	3	3	3	75.00
20	C-20	3	3	2	2	62.50
21	C-21	3	3	3	3	75.00
22	C-22	4	4	4	3	93.75
23	C-23	3	3	3	3	75.00
24	C-24	3	3	3	3	75.00
25	C-25	3	3	3	3	75.00

26	C-26	2	2	3	3	62.50
27	C-27	3	3	3	3	75.00
28	C-28	3	3	3	3	75.00
29	C-29	3	4	4	4	93.75
30	C-30	3	3	2	2	62.50
31	C-31	4	4	4	4	100.00
32	C-32	4	4	4	3	93.75
33	C-33	4	4	4	3	93.75
34	C-34	2	2	2	2	50.00
35	C-35	3	3	2	2	62.50
$\Sigma$						2537.50
Mean						72.50



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Attachment 9: Picture of Research Activity



Pre-test Activity:

The students were telling story based on the students' book



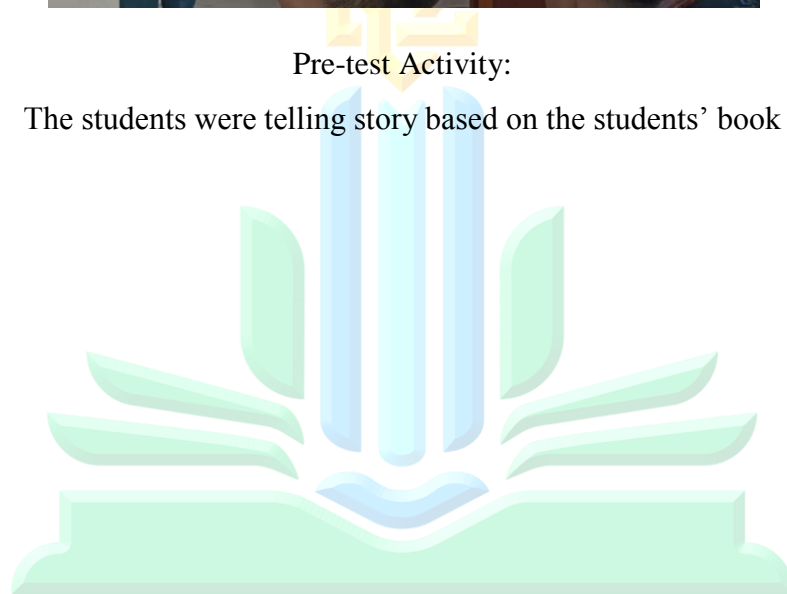
Treatment Activity:

The students were watching video that provided by teacher



Pre-test Activity:

The students were telling story based on the students' book



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Attachment 10: Instrument Validity

**INSTRUMENT VALIDITY**

**INSTRUCTION:**

1. Put a check mark in the score column according to your opinion.
2. If there is a need to be revised, please write in the column “notes”
3. Score 1 (poor), 2 (Fair), 3 (Good) and 4 (Very good)

No	Content of Validity	Indicator	Score				Notes
			1	2	3	4	
1	Content validity	1. The material is related to Syllabus of eleventh grade.				√	
		2. The material is related to basic competencies (KD) of eleventh grade student.				√	
		3. The content of the material and topic are appropriate with grade and school level.				√	
		4. The media is appropriate with the material.			√		
		5. The material is appropriate with the				√	

		students' target skill				
2	Face validity	1. The components of narrative text retelling a short story are relevant to measure students' speaking skill.		√		
		2. The measurement method seem useful for measuring students' speaking skill.			√	
		3. The measure is seemingly appropriate for capturing the students' speaking skill.				

Jember, 20<sup>th</sup> of March 2023  
Validator

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

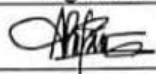










**Yuliati, S.Pd, M.Pd**

Attachment 11: Research Journal


**RESEARCH JOURNAL**

The effect of digital storytelling on students' speaking skill at eleventh grade of SMAN 4 Jember

No	Date	Activity	Signature
1	12 <sup>th</sup> of January 2023	The researcher did an observation	
2	13 <sup>th</sup> of March 2023	The researcher confirmed the research permission.	
3	28 <sup>th</sup> of March 2023	The researcher conduct pre-test for experimental and control class.	
4	29 <sup>th</sup> of March 2023 4 <sup>th</sup> of April 2023 5 <sup>th</sup> of April 2023 11 <sup>th</sup> of April 2023 9 <sup>th</sup> of May 2023	The researcher conduct treatment for Experimental class.	
5	31 <sup>st</sup> of March 2023 3 <sup>rd</sup> of April 2023 10 <sup>th</sup> of April 2023 14 <sup>th</sup> of April 2023 5 <sup>th</sup> of May 2023	The researcher conduct treatment for control class.	
6	10 <sup>th</sup> of May 2023	The researcher conduct post-test for Experimental Class	
7	12 <sup>th</sup> of May 2023	The researcher conduct post-test for Control Class.	
8	14 <sup>th</sup> of May 2023	Complete the research data and document review.	
9	16 <sup>th</sup> of May 2023	The researcher asked for a letter of research finishing.	



 Jember, 16 Mei 2023  
 Kepala Sekolah  
**Drs. EDDY PRAYITNO, M.Pd**  
 NIP. 19650414 199003 1 009

Attachment 12: Permission letter

**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://tik.unkhas-jember.ac.id](http://tik.unkhas-jember.ac.id) Email [tarbiyah\\_iainember@gmail.com](mailto:tarbiyah_iainember@gmail.com)

---

Nomor : B-0009/In.20/3.a/PP.009/01/2023  
Sifat : Biasa  
Perihal : **Observasi untuk Memenuhi Tugas Mata Kuliah Magang I**

Diterima Igl. : 11/1 22  
Nomor Agenda: 005/400  
Diteruskan : 1.  
2.  
Paraf petugas : 

Yth. Kepala SMAN 4 Jember  
Jl. Hayam Wuruk No.145, Krajan, Sempusari, Kec. Kaliwates, Kabupaten Jember, Jawa Timur

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

NIM : T20196167  
Nama : PERMATA KAMILATUN NISA  
Semester : Semester Tujuh  
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Observasi selama 14 ( empat belas ) hari di lingkungan lembaga wewenang Bapak/Ibu Drs. Eddy Prayitno, M.Pd

Adapun pihak-pihak yang dituju adalah sebagai berikut:


1. Drs. Eddy Prayitno, M.Pd
2. Muhammad Effendi, M.Pd.
3. Yuliati, S.Pd, M.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

085859172129

Jember, 06 Januari 2023

Dekan,  
Wakil Dekan Bidang Akademik,

  
**MASHUDI**



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://tik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-1091/In.20/3.a/PP.009/03/2023

Sifat : Biasa

Perihal : Permohonan Ijin Penelitian

Diteruskan : 15/3/23  
Nomor : 047/1400  
Diteruskan : 1.  
2.  
Paraf pejabat : *fg*

Yth. Kepala SMAN 4 Jember

Jl. Hayam Wuruk No.145, Krajan, Sempusari, Kec. Kaliwates, Kabupaten Jember, Jawa Timur

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

NIM : T20196167  
Nama : PERMATA KAMILATUN NISA  
Semester : Semester delapan  
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Effect of Digital Storytelling on Students' Speaking Skill at Eleventh Grade of SMAN 4 Jember" selama 60 ( enam puluh ) hari di lingkungan lembaga wewenang Bapak/Ibu Drs. EDDY PRAYITNO, M. Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 10 Maret 2023

Dekan,  
Wakil Dekan Bidang Akademik,



Kts. xi.

ro. mohon diteliti  
bu yul.

085859172129

15/2023  
13

*fg*



PEMERINTAH PROVINSI JAWA TIMUR  
DINAS PENDIDIKAN  
**SMA NEGERI 4 JEMBER**

Jl. Hayam Wuruk 145 Telp. (0331) 421819 Fax. (0331) 412463 Jember 68135  
Web. <http://www.sman4jember.sch.id> – e-mail: [admin@sman4jember.sch.id](mailto:admin@sman4jember.sch.id)

**SURAT KETERANGAN**

Nomor : 421.3/564/101.6.5.4/2023  
Perihal : Penelitian

Yang bertanda tangan dibawah ini Kepala SMA Negeri 4 Jember menerangkan dengan sebenarnya bahwa :

Nama : **PERMATA KAMILATUN NISA**  
NIM : T20196167  
Program Studi : FTIK / Tadris Bahasa Inggris  
UIN KIAI HAJI ACHMAD SIDDIQ JEMBER

Benar-benar telah melaksanakan penelitian di SMA Negeri 4 Jember pada tanggal 16 Maret s.d 12 Mei 2023 dengan judul The Effect of Digital Story Telling on Students' Speaking Skill at Elevent Grade of SMAN 4 Jember “.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.



Jember, 16 Mei 2023  
Kepala Sekolah

**Drs. EDDY PRAYITNO, M.Pd**  
NIP. 19650414 199003 1 009

Attachment 13: Biographical Data

**BIOGRAPHICAL DATA OF WRITER**



Name : Permata Kamilatun Nisa

Major : English Education

Place of Birth : Situbondo

Date of Birth : January 13, 2001

Address : Situbondo, East Java

Education : TK Nurul Islam, graduated in 2007

SDN 2 Kapongan Graduated in 2013

SMP Nurul Jadid Graduated in 2016

SMK Nurul Jadid Graduated in 2019

Organization Experiences : PSDM Division of HMPS, English Education

Department (2021-2022)