THE EFFECT OF DIGITAL STORYTELLING
ON THE 7TH GRADE STUDENTS SPEAKING SKILL
AT MTS MISYKAYATUL ULUM SITUBONDO

THESIS

By:

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STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF EDUCATION AND TEACHER TRAINING
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Presented to State Islamic University of Kiai Haji Achmad Siddiq Jember
In partial fulfillment of the requirements
For the degree of Bachelor Education (S. Pd)
Faculty of Tarbiyah and Teacher Training
Department of Islamic studies and Language Education
Program of English Education

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THESIS

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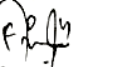
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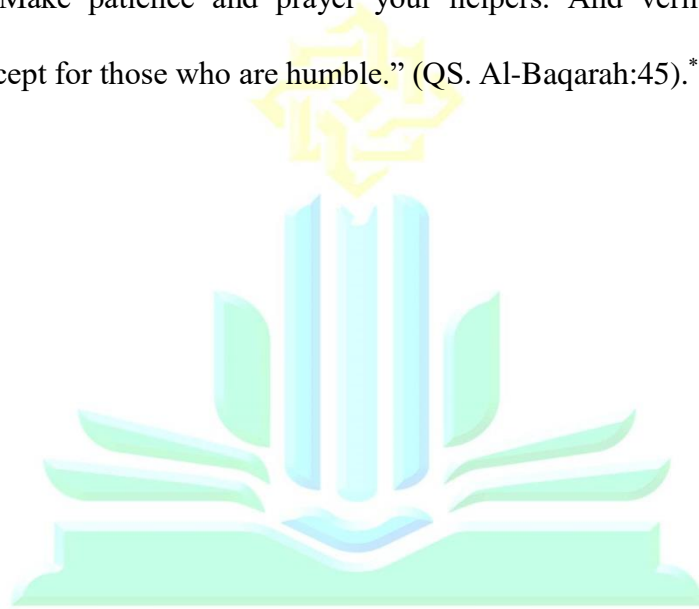
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MOTTO

وَٱسْتَعِينُواْ بِٱلصَّبْرِ وَٱلصَّلَوٰةِ ۚ وَإِنَّهَا لَكَبِيرَةٌ إِلَّا عَلَى ٱلْخَٰشِعِينَ ﴿٤٥﴾

Meaning: "Make patience and prayer your helpers. And verily, this is truly difficult, except for those who are humble." (QS. Al-Baqarah:45).[*]

DEDICATION

This thesis is proudly dedicated to:

1. My beloved father Hosnaidi, and my mother Yayuk Soviningsih who always love, pray, motivate, and support me to finish this thesis. Thank you for everything.

2. My brother Ahmad Alfaruk Turnain who always support me.

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Alhamdulillahi Rabbil 'Alamin. In the name of Allah, the most merciful and graceful who has given the writer an opportunity to finish this thesis. Shalawat and Salam are given to our prophet Muhammad SAW, who has guided us from the darkness to the brightness

This thesis is writing to fulfill a part of requirement to obtain degree of bachelor (S1) in English Education Program of Universitas Islam negeri Kiai Haji Achmad Siddiq Jember, under the title "The Effect Digital Storytelling On Students Speaking Skill At First Grade Mts Misykayatul Ulum Situbondo".

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5. Siti Khodijah, S.S., M.Pd. as the thesis advisor who always patiently guided, given suggestion, and helped in correcting and giving countless time to finish this thesis well;

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Jember, December 13th, 2023

Siti Nurul Quratul Aini

ABSTRACT

Siti Nurul Quratul Aini , 2023: *The Effect Digital Storytelling On Students Speaking Skill At First Grade Mts Misykayatul Ulum Situbondo.*
Keywords: Digital Storytelling, Speaking Skill

Speaking is the ability to share ideas, feelings, and so on to have an interaction with others. Mastering English is needed by the students. However, students had low speaking proficiency and they were afraid to make mistakes. Therefore, Quasi Experimental is a method that used to improve the students' speaking ability.

The question of this research is "How the effect of using digital storytelling on students' speaking Skills?. However, the objective of this research is to measure whether or not there is any significant effect of digital storytelling (DST) in improving speaking Skills.

The method of the research was Quantitative Research especially a Quasi-Experimental Non-equivalent Control Group Design. The research was conducted with two groups, namely experimental group (15 students) and control group (17 students). There are three stages in this research, namely; Pre-test, treatment, and Post-test. However, after the treatment, the researcher gave Post-test for both groups. Pre-test and Post-test were collected then analyzed the independent one way ANOVA by using SPSS V20.

The result showed that the mean of pre-test in experimental class was 55 and the mean of post-test in experimental class was 83 (83 >55). While, the mean of pre-test in control class was 45 and the mean of post-test in control class was 57 (45 >57). So, the mean of post-test in experimental group was higher than control group. Moreover, This can also be seen from the results of the hypothesis test, the One Way ANOVA test, which obtained a sig score of 0.023. In accordance with decision making in the One Way ANOVA test, namely if $p < 0.005$ then Ho is rejected and Ha is accepted. So, the result that can be concluded is that Ha was accepted, so the research concluded that with the treatment given to these students there was an increase in the students' speaking skills.

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CHAPTER I

INTRODUCTION

A. Research Background

Education is an essential process in human development. It is different from schooling. Schooling is just one of the ways in which education is provided, whereas education deals with the total process of human learning by which knowledge is imparted, faculties are trained and different skills are developed. Education is also defined as the act or process of educating or applying discipline on the mind or a process of character training[1].

English language teaching is Developing English language skills in a contextual and acceptable manner according to the context and daily conditions and situations of students. This is to produce a form of English learning that better touches the language needs of students. In implementing efficient English learning, educators have an important role in maintaining the atmosphere in the classroom. Having a pleasant atmosphere in the classroom can simplify the learning process, so that students will remember more easily. Apart from that, educators can also be more flexible by applying appropriate methods depending on the students' conditions.[2]

Speaking ability is a crucial component of language learning, particularly when learning a second or foreign language. Effective communication in a target language necessitates fluency, accuracy, and

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[1] Adesemowo, P. Oluremi Ph.D, *BASIC OF EDUCATION: The Meaning And Scope Of Education.* Book July 2022, 1

[2] Aisyah Deprilya, " Penerapan Pembelajaran Bahasa Inggris Yang Seharusnya" https://www.kompasiana.com/aisyahdeprilya6535/639e4a3cf4fbe47c521ed102/penerapan-pembelajaran-bahasa-inggris-yang-seharusnya (Diakses pada 21 Desember 2023, Pukul 17.51)

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appropriate speech for a variety of contexts, including academic, social, and professional settings[3]. Various examinations have been led to explore factors that influence speaking execution, for example, tension, inspiration, system use, and criticism. Task-based language instruction, communicative language instruction, and form-focused instruction are just a few of the various teaching methods and strategies that have been studied for improving speaking proficiency. In addition, research has looked at how speaking skills can be measured and evaluated as well as how they develop across age groups and proficiency levels. A widely accepted framework for describing and evaluating speaking proficiency levels is the Common European Framework of Reference for Languages (CEFR).

In general, research on speaking ability has improved our comprehension of the factors that influence speaking performance as well as the efficacy of various teaching strategies. The significance of developing speaking proficiency in language learning has been highlighted by this research, which has contributed to the development of language teaching practice and curriculum. [4]. Students' active construction of their own understanding of the world through their experiences and interactions with the environment is emphasized by the constructivist learning theory. Because students are actively involved in the process of creating and sharing their own

[3] Alismail, H. A. *Integrate Digital Storytelling In Education. Journal Of Education And Practice,* 6 (9), 2015. 126–129. Https://Eric.Ed.Gov/?Id=Ej108241

[4] Crystal, D, *English As A Global Language.* (Cambridge: Cambridge University Press:1997), 21.

stories, digital storytelling can be considered a form of constructivist learning[5].

In order for students to effectively communicate their ideas, they must use a variety of language skills while creating a digital story, such as speaking, listening, reading, and writing[6]. Reflective thinking, problem-solving, and critical analysis are all part of the process of creating a digital story, which can help students improve their speaking skills[7]. The multimodal learning hypothesis underscores the significance of utilizing various methods of correspondence, like pictures, sounds, and text, to improve learning and understanding. Digital storytelling gives students the chance to communicate in multiple ways, which can help them improve their speaking skills and make learning more fun and interactive[8].

Learners can create a more compelling and engaging story by combining various media elements, which can assist in capturing the audience's attention and enhance their speaking skills[9]. Computerized narrating likewise gives an open door to students to get criticism on their speaking ability, which can assist with working on their certainty and generally capability. Overall, the constructivist learning theory and the multimodal learning theory are in favor of using digital storytelling as a teaching method to improve speaking skills. This is because it gives students

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[5] Crystal, D, *English As A Global Language,*143

[6] Frazel, Midge, *Digital Storytelling: Guide For Educators.* (Usa: International Society Fortechnology In Education (Iste), 2021), 8.

[7] Frazel, Midge, *Digital Storytelling: Guide For Educators*.8

[8] Frazel, Midge, *Digital Storytelling: Guide For Educators*.12

[9] Lipman, Doug, *Improving Your Storytelling,* (Usa: August House: 1999), 45.

a chance to actively construct their own understanding of the world and engage with multiple communication styles.

As Curriculum 2013 (Kemendikbud), the objective of English learning in the 1st grade of middle school, especially for speaking capacity, is to empower understudies to fabricate relational cooperations with their nearby environmental elements utilizing spoken and composed English. Students receive a communicative practice pattern from English teachers. As a result, the speaking activity ought to provide students with numerous chances to practice their English. Turk (2003) confirms that providing an appropriate emotional state is crucial to effective speaking[10].

Improving speaking skills can be achieved through various forms of media that provide opportunities for practice, exposure, and learning. Here are some media that can help enhance speaking skills[11]: First, Podcasts: Listening to podcasts, especially those with native speakers or discussions on topics you're interested in, can help you develop your listening comprehension, vocabulary, and pronunciation. Second, Audiobooks: Similar to podcasts, listening to audiobooks can expose you to well-articulated speech, different accents, and various speaking styles. Third, Language Learning Apps: Many language learning apps offer interactive speaking exercises and speaking practice with AI or native speakers, which can help you build confidence and fluency. Fourth, Digital Storytelling : Digital

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[10] Turk, Christopher, *Effective Speaking: Communicating In Speech.* (London: Taylor & Francis E-Library, 1999), 105.

[11] Richards, Jack C.. *Teaching Listening And Speaking.* (New York: Cambridge University Press 2008), 28.

storytelling is a modern form of storytelling that involves using digital media tools and technology to convey a narrative. It combines traditional storytelling elements with multimedia elements such as images, videos, audio, music, text, and interactive elements to create a compelling and engaging narrative.

Enhancing students' speaking abilities can be accomplished in a variety of ways. Digital storytelling (DST) as a form of educational media is one approach. The use of digital media insight in digital storytelling is a type of transformation from traditional storytelling. Images, sound effects, storylines, and audio are combined in DST to bring characters, situations, and experiences to life and offer profound insight. DST is very eye-catching for anyone due to the combination of these components [12].

Students can improve their speaking skills, including pronunciation, fluency, comprehension, grammar, and vocabulary, by participating in the DST project. The students have a good time with this media. It makes the speaking activity more enjoyable for students. It is believed that using digital storytelling can improve learning, creativity, and enthusiasm. It is anticipated that this media will encourage students to be more active and creative as well as increase their motivation to speak English[13].

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[12] Razmi, Mehri; Pourali, Soheila & Sanaz, Nozad, *Digital Storytelling In Efl Classroom (Oral Presentation Of The Story): A Pathway To Improve Oral Production, 2014* Procedia - Social And Behavioral Sciences 98 1541 – 1544. Retrieved From Http://Dx.Doi.Org/10.1016/J.Sbspro.2014.03.576.

[13] Frazel, Midge, *Digital Storytelling: Guide For Educators*, (Usa: International Society For Technology In Education (Iste),2010), 55.

The DST (Digital Storytelling) project was an innovative approach to language learning, offering a myriad of benefits to the students. Through active participation, they could improve their pronunciation, fluency, comprehension, grammar, and vocabulary. It was a grand endeavor, one that promised to make their speaking activities more enjoyable, fostering a love for language and creativity. As the project unfolded, the students quickly found themselves immersed in a world of captivating stories and engaging media. It was no ordinary language class; it was a journey of imagination and discovery. With each new tale, they explored diverse landscapes, met fascinating characters, and confronted thrilling challenges.

The researcher observations indicate that the majority of First Grade MTs Misykayatul Ulum Situbondo it difficult to verbally communicate their thoughts[14]. According to the interview with english teacher and researcher observations show that the lack of vocabulary was the first problem. The majority of students could comprehend what the teacher and other students were saying, but they were unable to respond in English. Students were able to understand the teacher's verbal instructions when they were asked to do something, such as respond to a question, make a comment, or have a conversation, but they struggled to respond in English. Students need help from the teacher by getting clues to the vocabulary they need[15].

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[14] Researcher Observations With A Teacher On March 09, 2023.
[15] Palmer, Erik, *Teaching The Core Skills Of Listening And Speaking*. (Alexandria: As Cd, 2014), 25

A lack of proficiency in pronunciation was the next factor. This happened because their native language made it hard for them to use a foreign language, especially English. Their pronunciation was difficult due to the irregular spelling of English. Students may have difficulty understanding how a word should be pronounced or written because English letters do not accurately represent their sounds. Thirdly, they lack confidence in expressing their thoughts or ideas because they were too timid and afraid to participate in classroom activities. They were reluctant to speak English because they were afraid of making mistakes. When they pronounced or spelled something incorrectly, some students admitted that they did not want to be laughed at by their peers[16].

In addition, students did not have sufficient time to regularly practice speaking English. While the average number of students in the class was 15, the English teacher only had 80 minutes to instruct. At least twice per week, English classes were taught. Because they needed to learn other skills like listening, reading, and writing, they couldn't focus on speaking. Due to the short class time, it was extremely difficult to ensure that students had enough opportunities to practice speaking[17].

Previous studies have demonstrated that students' speaking skills can be enhanced by incorporating digital storytelling into the English instruction process. Action researchers at Singapore Management University Themin Suwardy, Gary Pan, and Poh-Sun Seow hypothesized that the use of digital

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[16] Palmer, Erik, *Teaching The Core Skills Of Listening And Speaking*. 26
[17] Interview With A English Teacher, Situbondo, March 15, 2023.

storytelling could boost students' motivation to learn and increase their engagement in the lesson. It can be a useful teaching method for putting accounting and its role in helping management make decisions in context[18].

The following pertinent study by Suzana Sukovic found that digital storytelling promoted the development of transliteracy skills, increased student engagement in learning, and affected participants outside of the project's scope. A study on transliteracy and high school students' engagement with learning, as well as the creation of digital stories based on a creative reading task, were included in the task[19]. The difference between this research and the author's research is while conducted within the confines of a boarding school, explores how digital storytelling impacts the participants' lives outside of the project's context. This indicates that the benefits of engaging with digital storytelling spill over into various aspects of students' lives beyond the educational setting.

Based on the previous description, the heading of the thesis is " The Effect Digital Storytelling On Students Speaking Skill At First Grade MTs Misykayatul Ulum Situbondo" the Researcer conducted this study to determine whether DST was effective in improving speaking ability.

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[18] Suwardy, Themin; Pan, Gary. & Seow, Poh-Sun, *Using Digital Storytelling To Engage Student Learning.* Accounting Education: An International Journal, 22:2, 2013 109-124, Doi:10.1080/09639284.2012.748505

[19] Sukovic, Suzana. *Itell: Transliteracy And Digital Storytelling.* Australian Academic & Research Libraries, Vol. 45, No. 3, 205–229, 2014 Retrieved From Http://Dx.Doi.Org/10.1080/00048623.2014.951114

B. Research Question

The Goal of the study can be formulated into "How the effect of using digital storytelling on students' speaking Skills?"

C. Research Objective

To measure whether or not there is any significant effect of digital storytelling (DST) in improving speaking Skills.

D. Research Significances

1. Theoretical Significance

The result of the study is expected to confirm the theories related to the effectiveness of digital storytelling on student speaking skills.

2. Practical Significance

a. For Teacher

Teaching speaking and implementing student-centered learning likely benefit from the study's findings. Teachers can implement the study's theories in the English classroom. Besides, the DST can be an elective technique for making the growing experience more pleasant, developing understudies' advantage in learning English, and working on understudies' speaking abilities.

b. For other researchers

The findings of the study can always serve as a point of reference for other researchers conducting research on the same topic.

c. **For researchers**

It is expected that the study can be useful for the reseacher to have experience in conducting quantitative research

E. **Research Scope**

1. **Research Variables**

The study includes two variables which measure to know their level of relationship. The first variable is digital storytelling, and the secound one is students' Speaking skills.

2. **Variable Indicators**

The indicators of the research are obtained from the grand theory of the variable. The indicators for the firs variable, This improve students' knowledge and academic skills as they would do research on the topic given, search for materials and create a Digital Story [20]. The second variable, namely students' speaking skills, This will improve students' knowledge and academic skills as they would do research on the topic given, search for materials and create a Digital Story.

F. **Operational Definition**

1. **Digital story telling**

Digital storytelling is a method of communication that involves using digital tools and technology to convey a story. It combines various multimedia elements, such as text, images, audio, video, and animations, to create a compelling and engaging narrative. Digital storytelling allows

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[20] Alismail, H. A, *Integrate Digital Storytelling In Education*. *Journal Of Education And Practice, 6* (9), 2015, 126–129. Https://Eric.Ed.Gov/?Id=Ej108241

individuals to present information, ideas, and emotions in a creative and interactive manner. This is because in digital storytelling teachers can insert other learning media such as images, audio, video, otr animation. Become an innovative learning media because learning materials are provided in digital.

2. Speaking Skill

In the context of the research title "The Effect of Digital Storytelling on Students' Speaking Skills at First Grade MTs Misykayatul Ulum Situbondo," speaking refers to the oral communication ability of the students. It involves the production of sounds, words, and sentences to convey meaning and interact with others in the English language. The study aims to explore how the integration of digital storytelling as a language learning tool can impact and enhance these speaking skills of sound, words, and sentence among the students.

G. Research Assumption

The assumption for the research titled "The Effect of Digital Storytelling on Students' Speaking Skills at First Grade MTs Misykayatul Ulum Situbondo" is that incorporating digital storytelling as a language learning tool will have a positive impact on students' speaking skills in English.

H. Action Hypothesis

Based on the previously presented theory and the problem of speaking, the writer stated the hypothesis in the following statement:

Ha : There is a significant effect of using Digital Storytelling on students' speaking skills.

Ho : There is no a significant effect of using Digital Storytelling on students' speaking skills

CHAPTER II

LITERATURE REVIEW

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

A. Previous Studies

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

1. Dian Arief Pradana (2021), entitled "A Narrative Analysis of Students' Perceptions and Experience in Using Digital Storytelling for Engaging Speaking Skill in Covid-19 Era". This narrative inquiry research aims to uncover students' perceptions and understanding towards the use of digital storytelling in engaging students speaking skill and identifies how digital storytelling assist EFLstudents in speaking skill in terms of storytelling context is employed during the covid-19 era. A Narrative analysis of students' perceptions and experience in using digital storytelling for engaging speaking skill. The conclusion of herresearch is digital storytelling engaged the students in speaking ability during a covid-19 pandemic. It can be seen from students narrated that digital storytelling arouses students more participation in speaking activities and allows them to become active and creative during the coronavirus pandemic. Digital storytelling was proved as

an educational tool that greatly assisted EFL students in increasing their speaking ability in terms of storytelling context. By implementing digital storytelling in speaking activities, the students can get benefits in engaging speaking skills.[21]

2. Fadhilah Zamzam (2020) conducted a study with the title "Digital Storytelling to Improve Students' Speaking Skill". This is a quasiexperimental non-equivalent control group design. The population of this research was 20 first semester students at international class of Communication Science Department, Tadulako University. This research was conducted in 16 meetings during the first semester. The variable was speaking skill and technique applied was digital storytelling. The result of this research showed that Treatment was conducted in 16 times meeting during the semester. Data analysis reveals different result between experimental group and control group. Result of posttest in experimental group shows improvement through the mean score of 59.60 out of 50. Furthermore, level of significant was tested using 0.05 two tailed test and t-table of 2.00. at the end, Ha is accepted because t-test is higher (33) than t-table (2.00). Students' score improved to 70 from 60 in experimental group.[22]

3. Drajat and Purnama (2020), entitled "Effectiveness of Using Digital Storytelling Youtube Channels "How Come?" In Improving Interest To

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[21] Dian Arief Pradana, *The Use Digital Story Telling To Increase Students Interest In Learning In The New Normal Era*, International Journal Of Educational Review, Law And Social Sciences |Ijerlas, Volume 3 No. 2 (2023)

[22] Fadhilah Zamzam, *Digital Storytelling To Improve Students- Speaking Skill*, Jurnal Studi Guru Dan Pembelajaran, Vol. 3, No. 3, September - December 2020

Learn. This study uses a quantitative method with a positivistic paradigm. Sampling is done by simple random sampling technique by spreading 100 respondents, namely Youtube channel subscriber "Kok Bisa?". The results of this study are simple linear regression of Y = -2.166 + 0.446 X. Furthermore the correlation analysis with a result of 0.683 is included in the strong category. The results of using digital storytelling as a whole got an effective category by obtaining a percentage score of 83.9%. This shows that the use of digital storytelling has been successfully used to convey difficult-tounderstand material or content to be easier to understand.[23]

4. Mohd Azmi Zakaria and Azlina Abdul Aziz, (2019). previous study that is used by the writer is The Impact of Digital Storytelling on ESL Narrative Writing Skill by Mohd Azmi Zakaria and Azlina Abdul Aziz, 2019. This paper presents a part of a study on the teaching of narrative writing by incorporating Digital Storytelling. Writing skill is an essential component in mastering English because it incorporates all elements in English. By integrating technology in the learning process, students would be able to improve their writing skill.[24]

5. Syafryadin's (2019), entitled "Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres". This research was conducted to investigate the impact of digital storytelling towards senior high school students' speaking ability in various text genres,

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[23] Hikmad Drajat, Hadi Purnama, *Efektivitas Penggunaan Digital Storytelling Kanal Youtube "Kok Bisa?" Dalam Meningkatkan Minat Belajar,* Jurnal Komunikasi Universitas Garut: Hasil Pemikiran Dan Penelitian Vol. 6, No. 1, April 2020
[24] Mohd Azmi Zakaria, *The Impact Of Digital Storytelling On Esl Narrative Writing Skill,* Arab World English Journal (Awej) Special Issue On Call Number 5. July 2019

and analyze in what extend it works effectively. The researchers used an action research and random sampling technique. The steps in this design are planning, acting, observing, and reflecting. Based on the Cycle 1, the data showed 34 students of X Science 4, only15 students (44,11 %) could retell the story with correct pronunciation, fluency, and elaboration. Most of them were 19 students (55,88%) who were not capable of retelling the story with good pronunciation, fluency, and elaboration. The total average in cycle 1 was 71, Cycle 2 showed that 34 students of tenth grade science4, there were 27 students (76,41 %) who could retell the story with correct pronunciation, fluency, and elaboration. But there were still 7 students (20,58 %) who could not retell it correctly. The total average in cycle 2 was 78. These findings digital story telling could be a pedagogical tool for teacher in constructing the lesson plan to comprehend the material[25]

Based on the previous studies that the researcher described above. The researcher found that there are similarities and differences between the previous studies with the study that conducted by the researcher as presented in the table 2.1

Table 2 2
The Similarities and Differences Between The Previous Studies and The Study Conducted by The Reseacher

No.	Author and Title	Similarities	Differences
1	2	3	4
1	Dian Arief Pradana (2021), entitled "A	Both of the researchs focused on students	The previous research used

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[25] Syafryadin, H., & Salniwati, A. R. A. P, *Digital Storytelling Implementation For Enhancing Students- Speaking Ability In Various Text Genres.* International Journal Of Recent Technology And Engineering (Ijrte), 8(4), 3147-3151, 2019

No.	Author and Title	Similarities	Differences
	Narrative Analysis of Students' Perceptions and Experience in Using Digital Storytelling for Engaging Speaking Skill in Covid-19 Era".	speaking skills and digital story telling.	narrative inquiry research aims to uncover students' perceptions and understanding towards the use of digital storytelling in engaging students speaking skill and identifies how digital storytelling assist EFLstudents in speaking skill in terms of storytelling context is employed during the covid-19 era.
2	Fadhilah Zamzam (2020) conducted a study with the title "Digital Storytelling to Improve Students' Speaking Skill".	Both of the researchs focused on students speaking skills and digital story telling.	The previous research used quasiexperimental non-equivalent control group design. The population of this research was 20 first semester students at international class of Communication Science Department, Tadulako University.
3	Drajat and Purnama (2020), entitled "Effectiveness of Using Digital Storytelling Youtube Channels "How Come?"	Both of the researchs focused on digital story telling.	The previous research used a quantitative method with a positivistic paradigm.
4	Mohd Azmi Zakaria and Azlina Abdul Aziz, (2019). previous study that is	Both of the researchs focused on digital story telling.	The previous research presents a part of a study on the teaching of

No.	Author and Title	Similarities	Differences
	used by the writer is The Impact of Digital Storytelling on ESL Narrative Writing Skill		narrative writing by incorporating Digital Storytelling.
5	Syafryadin's (2019), entitled "Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres"	Both of the researchs focused on students speaking skills and digital story telling.	The previous research was conducted to investigate the impact of digital storytelling towards senior high school students' speaking ability in various text genres, and analyze in what extend it works effectively.

B. Theoretical Framework

1. English Languange Teaching

language teaching and learning, points out that, there is a depending and subordinating relationship between teaching and learning. Teaching plays roles as guiding, facilitating leaming. and encouraging the learner and setting the conditions for learning. Having a good understanding of how the leamer learns will help teachers determine their philosophy of education, their teaching style, approach, methods, and classroom techniques. It is important for teachers and learners to understand the goal of language teaching and learning, as well as how to achieve it. It is pointed out that the goal of language teaching is to develop leamers communicative competence.

Communicative language teaching aims to develop the learner's communicative competence. in cornmunicative language teaching classes, tasks and activities are designed to enable learners to achieve communicative objectives by participating in communicative processes such as exchanging information, negotiation of meaning, and interaction. In communicative language teaching, learner-centered learning is emphasized.[26] Thus learning is an important thing in learning, especially learning to Students speaking skills.

2. Digital Storytelling

a. Definition of Digital Storytelling

Before discussing digital storytelling, it must be understood what storytelling is. Storytelling means a medium to share experiences which involve connected feeling to the character. Doug Lipman added that oral language is used as a medium to convey stories or experiences[27]. From the definitions, it can be understood that storytelling is expressing experiences or events using oral and equipped with expressions that can support the context of the story.

Digital storytelling is a process that enriches and enhances written or verbal language by combining media. Thus, it can be said that digital storytelling can be an appropriate medium to improve students' ability to speak English. A combination of storytelling and

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[26] Hong Thi Nguyen, Wendy Warren & Heather Fehring, (2014) Factors Affecting English Language Teaching and Learning in Higher Education, English Language Teaching: Vol. 7, No. 8
[27] Lipman, Doug. *Improving Your Storytelling*. (Usa: August House 1999), 21.

certain media can form the right mix to realize better language skills, especially in the ability to speak[28].

Digital storytelling is a form of transformation from simple storytelling. There are elements of digital tools used to convey the story so that it can be said that this transformation is a transformation from the traditional one to the modern one. Mehri Razmi affirmed that digital storytelling is indeed a modern expression of the ancient tradition of narratives. Digital stories are powerful because they combine pictures, sound effects, storylines, and audio, calling attention and color to characters, scenarios, experiences, and deep insight.

Other than that, Digital Storytelling is a term often used to refer to the use of well-known emerging technologies to tell brief, almost always personal, stories. Brief presentations are obtained by combining writings, pictures, and audio. In this definition, the use of specific technologies for storytelling is referred to as digital storytelling. Technology assistance is used to add visual elements in the form of images, sounds, and also writings. By increasing students' interest in discovering new ideas, utilizing visual images in combination with written language both enhances and quickens student comprehension.

A California State University professor, Alexander Chico, introduces a comprehensive five-part definition of digital stories for

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[28] Frazel, Midge. *Digital Storytelling: Guide For Educators.* (Usa: International Society For Technology In Education (Iste) 2010), 9.

assessment purposes has to be developed by involving the things below[29].

(1) Provide an appealing portrait of a plot

It not only describes a plot at a specific time and place, but it also provides the audience with insight into the plot.

(2) Choose an important setting for comprehending the entire story

Students must understand when and where the story takes place. It is required for the audience to comprehend the story.

(3) Utilize images to grasp and feel affection observed in the story.

A picture can sometimes communicate a story better than the written word. A very emotional scene, for example, of a family that has recently been reunited after a traumatic event may connect with a reader more than if the scene was simply written.

(4) Involve sound effects and other audio cues to build up feelings

The importance of sound in a story cannot be overstated. Various aspects of sound enhance the characters and the story, making it a complete experience.

(5) Empower insightful interpretation from the listener.

This is the point of success of a story delivered successfully or not. Digital storytelling, at its root, allows computer users to be expressive storytellers by following the proper steps of choosing a topic, gathering information, drafting a storyline, and creating an

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[29] Razmi, Mehri; Pourali, Soheila & Sanaz, Nozad. Digital Storytelling In Efl Classroom (Oral Presentation Of The Story): A Pathway To Improve Oral Production. Procedia - Social And Behavioral Sciences 98 1541 – 1544, 2014.

exciting plot. The above component is next merged with the other forms of digital media, including such software illustrations, recorded audio, computer-generated phrases, footage, and sound effects, before being played on a computer, posted to a website or burned to a DVD.

Finally, digital storytelling enables ordinary people to use digital tools to create unique stories about their own lives. The use of digital tools is intended to add interest to the storyteller and the audience. While the main strength of digital storytelling is inseparable from its main purpose, telling the story using oral, with the help of digital tools.

b.   **Advantages of Digital Storytelling**

In recent years, digital storytelling has been recognized as an innovative educational tool for both students and teachers. In EFL classrooms, digital storytelling has the potential to significantly improve learning outcomes. By fostering a learner-centered environment, will assist EFL students in developing multimodal speaking skills. As the result, learners are provided multiple opportunities to make contact with by using English in realistic and interactive learning contexts. Digital storytelling is useful for making students feel interested in English learning, particularly speaking[30].

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[30] Robin, Bernard R. Digital Storytelling: A Powerful Technology Tool For The 21st Century Classroom, Theory Into Practice, 47:3, 220-228, 2008.

According to Sadik the influence of digital storytelling can be compiled as an interconnection of student-centered learning styles: student engagement, deep learning interpretation, project-based studying, and successful technology implementation into instruction. Another advantage of the application of digital storytelling is learning that involves students as the main actors and teachers only as facilitators. This involvement makes students more creative and excited[31].

Overall, digital storytelling is more than just a way to keep students interested. It motivates students who are less enthusiastic and motivated. The learning process can become more alive with the help of digital. Thus, students can feel more motivated to take part in the learning process.

3. **Speaking**

   a. **The Definition of Speaking**

   It is necessary to present the nature of speaking. Many experts have proposed definitions and perspectives on speaking. In the oral mode, speaking is the most productive skill. Brown defines speaking as a form of verbal communication that people use and that can be observed directly when they speak [32]. It, like the other skills, seems to be more difficult because this appears and involves beyond just pronouncing

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[31] Sadik, A. *Digital Storytelling: A Meaningful Technology-Integrated Approach For Engaged Student Learning. (*Education Technology Research Development 2008), 487.
[32] Brown, H. Douglas. *Language Assessment: Principle And Classroom Practices.* (Newyork: Pearson Education 2004) 140.

words. Speaking is the use of speech in various modes of communication to others. Speaking, unlike writing or reading, builds engagement, which combines two communication that uses speaking and non-verbally activity to ensure that the person listening is actively listening to whatever the speaker says and grasps the speaker's interpretations.

Speaking is regarded as a critical component of learning a foreign language. Richard & Renandya stated that speaking is the process of delivering a message among human[33]. From the statement, it is clear that two-way communication is very needed to build meaning between the speaker and the listener. Moreover, oral language is a combination between speaking and listening which needs comprehension and production of words[34]. Understanding other people's thoughts and making other people get our ideas need good listening as well as speaking skill.

Speech allows ideas and information to be more easily understood and processed than writing. It occurs as a result of the speaker's expressive use of diction, stressing, and intonation to convey information to the listener. Speaking, according to Turk, seems to be the most direct route between one mind to another, and this is the process we typically use as we want to pose a question or illustrate things[35].

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[33] Richards, Jack C. & A. Willy. *Methodology In Languageteaching: An Anthology Of Current Practice.* (Cambridge: Cambridge University Press, 2002 204.

[34] Munro, John. *Teaching Oral Language.* (Victoria: Acer Press 2011) 2.

[35] Turk, Christopher. *Effective Speaking: Communicating In Speech.* (London: Taylor & Francis E-Library 2003) 9.

All of the statements above lead to the conclusion that speaking is an interaction that involves both expressing and comprehending a message. There is always an idea to be delivered in a speaking activity that needs to be understood. One will start paying attention while the other verbally explains the thought in the form of a message, order, utterance, or other objectives.

b. **The Function of Speaking**

Some experts had already labeled the speaking purpose. Brown and Yule's book discusses the importance of spoken and written language. The transactional and interactional functions of spoken language are then distinguished. They mentioned that interactional language means concentrated on the listener, whereas transactional language is centered on the message[36].

Interactional language is a type of speaking feature that enhances the convenience and enjoyment of a conversation. This is typically used by individuals to their family and friends. Transactional language, on the other hand, is a type of speech that emphasizes the clarity and specificity of the message. People generally use it when ordering the restaurant menu, meeting the garage mechanic, or seeing the hospital physician.

In addition, Richards extended the theory of the spoken language function by Brown and Yule into three components.

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[36] Brown, Gillian. & George, Yule. *Teaching The Spoken Language,* (Cambridge: Cambridge University Press 1984), 13.

(1) Speak as an interaction

It is more concerned with the speaker and how they want to introduce each other than with the message. This feature illustrates how people interact to form and maintain relationships. They are able to speak informally or casually, but they still acknowledged politeness. People need to be able to choose the correct subject in this function, create a joke, and respond to the other[37].

(2) Speaking as a transaction

The transfer of meaning and making someone understood is essential in this function. It is more crucial for anybody to have social communication with one another. This function is concerned with both providing and receiving information[38]. It is also concerned with the exchange of goods or services. This function requires some expertise to use, such as asking questions, providing and confirming information, and making recommendations.

(3) Speaking as efficiency

This refers to public speaking that conveys information to an audience, such as traditional classrooms, announcements, and speeches. This function type is a monologue-style lecture or presentation that employs written language. This function is concerned with a message and audience precision[39]. People must

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[37] Jones, Pauline *Planning An Oral Language Program.* (Melbourne:Peta 1996), 14.

[38] Richards, Jack C.. *Teaching Listening And Speaking.* (New York: Cambridge University Press 2008), 26.

[39] Brazil, D. *A Grammar Of Speech.*(Oxford: Oxford University Press 1995), 29.

have some ability to use this function, such as establishing a pleasant situation to keep the audience engaged with the presentation and to make an impression on the audience.

In summary, there are three features for the function of speaking. They speak as an interaction; they speak in terms of transaction and performance. Individuals engage and connect through transaction-oriented conversation with one another to create and maintain interaction, as well as to provide and gather information. On the other hand, to speak as performance, individuals create a monolog such as speech or presentation.

c. The Elements of Speaking

Speaking contains many elements which need to be considered to speak fluently. Based on Brown, there are five elements that every learner must master named grammar, vocabulary, comprehension, fluency, and pronunciation[40].

(1) Grammar

Grammar is a set of structured rules that govern how sentences, phrases, and words are constructed in any language. Grammar, according to Nelson, is a system of regulations that enables everyone to combine words into meaningful structures in our language[41]. As a rule, we need grammar when speaking to other individuals. Required in spoken language to enhance the sentence

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[40] Brown, H. Douglas. *Language Assessment: Principle And Classroom Practices.* (Newyork: Pearson Education 2004) 140.

[41] Greenbaum, Sidney. & Nelson, Gerald. *An Introduction To English Grammar (2 Ed.).* (England: Longman Pearson 2002) 1.

structure. Without knowing the language pattern, itself, we will not be able to tell language. Given the importance of grammar knowledge for language learners, it stands to reason that to effectively communicate, students have to be knowledgeable of these standards.

(2) Vocabulary

Words that are comprehended by someone or something else, or which are part of that particular language. An individual's vocabulary is described as a combination of all words that the individual knows or is likely to be used to create a new sentence. According to John Read, dictionaries dominate the notion of our everyday vocabulary. People generally think about it as a group of words with related meanings It implies that vocabulary is the language's basis. In addition, the amount of vocabulary that speakers have will influence the quality of the language they speak. Without a command of the language, it would be difficult to communicate one's thoughts, feelings, or points of view to others[42].

(3) Comprehension

Communication knowledge, according to Richard and Rodgers, is dependent on individuals comprehending texts in the target language[43]. It is possible to define comprehension as the ability to comprehend the meaning or significance of something (or the knowledge acquired as a result). Comprehension is regarded to

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[42] Richards, Jack C. & Rodgers, Theodore S. *Approach And Methods In Language Teaching (2 Nd.).* (New York: Cambridge University Press 2001), 178.
[43] Richards, Jack C. & Rodgers, Theodore S. (2001), 180.

be the part or component of being a successful English speaker as the ability to perform the signal is used to speak. Understanding deals with the ability to understand and how the speaker delivers the message..

(4) Fluency

Fluency means how fluent someone is in pronouncing foreign-language words. Brown defines fluency as the ability to communicate instantaneously and flawlessly without having to slow down and delay regularly. Someone can be said to be fluent in speaking when he/she can speak well. Many factors cause a person's fluency in pronouncing foreign languages (English), one of which is habitual action. The speakers needed to talk readily in the speech activity. They must also understand grammar rules such as generating and linking phrases to a correct combination, as well as using correct tenses in a phrase. They must also regulate their consciousness when using gaps and pauses while speaking, such as when taking a breath or recalling their speaking material. In principle, it can only be accustomed to speaking In English proficiently. Further effort is required by practicing enough to be able to speak fluently.

(5) Pronunciation

According to Carter and Nunan, if we talk concerning pronunciation in learning languages, it implies producing and

perceiving substantial sounds from a target context to accomplish significance in language use. Pronunciation relates to the production of sound, accurate pronunciation of words that influence the style of speech. In reality, in a period, the speaker requires exercise to talk with the right pronunciation. Correct pronunciation influences communication meaning.

Being able to pronounce vocabulary is an important part of learning a language, particularly in regards to master the skills of public speaking. Pronunciation is emphasized on stress, rhythm, and intonation of words. Those three features must be understandable and clear so that listener can grasp the meaning[44].

To summarize, the main aspects of developing student speaking ability are fluency, vocabulary, comprehension, pronunciation, and grammar. These features collaborate to meet the target of speaking.

And to improve these aspects in learning, a teacher needs to pay attention to learning media so that it makes students interested in learning.

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[44] Brown, H. Douglas. *Teaching By Principles: An Interactive Approach To Language Pedagogy (2 Ed.)*. (New York: Pearson Education Co 2001), 283.

CHAPTER III

RESEARCH METHODS

A. The Method and Design of the Study

This study employs a quantitative methodology. This research design is a quasi-experimental study. A quasi-experimental design, according to Creswell, is generally chosen because the researcher gets to choose the selection of respondents at random[45]. The experimental class used digital storytelling to foster Students' speaking ability, and the controlled class received conventional treatments. Furthermore, the study took an observation, a pre-test, a treatment, and a post-test to study the influence of using Digital Storytelling on students' speaking ability.

The analyst utilized data hole in showing talking in trial bunch and involved customary technique in showing talking in charge class. Pre-test was given prior to doing the treatment, while post test was given in the wake of doing the treatment. As expressed by Sudijono, Pre-test is a test that given prior to educating and educational experience start to gauge the understudy dominance of material to be instructed. In the mean time, Post test is a test that did to see whether understudy dominated and saw well the material showed by the educator[46]. In this way, in view of the clarification over, the scientist utilized semi exploratory by utilizing pre-test and post-test plan. The

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[45] Campbell, Donald T. & Stanley, Julian C. *Experimental And Quasiexperimental Designs For Research.* (Boston: Houghton Mifflin Company, 1963), 15.

[46] Sudijono, *Pengantar Evaluasi Pendidikan* (Jakarta: Raja Grafindo Persada, 2001), 69.

delineation of Semi Exploratory (Nonequivalent Benchmark Group Configuration) is introduced in the table 3.1.

Table 3 2 Research Design
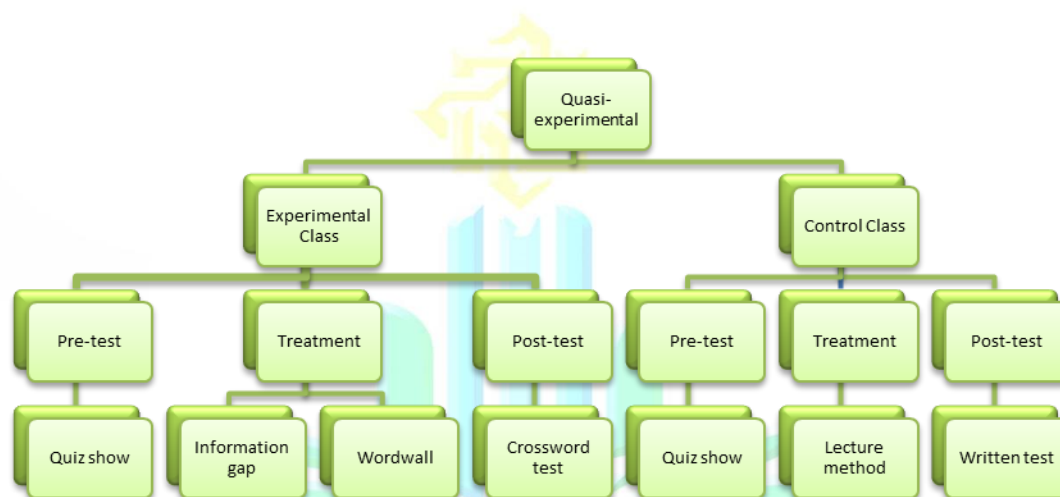
B. The Place and Time of the Study

This study was conducted with First Grade MTs Misykatul Ulum Situbondo during the first semester of the 2023/2024 academic year. MTs Misykatul Ulum Situbondo is located on Sokaan-Suboh-Situbondo. The study began on 4 September, 2023, and ended on 11 September, 2023.

C. The Population and Sample

The intervention group were first grade students at Madrasah Tsanawiyah Misykatul Ulum Situbondo. There are 2 class. the class has about 15 and 17 students. The researcher used purposive sampling to investigate the data set, as Cohen explained that the sample is gathered relies on the judgment

of their modality or acquisition of the particular characteristics being sought[47].

The population of this research is shown in the table 3.2.

Table 3.2 The Population of The Study

No.	Class	Number of Students
1.	VII A	15
2.	VII B	17
	Total	**32**

Sugiyono stated that sample is a subgroup of the target population.[48] The samples of the research were the students of 7A as the experimental class and 7B as the control class. The researcher chose the sample by using one of the probability sampling technique which is cluster random sampling. In this, each subgroup of the population had an opportunity to be selected as the sample. Cluster random sampling is choosing sample by groups or clusters of subject rather than individuals.[49] According the explanation above, the researcher took two classes as the sample, 7A class consisted of 15 students and 7B class consisted of 17 students. So, the total samples were 32 students as shown in the table 3.3.

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[47] Cohen, Louis. Et.Al.. *Research Method In Education (6 Nd Ed.).* (New York: Madison Avenue, 2007), 114.

[48] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2013), 81.

[49] Jack R. Fraenkel, Norman E, Wallen, And Helen H. Hyun, *How To Design And Evaluate Research In Education* (New York: Mcgraw-Hill, 2012), 95-96.

Table 3.3 The Sample of The Study

No.	Class	Number of Students	Group
1.	VII A	15	Experimental
2.	VII B	17	Control
Total		**32**	

D. Data Collection Technique and Instrument Test

1) Data Collection Technique

a) Observation

The observation method is an important thing to track symptoms that appear in someone when they occur. Research individuals are seen either directly or indirectly to obtain data through observation. Before conducting research, researchers conducted field observations to find the main problems at the MTs Misykatul Ulum Situbondo institution.

b) Test

After doing the observation, the researcher conducted test. There are two tests that given to experimental group and control group, namely pre-test and post-test. Wimmer stated that pre-test and post-test are compared to determine whether experimental group had

an effect.[50] Pre-test was given before doing the treatment, while post-test was given after doing the treatment to the each class.

c) Instrument Test

The data was gathered by the researcher by administering a speaking test to the students. The test consists of pre-test and post-test. To realize and assess the student's speaking abilities, both experimental and controlled classes received a pretest. Following the administration of the pre-test, the researchers conducted the digital storytelling technique to the experimental class as the treatment. The intervention was given four times. During the treatments, the controlled group received the same lesson plan as the experiment group, but they were not assigned a digital storytelling project. A post-test was performed following the administration of some treatments to establish the students' speaking ability following the setup of various treatments to the experimental and control classes. To obtain qualified data, the pre-test and post-test results of the experimental and control groups were evaluated. Afterward, the scores were used in a quantitative form to assess students' speaking ability. Besides that, the researcher utilized H. Doughlas Brown's scoring guide for both the pre-test and the post-test.

A verbal speaking test was used by the researcher as the instrument. The data was collected from the tests. The research instrument was designed to assist in the accomplishment of the study. It

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[50] Wimmer, R. D And Dominick, J. R, *Mass Media Research: An Introduction (Ninth Edition)*, (United States: Wardsworth Cengange Learning, 2011), 253.

enabled the researchers in obtaining data and information regarding the purpose of improving students' speaking ability through digital storytelling. The test was given before and after the treatment using digital storytelling. To determine the students' basic speaking ability, a pre-test was administered to both experimental and controlled classes at the beginning of the study. Following the completion of the treatment, both the experimental and the control classes were given a post-test to determine whether digital storytelling had an impact on the students' abilities. The writer utilized digital storytelling for the experimental group and classic storytelling for the controlled group. The writer then evaluated the outcomes of the two groups.

The pre-test was performed prior by the researcher before administering the intervention, and the post-test was given following the treatment. In the pre-test, the students ask to describe themselves about their biography. In the treatment, the students were asked to describe their friends. At the last, in the post-test, the students were asked to describe their family members. Moreover, the researcher used a marking manual adapted from H. Douglas Brown's speaking scoring guide to evaluate the validity of the pre-test and post-test[51]. The researcher used a five criteria rating scale, which is grammar, vocabulary, comprehension, fluency, and pronunciation.

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[51] Brown, 172

d) Validity and Reliability of Instrument Test

The procedures of the test are divided into pre-test, treatment, and post-test. The researcher did the validity and reliability of the pre-test and post-test before giving the test to the experimental class and control class. The validity and reliability test followed as;

a). Validity

Validity can be interpreted like this, a test can be said to be valid if the test measures what it wants to measure. Also, a valid measurement is if there is a parallel between the material and the content of the lesson in question.[52]

Validity testing activities carried out by researchers at MTS Miskayatul Ulum namely:

Table 3.4 Journal of Validation

Day/date	Activity
Monday, 04 September 2023	The researcher gave the English teacher a set of test instrument, blue print, lesson plan, and scoring rubric.
Tuesday, 11 September 2023	The English teacher confirmed that the test instrument was valid.

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[52] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), 65.

If the r_{xy} value resulting from the correlation coefficient is greater ($>$) than the rtable value, then the results obtained are significant, meaning that the test items are declared valid. The r_{xy} value is the correlation coefficient value of each question item/item before correction, then the corrected item-total correlation coefficient is searched using the following formula:

$$r_{x\,(y-1)} = \frac{r_{xy}s_y - s_x}{S_{y+}^2\, S_x^2 - 2r_{xy}(s_y)(s_x)}$$

The value of rx (y-1) will be compared with the correlation coefficient of the r table if rx (y-1) $>$ r table, then the instrument is valid.[53]

Table 3.5

Output Results of Pre Test Calculation Control Class Data

No.	Question items	r-count	r-table	Information
				R count > R table
1	Items 1	0,766		Valid
2	Items 2	0,874		Valid
3	Items 3	0,592	0,349	Valid
4	Items 4	0,477		Valid
5	Items 5	0,441		Valid

[53] Hery Susanto, Achi Renaldi, Novalia, "*Analisis Validitas Reliabilitas Tingkat Kesukaran Dan Daya Beda Pada Butir Soal Ujian Akhir Semester Ganjil Mata Pelajaran Matematika Kelas Xii Ips Di Sma Negeri 12 Bandar Lampung Tahun Ajaran 2014/2015*", E-Jurnal Iain Raden Intan Lampung (2014), H. 148.

Table 3.6

Output Results of Post Test Calculation Control Class Data

No.	Question items	r-count	r-table	Information R count > R table
1	Items 1	0,715		Valid
2	Items 2	0,734		Valid
3	Items 3	0,620	0,349	Valid
4	Items 4	0,558		Valid
5	Items 5	0,664		Valid

From the output results of the data validity test above, it can be seen that the results of r-count > r-table (0.349). Namely (0.766, 0.874, 0.592, 0.477, 0.441, 0.715, 0.734, 0.620, 0.558, 0.664). So it can be concluded that the test question data in the entire control class is declared valid.

Table 3.7

Output Results of Pre Test Calculation Data for Experimental Class

No.	Question items	r-count	r-table	Information R count > R table
1	Items 1	0,747		Valid
2	Items 2	0,950		Valid
3	Items 3	0,776	0,349	Valid
4	Items 4	0,703		Valid
5	Items 5	0,440		Valid

Tabel 3.8

Post Test Calculation Output Results Experimental Class Data

No.	Question items	r-count	r-table	Information R count > R table
1	Items 1	0,727		Valid
2	Items 2	0,820		Valid
3	Items 3	0,884	0,349	Valid
4	Items 4	0,637		Valid
5	Items 5	0,685		Valid

From the output results of the data validity test above, it can be seen that the results of r-count > r-table (0.349). Namely (0.747, 0.950, 0.776, 0.703, 0.440, 0.727, 0.820, 0.884, 0.637, 0.685). So it can be concluded that the test question data in the entire control class is declared valid.

b) Reliability

Reliability is the determination of a test result. A test can be said to have a high level of confidence if the test can provide consistent results. Meanwhile, to test the reliability of test questions using the Cronbach Alpha Coefficient[54]

The reliability criteria are explained in the table below.[55]

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[54] Novalia, Muhammad Syazali, "*Olah Data Penelitian Pendidikan*" (Bandar Lampung: Anugrah Utama Raharja, 2014), 39

[55] Sugiyono, "*Statistik Untuk Penelitian*", (Bandung: Alfabeta, 2013), H. 133-134

Table 3.9
Criteria Reability

Reliability R11	Criteria
0,81-1,00	Very High
0,71-0,90	High
0,41-0,70	Currently
0,21-0,40	Low
0,00-0,20	Very low

Furthermore, when interpreting the test reliability coefficient (R11), the following benchmark is generally used:

1. If it is equal to or greater than 0.70, it means that the learning outcomes test whose reliability is being tested is declared to have high reliability (reliability).

2. If it is smaller than 0.70, it means that the learning outcomes test whose reliability is being tested is declared not to have high reliability (un-reliable)[56]

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[56] Suharsimi Arikunto, *Op.Cit*, H. 100

Tabel 3.10

Control Class Pre Test Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
,654	5

Tabel 3.11

Control Class Post Test Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
,671	5

Tabel 3.12

Experimental Class Pre Test Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
,749	5

Tabel 3.13

Experimental Class Post Test Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
,803	5

From the results of the data reliability test output above, it can be seen that the Cronbach's Alpha value is (0.654, 0.671, 0.749,

0.803), which means it is greater than 0.60. So it can be seen that all the variables in this study are reliable.

E. Data Analysis

The researcher analyzed the data that collected from experimental class and control class by using descriptive analysis, normality test, homogeneity test, and independent sample t test. After students' score was collected, the researcher used SPSS version 20 (Statistical Package for the social science) for analyzing the data. The researcher conducted normality and homogeneity test before conducting an independent sample t-test in order the researcher found whether the data are normally and homogenous or not. The researcher used the steps to find the test result and differences of experimental class and control class, they followed as;

3. Descriptive Analysis

This descriptive analysis gave general overview of the amount of data, maximum, minimum, mean, range, and standard deviation. Sugiyono defined that descriptive statistic analysis conducted to find the value of independent variable or more.[57] The steps to conduct descriptive analysis, are:

a) Open SPSS version 20

b) Next click *variable view*

c) Next click *data view* and input the score based on the variables

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[57] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2013), 13.

d) Then click *analyze*, choose and select descriptive statistic, and go on to click descriptive

e) Next, copy and paste all variables in the variable box

f) Last click *ok* and the descriptive analysis result appeared.

4. Normality Test

The Normality Test is a test carried out with the aim of assessing the distribution of data in a group of data or variables, whether the data distribution is normally distributed or not.

In this study, the Kolmogorov Smirnov test was used with the help of the SPSS version 20 program, where this test is related to the level of conformity between the sample distribution (observation scores) and the theoretical distribution. The KS test determines whether the scores in a sample come from a population that has a theoretical distribution.

With the test criteria, if sig > 0,05 then it is normal and if sig < 0,05 it can be said to be abnormal[58]

5. Homogeneity Test

After getting the results of the data normality test, the test continues with variance homogeneity testing. The homogeneity test is to ensure that the population to be measured is homogeneous. In this study, sig comparisons are used in Levene's statistics with the help of the SPSS version 20 program. The significance value (p) > 0,05 indicates that the data group comes from a population with the same

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[58] Data Science, "*Teknik Analisis Data Ragam Jenis Normalitas Dalam Asumsi Klasik*", 21 Juli 2022, Https://Www.Dqlab.Id/Teknik-Analisis-Data-Ragam-Jenis-Uji-Normalitas-Dalam-Asumsi-Klasik.

variance (homogeneous). On the other hand, a significance value (p) < 0,05 indicates that the data group comes from a population with different (heterogeneous) variances. So, make sure your data results are homogeneous by having a significance value (p) > 0,05.[59]

6. Hypothesis test results

Hypothesis testing is a procedure that will produce a decision, namely the decision to accept or reject the hypothesis. After the prerequisites are met, the next step is hypothesis testing. To test the first hypothesis, the One Way ANOVA test was used. Hypothesis testing was carried out using the SPSS version 20.0 program. Anova was discovered and introduced by a statistician named Ronald Fisher. Anova is better known as the F-test (Fisher-Test). According to Kuncoro, the F test is used to test whether the influence of the independent variable simultaneously has a significant effect on the dependent variable.[60]

Based on the previously presented theory and the problem of speaking, the writer stated the hypothesis in the following statement:

Ha : There is a significant effect of using Digital Storytelling on students' speaking skills.

Ho : There is no a significant effect of using Digital Storytelling on students' speaking skills

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[59] Salma, "*Uji Homogenitas: Pengertian, Jenis Dan Contohnya*" 17 Juni 2020, Https://Tambahpinter.Com/Uji-Homogenitas/.

[60] Hasan Iqbal, *Pokok-pokok Materi Statistika 2* (Jakarta: PT Bumi Aksara, 2013), 140

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter described about the description of the research object, research findings, analysis and hypothesis testing, and discussion.

A. Description of The Research Object

1. Profile of MTs Misykayatul Ulum Situbondo

MTs (Madrasah Tsanawiyah) Misykatul Ulum is a formal educational institution that is under the auspices of PP. Misykatul Ulum with the caregiver KH.Moh. Hafifi Mustaqim. For operational permits based on the Decree of the Head of the Regional Office of the Ministry of Religion of East Java Province Number: Wm.06.03.2/4009/SKP/2002 dated October 28, 2002. Since 2002, MTs Misykatul Ulum has organized formal education and in 2007 received an ACCREDITATION charter (C) with the number: C/Kw.13.4/MTs/1874/2007. In 2015 MTs Misykatul Ulum received an ACCREDITATION charter (B) with number: 175/BAP-S/M/SK/X/2015.

Starting from the 2017/2018 school year MTs. Misykatul Ulum is led by Mrs. LAILATUL MUFIDAH, S.Pd.I Based on the foundation decree number: 004/YPP.MU/SK.Kep/I/2017 dated January 3, 2017. The formal legality of this institution follows the curriculum and regulations of the Office of the Ministry of Religion and the Ma`arif NU institution.

This formal institution aims to prepare graduates who are FAITHFUL, BERILMU & BERAMAL with AKHLAKUL KARIMAH as

INSAN RAHMATAN LIL`ALAMIN with the foundation of IKHLAS

which can benefit themselves, their families and communities so that they

become MUSLIM KAFFAH.

2. **The Description of The Object**

   a) Madrasah Name : Madrasah Tsanawiyah Miskayatul Ulum

   b) Address : Jl. Sekarputih, Trebungan Village, Mangaran District, Situbondo Regency.

   c) Madrasah Statistics Number : 121235120028

   d) Madrasah Status : Accredited B

   e) Establishment Charter No. : Wm. 06.03/PP.03.2/4009/SKP/2002

   f) Program Implementer : Madrasah Tsanawiyah Miskayatul Ulum

   g) Person in charge : LAILATUL MUFIDAH, S.Pd.I

   h) Phone Number : 085253900575

3. **Vision and Mission of MTs Misykayatul Ulum Situbondo**

   a) Vision

   Faithful, Knowledgeable & Charitable with Akhlakul Karimah

   as Insan Rahmatan Lil 'Alamin

   b) Mission

   1) Fostering the value of faith as the foundation of life (basic of life)

   2) Keeping up with the development of science and technology

   3) Activity as a source of worship with akhlakul karimah

   4) Sincerity in doing good deeds towards the pleasure of Allah SWT.

   5) The attitude of educators & and education personnel as uswah

6) Exploring student potential through guidance of interests and talents through Extra activities.

c) Purpose

1) General Purpose

The purpose of establishing MTs Misykatul Ulum is to form Muslim cadres who have faith, knowledge and 'amaliyah by prioritizing akhlakulkarimah as a form of Insan Rahmatan Lil 'Alamin.

2) Special Purpose

The specific objectives of MTs Misykatul Ulum Sekarputih Trebungan Mangaran District include:

a. Having strong beliefs and abilities of Tawhid;

b. Able to actualize themselves with the development of science and technology;

c. Able to implement knowledge as a source of worship by upholding the attitude of akhlakul karimah accompanied by a sense of sincerity only because of Allah SWT;

d. Educators and education personnel become a role model for all students and the madrasah environment.

e. have skills and skills according to talents and interests as a skilled and independent person.

4. **Featured Program (extracurricular activities)**

   a) Compulsory Extracurricular: Scouting

   b) Preferred Extracurricular: science (olympiad), scientific presentation,

      Indonesian literature (poem and short story), graphic design, sew.

5. **Facilities and Infrastructures MTs Misykayatul Ulum Situbondo**

Table 4.1
Facilities and Infrastructures

NO	FACILITIES	AMOUNT	CONDITION
1	Headmasters Offices	1	Good
2	Teachers Room	1	Good
3	Teachers Toilet	3	Good
4	Musholla	1	Good
5	Classroom	15	Good
6	Library	1	Good
7	Administration Offices	1	Good
8	Canteen	1	Good
9	Hall	1	Good
10	Living Room	1	Good
11	IT Room	1	Good
12	Guidance and CounselingRoom (BK)	1	Good
13	Students Council Room	1	Good
14	UKS Room	1	Good

B. Research Finding

Researcher collected data after conducting pre-tests and post-tests on experimental class and control class students. The teaching methods in class 7A and class 7B are different. Experimental class students (7A) were taught using digital stories, while control class students (7b) were taught using conventional methods. Researchers collected data from both classes to see the effects of learning using digital storytelling and using conventional methods

In this study, the researcher taught 4 meetings, namely 2 meetings in the experimental class and 2 meetings in the control class with a time allocation of 45 minutes for each meeting. This research was conducted from 4 September 2023 to 11 September 203. The sample for this research was two classes by choosing cluster random sampling. The first is the experimental class and the second is the control class. The experimental class was taught using digital storytelling while the control class was taught conventional or regular methods. Class 7A as an experimental class consisting of 15 students and 7B as a control class consisting of 17 students

Control class and experimental class students took all the pre-tests and post-tests given by the researcher. The scores collected from both classes are presented in the following table:

1. Data of Control Class

The results of the control class are based on findings obtained by researchers, among others:

Table 4.2
Scores of Pre-test and Post-test of Control Class

No.	Student Initial	Score of Pre-test	Score of Post-test
1	AVI	40	55
2	KA	45	60
3	IWH	50	60
4	MT	45	55
5	A	50	65
6	HM	50	60
7	H	45	55
8	AM	40	50
9	MA	55	65
10	MR	40	45
11	RNR	50	60
12	R	40	50
13	SF	45	60
14	SKJ	40	55
15	DPS	50	65
16	RA	45	50
17	M	40	55
	Total	**770**	**965**
	Mean	**45**	**57**

As shown in the table above, the average pre test and post test in the control class is 45 and the average in the post test is 57. The lowest score in the pre test is 40 and the highest score is 45, while the score is trending for the post results. tets is 55 and the highest score is 65.

2. Data of Experimental Class

The results of the experimental class are based on findings obtained by researcher, among others:

Table 4.3
Scores of Pre-test and Post-test of Experimental Class

No.	Student Initial	Score of Pre-test	Score of Post-test
1	RB	45	75
2	MB	50	75
3	M	55	80
4	AWS	55	85
5	DS	70	95
6	PAA	50	75
7	DI	60	95
8	FI	55	75
9	AA	60	90
10	MF	45	75
11	DAN	70	95
12	FK	50	75
13	RS	60	90
14	NH	55	85
15	TY	50	80
	Total	**830**	**1245**
	Mean	**55**	**83**

As shown in the table above, the average pre test and post test in the experimental class is 55 and the average in the post test is 83. The lowest score in the pre test is 45 and the highest score is 75, while the score is trending for the post results. tets is 70 and the highest score is 95.

As a result, in the two tables above there are values ranging between two classes. The control class had a total average of 45 points, an increase of 12 from 57 points. Meanwhile, the experimental class had 55 points, an increase of 28 from 83 points.

C. Analysis and Hypothesis Testing

1. Descriptive Analysis

Researcher conducted descriptive analysis including number of students, range, minimum, maximum, mean, and standard deviation of the amount of data. Pre test and post test descriptive statistics for the control class and experimental class are presented in the table below.

Table 4.4
Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Eksperimen	15	25	45	70	55,33	7,669
Post-Test Eksperimen	15	20	75	95	83,00	8,194
Pre-Test Kontrol	17	15	40	55	45,29	4,832
Post-Test Kontrol	17	20	45	65	56,76	5,847
Valid N (listwise)	15					

In the descriptive analysis above, it shows the summary of data such as minimum, maximum, mean and standard deviation. In the experimental group there were 15 students as respondents (N) with an average pre-test score of 55.33. The minimum score was 45, the maximum score was 70, the score range was 25 and the standard deviation was 7.669. Meanwhile, the post test score for the experimental group had an average of 83, the minimum score was 75, the maximum score was 95, the score range was 20 and the standard

deviation was 8.194. In the control group there were 17 students as respondents (N) with an average pre-test score of 45.29. The minimum score was 40, the maximum score was 55, the score range was 15 and the standard deviation was 4.832. Meanwhile, the post test score has an average of 56.76, minimum score is 45, maximum score is 65, score range is 20 with a standard deviation of 5.847.

2. Normality Test

In this research, the normality test is a test carried out with the aim of assessing the distribution of data in a group of data or variables, whether the data distribution is normally distributed or not. Researchers used the Kolmogorov-Smirnov normality test. Normality results can be presented in the table below.

Table 4.4
Test of Normality with Shapiro Wilk

	Tests of Normality						
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Class		Statistic	df	Sig.	Statistic	df	Sig.
Results of Improved Speaking Skills	Experimental Class Pre Test	.184	15	.183	.906	15	.118
	Experimental Class Post Test	.236	15	.025	.825	15	.008
	Control Class Pre Test	.209	15	.076	.861	15	.025
	Control Class Post Test	.181	17	.144	.925	17	.181
a. Lilliefors Significance Correction							

According to the table above, in the Shapiro-Wilk column, the significance value in the Post Test in the experimental group is 0.118. Meanwhile, the significance of the Pre Test also has a value of 0.008. Meanwhile, the significance in the Pre Test in the control class was 0.025, and the significance in the Post Test was 0.181. It can be concluded that the significance of the data obtained is > 0.05, so the experimental class and control class contribute normally.

3. **Homogeneity Test**

Researcher analyzed the homogeneity test using the Test of Homogeneity of Variance test. The results of the homogeneity test can be presented in the calculation table using SPSS below:

Table 4.5
Uji Homogenitas

Based on the results of the homogeneity test output above, it is known that the Significance (Sig.) Based on Mean is 0.104. So it can be

concluded that the experimental class Post Test and control class Post Test data variants are homogeneous.

4. **Hypothesis Testing**

After the normality and homogeneity tests were carried out, a hypothesis test was carried out using the One Way ANOVA test at a significance level of 5% to determine whether or not there was an effect of implementing digital stories on encouraging students' speaking abilities. The results of the One Way Anova test can be seen in the output below:

Table 4.6
Uji One Way Anova

ANOVA

Results Of Improved Speaking Skills

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	205.714	1	205.714	1.515	.023
Within Groups	9231.429	30	135.756		
Total	9437.143	31			

The results of the One Way ANOVA test show that the results of the test decisions: H1 are accepted and H0 is rejected, where the test results mean the average value of cognitive learning outcomes with a sig value of < 0.05, meaning that there is a significant influence between the application of digital stories to encourage students' speaking abilities. .

Table 4.6 shows that the One Way Anova test obtained a pretest significance value for the experimental class and control class of 0.023

< 0.05 with the assumption that H0 is rejected and Ha is accepted. So it can be concluded that there is an influence of applying digital stories to encourage students' speaking skills.

D. Discussion

The aim of this research is to see how significant and what effect digital storytelling have in improving students' speaking skills in the first grade at MTS Miskayatul Ulum Situbondo. Researchers conducted research in two groups, namely the experimental group and the control group. Researchers selected samples using cluster random sampling, class 7A as the experimental class and 7b as the control class. Limited time in teaching both classes, the researcher held 4 meetings to conduct research. There are two speaking tests given to students, pre-test and post-test. From the analysis statistics collected by the researcher, the average pre-test score in the experimental class was 56 and the average pre-test score in the control was 48,24. So, it can be said that the speaking skills of both classes are still low. The experimental class collected higher pre-test scores than the control class

Based on the research results, it shows differences in the increase in scores from the experimental and control classes. However, the research results show a significant difference in the research results between the experimental values and the control class values. There are several factors that cause differences in scores in the experimental class and the control class. First, experimental class students were taught to improve students'

speaking skills using digital storytelling, while control class students were taught using conventional teaching. Second, experimental class students were given activities to talk more in practicing their speaking skills in terms of grammar, language, comprehension, fluency and pronunciation. This is done to gain better knowledge, while control class students do not have additional activities. The teacher only gives conventional stories. Third, experimental class students are asked to have discussions or conversations with their friends in completing assignments, while control class students are asked to answer questions in writing about themselves. With these results, it is proven that the experimental class is more active in its activities than the control class.

Thus, the research results showed that experimental class students had higher scores than control class students who were taught without using digital storytelling to train their speaking skills. The research results showed that the post-test score in the experimental class was 83,87. Meanwhile, the average post-test score in the control class was 59,94. Apart from that, the influence of digital storytelling in improving students' speaking skills can be seen from the value of the hypothesis test carried out by researchers. Researchers used SPSS version 20 to calculate observations of data normality where in the Kolmogorv-Smirnov column, the significance value in the Post Test in the experimental group was 0,200. Meanwhile, the significance in the Post Test in the control class was 0,121. It can be concluded that the significance of the data obtained is >

0,05, so the experimental class and control class contribute normally. Significant results are also calculated based on the output results of the homogeneity test, it is known that the Significance (Sig.) Based on Mean is 0,654. Where the significant value is a value that is more than 0,05. So it can be concluded that the variance of the Post Test data for the experimental class and Post Test for the control class is homogeneous.

From the results of the researcher's analysis, it was also found that when the researcher carried out calculations using the One Way ANOVA test to determine the influence or effect of using digital stories in encouraging students' speaking skills, the results of the One Way ANOVA test were shown in the research results above. Equal variances are assumed and unequal variances are not assumed. Because the data used is homogeneous, the same variance used is assumed to have a sig score of 0.023. In accordance with decision making in the One Way ANOVA Test, namely if sig < 0.005 then Ho is rejected and Ha is accepted. So, the result that can be concluded is that Ha is accepted, so this research found that the effect of using digital stories has results in improving students' speaking skills, which is accepted. Meanwhile, if this is not controlled by conventional care for students, then the results of the student's speaking ability will be rejected.

If we look at the results of the percentage analysis of the average of students' speaking skills, the results show that after receiving treatment it was 83,87, which means that the results were within the very good criteria,

whereas before receiving the treatment the results were 57,94, meaning they were within the adequate criteria. So it can be concluded that with the treatment given to these students there has been an increase in the students' speaking abilities.

These findings are in accordance with the theoretical statements of Robin, Bernard R, who revealed that in recent years, digital storytelling have been recognized as an innovative educational tool for students and teachers. Digital storytelling have the potential to significantly improve learning outcomes. By encouraging a student-centered environment, it will help students develop their speaking skills in terms of grammar, language, comprehension, fluency and pronunciation. As a result, students are given many opportunities to make contact using English in a realistic and interactive learning context. Digital stories are useful for making students feel interested in learning English, especially speaking[61].

This is also in accordance with what Sadik expressed that the influence of digital stories can be structured as an interconnection of student-centered learning styles: student involvement, deep learning interpretation, project-based learning, and successful application of technology into instruction. Another advantage of implementing digital stories is learning that involves students as actors and the main teacher

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[61] Robin, Bernard R. *Digital Storytelling: A Powerful Technology Tool For The 21st Century Classroom,* Theory Into Practice, 47:3, 220-228 (2008).

only as a facilitator. This involvement makes students more creative and enthusiastic[62.]

Overall, digital storytelling is a way to keep people interested. This motivates students who lack enthusiasm and motivation. The learning process can become more alive with digital assistance. In this way, students can feel more motivated to participate in the learning process. According to Dian Arief Pradana's research results, digital stories can make students speak more actively and creatively. Digital storytelling is proven to be an educational tool that really helps students improve their speaking skills in terms of story context. By applying digital stories in speaking activities, students can gain advantages in developing speaking skills.[63] This is also supported by Fadhilah Zamzam's research which revealed that the results were different between the experimental group and the control group. The results of the posttest in the experimental group showed improvement through an average score of 59,60 out of 50. Next, the significance level was tested by getting Ha accepted because the t-test was higher (33) than the T-Table (2.00). Student scores increased to 70 from 60 in this experimental group, proving that digital stories have a great influence on improving students' speaking abilities.[64] Syafryadin's research results also revealed that there was an impact on the use of digital

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[62] Sadik, A. *Digital Storytelling: A Meaningful Technology-Integrated Approach For Engaged Student Learning. Education Technology Research Development* (2008), 487.

[63] Dian Arief Pradana, *The Use Digital Story Telling To Increase Students Interest In Learning In The New Normal Era*, International Journal Of Educational Review, Law And Social Sciences |Ijerlas, Volume 3 No. 2 (2023)

[64] Fadhilah Zamzam, *Digital Storytelling To Improve Students' Speaking Skill*, Jurnal Studi Guru Dan Pembelajaran, Vol. 3, No. 3, September - December 2020

storytelling on high school students' speaking abilities in various text genres. The findings of this research indicate that digital stories can be a pedagogical tool for teachers in building lesson plans to understand the material.[65]

From the research results which are in accordance with this theory, researchers can conclude that there is a significant influence of digital storytelling in improving students' speaking skills in the first grade at MTS Miskayatul Ulum Situbondo. MTS first grade student. MTS Miskayatul Ulum Situbondo who were taught using digital storytelling (Experimental class) had higher abilities in speaking ability than students who were taught using conventional or can methods (control class).

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[65] Syafryadin, H., & Salniwati, A. R. A. P, *Digital Storytelling Implementation For Enhancing Students' Speaking Ability In Various Text Genres.* International Journal Of Recent Technology And Engineering (Ijrte), 8(4), 3147-3151, 2019

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presented conclusions of this study and suggestions for English teacher and for further researcher.

A. Conclusions

Based on the research findings and discussion in the previous chapter, there is a significant effect of using digital storytelling in improving students' speaking skills in the first grade of MTS Miskayatul Ulum Situbondo or H^a Accepted. The speaking skills of students in the first grade at MTS Miskayatul Ulum Situbondo were higher after implementing this digital storytelling. This was obtained from research results which showed that the average pre-test score in the experimental class was 55 and the average pre-test score in the control was 45. And judging from the post-Test score in the experimental class it was 83. Meanwhile, the average post-Test score in the control class was 57. This can also be seen from the results of the hypothesis test, the One Way ANOVA test, which obtained a sig score of 0.023. In accordance with decision making in the One Way ANOVA test, namely if (2-tailed) < 0.005 then Ho is rejected and Ha is accepted. So, the result that can be concluded is that Ha was accepted, so the research concluded that with the treatment given to these students there was an increase in the students' speaking abilities.

B. Suggestions

The researcher proposed several recommendations for the English teacher and the future researcher as presented as follows:

1. For the English teacher

Teachers should use digital storytelling to improve students' speaking skills in class, because this strategy can improve students' speaking skills. This method can make students active during the teaching and learning process.

2. For the future researcher

Researcher hope that this research can be used as a reference for further researchers in implementing better teaching and learning methods. Further research can carry out broader research in developing digital storytelling as a way to improve students' speaking skills.

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Institution   : State Islamic University of Kiai haji Achmad Siddiq Jember

States that the undergraduate thesis entitled "The Effect Digital Storytelling On Students Speaking Skill At First Grade Mts Misykayatul Ulum Situbondo" is truly my original work. It doesn"t incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Due to the fact; I am the only person who is responsible for this thesis if there is any objection of claim from other.

Jember, December 13ᵗʰ, 2023

Siti Nurul Quratul Aini

Appendix 1

Title	Variable	Variable Indicators	Data Resources	Research Method	Research Questions and Hypothesis
1	2	3	4	5	6
The Effect Digital Storytelling On Students Speaking Skill At First Grade Mts Misykayatul Ulum Situbondo	Independent Variable: Digital Storytelling	1) Provide an appealing portrait of a plot 2) Choose an important setting for comprehending the entire story 3) Utilize images to grasp and feel affection observed in the story. 4) Involve sound effects and other audio cues to build up feelings 5) Empower insightful interpretation from the listener.	First Grade Mts Misykayatul Ulum Situbondo	-Research Approach: Quantitative Research -Research Design: Nonequivalent Control Group -Data Collection: Pre-test and Post- test	Research Questions: -How the effect of using digital storytelling on students' speaking Skills?"? Hypothesis: Ha : There is a significant effect of using Digital Storytelling on students' speaking skills.
	Dependent variable: Students Speaking Skill	Adapted from Brown: -Pronunciation -Grammar -Vocabulary -Fluency -Comprehension		-Data Analysis Method: Independent Sample T test, Normality Test, and Homogeneity Test by using SPSS 20.	Ho : There is no a significant effect of using Digital Storytelling on students' speaking skills.

Appendix 2

INSTRUMENT

SPEAKING TEST (PRE-TEST AND POST-TEST) MTS MISYKAYATUL ULUM SITUBONDO

ACADEMIC YEAR 2022/2023

1. **Pre-test of Speaking Skill (Before Using Story Telling)**

Surabaya City

Surabaya is a city which located at East Java. Surabaya become one of famous city which exist in Indonesia. It happened because surabaya is known as The City of Hero. As we know 10 november always be celebrated by national heroes day, to commemorate the tragedy in Surabaya.

Surabaya is a big city, which famouse with their slogan, it's "gotong royong" to stand a development city. Surabaya also has Sunan Ampel as their religioun tourism. For all of those reason, it really needs for you to come to surabaya a good city.

2. **Post-test of Speaking Skill (After Using Story Telling)**

The post test is examine with The students' favorite things, people or place. They should perform in front of the class.

3. Oral Pre Test

Oral Pre Test

"Surabaya City"

Name :

Class :

No	Aspects	Score (0-100)
1	Pronounciation	
2	Grammar	
3	Voocabulary	
4	Fluency	
5	Comprehension	
	Total Score	

4. Interviewes Questionnaire (Oral Pre Test)Surabaya City

5. **Oral Post Test**

"Student's Favorite things, people or place"

Name   :

Class   :

No	Aspects	Score (0-100)
1	Pronounciation	
2	Grammar	
3	Voocabulary	
4	Fluency	
5	Comprehension	
	Total Score	

Appendix 3

SCORING RUBRIC FOR SPEAKING TEST

Aspect	Scale	Criteria	Description
Pronunciation	20-17	Excellent	Equivalent to and fully accepted by educated native speakers.
	16-13	Good	Errors in pronunciation are quite rare.
	12-9	Average	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	8-5	Poor	Accent is intelligible though often quite faulty.
	4-1	Very Poor	Errors in pronunciation are frequent, but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
Grammar	20-17	Excellent	Equivalent to that of an educated speaker.
	16-13	Good	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar quite rare.
	12-9	Average	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	8-5	Poor	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.
	4-1	Very Poor	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
Vocabulary	20-17	Excellent	Speech on all levels is fully accepted by

Aspect	Scale	Criteria	Description
			educated native speakers in all its features, including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
	16-13	Good	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	12-9	Average	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	8-5	Poor	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	4-1	Very Poor	Speaking vocabulary inadequate to express anything but the most elementary needs.
Fluency	20-17	Excellent	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
	16-13	Good	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
	12-9	Average	Can discuss particular interests of competence with reasonable ease. Rarely to grope for words.
	8-5	Poor	Can handle with confidence but no with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
	4-1	Very Poor	No specific fluency description. Refer to other four language areas for implied level

Aspect	Scale	Criteria	Description
			of fluency.
Comprehension	20-17	Excellent	Equivalent to that of an educated native speaker.
	16-13	Good	Can understand any conversation within the range of his experience.
	12-9	Average	Comprehension is quite complete at a normal rate of speech.
	8-5	Poor	Can get the gist of most conversation of non-technical subjects (i.e., topics that require no specialized knowledge).
	4-1	Very Poor	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.

Criteria of score adapted from Douglas Brown

Aspect	Max Score
Pronunciation	20
Grammar	20
Vocabulary	20
Fluency	20
Comprehension	20
Total	100

Appendix 4

LESSON PLAN EXSPERIMEN CLASS

Institution   : Mts Misykayatul Ulum
                        Situbondo
Subject   : English
Class/Semester : VII experimental class
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 onspeaking aspect

B. Media/Tool/source

☐ **Media :** Digital Storytelling

☐ **Tools :** LCD

☐ **Sources:** You-tube Video

C. Learning Steps

1. Opening

Activity	Time allocation
• Begin the learning activity with greeting kindly to students when entering the classroom • Checking the students' attendance. • 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. • Conveying motivation about what the students are able to get (objectives and beneficial)	10 inutes

2.

Main Activity

Activity	Time allocation
• Provide stimulus in the form of giving material about narrative Text includes definition and social function. • Discuss material with students. • Provide students the video. • Guide students to watch the video • Ask students to retell the story one by one • Guide students to comment the friends performance	60 minutes

3. **Closing**

Activity	Time allocation
• Q&A about the material that has been learned • Greetings to the students hen they are about to leave the classroom	10 minutes

D. Assessment

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

Appendix 5

Lesson Plan of Control Class

Institution   :   Mts Misykayatul Ulum
Subject   :   English
Class/Semester   :   VII 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 onspeaking 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
• Begin the learning activity with greeting kindly to students when entering the classroom • Checking the students' attendance. • Giving apperception to the students.	10 minutes

2.

Main Activity

Activity	Time allocation
• Provide stimulus in the form of giving material about narrative Text includes definition and social function. • Discuss material with students. • Guide students to read the narrative text in the student's book • Ask students to retell the story one by one • Guide students to comment the friends performance	60 inutes

3. Closing

Activity	Time allocation
• Q&A about the material that has been learned • Greetings to the students hen they are about to leave the classroom	10 inutes

D. Assessment

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

Appendix 6

OBSERVATION SHEET

Teacher   : Asiyah Khoirun Nisa, S.Pd.

Observer   : Siti Nurul Quratul Aini

Class   : VII

Skill   : Speaking

Topic   : Narrative text

Day/date observation : Friday/ 24 Mei

, 2023Time 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 achievedthrough 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 studentswith 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	√	

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

Appendix 7. Letter of Permission

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

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

Nomor : B-4825/In.20/3.a/PP.009/11/2023
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTS Misykayatul Ulum Situbondo
Sekarputih timur, Trebungan Timur, Trebungan, Kec. Mangaran, Kabupaten Situbondo, Jawa T

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

NIM	:	T20196039
Nama	:	SITI NURUL QURATUL AINI
Semester	:	Semester sembilan
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "THE EFFECT DIGITAL
STORYTELLING ON STUDENTS SPEAKING SKILL AT FIRST GRADE MTS
MISYKAYATUL ULUM SITUBONDO
" selama 7 (tujuh) hari di lingkungan lembaga wewenang Bapak/Ibu Kepala
sekolah MTS Misykayatul Ulum

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember,1 September 2023
an. Dekan
Wakil Dekan Bidang Akademik,

MASHUDI

Appendix 8. Letter of Accomplishment

MADRASAH TSANAWIYAH MISKAYATUL ULUM
MANGARAN-SITUBONDO
NSM : 131235070074 NPSN : 70011195

Sekarputih timur, Trebungan Timur, Trebungan, Kec. Mangaran, Kabupaten Situbondo, Jawa Timur 68363

Nomor   : 03/A.029/MTS.MU/II/2023   7-September-2023
Lamp   : -
Perihal   : Surat Keterangan Selesai Penelitian

Yang bertanda tangan dibawah ini:

Nama   : LAILATUL MUFIDAH, S.PD.I
Jabatan : Kepala MTS Miskayatul Ulum

Menerangkan bahwa:

Nama   : Siti Nurul Quratul Aini
NIM   : T20196039
Jurusan : Tadris Bahasa Inggris
Judul   : The Effect Digital Storytelling On Students Speaking Skill At First Grade Mts Misykayatul Ulum Situbondo
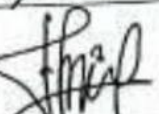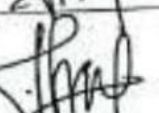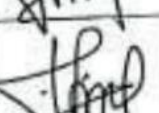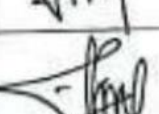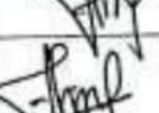
Telah benar-benar melakukan penelitian mulai dari 1 September -7 September 2023. Demikian surat ini dibuat untuk digunakan sebagaimana mestinya

Ditetapkan   : Di Situbondo
Pada tanggal : 7 September 2023
Kepala MTS Miskayatul Ulum

LAILATUL MUFIDAH, S.PD.I

Appendix 9. Journal of Research

SCHEDULE OF RESEARCH ACTIVITIES AT

MTS MISKAYATUL ULUM SITUBONDO

No	ACTIVITY	Person responsible	Signature
1	MTS Introduction Activities	teacher in MTS	
2	Providing Pre-test Questions for Control class	Students of VII B	
3	Giving pre-test questions to the experimental class	Students of VII A	
4	Providing Actions in the Control class	Students of VII B	
5	Giving Actions in the Experimental Class	Students of VII A	
6	Giving post test questions for control class	Students of VII B	
7	Giving post test questions for experimental class	Students of VII A	

Situbondo, 7-September-2023
Head of MTS Miskayatul Ulum

LAILATUL MUFIDAH, S.PD.I

Appendix 10. Data Tabulation

Students Score of Pre-test (Control
Class)

No Responden	P	G	V	F	C	Total
1	8	8	9	8	7	40
2	7	9	11	9	9	45
3	9	12	10	9	10	50
4	10	7	9	11	8	45
5	8	11	11	10	10	50
6	9	12	8	11	10	50
7	10	9	10	9	7	45
8	8	9	7	9	7	40
9	12	12	10	11	10	55
10	5	8	10	9	8	40
11	9	11	11	10	9	50
12	7	7	8	9	9	40
13	8	8	9	10	10	45
14	5	7	8	10	10	40
15	10	11	11	9	9	50
16	8	8	9	10	10	45
17	5	7	8	10	10	40
					Total	770
					Mean	45

POST TEST KLS KONTROL

No Responden	P	G	V	F	C	Total
1	10	10	11	12	12	55
2	11	11	10	14	14	60
3	12	12	14	11	11	60
4	11	11	9	12	12	55
5	13	13	11	14	14	65
6	11	11	14	12	12	60
7	11	12	12	10	10	55
8	10	11	11	9	9	50
9	13	14	14	12	12	65
10	9	9	8	8	11	45
11	11	11	12	13	13	60
12	10	10	10	11	9	50
13	15	15	10	8	12	60
14	9	9	13	11	13	55
15	15	15	13	10	12	65
16	11	11	10	9	9	50
17	13	11	11	10	10	55
					Total	965
					Mean	57

PRE TEST KLS EKSPERIMEN

No Responden	P	G	V	F	C	Total
1	7	7	10	10	11	45
2	12	10	10	9	9	50
3	11	11	12	11	10	55
4	5	11	12	12	15	55
5	15	15	15	12	13	70
6	8	10	10	11	11	50
7	14	14	11	11	10	60
8	10	10	11	12	12	55
9	12	12	10	11	15	60
10	7	7	9	9	13	45
11	15	15	13	13	14	70
12	10	10	9	9	12	50
13	13	13	10	10	14	60
14	11	12	12	9	11	55
15	12	10	10	9	9	50
					Total	830
					Mean	55

POST TEST KLS EKSPERIMEN

No Responden	P	G	V	F	C	Total
1	15	14	14	18	14	75
2	15	15	13	17	15	75
3	18	15	14	15	18	80
4	20	18	14	18	15	85
5	18	20	17	20	20	95
6	12	15	13	15	20	75
7	18	20	17	20	20	95
8	15	15	12	18	15	75
9	18	14	18	20	20	90
10	15	13	14	18	15	75
11	18	20	18	20	19	95
12	14	15	12	20	14	75
13	17	20	15	20	18	90
14	15	18	14	18	20	85
15	15	17	13	17	18	80
					Total	1245
					Mean	83

Appendix 11 Journal of Validity and Reliability Test

Hasil Output Perhitungan Pre Test Data Kelas Kontrol

		P	G	V	F	C	Total
P	Pearson Correlation	1	,620**	,338	,289	-,083	,766**
	Sig. (2-tailed)		,008	,185	,260	,752	,000
	N	17	17	17	17	17	17
G	Pearson Correlation	,620**	1	,487*	,192	,279	,874**
	Sig. (2-tailed)	,008		,047	,461	,278	,000
	N	17	17	17	17	17	17
V	Pearson Correlation	,338	,487*	1	-,107	,084	,592*
	Sig. (2-tailed)	,185	,047		,682	,749	,012
	N	17	17	17	17	17	17
F	Pearson Correlation	,289	,192	-,107	1	,557*	,477
	Sig. (2-tailed)	,260	,461	,682		,020	,053
	N	17	17	17	17	17	17
C	Pearson Correlation	-,083	,279	,084	,557*	1	,441
	Sig. (2-tailed)	,752	,278	,749	,020		,076
	N	17	17	17	17	17	17
Total	Pearson Correlation	,766**	,874**	,592*	,477	,441	1
	Sig. (2-tailed)	,000	,000	,012	,053	,076	
	N	17	17	17	17	17	17

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Hasil Output Perhitungan Post Test Data Kelas Kontrol

		P	G	V	F	C	Total
Correlations							
P	Pearson Correlation	1	,934**	,253	-,047	,197	,715**
	Sig. (2-tailed)		,000	,327	,857	,449	,001
	N	17	17	17	17	17	17
G	Pearson Correlation	,934**	1	,323	-,046	,187	,734**
	Sig. (2-tailed)	,000		,206	,860	,473	,001
	N	17	17	17	17	17	17
V	Pearson Correlation	,253	,323	1	,269	,175	,620**
	Sig. (2-tailed)	,327	,206		,297	,503	,008
	N	17	17	17	17	17	17
F	Pearson Correlation	-,047	-,046	,269	1	,674**	,558*
	Sig. (2-tailed)	,857	,860	,297		,003	,020
	N	17	17	17	17	17	17
C	Pearson Correlation	,197	,187	,175	,674**	1	,664**
	Sig. (2-tailed)	,449	,473	,503	,003		,004
	N	17	17	17	17	17	17
Total	Pearson Correlation	,715**	,734**	,620**	,558*	,664**	1
	Sig. (2-tailed)	,001	,001	,008	,020	,004	
	N	17	17	17	17	17	17

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Hasil Output Perhitungan Pre Test Kelas Eksperimen

		P	G	V	F	C	Total
Correlations							
P	Pearson Correlation	1	,791**	,436	,203	-,097	,747**
	Sig. (2-tailed)		,000	,104	,467	,732	,001
	N	15	15	15	15	15	15
G	Pearson Correlation	,791**	1	,704**	,559*	,277	,950**
	Sig. (2-tailed)	,000		,003	,030	,317	,000
	N	15	15	15	15	15	15
V	Pearson Correlation	,436	,704**	1	,666**	,195	,776**
	Sig. (2-tailed)	,104	,003		,007	,487	,001
	N	15	15	15	15	15	15
F	Pearson Correlation	,203	,559*	,666**	1	,484	,703**
	Sig. (2-tailed)	,467	,030	,007		,067	,003
	N	15	15	15	15	15	15
C	Pearson Correlation	-,097	,277	,195	,484	1	,440
	Sig. (2-tailed)	,732	,317	,487	,067		,100
	N	15	15	15	15	15	15
Total	Pearson Correlation	,747**	,950**	,776**	,703**	,440	1
	Sig. (2-tailed)	,001	,000	,001	,003	,100	
	N	15	15	15	15	15	15

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Hasil Output Perhitungan Post Test Data Kelas Eksperimen

		P	G	V	F	C	Total
		Correlations					
		P	G	V	F	C	Total
P	Pearson Correlation	1	,511	,656[**]	,410	,205	,727[**]
	Sig. (2-tailed)		,052	,008	,129	,464	,002
	N	15	15	15	15	15	15
G	Pearson Correlation	,511	1	,503	,477	,513	,820[**]
	Sig. (2-tailed)	,052		,056	,072	,051	,000
	N	15	15	15	15	15	15
V	Pearson Correlation	,656[**]	,503	1	,580[*]	,630[*]	,884[**]
	Sig. (2-tailed)	,008	,056		,023	,012	,000
	N	15	15	15	15	15	15
F	Pearson Correlation	,410	,477	,580[*]	1	,090	,637[*]
	Sig. (2-tailed)	,129	,072	,023		,749	,011
	N	15	15	15	15	15	15
C	Pearson Correlation	,205	,513	,630[*]	,090	1	,685[**]
	Sig. (2-tailed)	,464	,051	,012	,749		,005
	N	15	15	15	15	15	15
Total	Pearson Correlation	,727[**]	,820[**]	,884[**]	,637[*]	,685[**]	1
	Sig. (2-tailed)	,002	,000	,000	,011	,005	
	N	15	15	15	15	15	15

[**]. Correlation is significant at the 0.01 level (2-tailed).

[*]. Correlation is significant at the 0.05 level (2-tailed).

Hasil Output Uji Reliabilitas Pre Test Kelas Kontrol

Reliability Statistics

Cronbach's Alpha	N of Items
,654	5

Hasil Output Uji Reliabilitas Post Test Kelas Kontrol

Reliability Statistics

Cronbach's Alpha	N of Items
,671	5

Hasil Output Uji Reliabilitas Pre Test Kelas Eksperimen

Reliability Statistics

Cronbach's Alpha	N of Items
,749	5

Tabel ..

Hasil Output Uji Reliabilitas Pre Test Kelas Eksperimen

Reliability Statistics

Cronbach's Alpha	N of Items
,803	5

RESEARCH DOCUMENTATION

pre test of experimental class

Post test of experimental class

Pre test of control class

Post test of control class

APPENDIX 12

CURRICULUM VITAE

Name	: Siti Nurul Quratul Aini
NIM	: T20196039
Place/date of Birth	: Situbondo, 10 Januari 2002
Address	: Sokaan utara, tribungan, mangaran, Situbondo
Faculty	: Tarbiyah and Teacher Training
Program	:English Education Department
Email Address	: nurulaini89@gmail.com

Educational Background

a. TK AL HIDAYAH IV OLEAN   (Graduated in 2006)

b. SDN 03 TREBUNGAN   (Graduated in 2012)

c. MTs. NURUL JADID   (Graduated in 2016)

d. MA. NURUL JADID   (Graduated in 2019)