

**THE EFFECT OF USING DIGITAL STORYTELLING  
ON THE STUDENTS SPEAKING SKILL  
AT THE SEVENTH GRADE  
OF SMPN 1 LECES IN 2022/2023 ACADEMIC YEAR**

**UNDERGRADUATE THESIS**



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Presented of KH. Achmad Shiddiq Islamic State University of Jember  
In partial fulfillment of requirements for Bachelor Degree (S. Pd)  
Faculty of Tarbiyah and Teacher Training  
Islamic and Education Department  
English Education Program

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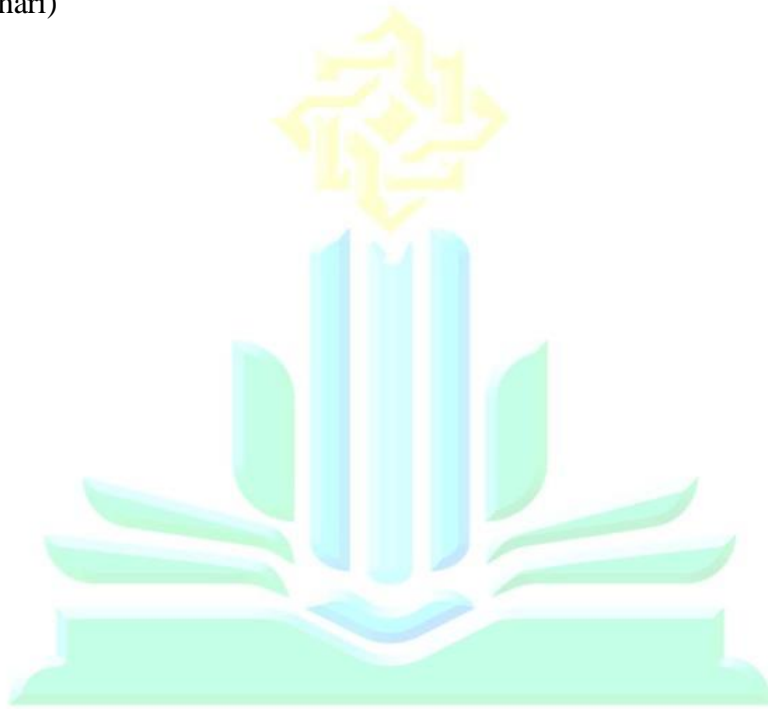


  
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## MOTTO

اللسان حفظ في الإنسان سالمة

"Human safety depends on his ability to guard his mouth." (Narrated by al-Bukhari)\*



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\* Khairul Hamim, "Ḥifz Al-Lisān As Maqāṣid Al-Sharī'ah Al-Darūriyyah (Its Importance and Relevance in The Contemporary Era)" *Samarah: Jurnal Hukum Keluarga dan Hukum Islam*, no. 1 (January, 2014),330. <https://doi.org/10.22373/sjhk.v5i1.9139>

## DEDICATION

This thesis is dedicated to the following special people:

1. My family especially my parents, Ponidi Sugito and Mislal Herawati, who always gave me support, gave me blessings and prayed for the best for me, and facilitated me in finishing my studies, I love you very much and thank you for everything.
2. My beloved siblings, Wahyudi and Amrillah, who have given motivation, strength and enthusiasm to the author.
3. My husband, Mr. Haq, who sincerely gave his hand anytime I bothered and needed.

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## ABSTRACT

Regina Putri Shaleha, 2024: *The Effect of Using Digital Storytelling on The Students Speaking Skill at Seventh Grade of SMPN 1 Leces in 2022/2023*

**Key words:** Digital Storytelling, Narrative Fable, Speaking ability

Speaking becomes one of important skills that must be mastered by students especially in English. English Speaking skill is one of the most important aspect in human interaction with the others natives and no-native speakers in the foreign affairs. They can understand what the people say by speaking; they can know what the people mean and what the people feel, people express their ideas and communicate what they want orally. According to the curriculum, students should be able to increase their written and oral English communication skills. Therefore, by using Fable Narrative texts with Digital Storytelling, one way to teach students to speak.

This research was conducted in SMPN 1 Leces. There is one focus in this research: "Is there any significant effect of using Digital Storytelling on the student's speaking skill at seventh grade of SMPN 1 Leces?" This research has the aim of finding out whether there is or not the effect of using digital storytelling on the student's speaking skill at seventh grade of SMPN 1 Leces in 2022/2023 academic year.

This study is quantitative research. This research was conducted using Quasi-Experimental research: Non-equivalent comparison group design. The researcher engaged two classes to be investigated as experimental and control classes with a total of 30 students in each class. Data collection for this study was conducted through pre-test and post-test. The data were analyzed using the Analysis of Covariance (ANCOVA) formula with SPSS. This study used SPSS version 29 to calculated the data.

Based on the sample results and hypothesis testing, the calculated score shows a Sig.  $0.012 < 0.05$ . This means that  $H_a$  is accepted and  $H_o$  is rejected. The partial eta squared value shows 0.105 that means the average value earned by students in the experimental class is 10.5% higher than the control class. It can be concluded that there is a significant effect of using Digital Storytelling on the speaking skills of seventh grade students of SMPN 1 Leces in the 2022/2023 academic year.

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The author also does not forget to deliver Shalawat and Salam to the prophet Muhammad SAW. who has guided Moslems from the darkness to the lightness.

After experiencing the obstacles in the systematization of writing this thesis, there are no appropriate words to express other than an incomparable expression of gratitude to Allah. The author realized that this achievement can be reached because of the support of many sides. Thus, the author would like to express the deepest thanks to the following people:

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Finally, may Allah protect and gives the great blessing for them all. The author completely realizes that this thesis is still far from the category of perfect and has many deficiencies. Therefore, constructive criticism and suggestions are expected for the improvement of this thesis.

Jember, April 14<sup>th</sup> 2024

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Regina Putri Shaleha



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# CHAPTER I

## INTRODUCTION

This chapter presents an extensive overview of the research background, research questions, research objectives, research significance, scope of research, definition of key terms, hypothesis, and structure of the discussion.

### A. Background of the Research

Language serves as a communication tool. We converse with each other in order to share our thoughts and learn what others are thinking. Speech is a necessary component of communication. And we are unable to converse with each other without speech. Because a language would only be a script without speech.<sup>1</sup> The importance of knowledge of speaking English seems to need special attention in its development.

According to the curriculum, students should be able to increase their written and oral English communication skills.<sup>2</sup> English speaking ability is one of the most important aspects in human interaction with others, both native and non-native speakers overseas. Therefore, one of the skills that need to be explored by students is speaking.<sup>3</sup> Through speaking, they can know and

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<sup>1</sup> Sadullayeva Nilufar Kadamovna, "The Importance of Speaking Skills for Learners" *Novateur Publications: International Journal of Innovations in Engineering Research and Technology (IJIERT)*, no. 1, (January, 2021), 28. <https://repo.ijert.org/index.php/ijert/article/view/9>

<sup>2</sup> Kementerian Pendidikan dan Kebudayaan, *Model Silabus Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama/Madrasah Tsanawiyah (SMP/MTs)*, (Jakarta, 2017), 2. [https://imadesujana.files.wordpress.com/2018/09/silabus-bahasa-inggris\\_smp\\_20012017-ok.pdf](https://imadesujana.files.wordpress.com/2018/09/silabus-bahasa-inggris_smp_20012017-ok.pdf)

<sup>3</sup> Kadamovna, *The Important of Speaking Skill for Learners*, 28.

understand what someone is saying. And a person can feel the meaning of the words that others say,<sup>4</sup> people also express their ideas verbally.<sup>5</sup>

The importance of speaking can be seen from holy Quran which Moses prayed to Allah as follow:

قَالَ رَبِّ اشْرَحْ لِي صَدْرِي (٢٥) وَيَسِّرْ لِي أَمْرِي (٢٦) وَأَخْلِلْ عُنُقْدَةً مِنْ لِسَانِي (٢٧) يَفْقَهُوا قَوْلِي (٢٨)

The meaning: (Moses) said “my Lord! Relieve my mind (25) and ease my tongue (26) and loose a knot from my tongue (27) that they may understand my saying (28)”.

These verses contain information about the Prophet Musa a.s. who begged, prayed, to Allah so that he would be given strength in preaching. Among his prayers, "... and release your strength from my tongue" which implies the meaning "give your servants the ability to speak, so that they understand my words" which implies "so that my communication with they went well."<sup>6</sup>

This verse explains that the role of speaking clearly is indispensable in communicating something to others. Implicitly this verse states that one of the domains of language, namely speaking has a very large role in communication. It is connected to the interference theory, which held that the

<sup>4</sup> Megawati, “Improving The Students’ Speaking Skill Through Storytelling Technique Toward Eleventh Grade Students At SMK Swasta Cimanggis” *BRIGHT: Journal of English Language Teaching, Linguistics and Literature*, no. 1, (July, 2018), 17.  
<https://doi.org/10.29100/bright.v2i1.739>

<sup>5</sup> Agostinho D. S Goncalves, Jose A.S, Fernando D. A Costa, “Improving Speaking Skill Through Storytelling” *ISCE: Journal of Innovative Studies on Character and Education*, no. 1, (2019), 02.  
<https://iscjournal.com/index.php/isce/article/view/48>

<sup>6</sup> Muslim Scholar, *Quraan Majeed*, (Pakistan: Pakistan Data Management, 2014), 314.

ability of a student in speaking a foreign language indicates if they are succeeding in their language acquisition.<sup>7</sup>

In the function of human interaction, speaking plays an important role in language acquisition. Language, especially English, in addition to being a communication tool, English is considered an international language that has been used in conferences, meetings, cultural exchanges, forums, in terms of bilateral, regional, and multilateral cooperation to develop education, culture, politics, and economy.<sup>8</sup> However, learning English is quite a challenging process for students in the classroom. Therefore, students need motivation as a boost during this period.<sup>9</sup> Besides that, one of the things that students need is self-confidence. With good self-confidence, students become more fearless in doing things. To grow self-confidence, there needs to be attractions that can create a sense of wonder as a trigger, such as things that make students forget something they are afraid of when speaking.

Based on the Merdeka Curriculum for Junior High School, junior high school students will get and learn various types of texts in the speaking class. These texts aim to serve as communication tools and thinking tools for students. In addition, these texts are also useful for students' daily lives to carry out the social function of the text.<sup>10</sup> Especially for seventh grade

<sup>7</sup> Agostinho D. S Goncalves, Jose A.S, Fernando D. A Costa, "Improving Speaking Skill through Storytelling", 3.

<sup>8</sup> Thi Doan Trinh Nguyen, Pham Vu Phi Ho, "Effects of Using Technology to Support Students in Developing Speaking Skills" *International Journal of Language Instruction*, no. 1, (August, 2022), 1. <https://doi.org/10.54855/ijli.22111>

<sup>9</sup> Binnur, "Effect of Technology on Motivation in EFL Classroom" *ERIC: Turkish Online Journal of Distance Education (TOJDE)*, no.4, (October, 2019), 1. <https://eric.ed.gov/?id=ED506782>

<sup>10</sup> Ika Lestari Damayanti, et al., *English for Nusantara* (Jakarta Selatan: Kementrian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022), 11.



students, the type of text they learn is Narrative. The narrative material requires students to be able to express interesting stories in the speaking class, so students' vocabulary mastery is needed to support this.

In terms of developing students' speaking skills, there are various ways that can be used, one of which is Storytelling.<sup>11</sup> Storytelling as an authentication of teaching has the potential to foster emotional intelligence. In addition, storytelling can also help children develop knowledge about human behavior.<sup>12</sup> Storytelling is an activity that requires a certain amount of communication between the storyteller and the listener, as well as between individuals and the storyteller.<sup>13</sup> Moreover, storytelling specifically helps students use information and convey messages to others.<sup>14</sup> Based on the explanation above, it can be concluded that storytelling is a teaching method where students are asked to retell the content of the story with different word constructions by involving certain interactions between the storyteller and the listener.

As time goes by, technological advances also follow to the surface.

Advances in technology in the digital era have made English language skills

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<sup>11</sup> Syafriyadin, et al., "Digital Storytelling Implementation for Enhancing Students' Speaking Ability," *Blue Eyes Intelligence Engineering & Sciences Publication: International Journal of Recent Technology and Engineering (IJRTE)* no. 4, (November, 2019), 3147. <http://doi103940/ijrte.D8002.118419>

<sup>12</sup> Mukminatun Zuhriyah, "Storytelling to Improve Students Speaking Skill," *English Education of Hasyim Asy'ari University: Jurnal Tadris Bahasa Inggris*, no.1, (2017), 123. <http://dx.doi.org/10.24042/ee-jtbi.v10i1.879>

<sup>13</sup> Ahyak, "Improving the Students' English-Speaking Competence through Storytelling", UIN Sayyid Ali Rahmatullah: *Internasional Journal of English and Literature*, no. 1, (December, 2013), 20. <http://repo.uinsatu.ac.id/id/eprint/3283>

<sup>14</sup> Tsu-Chia Julia, "Telling tales: Using Storytelling to teach EFL kindegarten students", (*Lunghwa university of science and technology Taiwan: International Journal of Research Studies in Education*, no. 4 (January, 2015), 14. <http://dx.doi.org/10.5861/ijrse.2015.848>

very important to have. This is because the use of English is not only for greeting dialogues, but also as a support for digital activities.<sup>15</sup> As opposed to contemporary commerce and transactions, technology is utilized extensively in education.<sup>16</sup> Technological advancements have had a significant impact on foreign language teaching and learning in the industrial revolution 4.0. by helping to diversify and improve efficiency, especially in speaking skills.<sup>17</sup> Technological developments should be integrated as a strategy to increase student motivation. Apart from being an important approach that can influence learning, teaching curriculum and materials, students' interest in gadgets such as smartphones, tablets and others, can encourage teachers to integrate multimedia devices into the classroom.<sup>18</sup>

Learners' attitudes can be positively affected in the teaching and learning process through technology.<sup>19</sup> Nowadays the use of technology is very essential as a media in education field. Writer strives in modern era which develops many modern technology systems. It becomes more attractive to use innovative models in engaging student's motivation in learning English.<sup>20</sup> Technological advances can be used as technological tools in learning English that are interesting to present to students in the classroom.

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<sup>15</sup> Yoon T, "Are you digitalized? Ways to provide motivation for ELL'S Using digital storytelling" *Educational Technology: International Journal of Research Studies*, no.2 (September, 2013), 26. <https://do.Org/10.5861/ijrset.2012.204>

<sup>16</sup> Nguyen, Ho, "Effects of Using Technology to Support Students in Developing Speaking Skills", 11.

<sup>17</sup> Nguyen, Ho, 10.

<sup>18</sup> J. Byrnes, B.Wasik, "Using Photography as a Learning Tool in Early Childhood Classrooms" *Taylor & Francis: Education Journal*, (June, 2009), 243. <http://dx.doi.org/10.1080/00094056.2009.10523090>

<sup>19</sup> Byrnes, Wasik, 243.

<sup>20</sup> Syafriyadin, et al., "Digital Storytelling Implementation for Enhancing Students' Speaking Ability", 3147.

Teachers can use technological tools such as DVD, cassette, CD, radio, and TV. There are also two-way educational technology tools used in EFL classrooms such as interactive television, computers, e-mail, and internet conferences. In addition to media interests, digital use is an effort to add information about technology that is increasingly rapid and up to date for educators and students. The world of digital technology has become commonplace over time.

In several cases of speaking difficulties, especially English, that have appeared on the internet, storytelling is often used as a method of dealing with these problems. Therefore, the use of digital and storytelling will be a solution that provides many advantages for students to improve their speaking skills.<sup>21</sup> Students can also enrich new vocabulary and language structures. In fact, the use of digital storytelling media makes computer users as creative storytellers by involving processes such as selecting topics, analyzing, creating scripts, and creating interesting stories.<sup>22</sup> So that students are able to develop their abilities in creativity and speaking at the same time.

The previous researchers have provided supporting theoretical references on the effect of using digital storytelling on improving students' English-speaking ability. As a pedagogical tool, digital storytelling is effectively useful for assisting teachers in the learning process as well as

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<sup>21</sup> Sesari Yusirunal Jannah, "Using Digital Storytelling To Develop Speaking Skill Through Cooperative Learning Method ", *English Empower: Journal of English and Literature*, no. 1, (May, 2021), 20. <http://ejournal.unitaspalembang.ac.id/index.php/eejll/article/view/148>

<sup>22</sup> Bernard R Robin, "Digital Storytelling: A Powerful Technology Tool for the 21st Century Classroom", *The Ohio State University: Research Gate*, no. (August, 2014), 222. <https://do.org/10.1080/0040584080215391611>

fostering positive motivation towards students' interest in learning a foreign language.<sup>23</sup> Previous researchers have also presented the results of research using this method that students become more enthusiastic and active during the learning process. In addition to curiosity, students become more motivated to perform speaking in front of the class with confidence.<sup>24</sup> The engaging presentation of Digital Storytelling makes it effective in increasing students' learning motivation. Students are able to understand even difficult material without wasting too much time.<sup>25</sup> The use of digital storytelling increases learners' motivation. This media is superior to use to improve learners' speaking skills compared to conventional methods.<sup>26</sup> Moreover, digital storytelling greatly influences students' motivation and speaking ability. In addition, students have the opportunity to share ideas or thoughts as a class, group, or individual.<sup>27</sup> Educators can use Digital storytelling to assess students' reading and listening comprehension.<sup>28</sup> Easy material achievement

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<sup>23</sup> Khasturi Ramalingam, Yeo Kee Jiar, Siva Mathiyazhagam, "Speaking Skill Enhancement Through Digital Storytelling among Primary School Students in Malaysia", *International Journal of Learning, Teaching, and Educational Research*, no. 3 (March: 2022), 32.

<https://doi.org/10.26803/ijlter.21.3.2>

<sup>24</sup> Syafradin, et al., "Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres", 3150.

<sup>25</sup> Inggit Rositasari, "The Use Of Digital Storytelling To Improve Students' Speaking Skills In Retelling Story" (Thesis, Sanata Dharma University, 2017), 88.

<sup>26</sup> Abdorreza Tahriri, Maryam Danaye Tous, Solmaz MoyahedFar, "The Impact of Digital Storytelling on EFL Learners' Oracy Skills and Motivation" *Australian International Academic Center: International Journal of Applied Linguistics & English Literature*, no. 3, (May, 2015), 151. <http://dx.doi.org/10.7575/aiac.ijalel.v.4n.3p.144>

<sup>27</sup> Seyed Jalal Abdolmanafi-Rokni and Masoud Qarajeh, "Digital storytelling in EFL classrooms: The effect on the oral performance" *Science Publishing Group: International Journal of Language and Linguistics*, no. 4 (July, 2014), 256. <https://doi.org/10.11648/j.ijll.20140204.12>

<sup>28</sup> Agostinho D. S Goncalves, Jose A.S, Fernando D. A Costa, "Improving Speaking Skill through Storytelling", 3.

will make students achieve academic proficiency.<sup>29</sup> It gives students the opportunity to improve their knowledge, skills and educational standards.

Based on the observation, students often get difficulties in using English when they tried to interact with others. They looked hesitated to interact with their friends and their coach by using English. The students will brave to practice English orally in front of class if only they wanted to join English competition. Even though they had enough time to speak English at school, they lacked of motivation to speak.<sup>30</sup> Nevertheless, students felt overwhelmed when the teacher provided narrative material. They even found it difficult to enjoy the English material in class. This was evidenced from the results of the researcher's interviews with students at SMPN 1 Leces. They said that English class was a painful class. They found it difficult to understand the material given to them by the teacher. When they were asked to present a dialog with a friend in front of the class, they felt shy, not confident or uncomfortable and afraid of making mistakes when speaking. In the interview with the educator, it was also found out that students had not reached a good standard in mastering English vocabulary so that students are weak in their English-speaking ability.<sup>31</sup> The researcher proved this by applying a pre-test. Before teaching the experimental class using Digital Storytelling, the atmosphere of the class was gloomy. Students was crowded and looked like they were not interested in joining the class. They confused

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<sup>29</sup> Syafradin, et al., "Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres ", 3148.

<sup>30</sup> Observasi di SMPN 1 Leces, 24 May 2023.

<sup>31</sup> Wawancara di SMPN 1 Leces, 14 March 2023.

when they were asked to retelling the story in front of class because they did not know what they were going to speak and how to say it. In the pre-test, most of them could not retell the narrative story with 2 minutes limit as the instruction. There were only 6 students could reach KKM.

Digital Storytelling is expected to help students overcome fear and motivate them during the storytelling process. In this study, the researcher uses simple fable narrative text material by using digital media such as computers, projectors, and online platforms as learning support. There are several stages used by researchers to teach the material, including: Focus learners' attention on speaking, provide feedback &/ guide planning, carry out the speaking task, focus on language, skills, and strategies, repeat the speaking task, direct students' reflection on learning, and facilitate feedback on learning.

Based on the explanation above the researcher is interested in conducting a study entitled "The Effect of Using Digital Storytelling on The Students' Speaking Skill at Seventh Grade of SMPN 1 Leces in 2022/2023 Academic Year" to test the existing theory and find out whether there is a significant influence between Digital Storytelling on students' speaking ability after being applied in the speaking class.

## **B. Research Question**

Is there any significant effect of using digital storytelling on the students' speaking skill at seventh grade of SMPN 1 Leces in 2022/2023 Academic Year?



### **C. Research Objective**

To find out whether there is or not the effect of using digital storytelling on the students' speaking skill at seventh grade of SMPN 1 Leces in 2022/2023 Academic Year.

### **D. Significance of the research**

This study's outcomes are anticipated to provide the following parties with some theoretical and practical benefits:

#### **1. Theoretically**

This study offers a general understanding of the impact of digital storytelling on the desire of pupils to speak well through referential contributions.

#### **2. Practically**

The results of the research are beneficial:

##### **a. For English teacher**

This research is expected to be used as information in the use of digital storytelling media on students' motivation to speak.

##### **b. For society**

This research is expected to be used as knowledge information about the effects of using digital media storytelling on students' speaking motivation.

##### **c. For next researcher**

The researcher hopes that it will be useful for further researchers as a reference to determine other variables in their



research. For example: The effect of using digital storytelling on students' speaking skill, listening skill, etc.

d. For researcher

Researchers hope to be able to distribute experiences through research results in terms of education to researchers.

## E. Scope of The Research

### 1. Research Variables

In this research, there are two kinds of variables, namely the dependent variable which is a variable that depends on other variables and the independent variable is a variable that does not have dependence on other variables<sup>32</sup>. The variables used in this research include:

a. The independent variable in this research is digital storytelling (X) on the students at seventh grade of SMPN 1 Leces in 2022/2023

Academic Year.

b. The dependent variable in this research is speaking skill (Y) on the students at seventh grade of SMPN 1 Leces in 2022/2023 Academic

Year.

### 2. Variable's indicators

Indicator of digital storytelling as the first variable are: digital media such as computer, projector, and also online platform.

Whereas, indicators of speaking skill including: comprehension, grammar, vocabulary, pronunciation, fluency.

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<sup>32</sup> Ristawati, "Pengaruh Media Pembelajaran Terhadap Motivasi Belajar Siswa Kelas X Program Keahlian Administrasi Perkantoran" (Thesis, Faculty Of Social Sciences Macassar State University, 2017), 93.

## F. Definition of Key Terms

### 1. Digital Storytelling

An activity of conveying information to an audience can be said to be Storytelling. This method has been popularly known among educators due to its easy and quick implementation. This activity directly involves educators and learners.<sup>33</sup> Meanwhile, digital storytelling is a set of communication and information technology platforms used to distribute information with certain topics that are packaged in an attractive presentation style.<sup>34</sup>

The effectiveness of digital storytelling makes it an essential tool in the students' speaking skill improvement. The powerful learning experiences generated cover a lot of the ground that society expects students to know and be able to communicate effectively.<sup>35</sup>

In this research, digital storytelling is a set of activities in storytelling that is packaged using digital media devices to convey information to audiences.

### 2. Speaking skill

Speaking is an interactive activity of creating and receiving information by using language as a tool to understand the information

<sup>33</sup> Hashiroh Hussain & Norshuhada Shiratuddin, "A Digital Storytelling Process Guide for Designer", *Malaysia: teacher education institute of Abdul Halim University* (August, 2016). 13. <http://dx.doi.org/10.1063/1.4960884>

<sup>34</sup> Asti Prasetyawati. "Digital Storytelling, Kok Bisa? Turning Abundance of Information into Educational Content" *Jakarta: Journal of Communication Science and Technology*, no. 2 (December, 2020), 201. <https://doi.org/10.17933/iptekom.23.2.2021.199-212>

<sup>35</sup> Putri Diana Sinaga, "The Use of Digital Storytelling to Enhance The Speaking Skill of The Eleventh Grade Students of SMA Swasta Palapa Medan in Academic Year of 2020/2021" *Medan: Kairos ELT Journal*, no. 1 (September, 2021), 28. <https://doi.org/10.54367/kairos.v5i1.1442>

obtained. In another sense, speaking is the ability that humans have to communicate with each other at.<sup>36</sup> As an integral part of daily life, speaking is seen as a social and situation-based interaction and activity that language learners must develop.<sup>37</sup>

From the explanation of the paragraph above, speaking can be interpreted as an interactive language skill or ability possessed by humans that is used as a communication tool to convey information in everyday life to one another. For this reason, one's speaking ability needs to be developed so that communication and information quality are well established.

In this research, the researcher uses prediction of speaking rubric score that consist of comprehension, grammar, vocabulary, pronunciation, fluency.

### G. Hypothesis

There are two hypotheses in this analysis, namely the Alternative hypothesis and the Null hypothesis. The two hypotheses can be described as follows:

1. Alternative Hypothesis (Ha): There is a significant effect of using digital storytelling on the students' speaking skills at seventh grade of SMPN 1 Leces Academic Year.

<sup>36</sup> Rao P.S, "The Importance of Speaking Skills in English Classroom", *VS Publications: Alford Council of International English & Literature Journal*, no. 2, (December, 2019), 440, [https://www.acielj.com/Papers/vol2issue2/1.ACIELJ%20-Srinu%20sir%20\(1-12\)%20OK.pdf](https://www.acielj.com/Papers/vol2issue2/1.ACIELJ%20-Srinu%20sir%20(1-12)%20OK.pdf)

<sup>37</sup> Fadhilah Zamzam, "Digital Storytelling to Improve Students' Speaking Skill", *Cokroaminoto Palopo University: Teacher Studies and Learning Journal*, no.3 (December, 2020), 524, <https://doi.org/10.30605/jsgp.3.3.2020.517>

2. Null Hypotheses (Ho): There is no significant effect of digital storytelling on the students' speaking skills at seventh grade of SMPN 1 Leces Academic Year.

#### **H. Structure of Discussion**

The researcher wrote this research to fulfill an undergraduate thesis which has 5 chapters. The systematic are:

In Chapter I the researcher will explain about the Introduction, and this chapter is written to presenting research background, research question, research objective, significance of the research, scope of the research, definition of key term, and also hypothesis.

Chapter II discusses previous research that is relevant to this research. And also explains the literature review on digital storytelling, speaking skills, and motivation.

Chapter III discusses about research method. In this chapter researcher wrote the research by presenting research design, population and sample, instrument and analysis data and also the data analysis technique.

Chapter IV discusses about finding and discussion of the research. The researcher wrote by presenting overview of the research, description of data, data analysis, hypothesis testing and discussion.

And for Chapter V the researcher will explain about conclusion and suggestion.

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Research

In this chapter, the researcher lists the results of research that has been done related to the research that will be conducted by the researcher. There are several previous studies that conducted research on digital storytelling.

The first one was about "Speaking Skills Enhancement through Digital Storytelling among Primary School Students in Malaysia" As a pedagogical approach, the researcher applied digital storytelling media at the elementary school level to improve children's Tamil speaking ability. The effectiveness of the learning media for students' Tamil speaking ability was measured using a quasi-experimental collaborative research design. The sample was drawn from 13 primary school students in Pasir Gudang-Johor district of grade 2 with an average age of 7-8 years. Through the use of a mobile application, pre-post test was administered to students and teachers. The results showed a significant improvement was seen in the students' comprehension, vocabulary, and fluency in speaking skills after their participation in the digital storytelling session. Therefore, while children learn a language in schools, digital storytelling may be a

useful educational strategy to help them become more proficient speakers both inside and outside of the classroom.<sup>38</sup>

The second was about “Digital Storytelling Implementation for Enhancing Students’ Speaking Ability in Various Text Genres.” The focus of this research was directed at investigating the effectiveness of the use of digital media in various text genres on the speaking ability of senior high school students. The Researcher used random sampling and action research methods. Thirty-four students participated in this exercise in class 10 IPA 4. Cycle 1 (before treatment) and Cycle 2 (after treatment) were the two cycles of this study. A total of 15 students were assessed to be able to achieve the Minimum Completion Criteria (KKM) score of 74 in cycle 1, which is 44.11% of the total students. Furthermore, there was an increase after the treatment, with 27 children passing the KKM. This shows that there has been a noticeable change in the ability of secondary school students to speak in various genres of texts.<sup>39</sup>

The third was about “The Use of Digital Storytelling to Improve Students’ Speaking Skill in Retelling Story.” This study was aimed to provide information about the implementation of digital media as a method of learning English. This study specifically analyzes the use of digital media in improving students’ speaking skills through the storytelling method. The findings of the pre- and post-tests in this study

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<sup>38</sup> Khasturi Ramalingam et al., “Speaking Skill Enhancement through Digital Storytelling among Primary School Students in Malaysia”, 22.

<sup>39</sup> Syafryadin et al., “Digital Storytelling Implementation for Enhancing Students’ Speaking ability in Various Text Genres “, 3147.



demonstrated a considerable improvement in the students' speaking abilities. The pre-test had a mean score of 63.7, whereas the post-test had a mean score of 79.3. In conclusion, an interesting and stunning presentation makes digital storytelling an effective tool in arousing students' enthusiasm for learning to speak. So, it can be concluded that digital media and storytelling can improve students' speaking skills.<sup>40</sup>

The fourth was about “The Impact of Digital Storytelling on EFL Learners’ Oracy Skills and Motivation.” This study was conducted to exploring the extent of the influence of digital storytelling on the oratory abilities and motivation of EFL students. The researcher selected 30 intermediate EFL learners and divided them based on their performance in the Oxford Placement Test (OPT) into 2 random groups of 15 students each (Control Group and Experimental Group). Students' pre and post test oracy skills were assessed using 3 instruments including speaking and listening test (pre-posttest), motivation questionnaire (pre-post test). The researcher used analysis of covariance (ANCOVA) data and multivariate analysis. From the research results found in the field after using DST instruction, the researchers found that the participants excelled in terms of students' speaking ability and motivation. So, the application of digital software is recommended to be considered in the EFL curriculum to be taught in language learning.<sup>41</sup>

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<sup>40</sup> Inggit Rositasari, “The Use Of Digital Storytelling To Improve Students’ Speaking Skills In Retelling Story” (Thesis, Sanata Dharma University, 2017), 88.

<sup>41</sup> Abdorreza Tahriri, Maryam Danaye T, Solmaz MoyahedFar, “The Impact of Digital Storytelling on EFL Learners Oracy Skills and Motivation” *International Journal of Applied Linguistics &*



The fifth was about “Digital Storytelling in EFL Classrooms: The Effect on The Oral Performance.” The aim of this study was to analyze the effectiveness of the use of storytelling on the results of its application to the speaking skills of EFL students in Iran. This study uses mixed methods to measure the differences between digital storytelling and traditional storytelling (simple storytelling in front of the class out loud) on Iranian EFL students. The type of research method used by researchers in this case study is a mixture of qualitative and quantitative methods. Based on the results of data analysis using SPSS software, it was found that digital storytelling was effectively applied to English learners.<sup>42</sup>

**Table 2. 1**

**The Similarities and Differences of The Related Studies in This Research**

No	Name, Title, Research Year	Similarity	Difference
1.	Khasturi Ramalingam, Yeo Kee Jiar, Siva Mathiyazhagan: "Speaking Skills Enhancement through Digital Storytelling among Primary School Students in Malaysia" (2022)	Both studies use digital storytelling on speaking skills	The previous research used Quasi-Experimental and Action Research collaborative research design. The research sample used to be elementary school students. The current research used Quasi experimental design (non-equivalent comparison group design) for junior

*English Literature*, Vol.4 No.3, (May 2015), 144.  
<http://dx.doi.org/10.7575/aiac.ijalel.v.4n.3p.144>

<sup>42</sup> Seyed Jalal Abdolmanafi, Masoud Qarajeh, “Digital Storytelling in EFL Classroom: The Effect on the Oral Performance”, *International Journal of Language and Linguistics*, no.4, (June, 2014), 254. <https://doi.org/10.11648/j.ijll.20140204.12>

			high school students as a sample in this research.
2.	Safryadin, Haryani, Salniwati, Ainur Rosyidah Azmie Putri: "Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres" (2019)	Both studies use digital storytelling on speaking skills	The previous research used Classroom Action Research design and scoring rubric was adapted from Allen & Tanner (2006). The current research used Quasi Experimental (non-equivalent comparison group design) and scoring rubric adapted from Brown and Harris (2010).
3.	Inggit Rositasari: "The Use of Digital Storytelling to Improve Students' Speaking Skills in Retelling Story" (2017)	Both studies use digital storytelling on speaking skills	The previous research assessed speaking component was adapted from Goh and Burns (2012) which consists of: pronunciation, speech function, interaction management, discourse organizer. The current research assessed speaking components was adapted from Brown (2004) which consist of: fluency, vocabulary, pronunciation, grammar, and comprehension.
4.	Abdorreza Tahriri, Maryam Danaye Tous, Solmaz MovahedFar: "The Impact of Digital	Both studies use digital storytelling on speaking skills	The previous research used research instrument which consist to The

	Storytelling on EFL Learners' Oracy Skills and Motivation" (2015)		Oxford Quick Placement Test (OPT), listening test, speaking test, speaking test, Motivated Strategies for Listening Questioner (MLSQ), digital storytelling. The current research used research instrument which consist for speaking test.
5.	Sayed Jalal Abdolmanafi-Rokni and Masoud Qarajeh: "Digital Storytelling in EFL Classrooms: The Effect on The Oral Performance" (2014)	Both studies use digital storytelling on speaking skills	The previous research used research instrument which consist to The Oxford Quick Placement Test (OPT), TOEFL speaking test, questioner, storytelling courses. The current research used research instrument which consist for speaking-test.

The commonality of the previous studies above with this study is that the researchers used Digital Storytelling during the teaching of speaking in the classroom. The purpose is also the same, which is to find out whether digital storytelling has an effect on students' speaking ability.

However, this study has its own characteristics, namely that students must be actively involved in commenting on their friends' performances, so that students can pay attention to focus on learning vocabulary as well as pronunciation and critical thinking. In addition, the

researcher did not form student groups to encourage students to self-organize and express their ideas and knowledge. Meanwhile, the previous studies above did not actively involve students in correcting their friends' performances. Furthermore, the researcher in this study not only had students narrate stories in English, but also assisted and observed students as they learned how to use the past tense to organize words in sentences.

## **B. Theoretical Framework**

### **1. Learning Media**

#### **a. Definition of English Learning Media**

The terms "learning media" are derived from "media" and "learning." Media are mechanical, electrical, photographic, graphic, and photographic tools for processing, displaying, and vocally or visually elucidating information. Media is seen as a tool for a teacher to support learning activities carried out in class. Any individual, thing, instrument, or occasion that can foster an environment where pupils can acquire information, abilities, and attitudes is referred to as media.<sup>43</sup> In other word, media can be characterized by its processing power, symbol system, and technology. The most evident attribute of a medium is its technology, which includes the mechanical and electrical components that dictate its

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<sup>43</sup> R. Gita Ardhy Nugraha, "Interactive Media Development for Second Grade Elementary Students Thematic Learning Using Adobe Flash CS4 Professional", *Scholaria: Journal of Education and Culture*, no.2, (Mei, 2017), 95.  
<https://doi.org/10.24246/j.scholaria.2017.v7.i2.p94-105>

purpose as well as, to some extent, its shape and other physical characteristics.<sup>44</sup>

Conversely, learning is a process that aims to find knowledge, assess current competencies, and develop skills or student characteristics. The growth rate of education can be observed in the changes in student performance and academic progress.<sup>45</sup> So it can be concluded that learning media is a tool or material to support learning activities in mastering knowledge, competence, and character building in students.

Learning media that are used appropriately in the process of learning English will be a more effective and efficient supporting tool in achieving the learning objectives of the language itself. In addition, interesting learning media will also be able to increase students' motivation to learn.<sup>46</sup>

Increased motivation in students will occur due to learning media. In his article, Azhar Asyrad includes the benefits of learning media, among others:

- a) The learning process is more interesting so that it can foster student learning motivation,
- b) Learning material is clearer so that the material is easily understood and mastered by students,

<sup>44</sup> Robert B. Kozma, "Learning With Media", *Sage Journal: Review of Educational Research*, no.2, (Summer, 2019), 180. <https://doi.org/10.3102/00346543061002179>

<sup>45</sup> Yanuari Dwi Puspitarini & Muhammad Hanif, "Using Learning Media to Increase Learning Motivation in Elementary School", *Semantic Scholar: Anatolian Journal of Education*, no.2 (October, 2019), 54. <https://doi.org/10.29333/aje.2019.426a>

<sup>46</sup> Puspitarini, Hanif, 53.

c) Provides variations in the process learning.<sup>47</sup>

## b. Types of Learning Media

The classification of learning media according to experts is presented as follows:<sup>48</sup>

- Visual media, namely media that can only be seen, such as photos, drawings and posters.
- Audio media, namely media that can only be heard, such as audio cassettes, MP3s, and radio.
- Audio-visual media, namely media that can be seen and heard at the same time as sound films, videos, television and sound slides.
- Multimedia is media that can present complete media elements such as sound, animation, video, graphics and film. One of the media that fits in this category is digital storytelling which can cover all multimedia elements.

## 2. Digital Storytelling

### a. Definition of Digital Storytelling

As the name implies, digital storytelling consists of two things, namely digital and storytelling. Digital is a technology device that has developed widely at this time. Examples of digital technology include: electronic media TV, radio, smart phones, laptops, tablets, etc. Meanwhile, storytelling is the art of using language, vocalization, and/or physical

<sup>47</sup> Azhar Asyrad, *Media Pembelajaran*, (Jakarta: PT. Raja Grafindo Persada, 2014), 30. <https://elibrary.bsi.ac.id/readbook/208459/media-pembelajaran>

<sup>48</sup> Azhar Asyrad, 27.



movement and cues to express elements and images of a story to a specific direct audience.<sup>49</sup> Storytelling activities provide experience as well as creative innovation. The art of storytelling can be used as a language teaching tool for students which can be done in groups or individually, so as to awaken the creative spirit of language learners.<sup>50</sup>

Digital storytelling is the process of creating a brief autobiography by fusing personal narratives and stories with multimedia (text, audio, and photos).<sup>51</sup> Digital storytelling has garnered attention as an instructional approach in literature. Digital storytelling material is being used more often in language classrooms as a technique of instruction.<sup>52</sup> Digital storytelling is becoming a powerful instructional tool for students and educators.<sup>53</sup> Based on the data shown on the Story Center website, digital storytelling can be used to foster creativity, lead people, change perspectives, and encourage reflection on learning and life processes. In addition, learning can be enhanced through digital storytelling, digital storytelling has great potential in helping language learners because of the interactions especially in speaking.<sup>54</sup> Using digital storytelling helps

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<sup>49</sup> Abdolmanafi, Qarajeh, "Digital Storytelling in EFL Classroom: The Effect on the Oral Performance", 252.

<sup>50</sup> Abdolmanafi, Qarajeh, 252.

<sup>51</sup> Thomas Banaszewski, "Digital Storytelling: Supporting Digital Literacy in Grades", (Master Thesis, Georgia Institute of Technology, 2005), 7.

<sup>52</sup> A. Oskoz & I. Elola, "Digital Stories: Bringing Multimodal Texts to the Spanish Writing Classroom.", *Cambridge University Press*, no.3 (July, 2016), 327.

<https://doi.org/10.1017/S0958344016000094>

<sup>53</sup> Oskoz, Elola, 328.

<sup>54</sup> Oskoz, Elola, 328.



learning and motivating students developing speaking ability.<sup>55</sup> Their motivation is useful to create a sense of comfort in learning activities so that they can enjoy the learning process well.

Currently, more and more researchers have shown the benefits of using digital media storytelling in language learning.<sup>56</sup> Digital storytelling has been investigated for its effect on language learning, it has also been shown in recent research on digital storytelling that it can motivate foreign language learners.<sup>57</sup> Digital Storytelling research in increasing student motivation provided treatment for teachers to carry out learning activities using Digital Storytelling.<sup>58</sup>

There are seven elements of digital storytelling which can consider as the power of the digital storytelling, including:<sup>59</sup>

1. Point of view, highlighting the character of the author's thoughts
2. Dramatic, locking the audience's attention
3. Emotional content, connects the story with the audience
4. Storyteller's voice, personalizing the story to help the audience understand the story

<sup>55</sup> Insana Kamila, Indawan Syahri, Mulyadi, "The Influence of Using Digital Storytelling and Motivatio on Speaking Skill of Elevents-Grade Students of SMA Negeri 1 Simpang", *Journal of English Education*, no.1, (May, 2021), 143. <https://doi.org/10.26618/exposure.v10i1.5101>

<sup>56</sup> A. Oskoz, Elola, "Digital Stories: Bringing Multimodal Texts to the Spanish Writing Classroom", 75.

<sup>57</sup> Chen-Chung Liu, Pin-Ching Wang, and Shu-Ju Diana Tai, "An Analysis of Student Engagement Patterns in Language Learning Facilitated by Web 2.0 Technologies", *Cambridge University Press*, no.2, (May, 2016), 105.

<https://doi.org/10.1017/S095834401600001X>

<sup>58</sup> C.C. Shelton, "Bringing Digital Storytelling to the Elementary Classroom: Video Production for Preservice Teachers" *Journal of Digital Learning in Teacher Education*, no.2, (May, 2017), 144. <https://doi.org/10.1080/21532974.2016.1276871>

<sup>59</sup> Inggit Rositasari, "The Use of Digital Storytelling to Improver Students Speaking Skills in Retelling Story", 12.

5. Soundtrack, brings the story to life
6. The economic aspect of presenting enough content to tell the audience without overloading the display
7. Pacing by controlling the slow or fast pace of progression

As instructional tools, teachers have option to show pre-provided or pre-created digital stories to their students to introduce the content and grab students' attention when presenting new ideas. Researchers find that combining written text with visual pictures enhances and expedites students' comprehension; digital storytelling is a useful technology tool for gathering, producing, analyzing, and combining textual and visual content.<sup>60</sup> The following are the three story titles and links used as learning materials in this experiment:

1. The Ox and The Frogs: <https://www.youtube.com/watch?v=7n7Kqr3AVYk>
2. The Heron: <https://www.youtube.com/watch?v=WYDUhSufiU>
3. Belling The Cat: [https://www.youtube.com/watch?v=-89LoqnHv\\_U](https://www.youtube.com/watch?v=-89LoqnHv_U)

The following are the three stories used as learning materials in this study in text form:

1. The Ox and The Frogs

An Ox came down to a reedy pool to drink. As he splashed heavily into the water, he crushed a young frog into the mud. The old Frog soon missed the little one and asked his brothers and sisters what had become of him.

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<sup>60</sup> Katherina Hronova, "Using Digital Storytelling in the English Language Classroom" (Bachelor Thesis, Masaryk University Brno, 2011), 24.

"A great big monster," said one of them, "stepped on little brother with one of his huge feet!"

"Big, was he!" said the old Frog, puffing herself up. "Was he as big as this?"

"Oh, much bigger!" they cried.

The Frog puffed up still more.

"He could not have been bigger than this," she said. But the little Frogs all declared that the monster was much, much bigger and the old Frog kept puffing herself out more and more until, all at once, she burst.

## 2. The Heron

A Heron was walking sedately along the bank of a stream, his eyes on the clear water, and his long neck and pointed bill ready to snap up a likely morsel for his breakfast. The clear water swarmed with fish, but

Master Heron was hard to please that morning.

"No small fry for me," he said. "Such scanty fare is not fit for a Heron."

Now a fine young Perch swam nearby.

"No indeed," said the Heron. "I wouldn't even trouble to open my beak for anything like that!"

As the sun rose, the fish left the shallow water near the shore and swam below into the cool depths toward the middle. The Heron saw no more fish, and very glad was he at last to breakfast on a tiny Snail.

### 3. Belling The Cat

The Mice once called a meeting to decide on a plan to free themselves of their enemy, the Cat. At least they wished to find some way of knowing when she was coming, so they might have time to run away. Indeed, something had to be done, for they lived in such constant fear of her claws that they hardly dared stir from their dens by night or day.

Many plans were discussed, but none of them was thought good enough. At last, a very young Mouse got up and said:

"I have a plan that seems very simple, but I know it will be successful. All we have to do is to hang a bell about the Cat's neck. When we hear the bell ringing, we will know immediately that our enemy is coming."

All the Mice were much surprised that they had not thought of such a plan before. But in the midst of the rejoicing over their good fortune, an old

Mouse arose and said:

"I will say that the plan of the young Mouse is very good. But let me ask one question: Who will bell the Cat?"

#### **b. Advantages of The Use of Digital Storytelling**

There are many benefits to using digital storytelling besides being connected to the high technology that exists today. The benefits obtained are higher than using traditional methods.<sup>61</sup>

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<sup>61</sup> Rositasari, "The Use of Digital Storytelling to Improve Students Speaking Skills in Retelling Story", 13.

The benefits include:

- 1) Develop motivation of students.<sup>62</sup>
- 2) Creating a new idealized strategy for telling personal stories.<sup>63</sup>
- 3) Enhancing students' skills and abilities in the digital era<sup>64</sup>
- 4) Students are stimulated to mobilize and manifest their ideas through knowledge in simple and meaningful ways.<sup>65</sup>

### 3. Speaking Skill

#### a. Definition of Speaking skill

Speaking is important because it is a skill used in the activity of communicating thoughts. Speaking or oral expression is a complex mechanism involving not only the production of the right sounds in the right pattern of rhythm and intonation, but also word choice and inflection in the right order to convey the right meaning. Unlike the written word, sentences manifested through speaking are shorter when spoken. Hence, errors can occur at any time in between the process. Or someone may forget what they just said a while ago. It is due to the influence of limited time, unprepared plans, and a pressure in production.<sup>66</sup>

<sup>62</sup> J. Ohler, "The World of Digital Storytelling", *Thousand Oaks: Corwin Press*, no.4 (September: 2009), 46.

<sup>63</sup> E.A. Miller, "Digital Storytelling" (Master Thesis, University of Northern Iowa, 2016), 13.

<sup>64</sup> Rositasari, "The Use of Digital Storytelling to Improve Students Speaking Skills in Retelling Story", 12.

<sup>65</sup> Alaa Sadik, "Digital Storytelling: A Meaningful Technology-Integrated Approach for Engaged Student Learning" *Sultan Qaboos University: Educational Technology Research and Development*, no.4 (June, 2008), 490.

<https://doi.org/10.1007/s11423-008-9091-8>

<sup>66</sup> Precinta Rubini, Kung Lian Yong, Melor Yunus, "Hear Me Out! Digital Storytelling to Enhance Speaking Skills", *International Journal of Academic Research in Business & Social Sciences*, no.5, (March, 2019), 193.

<https://doi.org/10.6007/IJARBS%2FV9-I2%2F5533>

Speaking is the conveyance of meaning that is systematically produced and delivered through verbal speech.<sup>67</sup> Speaking plays a role in transmitting information in person's communication with structured and meaningful language.<sup>68</sup> Speaking is the most difficult aspect for students to master. The difficulties experienced by students are due to not having enough exposure to English. Influencing factors such as environmental factors, using mother tongue more often for daily communication than English, and feeling shy and lazy to learn English.<sup>69</sup> There are obstacles faced by many students that make it difficult for them to speak well when meeting strangers and communicating with them. For example, when students have limited vocabulary and don't even know how to pronounce it, misunderstandings occur between the two parties. To minimize such occurrences, students need to know and understand the elements and expressions of the language in speaking.<sup>70</sup>

#### **b. Indicators of Speaking skills**

In speaking, important components need to be known according to Harris, including comprehension, grammar, vocabulary, pronunciation, and fluency.<sup>71</sup>

<sup>67</sup> Kathlen Bailey, "Practical English Language Teaching: Speaking", *New York: McGraw-Hill ESL/ELT* (March, 2007), 07. <http://tesl-ej.org/ej40/r8.pdf>

<sup>68</sup> Rositasari, "The Use of Digital Storytelling to Improver Students Speaking Skills in Retelling Story", 13.

<sup>69</sup> Azlina Kurniati, Eliwarti, Novitri, "A Study on The Speaking Ability of The Second Year Students of SMK Telkom Pekanbaru", (Thesis, Riau University, 2015), 4.

<sup>70</sup> Kurniawati, Eliwarti, Novitri, "A Study on The Speaking Ability of The Second Year Students of SMK Telkom Pekanbaru", 4.

<sup>71</sup> David P. Harris, *Testing English as a Second Language*, (New York: McGraw-Hill, 1969), 134.



a) Comprehension

In accordance with the definition presented on the previous page about speaking, understanding is certainly needed to start or respond to a certain topic.<sup>72</sup>

b) Grammar

Students need an understanding of language structure to apply language in an appropriate and precise form when interacting with others. In addition, learning the structure of language is useful for improving oral and written language skills.<sup>73</sup>

c) Vocabulary

Vocabulary is an important thing needed in communication. People effectively use vocabulary to communicate verbally and in writing. One cannot convey anything without vocabulary.<sup>74</sup> The explanation above provides a conclusion that English learners can speak or write using a foreign language, especially English, properly and correctly if they have sufficient vocabulary mastery.

d) Pronunciation

A further important component of speaking is pronunciation. Pronunciation helps someone to understand a word or sentence that is heard naturally. Good and correct pronunciation can also help someone to

<sup>72</sup> Kurniawati, Novitri, "A Study on The Speaking Ability of The Second Year Students of SMK Telkom Pekanbaru", 4.

<sup>73</sup> J. B. Heaton, *Writing English Language Tests: Longman Handbook for Language Teacher (New Edition)*, (London: Longman Group UK Ltd, 1988), 135. <https://octovany.files.wordpress.com/2013/12/ok-writing-english-language-tests-j-b-heaton.pdf>

<sup>74</sup> Kurniati, Eliwarti, Novitri, "A Study on The Speaking Ability of The Second Year Students of SMK Telkom Pekanbaru", 4.

learn English faster.<sup>75</sup> The production of language such as pronunciation is associated with phonological processes consisting of patterns and variations of sounds as a reference to the components of language used when speaking.<sup>76</sup> Quite simply, pronunciation is the activity of a person managing certain sounds with varied patterns and rhythms to provide understanding of the resulting word production in the process of speaking. Therefore, pronunciation is an important component in communication so that it is easily understood by everyone.

e) Fluency

Fluency is the ability to express oneself through speaking, reading or writing fluently and accurately. The sign of someone speaking fluently will create a slight pause such as the word "ummmh" or "errs" and so on. So that someone understands the meaning conveyed and responds to a context of discussion.<sup>77</sup>

Based on the explanation above, it can be concluded that the components of speaking ability are a support for someone to accelerate and improve their speaking ability. Each component of speaking such as pronunciation will help students in verbalizing words, grammar and vocabulary sets up sentences that are good in speaking. Moreover, the speaker would have to master the ability to develop all those components

<sup>75</sup> Maufiratul Hasanah, Suparwoto Sapto Wahono, "Watching English Native Speakers' Youtube Channel to Improve Students 'Pronunciation Ability", *Journal of Language Inteligence and Culture*, no.1, (June, 2022), 16. <https://doi.org/10.35719/jlic.v4i1.77>

<sup>76</sup> Kurniati, Eliwarti, Novitri, "A Study on The Speaking Ability of The Second Year Students of SMK Telkom Pekanbaru", 4.

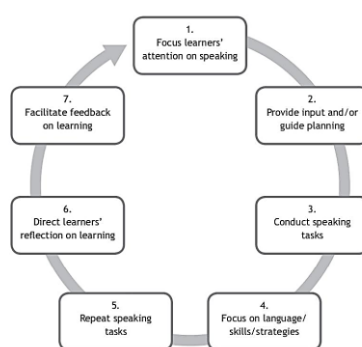
<sup>77</sup> Kurniati, Eliwarti, Novitri, 6.

to ensure the purpose of communication can be accomplished. Thus, the speaker can differentiate and define the level of speech that is appropriate to the context of unfolding communication whether it is formal or non-formal utterance.

### c. Process in Teaching Speaking

Speaking is a very complex skill that consists of (1) knowledge of language and discourse (pronunciation, grammar, vocabulary, and discourse), (2) core speaking skills (sentence-cutting, gesturing, and turn-taking), and (3) communication strategies (paraphrasing, repetition, and approximation). However, when speaking activities are conducted without a clear and structured pedagogy that focuses on speaking skills and strategies, there is likely to be limited space for students to improve their language acquisition and speaking skills in the long run.<sup>78</sup>

The teaching cycle to develop students' speaking ability according to Goh & Burns includes seven stages:



**Figure 2.1**  
**The Cycle of Teaching speaking**

<sup>78</sup> C.C.M Goh, Anne Burns, *Teaching Speaking: A Holistic Approach* (Australia: Cambridge University Press, 2012), 153.  
[http://assets.cambridge.org/97811070/11236/frontmatter/9781107011236\\_frontmatter.pdf](http://assets.cambridge.org/97811070/11236/frontmatter/9781107011236_frontmatter.pdf)

(1) focusing students' attention on speaking, (2) provide feedback and/or guide planning, (3) carry out the speaking task, (4) focus on language, skills, and strategies, (5) repeat the speaking task, (6) direct students' reflection on learning, and (7) facilitate feedback on learning.<sup>79</sup>

In relation to the process of teaching speaking in this study, the researcher first taught materials related to narrative text. The materials included an explanation of the definition of narrative text, the general structure of narrative text and the language features of narrative text. The researcher also provided students with vocabulary that is often used in storytelling. In addition, students are also directed to be able to retell a story using the past tense. After all the materials were delivered, the researcher guided the students into the speaking process.

On Stage 1, the development of students' metacognitive awareness by teachers about their English learning experience of storytelling using short stories in a foreign language. On Stage 2, the teacher provides guidance to students in learning the right vocabulary, and understanding the social and language context related to the topic. In this session, the teacher shows an animated fable short story with English subtitles so that students can listen to the written words as well as pay attention to the pronunciation of the words through the sound they hear. Subsequently, the students learn speaking skills and develop fluency in meaning expression

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<sup>79</sup> Goh, Burns, 172.

while performing the speaking task. In stage 3, speaking tasks are categorized according to the students' linguistic skills and knowledge involved in the speaking process. As examples, there are three types of speaking tasks including communication sharing tasks, discussion tasks, and monologue tasks.<sup>80</sup> In this study, the use of digital media as a tool was adopted to promote the use of English related to the topic/theme in the text, language use, communication, and interaction among students. In Stage 4, Vocabulary and grammar regarding speaking tasks are re-emphasized by the instructor. Core speaking and communication skills are also highlighted. In particular, practice strategies focus on speaking practice targets. In this study, learners can look for opportunities to try to practice speaking by starting a conversation or asking questions to the teacher in class, trying to discuss a topic, or considering how a word is pronounced by the instructor and practicing pronouncing it by listening to the voice through the teacher's fable video, or practicing new grammatical structures in different situations to build confidence in using those structures. In Stage 5, students use speaking skills and strategies to tell stories using digital media. In the last two stages, students improve their performance and the teacher provide feedback on learning.

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<sup>80</sup> Goh, Burns, 172-176.

#### d. Speaking Assessment

Foreign language teaching classes require assessment. In contrast to tests, assessments cover a wider range of things.<sup>81</sup> Assessments are used to assess student performance and achievement. Assessment is used to evaluate students' learning processes and outcomes in detail.

There are two types of assessment according to Brown: informal and formal assessment.<sup>82</sup> Informal assessment can be referred to as formative evaluation, which is an assessment that assesses students' processes in forming their skills and competencies that aim to see students' learning progress towards learning objectives. Thus, informal assessment emphasizes the process rather than the product. Meanwhile, formal assessment can be referred to as summative evaluation. This assessment is usually conducted at the end of learning with systematic planning and preparation with the aim of assessing student achievement. Therefore, formal assessment emphasizes more on the product.

In relation to this study, the researcher used the formal type of assessment to assess students' speaking skills by using digital storytelling. A speaking scoring rubric is a logical set of criteria for student work that includes a description of the level of quality of the speaking performance of the criteria. The main purpose of rubrics is to assess performances.<sup>83</sup> A

<sup>81</sup> Brown, *Teaching by Principles* (USA: Pearson Education, 1994), 402. <https://octovany.files.wordpress.com/2013/12/ok-teaching-by-principles-h-douglas-brown.pdf>

<sup>82</sup> Brown, 402.

<sup>83</sup> Susan M. Brookhart, "Appropriate Criteria: Key to Effective Rubrics", *Kristianstad University college: Frontiers in Education Journal*, no. 22, (April 2018), 2. <https://doi.org/10.3389/feduc.2018.00022>



speaking rubric outlines the elements of speaking to be assessed. The speaking assessment using digital storytelling speaking assessment rubric is as follows:

**Table 2. 2**  
**Scoring Rubric for Assessing Speaking Test**

ASPECT	SCORE	DESCRIPTION
<b>VOCABULARY</b>	5	Excellent control of language features; a wide range of well-chosen vocabulary
	4	Good language control: good range of relatively well-chosen vocabulary
	3	Adequate language control; vocabulary range is lacking
	2	Weak language control; basic vocabulary choice with some words clearly lacking
	1	Weak language control, vocabulary that is used does not match the task
<b>GRAMMAR</b>	5	Accuracy & variety of grammatical structures
	4	Some errors in grammatical structures possibly caused by attempt to include a variety
	3	Frequent grammatical errors that do not obscure meaning; little variety in structures.
	2	Frequent grammatical errors even in simple structures that at times obscure meaning
	1	Frequent grammatical errors even in simple structures; meaning is obscured
<b>FLUENCY</b>	5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent
	4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two
	3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume waver
	2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft
	1	Speech is low, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible
<b>PRONUNCIATION</b>	5	Pronunciation is excellent; good effort at accent
	4	Pronunciation is good; good effort at accent

	3	Pronunciation is good; good effort at accent, but is definitely non-native
	2	Pronunciation is okay; no effort towards a native accent
	1	Pronunciation is lacking and hard to understand; no effort towards a native accent
<b>COMPREHENSION</b>	5	Understand all without any difficulties
	4	Understand almost all, although that is repetition in certain part
	3	Understand most of what she/he talks in slow speaking
	2	Content
	1	Content is not related with the test

The total score of speaking for each student was counted by summing up the five aspects of speaking (vocabulary, Grammar, fluency pronunciation, & comprehension). And then the total score was multiplied by 4.



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J E M B E R

## CHAPTER III

### RESEARCH METHOD

The researcher outlines the research methodology in this chapter. Kind of Research, Population and Sample, Data Collection, and Data Analysis are all covered.

#### A. Kind of Research

Quantitative research techniques were used in this study. To determine whether the theories and hypotheses regarding the use of digital storytelling on students' speaking ability are supported or not, the researcher tested them. The study was organized and conducted in a methodical approach. The aim was to determine the potential cause and effect between speaking ability as the dependent variable and digital storytelling as the independent variable.

This study used a quasi-experimental (non-equivalent comparison group design) methodology. Pre- and post-test measurements were supplied to both the experimental class and the control class in this design.<sup>84</sup> As a result, two classes were involved in this study including an experimental class and a control class.

#### B. Population and Sample

This research was conducted at SMPN 1 Leces. Students from SMPN 1 Leces in seventh grade became the population of the study. There were six classes in total, ranging from VII A to VII F. The English teacher of SMPN I

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<sup>84</sup> R. Burke Johnson and Larry Christensen, *Educational Research: Quantitative, Qualitative, and Mixed Approaches* (USA: SAGE Publication, 2015), 488.  
<https://ismailsunny.files.wordpress.com/2017/07/educational-research-quantitat-r-robert-burke-johnson.pdf>

Leces directly selected the population sample for this quasi-experimental study. Two classes were given to the researcher to use in this study.

The experimental class was not chosen randomly but will be selected by the teacher based on the activeness of the students in class. The teacher was chosen class VII B which is considered the most active class among all English classes so that it is possible to participate in activities actively and effectively as long as they are treated using digital storytelling. Meanwhile for the control class, namely class VII C, this was be freely chosen to get treatment in the traditional storytelling way with a comparison of value contributions that is not much different. Pre-tests and post-tests were used to assess the experimental and control class. To avoid selection bias in quasi experiments, the two samples were tested for normality and homogeneity.

### **C. Data Collection**

Tests were used to collect data in the research. To find out and compare whether or not there is an influence on the research to the sample from before and after being given treatment. Beforehand, the researcher will conduct a normality and homogeneity test on the research sample to test their condition before the pre-test and post-test.

#### **1. Normality and homogeneity test**

Previously, before being given the treatment, the researcher tested both samples, namely experimental and control class students to ensure that the samples came from the same type and population and so that the researcher

knew the condition of the students in the class, whether homogeneous or heterogeneous. The tests used are normality and homogeneity tests.

Using the Kolmogorov Smirnov approach and SPSS, the researcher examined the data from the homogeneity and normality tests. Data normality testing is seen from the distribution of the resulting data. If the data is normally distributed, the probability of  $\text{Sig.} > 0.05$  will be generated. Meanwhile, if the data is not normally distributed then  $\text{Sig.} < 0.05$ . The analysis for the homogeneity test is seen from the distribution of values if  $\text{sig.} > 0.05$  means the data is homogeneous, while if the value is distributed  $\text{sig.} < 0.05$  means the data is not homogeneous.

## 2. Pre-test and Post-test

The pre-test was given before the experimental and control classes received treatment, and the post-test was given after the treatment. This assessment is used to evaluate students' speaking ability both before and after treatment. The assessment rubric derived from Brown & Abeywicakrama (2010) will be used by the researcher as the first rater and English teacher as the second rater to evaluate students' speaking ability.

**Table 3. 1**

### **Scoring Rubric for Assessing Speaking**

<b>ASPECT</b>	<b>SCORE</b>	<b>DESCRIPTION</b>
<b>VOCABULARY</b>	<b>5</b>	Excellent control of language features; a wide range of well-chosen vocabulary
	<b>4</b>	Good language control: good range of relatively well-chosen vocabulary
	<b>3</b>	Adequate language control; vocabulary range is lacking
	<b>2</b>	Weak language control; basic vocabulary choice with some words clearly lacking

	<b>1</b>	Weak language control, vocabulary that is used does not match the task
<b>GRAMMAR</b>	<b>5</b>	Accuracy & variety of grammatical structures
	<b>4</b>	Some errors in grammatical structures possibly caused by attempt to include a variety
	<b>3</b>	Frequent grammatical errors that do not obscure meaning; little variety in structures.
	<b>2</b>	Frequent grammatical errors even in simple structures that at times obscure meaning
	<b>1</b>	Frequent grammatical errors even in simple structures; meaning in obscured
<b>FLUENCY</b>	<b>5</b>	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent
	<b>4</b>	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two
	<b>3</b>	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume waver
	<b>2</b>	Speech is frequently hesitant with some sentences left uncompleted; volume very soft
	<b>1</b>	Speech is low, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible
<b>PRONUNCIATION</b>	<b>5</b>	Pronunciation is excellent; good effort at accent
	<b>4</b>	Pronunciation is good; good effort at accent
	<b>3</b>	Pronunciation is good; good effort at accent, but is definitely non-native
	<b>2</b>	Pronunciation is okay; no effort towards a native accent
	<b>1</b>	Pronunciation is lacking and hard to understand; no effort towards a native accent
<b>COMPREHENSION</b>	<b>5</b>	Understand all without any difficulties
	<b>4</b>	Understand almost all, although that is repetition in certain part
	<b>3</b>	Understand most of what she/he talks in slow speaking
	<b>2</b>	Content
	<b>1</b>	Content is not related with the test

The total score of speaking for each student was counted by summing up the five aspects of speaking (vocabulary, Grammar, fluency pronunciation, & comprehension). And then the total score was multiplied by 4.



The assessment was carried out by two raters, namely the researcher as the first rater and the teacher as the second rater. The scores obtained by students have gone through a point agreement between the two raters. For there to be agreement and for the test to become more objective and reliable, the tolerance of the score ranges for both examiners should not exceed five points. The student's speaking evaluation should be redone by both examiners if the score range exceeds five points. The average of the two examiners' scores was used to determine the students' final score. Thus, each exam gives each student a single score.

Students are asked to make a video about the narrative fable that has been given by the teacher. Previously, the instruments had to be tested first to ensure validity, reliability, and practicality before being distributed to students in the experimental and control classes.

a. Validity

A kind of content validity is employed by the researcher. A representative sample from the course should be included in the instrument.<sup>85</sup>

To confirm the instrument valid, it will be given to the teacher as the validated to examine the relation between the instrument and syllabus including basic competence, indicator, and course objective. The instrument is valid if it fits the requirement of the curriculum. The instrument of validator is written in appendix 6.

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<sup>85</sup> J.B. Heaton, *Writing English Language Test*, (New York: Longman, 1998), 160.

The result of validity test is as follow:

**Table 3. 2**  
**The Schedule of Validity Test Process**

Day/date	Activity
Friday, 18 <sup>th</sup> August 2023	The researcher met the expert to examine the instrument, including blue print, scoring rubric, and lesson plan.
Saturday, 19 <sup>th</sup> August 2023	The expert gave not to be revised. It consisted of: The test instruction was not clear enough. The researcher directly revised it then submitted it to the expert
Monday, 21 <sup>st</sup> August 2023	The expert confirmed that the test instrument was valid.

**VALIDITY SHEET**

**EXPERT VALIDATION SHEET**

**Instruction:**

1. Put a check mark in the column according to you opinion.
2. If there is a need to be revised, please write in the column "catatan"

No	Aspek yang dinilai	Skala Penilaian				Catatan
		1	2	3	4	
<b>A.</b>	<b>Isi</b>					Kalimat yang digunakan sebagai instruksi kurang jelas dan terkesan ambigu
	1. Isi materi sesuai dengan kompetensi inti dan kompetensi dasar				√	
	2. Indicator soal sesuai dengan materi				√	
	3. Petunjuk cara mengerjakan soal sesuai dengan soal yang disediakan			√		
	4. Pedoman penskoran sesuai dengan rubric yang telah ditetapkan				√	
	5. Kesesuaian alokasi waktu dengan soal yang disediakan				√	
<b>B.</b>	<b>Konstruk</b>					
	1. Soal disusun menggunakan tes lisan untuk mengetahui kemampuan berbicara siswa				√	
	2. Soal disusun sesuai dengan teori naratif				√	
	3. Soal disusun sesuai dengan teori speaking yang mana mengharuskan siswa untuk berbicara				√	
<b>C.</b>	<b>Bahasa</b>					
	1. Petunjuk soal menggunakan kaidah bahasa Inggris yang benar dan sesuai grammatical				√	

2.	Rumusan soal tidak menggunakan kata/kalimat yang menyebabkan penafsiran ganda/salah paham			√	
3.	Rumusan soal tidak mengandung kata-kata yang menyinggung siswa				√

*Note:*

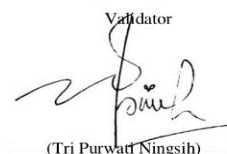
**4: Sangat Baik**

**3: Baik**

**2: Kurang**

**1: Sangat Kurang**

Probolinggo, / 21 Agustus / 2023

Validator  
  
 (Tri Purwati Ningsih)

**Figure 3. 1**  
**The Result of Validation by Expert**

From the validity tests results shown above, it can be concluded that the test instrument is valid and ready to be tested.

b. Reliability

The consistency or stability of test results is referred to as reliability.<sup>86</sup>

Interscorer reliability was used in this study by the researcher. The English instructor serves as the examiner for the reliability test, which is conducted by the researcher. Examiners employ a score criteria for speaking that is derived from Brown and Abeywicakrama.<sup>87</sup> For every student, there are two distinct scores due to interscorer reliability. Next, in order to achieve score agreement between two examiners and provide each student a single score, the researcher

<sup>86</sup> R. Bruke Johnson and Larry Christensen, *Educational Research: Quantitative, Qualitative, and Mixed Approach*, (California, SAGE Publication, 2014), 240.

<sup>87</sup> H. D. Brown & Priyanvada Abeywicakrama, *Language Assessment: Principles and Classroom Practices* (White Plains, NY: Pearson Education, 2010), 212-213.

was computed the students' scores using SPSS and the Cohen's Kappa algorithm.

When the test score calculation reaches a value  $>.60$ , indicating a good or dependable degree of agreement, the instrument is determined to be reliable. The detail interpretation of Cohen's Kappa calculation is as follow:

**Table 3. 3**

**The Interpretation of Cohen's Kappa**

Value of Kappa	Level of Agreement	% Of data that are reliable
.0 - .20	None	0-4%
.21 - .39	Minimal	4-15%
.40 - .59	Weak	15-35%
.60 - .79	Moderate	35-63%
.80 - .90	Strong	64-81%
Above .90	Almost Perfect	82-100%

The result of validity test can be seen as be seen as follow:

- 1) First try out

**Table 3. 4**

**The Schedule of The First Try Out**

Day/date	Activity
23 <sup>rd</sup> August 2023	Researcher carried out the first try out to VIIC
24 <sup>th</sup> August 2023	<ul style="list-style-type: none"> <li>- The scores of the try out results of class VII C from two raters (researcher and English Teacher) have been collected.</li> <li>- The researcher calculated the scores by using Cohen's Kappa formula with SPSS.</li> </ul>

**Table 3. 5**  
**The Result Scores of Try Out from Two Raters**

No	Rater 1	Rater 2	No	Rater 1	Rater 2
1	82	78	16	44	44
2	84	68	17	52	56
3	92	88	18	76	72
4	82	64	19	72	72
5	92	78	20	52	48
6	58	50	21	56	60
7	76	68	22	48	40
8	50	46	23	60	60
9	84	80	24	76	80
10	52	52	25	64	64
11	76	78	26	68	64
12	48	44	27	44	48
13	60	64	28	60	60
14	52	48	29	.	.
15	40	40	30	.	.

The output results of SPSS:

#### Case Processing Summary

	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Rater1 * Rater2	28	100.0%	0	0.0%	28	100.0%

#### Symmetric Measures

		Value	Asymptotic Standard Error <sup>a</sup>	Approximate T <sup>b</sup>	Approximate Significance
Measure of Agreement	Kappa	.254	.083	6.683	<.001
N of Valid Cases		28			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

**Figure 3. 2**  
**The Result Of The First Instrument Test**

The result of the calculation using SPSS is known,  $r = 0.25$ . Based on Cohen's Kappa interpretation that the test instrument is included in the minimum agreement category. In order for the students' try out results to be better than the previous try out, the researcher made a little revision to the test instrument and made it simpler according to the students' abilities. In addition, the researcher focused on the students to comprehend the content of the text in the story they had read as well as how to pronounce the words well. The researcher also asked the students to write new vocabulary on the whiteboard and translate together to increase their vocabulary knowledge. Afterwards, the researcher asked some students to retell the story in their own language in front of the class to analyze their understanding. This was also done to minimize students' pronunciation errors so that they could say what they were thinking properly.

2) Second try out

**Table 3. 6**  
**The Schedule Of The Second Try Out**

Day/date	Activity
30 <sup>th</sup> August 2023	Researcher carried out the second try out to VII C
31 <sup>st</sup> August 2023	<ul style="list-style-type: none"> <li>- The scores of the try out results of class VII C from two raters (researcher and English Teacher) have been collected.</li> <li>- The researcher calculated the scores by using Cohen's Kappa formula with SPSS.</li> </ul>



The result scores of try out can be seen from two raters as follows:

**Table 3. 7**  
**The Result Table Of Try Out From Two Raters**

No	Rater 1	Rater 2	No	Rater 1	Rater 2
1	76	76	16	40	40
2	68	68	17	56	56
3	88	84	18	80	80
4	84	84	19	76	72
5	48	48	20	48	52
6	76	72	21	60	60
7	80	84	22	40	40
8	56	56	23	60	60
9	80	78	24	76	80
10	48	48	25	60	64
11	76	76	26	72	68
12	48	48	27	42	42
13	56	56	28	60	60
14	52	52	29	32	32
15	44	40	30	.	.

### Case Processing Summary

	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Rater1 * Rater2	29	100.0%	0	0.0%	29	100.0%

### Symmetric Measures

		Value	Asymptotic Standard Error <sup>a</sup>	Approximate T <sup>b</sup>	Approximate Significance
Measure of Agreement	Kappa	.699	.088	12.830	<.001
N of Valid Cases		29			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

**Figure 3. 3**  
**The Result Of The Second Instrument Test**

The result of SPSS obtained  $r = 0.69$ . This can be interpreted based on Cohen's Kappa interpretation that the test instrument is included in the moderate of agreement category. This means that the test instrument can be used for pre-test and post-test.

c. Practicality

There are two methods for determining if the device is practical. As the examiner, the English instructor should first inspect the instrument. Second, the researcher observed the students' practice and situation during the speaking test. The most important thing to pay attention to in the observation is about the speaking fluency, whether the students are able to speak in English used in the storytelling activity, because the fluency displayed determines their ability level. In addition, it is also important to pay attention to the condition of the students when the test takes place, whether the students feel happy, calm, or instead feel anxious, afraid and worried.

To assess the application of the test instrument, the researcher used the observation sheet as a framework to monitor students as they were telling stories. The instrument is said to be practical if the test made is in accordance with the situation of students who show a good response to the test.

The result of validity can be seen as follows:

1) First try out

**Table 3. 8**  
**The Schedule Of First Try Out**

Day/date	Activity
23 <sup>rd</sup> August 2023	The researcher conducted try out to VIIC while

	observing students to examine the practicality of the test instrument.
--	--

The result practicality:

- a) Less than a half of the students asked about the test instruction.
- b) Less than a half of students finished the test on time.
- c) Less than a half of students worked independently.
- d) More than a half of students felt enjoy doing the test.

The thing was revised:

- a) The researcher made the instruction of the test simpler.
- b) The researcher didn't give more time allocation, instead reduce the performed time from at least 3 minutes to 2 minutes.

2) Second try out

**Table 3. 9**  
**The Schedule Of First Try Out**

Day/date	Activity
30 <sup>th</sup> August 2023	The researcher conducted try out to VIIC while observing students to examine the practicality of the test instrument.

The result of practicality:

- a) Less than a half of students asked about the test instruction.
- b) More than a half of students finished the test on time.
- c) More than a half of students worked independently.
- d) More than a half of students felt enjoy doing the test.

According to the results of the practicality exam mentioned above, the students performed noticeably better on this tryout than they did on the last one.

It implies that the test instrument was declared to be useful and prepared for use by students in the experimental and control classes.

From the explanation above, it can be concluded that there are several stages of instrument implementation in this study, namely as follows:

- The legitimacy of the instrument has to be verified first. As a validator, the English instructor who knew the students' abilities well examined the instrument.
- Second, classes that were not part of the research sample became participants in the pilot test that assessed the reliability of the instrument. The reliability test was conducted by the researcher with the help of the students of class VII C. The researcher and the English teacher of SMPN 1 Leces assessed the reliability test.
- Then, the researcher conducted the practicality test by observing the students of class VII C during the test. The researcher monitored the students' situation and practice, including the accuracy of time allocation and language use on the instrument.
- After the instrument was declared suitable for use, the researcher conducted a pre-test to class VII A as the experimental class and class VII B as the control class. The pre-test was conducted before both classes received treatment.
- Then, researchers conducted a post-test to VII A and VII B classes after getting treatment.

#### D. Data Analysis

The researcher uses inferential statistic in the data analysis of this research. The data will be analyzed with statistical conclusions about populations based on samples data. The samples data of this research can be designed as figure below.

**Table 3. 10**

#### **The Design of Non-Equivalent Comparison Group**

	Pre-test	Treatment	Post-test
Experimental Group	E1	X	E2
Control Group	C1	O	C2

	Pre-test	Treatment	Post-test
Experimental Group	Speaking ability	Teaching speaking by using Digital Storytelling	Speaking ability
Control Group	Speaking ability	Teaching speaking by using conventional storytelling	Speaking ability

The formula of analysis of covariance (ANCOVA) was applied by the researcher to calculate the results of the pre-test and post-test comparison of the experimental class and control class with the help of SPSS. This analysis is intended as the final step in analyzing the data of this study. Analysis of covariance is used to examine the relationship between one categorical independent variable and one quantitative dependent variable. By using analysis

of covariance, the researcher was able to see the sample results from hypothesis testing. The researcher used 0.05 as the level of significance and there will be two possible statistical decisions, which are as follows:

1. If the probability value  $\leq .05$ ,  $H_0$  is rejected and  $H_a$  is accepted. It means there are any significant differences of the mean score between experimental and control class.<sup>88</sup> The result of this research will show that there is a significant effect of using digital storytelling on the student's speaking skill at seventh grade of junior high school.
2. If the probability value  $> .05$ ,  $H_a$  is rejected and  $H_0$  is accepted. It means there are no significant difference of the mean score between experimental and control class.<sup>89</sup> The result of this research will show that there is no significant effect of using digital storytelling on the student's speaking skill at seventh grade of junior high school.

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<sup>88</sup> Johnson & Christensen, 539.

<sup>89</sup> Johnson & Christensen, 739.



## CHAPTER IV

### FINDING AND DISCUSSION

This chapter discusses about the research findings and its analysis. It covers Description of Research Object, Data Presentation, Analysis and Hypothesis Testing, and Discussion.

#### A. Description of Research Object

The researcher conducted this research in SMP Negeri 1 Leces, Probolinggo Regency. The researcher involved two classes which were experiment class and control class. Each class consists to 30 students. The researcher gave them a kind of speaking test of pre-test and post-test. Pre-test was conducted before experimental class and control class got the treatment, while post-test was conducted after both classes received the treatment. The tests given to both classes were same. Yet, researcher gave them different treatment in the speaking class. The researcher treated experimental class by using digital storytelling. Meanwhile, control class was treated by using conventional method helped by picture and text.

The pre-test for the experimental class was held on 12<sup>th</sup> September 2023 at 10.00-10-45 am, while pre-test for the control class was held on 11<sup>th</sup> September 2023 at 08.20-09.00 am. The test was administered to both classes according to the English lesson schedule in their respective classes. In the first stage, the researcher asked the students to tell a story with an interesting fable theme that they had heard in front of the class. Each student was given a time limit of 2 minutes to perform in front of the class. After both classes had

completed the pre-test, the researcher gave the treatment to the students at the next meeting.

The researcher conducted the treatment among four meetings to the experimental class and control class. The first treatment for the experimental class, the first meeting was conducted on 19<sup>th</sup> August 2023. In the classroom, researchers showed fable videos using digital media in the form of laptops, projectors, and loudspeakers. The fable videos shown consisted of 3 video titles, namely The Ox and The Frogs, The Heron, and Belling The Cat. Each video is accompanied by English text, making it easier for students to recognize the pronunciation of the vocabulary they hear more precisely. While listening, students should note down the new vocabulary they find while watching the videos. In addition to analyzing the story, the researcher provides material to students regarding the purpose of the text, general structure, and language features contained in the fable stories presented. The next step is continued in the next meeting.

The second meeting was held on September 26<sup>th</sup>, 2023. Continuing the previous session, this time the researcher and students translated the vocabulary that students had saved in their notebooks. In addition, the researcher explained the material related to storytelling activities including how to organize storytelling activities; set the target, determine the theme, set the plot and characters involved, choose the setting, create concepts, proofreading, editing, finishing, and provoke students' focus by asking students' opinions about the stories that have been displayed. Then, the

researcher asked students to choose the story that they found most interesting and easy to understand according to their own version. The next stage continued on the next meeting.

The researcher conducted the next treatment in the third meeting that was held on October 3<sup>th</sup>, 2023. Students were asked to retell a story they had watched in the previous meeting, one by one in front of the class with the title they had chosen. Each student is given a maximum performance time limit of 3 minutes. The researcher scored each student's performance using a predetermined scoring rubric. This activity consumes a lot of time, so the performance is only done by some students and then some other students continue in the next meeting.

The fourth meeting was held on September 10<sup>th</sup>, 2023. Continuing the previous session, the remaining students were asked to retell the story they had watched in the previous meeting, one by one in front of the class with the title they had chosen. Each student was given a maximum performance time limit of 3 minutes. The researcher provides an assessment of each student's performance using a predetermined scoring rubric. The comments and corrections made to the students were used to improve their future storytelling performances into the final version.

The researcher also gave the treatment for the control class. The first treatment was held on September 18<sup>th</sup>, 2023. Before starting the class, the researcher distributed simple fable narrative texts. In one sheet there were 3 story texts, namely The Ox and The Frogs, The Heron, and Belling The Cat.

Students are asked to listen carefully when the researcher reads the story text aloud to make it easier for students to recognize the pronunciation of vocabulary contained in the text more precisely. While listening, students should note down the new vocabulary they find. In addition to analyzing the story, the researcher provides material to students related to the purpose of the text, generic structure, and language features contained in the fable story presented. The next step is continued in the next meeting. The next step is continued in the next meeting.

The second meeting was held on September 25<sup>th</sup> 2023. Continuing the previous session, this time the researcher and students translated the vocabulary that students had saved in their notebooks. In addition, the researcher explains material related to storytelling activities including how to organize storytelling; determining the target, determining the theme, arranging the plot and characters involved, choosing the setting, drafting, proofreading, editing, finishing, and provoking students' focus by asking students' opinions about the stories that have been displayed. Then, the researcher asked students to choose the story that they found most interesting and easy to understand according to their own version. The next stage continued on the next meeting.

The third meeting was held on October 2<sup>th</sup>, 2023. Students were asked to retell a story they had watched in the previous meeting, one by one in front of the class with the title they had chosen. Each student is given a maximum performance time limit of 3 minutes. Researcher provides an assessment of

each student's performance using a predetermined scoring rubric. This activity consumes a lot of time, so the performance is only done by some students and then some other students continue in the next meeting.

The fourth meeting was held on October 9<sup>th</sup>, 2023. Continuing the previous session, the remaining students were asked to retell the story they had watched in the previous meeting, one by one in front of the class with the title they had chosen. Each student was given a maximum performance time limit of 3 minutes. Researcher provides an assessment of each student's performance using a predetermined scoring rubric. The comments and corrections made to the students were used to improve their future storytelling performances into the final version.

Post-test for the experimental class was held on October 17<sup>th</sup>, 2023, while post-test for the control class was held on October, 16<sup>th</sup>, 2023. In the post-test, the researcher asked the students to retell an English story. The researcher provided 3 English fable stories as objects to be told. Students had to choose one of them by using a lottery. The experimental class students did the storytelling activity by recording it at home so that the storytelling they made was based on the use of digital media.

## **B. Data Presentation**

The researcher presented the data collected during this study. It includes the data of normality and homogeneity test, pre-test, and post-test.

## 1. Normality and Homogeneity Test

The researcher used Kolmogorov-Smirnov techniques with SPSS 29 version to calculate the data of normality and homogeneity test. The result is presented as follows:

**Tests of Normality**

Kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
1.00	.131	30	.200*	.939	30	.085
2.00	.131	30	.198	.923	30	.033

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

a. Lilliefors Significance Correction

**Tests of Homogeneity of Variances**

Nilai		Levene	df1	df2	Sig.
		Statistic			
	Based on Mean	1.914	1	58	.172
	Based on Median	.871	1	58	.355
	Based on Median and with adjusted df	.871	1	56.137	.355
	Based on trimmed mean	1.739	1	58	.192

**Figure 4. 1**  
**The Result of Normality & Homogeneity**

The figure above showed that significance of normality test: sig.  $0.200 > 0.05$ . and the homogeneity test: sig.  $0.172 > 0.05$ . It can be interpreted that the data was homogeneity and normally distributed.

## 2. Pre-test and Post-test

The researcher assessed students' speaking skill in pre-test ad post-test by using scoring rubric adapted from Brown and Harris with inter-rater method. There will be two raters in assessing students' speaking ability. The researcher engaged the English teacher to be rater. In this case, there are 5 tolerance score between two raters.



a. Students' speaking score of the pre-test

1) Experimental class.

In this section, the researcher presented the data of pre-test in VII A as the experimental class. The class consists of 30 students. Students' speaking scores in the pre-test of the experimental class are as follow:

**Table 4. 1**  
**Scoring Rubric of The Pre-Test in The Experimental Class**

Name	Rater 1					Total Score	Rater 2					Total Score	Average
	V	G	F	P	C		V	G	F	P	C		
ADD	3	3	3	3	4	64	4	3	3	3	4	68	66
ADS	3	3	2	3	3	56	4	3	2	3	3	60	58
AH	3	2	2	3	4	56	3	3	1	3	4	56	56
AR	4	3	3	4	5	76	4	3	3	4	4	72	74
ALW	3	2	2	3	3	52	3	2	2	2	3	48	50
AFH	4	3	4	4	4	76	4	3	3	4	4	72	74
AF	3	3	3	3	3	60	3	2	3	3	3	56	58
AS	5	3	4	4	5	84	4	3	4	4	4	76	80
AH	2	2	2	1	2	36	2	1	2	2	2	36	36
CA	3	2	2	2	3	48	2	2	2	2	2	40	44
DNT	4	2	3	4	3	64	3	2	3	4	3	60	62
FTDA	3	2	3	4	4	64	3	2	3	3	3	56	60
HKM	1	2	2	2	3	40	2	1	2	2	3	40	40
HRN	3	2	2	3	3	52	3	2	3	2	4	52	52
IMK	3	2	2	3	2	48	2	1	2	2	2	36	42
IMR	5	3	4	5	4	84	4	3	4	4	5	80	82
ISNZ	4	3	3	4	5	76	4	3	4	4	4	76	76
MHLI	4	4	3	4	5	80	4	4	4	4	4	80	80
MILHM	3	2	3	4	4	64	3	2	3	3	3	56	60
MRZL	5	3	4	4	5	84	4	4	4	4	5	84	84
MWLDN	2	2	2	2	2	40	2	1	2	2	3	40	40
MRS	2	2	2	3	3	48	2	2	2	2	2	40	44
MAS	2	1	2	3	3	44	2	2	2	1	3	40	42
NVM	4	3	4	4	5	80	4	4	4	4	5	84	82
NVH	3	3	3	2	3	56	3	2	3	3	3	56	56
NA	3	3	4	4	4	72	3	3	3	4	4	68	70
NH	3	3	3	2	3	56	3	2	3	3	3	56	56
RW	3	2	3	2	3	52	3	2	2	3	2	48	50
SA	2	1	2	2	2	36	2	1	2	2	2	36	36
SM	2	2	2	2	3	44	3	1	2	3	2	44	44

## 2) Control class

In this section, the researcher presented the data of pre-test in VII B as the control class. The class consists of 30 students. Students' speaking score in the pre-test of control class are as follow:

**Table 4. 2**  
**Scoring Rubric of The Pre-Test in The Control Class**

Name	Rater 1					Total Score	Rater 2					Total Score	Average
	V	G	F	P	C		V	G	F	P	C		
AAR	2	1	2	1	2	32	1	1	1	1	2	24	28
AD	2	2	2	2	3	44	3	2	2	2	2	44	44
AGFM	4	3	4	4	4	76	4	3	3	4	4	72	74
AFRAF	4	3	4	4	4	76	4	4	4	3	4	76	76
AFA	4	3	3	4	4	72	4	3	3	4	4	72	72
AEP	5	3	4	4	5	84	4	4	4	4	5	84	84
AMI	2	1	2	2	2	36	2	2	2	2	2	40	38
AAF	2	2	2	1	2	36	2	1	2	1	2	32	34
AK	2	2	2	1	2	36	2	1	2	2	2	36	36
AR	4	3	5	4	5	84	4	4	4	4	5	84	84
BAN	1	1	1	1	2	24	1	1	1	2	1	24	24
EER	4	4	4	3	3	72	4	4	4	4	3	76	74
FH	2	2	2	1	2	36	2	1	2	2	2	36	36
HDN	3	3	3	4	3	64	3	3	3	3	3	60	62
JMTL	4	3	3	4	4	74	4	3	4	4	4	76	75
LA	2	1	2	2	2	36	2	1	2	2	2	36	36
MRI	3	3	3	4	4	68	3	3	3	3	4	64	66
MAP	3	2	2	2	3	48	2	2	2	2	3	44	46
MA	3	2	3	3	3	56	3	2	3	4	3	60	58
MNZS	4	3	3	4	3	68	3	2	3	4	3	68	68
NAI	4	3	4	3	3	68	3	3	4	4	3	68	68
PVZF	3	3	4	4	3	68	4	3	3	3	4	68	68
RN	4	3	3	4	4	72	4	3	4	4	4	76	74
SNM	4	4	4	4	4	80	4	4	3	4	4	76	78
SH	2	1	2	2	2	36	2	1	2	1	2	32	34
UM	4	3	4	3	4	72	4	3	4	3	3	68	70
VZARF	3	3	3	3	4	56	3	3	3	3	4	62	59
VAE	3	1	2	2	3	44	2	2	2	1	2	36	40
WDH	3	1	2	2	2	40	3	1	3	2	2	44	42
WDHN	5	3	4	4	5	84	5	4	4	4	4	84	84

## b. Students' speaking score of the post-test

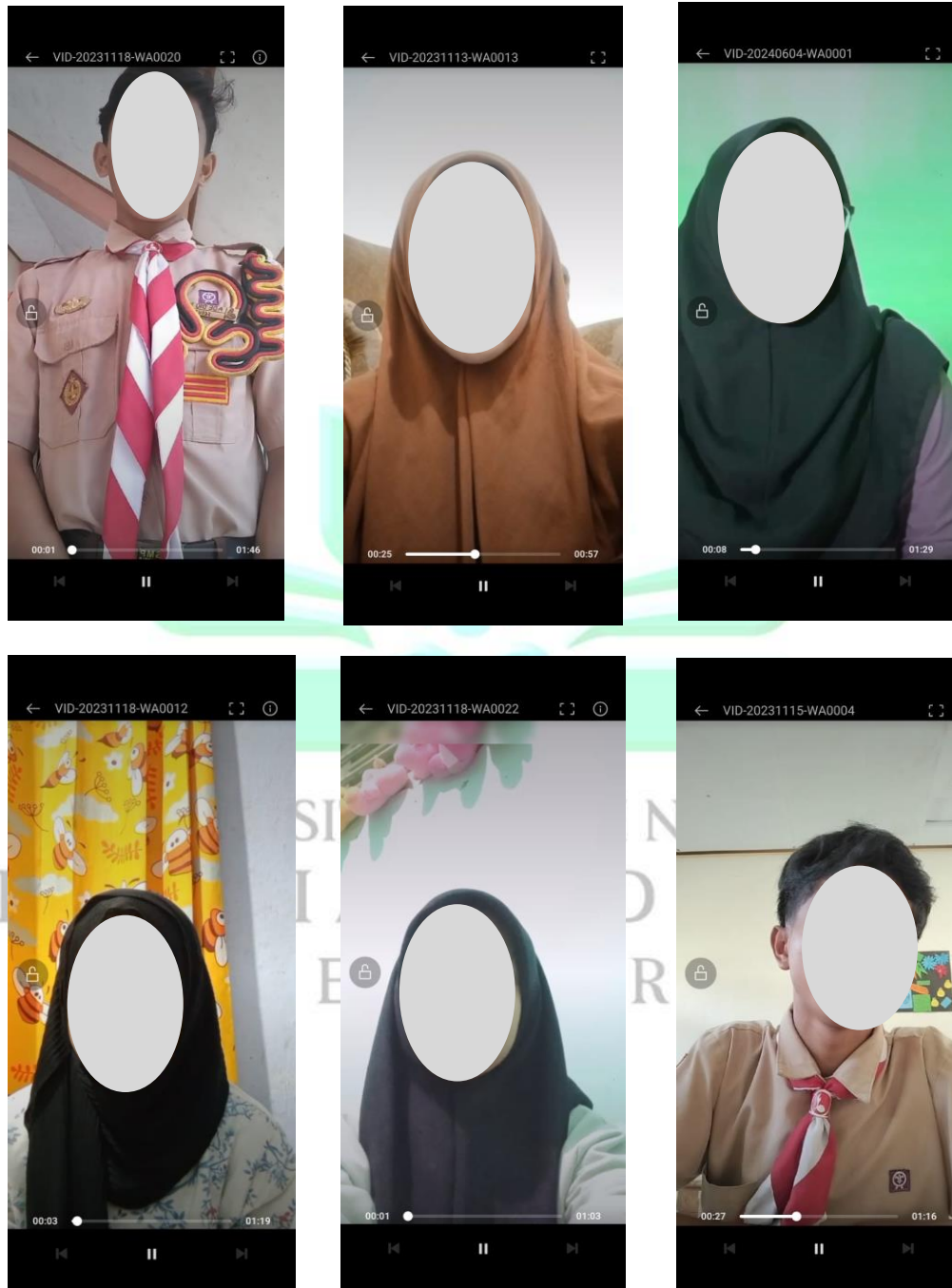
## 1) Experiment class

This section presented the data of students' speaking score in the post-test of the experimental class, as follow:

**Table 4. 3**  
**Scoring Rubric of The Post-Test in The Experimental Class**

No	Rater 1					Total Score	Rater 2					Total Score	Average
	V	G	F	P	C		V	G	F	P	C		
1	3	3	3	4	4	68	3	3	3	4	4	68	68
2	4	4	4	4	4	80	4	4	3	4	4	76	78
3	4	4	3	4	5	80	4	4	4	4	4	80	80
4	5	4	3	4	5	88	4	4	4	4	4	84	86
5	4	4	4	4	5	76	4	4	4	4	5	84	80
6	5	4	4	5	4	88	5	4	4	5	4	92	90
7	4	4	4	4	4	80	4	3	4	4	4	76	78
8	5	4	4	4	5	88	4	4	4	5	5	88	88
9	3	3	3	4	4	68	4	3	3	4	3	68	68
10	4	3	3	3	4	72	4	3	4	4	4	76	74
11	4	3	4	3	3	76	4	3	4	4	4	76	76
12	3	3	3	3	4	64	3	3	3	4	3	60	62
13	4	4	4	4	4	80	4	3	4	4	4	76	78
14	3	2	2	3	3	48	3	1	2	2	3	44	46
15	4	3	4	4	5	84	5	4	4	5	4	88	86
16	3	2	3	3	3	56	3	2	3	4	3	60	58
17	5	4	4	4	4	84	5	3	4	4	5	84	84
18	5	3	4	4	5	84	5	4	4	5	4	88	86
19	5	4	4	5	5	92	5	4	4	5	5	92	92
20	4	4	4	4	5	84	4	4	4	4	4	80	82
21	2	2	2	2	3	44	2	2	2	2	2	40	42
22	3	2	2	3	3	52	3	2	3	3	3	56	54
23	4	3	4	3	3	76	4	3	3	4	3	76	76
24	4	4	4	4	4	80	4	4	4	4	5	84	82
25	4	4	3	4	4	72	4	3	3	4	4	72	72
26	4	4	4	4	4	80	4	4	4	3	4	76	78
27	4	4	3	4	4	76	4	4	3	3	4	72	74
28	4	4	3	4	4	76	4	4	4	4	4	80	78
29	4	3	4	4	5	84	5	3	4	5	4	88	86
30	2	2	2	2	3	44	2	4	2	2	3	44	44

Below are some examples of digital storytelling activities produced by experimental class students:



**Figure 4. 2**  
**The Sample of Digital Storytelling by Experimental Students**

## 2) Control class

The researcher presented the data of the students speaking scores in the post-test of the control class through the data bellow:

**Table 4. 4**  
**Scoring Rubric of The Post-Test in The Control Class**

No	Rater 1					Total Score	Rater 2					Total Score	Average
	V	G	F	P	C		V	G	F	P	C		
1	2	1	2	2	2	36	2	1	2	1	2	32	34
2	4	3	4	3	4	72	4	3	2	4	4	72	72
3	4	3	4	3	4	72	4	3	3	4	4	72	72
4	3	2	3	2	3	52	3	2	2	3	2	48	50
5	4	3	3	4	4	68	4	3	3	3	3	64	66
6	4	3	3	3	3	64	3	3	3	3	3	60	62
7	4	4	3	4	4	76	4	4	3	3	4	72	74
8	4	3	4	4	5	84	5	4	4	5	4	88	86
9	2	2	2	2	2	40	2	2	2	2	2	40	40
10	3	3	3	3	4	56	3	2	3	4	3	60	58
11	2	1	1	1	2	28	1	1	1	1	2	24	26
12	2	1	2	1	2	32	2	1	2	2	2	36	34
13	3	2	2	2	3	48	2	2	2	2	3	44	46
14	5	4	4	4	5	88	5	4	4	5	4	88	88
15	4	4	4	4	5	84	4	4	3	4	4	76	80
16	4	4	4	3	4	76	4	4	3	4	4	76	76
17	2	2	2	2	2	40	2	2	2	2	2	40	40
18	3	2	3	2	3	52	3	4	3	3	3	56	54
19	4	3	3	4	4	72	4	3	3	4	4	76	74
20	5	4	4	4	4	84	5	4	4	4	5	84	84
21	4	4	3	4	4	76	4	3	4	4	4	80	78
22	4	3	3	3	3	64	4	3	3	4	3	68	66
23	4	3	3	4	4	72	3	4	4	4	3	68	70
24	3	3	3	3	4	64	3	3	3	3	3	60	62
25	5	4	4	4	5	88	5	4	4	5	4	88	88
26	2	2	2	2	2	40	2	1	2	2	2	36	38
27	4	3	3	4	4	72	4	3	4	3	4	72	72
28	4	3	3	4	4	68	4	3	4	3	4	68	68
29	4	4	3	3	4	72	4	3	3	4	4	72	72
30	4	4	4	4	4	80	4	4	4	4	4	80	80

Students' final score was selected from the average of both raters' score. The comparison between the pre-test and post-test scores obtained by students in the experiment class and the control class can be seen in the data presented below:

**Table 4. 5**  
**The Data Comparison of Two Classes Studied**

No	Experiment Class		Control Class	
	Pre-test	Post-test	Pre-test	Post-test
1	66	68	28	34
2	58	78	44	72
3	56	80	74	72
4	74	86	76	50
5	50	80	72	66
6	74	90	84	62
7	58	78	38	74
8	80	88	34	86
9	36	68	36	40
10	44	74	84	58
11	62	76	24	26
12	60	62	74	34
13	40	78	36	46
14	52	46	62	88
15	42	86	75	80
16	82	58	36	76
17	76	84	66	40
18	80	86	46	54
19	60	92	58	74
20	84	82	68	84
21	40	42	68	78
22	44	54	68	66
23	42	76	74	70
24	82	82	78	62
25	56	72	34	88
26	70	78	70	38
27	56	74	59	72
28	50	78	40	68
29	36	86	42	72
30	44	44	84	80



### C. Analysis and Hypothesis Testing

Analyzing the data collected was done to find out the comparison between the experimental class and control class as the hypothesis testing. The value compared between two classes was obtained through pre-test and posttest score. The researcher used the formula of analysis of covariance (ANCOVA) with SPSS 29 version. The researcher used .05 as the significant level. The Sign. < .05 means there are any significant differences of the main score between the experimental and control class. Whereas, the Sign. > .05 means there are no significant differences of the main score between the Experimental and Control class. The sample the result of hypothesis testing is presented by the figure below:

**Tests of Between-Subjects Effects**

Dependent Variable: Posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2347.803 <sup>a</sup>	2	1173.902	4.857	.011	.146
Intercept	15505.441	1	15505.441	64.156	<.001	.530
Pretest	683.537	1	683.537	2.828	.098	.047
Kel	1617.711	1	1617.711	6.694	.012	.105
Error	13775.930	57	241.683			
Total	301232.000	60				
Corrected Total	16123.733	59				

a. R Squared = .146 (Adjusted R Squared = .116)

**Figure 4.3**  
**The Sample Result Of Hypothesis Testing**

The result above showed Sig. 0.012 < 0.05. It can be interpreted that Ho is rejected and Ha is accepted. It means that there is a significant effect of using digital storytelling on the students' speaking skill at seventh grade of junior high school of SMPN 1 Leces in 2022/2023 academic year.

The partial showed 0.105 which means that the difference of use of Digital Storytelling and conventional method in speaking class is among 10,5%.

#### **D. Discussion**

This research study was conducted to know how the effect of using digital storytelling on the students' speaking skill at seventh grade of junior high school of SMPN 1 Leces in 2022/2023 academic year. The researcher used speaking test to collect the data. It consisted of pre-test and post-test which was conducted in the experimental class and control class. The collected was analyzed using analysis of covariance (ANCOVA) with SPSS 29 version.

The result of data analysis showed that the mean score of pre-tests in experimental class before being taught by digital storytelling is 58 with only 7 students can reach KKM. It means the average of the data is still low. After the researcher treated the experimental class by using Digital Storytelling, the mean score obtained by students in the post-test becomes 74 with 21 students reach KKM.

The average score improves due to got the treatment with Digital Storytelling along four times. Digital storytelling was a powerful tool to integrate instructional messages with learning activities to create more engaging and exciting learning environments.<sup>90</sup> Digital Storytelling in an authentic context motivates learner to share experiences and increase self-

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<sup>90</sup> Tarigan, Sri Ninta, "The Use of Digital Storytelling to Improve Sunday School Children Vocabulary Mastery", *Basis Journal UPB*, no. 2 (October, 2020), 56.

confident to use English in real situations.<sup>91</sup> Interesting and fun methods or techniques in learning speaking have a good impact on achieving the desired learning objectives.<sup>92</sup>

When the treatment was conducted, students felt happy and enjoy the process of learning. Storytelling is good because it is very interesting activity. The students will get new information in English.<sup>93</sup> Students were also excited when joined the class. The students not only build their pronunciation in practice but also can improve their new vocabulary. Using stories in the English Language Teaching is effective and powerful way to improve the vocabulary in English especially four basic skills of language; speaking, writing, listening, and reading.<sup>94</sup> Besides, students felt courage and confident to active participated during the process.

Yet, apart from the positive theories about Digital Storytelling described above and in the previous chapter, there was disadvantage of the use of Digital Storytelling found during the class. Students need a lot of time for the process and the use of digital affects their self-confidence because in directly they depend on digital media. Its' possibly caused students' performance not sees by many people.

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<sup>91</sup> Ninta, 56.

<sup>92</sup> Suparwoto Sapto Wahono and Ira Hamida Nurul Zahro, "Using inquiry Based Learning to Improve Student's Speaking Skills", *Journal of Language Intelligence and Culture*, no. 2 (December, 2021), ... <https://doi.org/10.35719/jlic.v3i2.55>

<sup>93</sup> Ninta "The Use of Digital Storytelling to Improve Sunday School Children Vocabulary Mastery", 55.

<sup>94</sup> Ninta "The Use of Digital Storytelling to Improve Sunday School Children Vocabulary Mastery", 55.

However, the result of the post-test showed that students' average score increased. Many of them could retell the story 2 minutes limit. Meanwhile, students who can reach KKM became 21 students. It indicates that hypothesis testing of this research cited alternative hypothesis ( $H_a$ ) is accepted while null hypothesis ( $H_0$ ) is rejected.

In the control class, the result of the pre-test was similar with the experimental class. Most students retelling less than 2 minutes limit. There were also 9 students could not reach KKM. During teaching and learning process, the researcher taught students storytelling using conventional method. The researcher also offered the text and picture as the support tool. Students firstly need to comprehend the content of the story. Then researcher taught them to classify it, whether it included in past simple tense, past continuous, past perfect simple, or past perfect continuous. Students tried to perform after the lesson. Yet, in the post-test, there were still only 10 students can reach the KKM.

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## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter contains Conclusion and Suggestion of the research study. Conclusion summarizes all discussion of this research that has been discussed in the previous chapters, while suggestion is from the researcher which refers to research finding, discussion, and conclusion of this research study.

#### A. Conclusion

The results of the data in the experimental class show that there is an increase in value. This indicates that the experimental class that was given the treatment showed better results than the control class. It can be concluded that there is a significant effect of using digital storytelling on the student's speaking skill at the seventh grade of SMPN 1 Leces in 2022/2023 academic year.

#### B. Suggestion

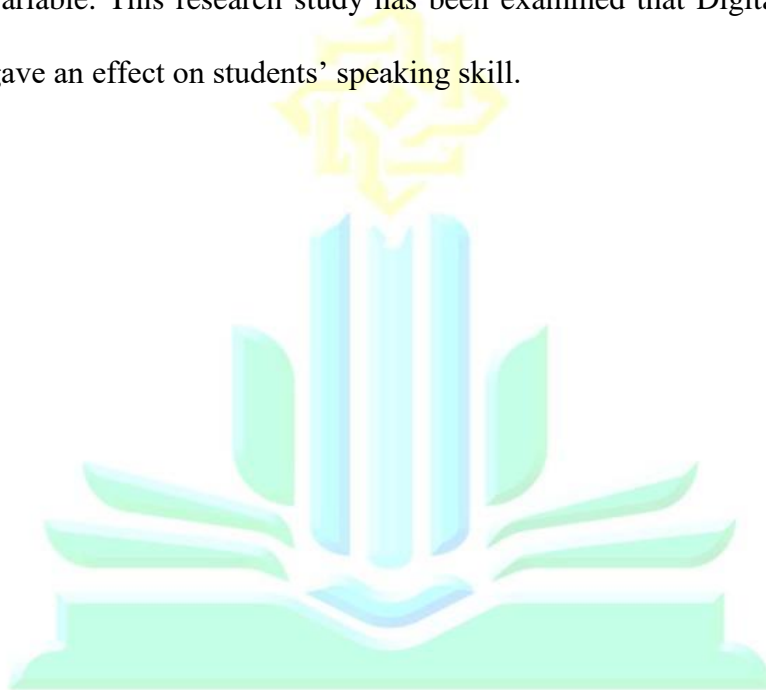
Based on the result described in this research study, the researcher offers some suggestions for teacher and also further researcher.

##### 1. For teacher

The researcher suggests that the teacher can use Digital Storytelling to teach students in narrative text in pleasure way. Thus, the teacher does not always dominate the class during teaching and learning process because Digital Storytelling engages students to be more active and participated, also they can enjoy the learning process.

## 2. For further researcher

The researcher gives the suggestion that further researcher can use this research study as the reference to conduct research with the same variable. This research study has been examined that Digital Storytelling gave an effect on students' speaking skill.



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States that the undergraduate thesis entitle **“The Effect Of Using Digital Storytelling On The Students’ Speaking Skill At Seventh Grade Of SMPN 1 Leces In 2022/2023 Academic Year”** 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 holy person who responsible for this thesis if there any objection of claim from other.

Jember, 11<sup>th</sup> March 2023

The writer



Regina Putri Shaleha  
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**APPENDIX 1**

**RESEARCH MATRIX**

Title	Variable	Indicator	Data resources	Research method	Research Questions and Hypothesis
The Effect Using of Digital Storytelling on Student English Speaking Skills at Seventh Grade of SMP Negeri 1 Leces in 2022/2023 academic year	Digital storytelling	Adapted from James R. Skouge and Kavita Rao (2009) - Photographs - Video - Audio - Music	Seventh graders of junior high school	1. Research approach: Quantitative 2. Research design Quasi Experimental (non-equivalent comparison group design) 3. Data collection method Speaking test 4. Data analysis method (ANCOVA) by using SPSS (29 version)	Research Question: Is there any significant effect of using digital storytelling on the students' speaking skill at seventh grade of SMP Negeri 1 Leces in 2022/2023 academic year? Ha: There is a significant effect of using digital storytelling on the students' speaking skill at seventh grade of SMP Negeri 1 Leces in 2022/2023 academic year Ho: There is no significant effect of using digital storytelling on the students' speaking skill at seventh grade of SMP Negeri 1 Leces in 2022/2023 academic year
	Speaking skill	Adapted from Brown and Abeywicakrama (2019) - Vocabulary - Grammar - Fluency - Pronunciation - comprehension			



## APPENDIX 2

### INSTRUMENT

#### NORMALITY AND HOMOGENEITY TEST

Name : ...	NILAI
No. Attendance: ...	
Class : ...	
Day/Date : ...	

**Direction:**

1. Prepare your writing tools.
  2. Pray before you do the test.
  3. Write your name, attendance number, class, day and date in the existing box above.
  4. Read the test instruction carefully so that you can answer the question correctly.
  5. Use a pen to answer the question.
  6. You have 40 minutes to finish the test.
  7. Check your answer before you submit it.
- A. Choose the correct answer by crossing (x) a, b, c, or d!**

#### The Three Little Pigs

Three little pigs-built houses of straw, sticks, and bricks. The wolf huffed and puffed and blew the first two houses down but couldn't destroy the brick house.

1. What is the main conflict in the story?
  - A. The wolf's huffing and puffing
  - B. The pigs' choice of building materials
  - C. The brick houses
  - D. The destruction of houses

#### The Ugly Duckling

An ugly duckling was ridiculed by his siblings and the other animals on the farm. However, he later transformed into a beautiful swan.

2. What is the main theme of the story?
  - A. Farm life
  - B. Sibling rivalry
  - C. Transformation and self-acceptance
  - D. Beautiful swans
3. The peacock ignored other animals' advice to change attitude because ...

- A. Peacock believed it was the prettiest
- B. Peacock cloud change others to do so
- C. Peacock thought that it was right
- D. Peacock didn't trust other people

Syam: Hello, my name is Syam. What's your name?

Bian: My name is Bian.

Syam: .... do you come from?

Bian: I came from Bandung.

4. The correct word to fill the question is....
  - A. What
  - B. Were
  - C. Why
  - D. Who
5. My name is Reza. I have many kinds of books. My hobby is....
  - A. Reading
  - B. Cooking
  - C. Watching
  - D. Cycling
6. A coffee without sugar is bitter.  
The antonym of bitter is....
  - A. Sour
  - B. Sweet
  - C. Bitter
  - D. Plain

**Text for question number 7-8**

Mouse Deer and Mr. Crocodile

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate this branch; I don't like it!"

Across the river, there was green grassland, with young leaves. 'Hmm... It seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'

The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air. "aha!!" he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moments later, appeared Mr. Crocodile showing his sharp teeth. He then laughed; "Ha... ha... ha, you can't run away from me, you'll be my tasty lunch!" said the crocodile.

"Of course, I can't. You are very strong, Mr. Croco," replied the mouse deer frightened. Then, the other crocodiles approached moving slowly. They approached the edge of the river.

"But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly," said the mouse deer

"Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you! Now, can you ask the others to line up, from one edge to the other edge of the river?"

The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

7. Why did mouse deer want to go across the river?
  - A. Because he was very hungry
  - B. Because he wanted to cheat Mr. Crocodile
  - C. He wanted to eat some dying trees
  - D. He was afraid of the current of the river
8. How many crocodiles were there in the story above?
  - A. Three crocodiles
  - B. Ten crocodiles
  - C. Thirteen crocodiles
  - D. Not mentioned

**Read the following text to answer questions number 9-10**

#### A Story from the Farm Yard

Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered. The loosing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could.

Suddenly, an eagle came sailing through the air and carried it off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on.

9. From the text we know that...
  - A. Only one rooster can rule the roost
  - B. The roosters are fighting to flap their wings
  - C. The eagle had watched them all day
  - D. The farm needs a new king
10. What is the main idea of paragraph 3?
  - A. An eagle watching the rooster from a distance

- B. The loosing rooster came out from its hiding place
  - C. The eagle took the winning rooster as its prey
  - D. The winning rooster celebrates its winning proudly
11. What do you say to greet someone at 09:00 p.m.?
- A. Good evening
  - B. Good morning
  - C. Good night
  - D. Good afternoon
12. What do you say when you do a mistake?
- A. Thank you
  - B. I am sorry
  - C. How are you?
  - D. I like it

#### Little Red Riding Hood

Little Red Riding Hood was sent to visit her grandmother with a basket of goodies. She was told to stay on the path, but she met a cunning wolf who tricked her.

13. What is the story's lesson?
- A. Grandmothers love goodies
  - B. The importance of following instructions
  - C. Wolves are cunning
  - D. The color red is important

#### The Boy Who Cried Wolf

A boy falsely claimed there was a wolf, and the villagers rushed to his aid. When a real wolf appeared, the villagers didn't believe him, and the sheep were lost.

14. What is the moral of the story?
- A. Sheep are valuable
  - B. The boy's love for crying wolf
  - C. Honesty is the best policy
  - D. Villagers' distrust

#### Jack and the Beanstalk

Jack traded a cow for some magic beans. The beans grew into a gigantic beanstalk that led to a giant's castle in the sky.

15. What is the main problem in the story?
- A. The cow
  - B. The beans
  - C. The giant
  - D. Climbing the beanstalk

**B. Answer the following question correctly.**

*Read the following text and then answer the question*

The Jackson Family

Mr. Smith is an American teacher, but he lives and works in Jakarta. He teaches English at SMP Durian Merah. He is a very good teacher. His students like him. His wife is Indonesian. She comes from Bandung. They have one son and one daughter. Both of them are primary school students.

Mr. Smith's house is made of wood. It has five rooms; a kitchen, a bathroom, a living room, and two bedrooms. The Smiths have a housemaid to help Mrs. Smith to do the housework. Their maid comes from Jepara.

1. What does Mr. Smith do as a job?
2. Where do the Jacksons stay?
3. She comes from Medan (line 3)  
The underlined word refers to Mr. Jackson's .....
4. Mr. Smith's house has five rooms, those are.....
5. Mr. Smith has a housemaid, she is from .....

### APPENDIX 3

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

#### KURIKULUM MERDEKA

Oleh: Regina Putri S.

INFORMASI UMUM PERANGKAT AJAR	
Satuan Pendidikan	: SMP Negeri 1 Leces
Kelas/Semester	: 7A/2
Mata Pelajaran	: Bahasa Inggris
Materi Pembelajaran	: Narrative Teks (Teks Fabel)
Alokasi Waktu	: 2 x 40 menit
TUJUAN PEMBELAJARAN	
<b>1. Capaian Pembelajaran Fase D</b> Pada akhir fase D, siswa menggunakan teks lisan, tulisan, dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Siswa menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam Bahasa Inggris.	
<b>2. Elemen</b> <ul style="list-style-type: none"><li>• Menyimak – Berbicara</li></ul> Pada akhir fase D, siswa menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan pergantian kosa kata, pelajar memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.	

- Membaca – Memirsa

Pada akhir fase D, siswa membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.

- Menulis – Mempresentasikan

Pada akhir fase D, siswa mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

### 3. Tujuan Pembelajaran

- TP 7.8

**Memproduksi** berbagai ragam teks tulisan maupun lisan sederhana yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.

- **Indikator Pencapaian**

1. Peserta didik dapat mengidentifikasi fabel sebagai teks naratif dengan tepat.
2. Peserta didik dapat memahami pengertian, struktur umum, dan unsur kebahasaan teks naratif dengan cermat.
3. Peserta didik dapat mengolah, menginterpretasikan, dan mengevaluasi informasi dari beberapa contoh narrative text dengan benar.
4. Peserta didik dapat mempresentasikan ide-ide yang berhubungan dengan plot pengembangan narrative text dalam bentuk presentasi dan diskusi dalam kelas dengan percaya diri.

### KOMPETENSI AWAL

1. Sebelum mengikuti pembelajaran peserta didik belum mampu mengidentifikasi teks naratif (teks fabel) dengan tepat, sedangkan setelah mengikuti pembelajaran peserta didik mampu mengidentifikasi teks naratif (teks fabel) dengan tepat.
2. Sebelum mengikuti pembelajaran peserta didik kesulitan untuk memahami pengertian, struktur umum, dan unsur kebahasaan teks naratif dengan cermat, setelah mengikuti pembelajaran peserta didik dapat memahami pengertian, struktur umum, dan unsur kebahasaan teks naratif dengan



<p>cermat.</p> <p>3. Sebelum mengikuti pembelajaran peserta didik belum mampu mengolah, menginterpretasikan, dan mengevaluasi informasi dari beberapa contoh teks naratif dengan benar, setelah mengikuti pembelajaran peserta didik mampu mengolah, menginterpretasikan, dan mengevaluasi informasi dari beberapa contoh teks naratif dengan benar.</p> <p>4. Sebelum mengikuti pembelajaran peserta didik belum mampu mempresentasikan ide-ide yang berhubungan dengan plot pengembangan teks naratif dalam bentuk presentasi dan diskusi dalam kelas dengan percaya diri, setelah mengikuti pembelajaran peserta didik mampu mempresentasikan ide-ide yang berhubungan dengan plot pengembangan teks naratif dalam bentuk presentasi dan diskusi dalam kelas dengan percaya diri.</p>
<b>PROFIL PELAJAR PANCASILA</b>
Berakhlak Mulia, Berkebhinekaan Global, Mandiri, Bernalar kritis, Kreatif, dan Bergotong royong.
<b>SARANA/PRASARANA</b>
<p>1. Sarana:</p> <ul style="list-style-type: none"> <li>• Teks naratif (teks fabel)</li> <li>• Laptop</li> <li>• Proyektor</li> <li>• LCD</li> <li>• Pengeras suara</li> <li>• Papan tulis</li> <li>• Spidol</li> </ul> <p>2. Prasarana</p> <ul style="list-style-type: none"> <li>• Video storytelling</li> <li>• Subtitle</li> <li>• Instrument penilaian</li> </ul>
<b>TARGET PESERTA DIDIK</b>
Peserta didik regular/tipikal: umum
<b>MODEL PEMBELAJARAN</b>
Discovery- Inquiry Learning
<b>METODE PEMBELAJARAN</b>
Digital Storytelling
<b>MODA PEMBELAJARAN</b>
Luring
<b>PEMAHAMAN BERMAKNA</b>
Peserta didik terampil memahami teks naratif (teks fabel) sehingga mampu memproduksi dan mempresentasikan ide-ide yang berhubungan dengan plot

pengembangan narrative text dalam bentuk presentasi maupun diskusi di dalam kelas dengan percaya diri

**PERTANYAAN PEMANTIK**

1. Pernahkah kalian melihat seseorang menceritakan sebuah kisah yang diperankan oleh binatang?
2. Disebut apa cerita binatang tersebut?
3. Bagaimana cara seseorang itu menceritakan kisah fabel tersebut?
4. Disebut apa kegiatan bercerita tersebut?
5. Kisah apa yang paling sering dan menarik untuk kalian dengar?

**KEGIATAN PEMBELAJARAN**

<b>Pertemuan ke-1</b>	<b>Kegiatan Awal (10 menit)</b>
	<ul style="list-style-type: none"> <li>• Guru menyiapkan siswa</li> <li>• Guru bersama siswa berdoa sebelum memulai pelajaran dan meminta salah satu siswa untuk memimpin doa</li> <li>• Guru mengucapkan salam pembuka</li> <li>• Guru menanyakan kabar siswa dan memeriksa kehadiran siswa</li> <li>• Guru menanyakan materi yang telah dipelajari sebelumnya</li> <li>• Guru memberikan pertanyaan pemantik</li> </ul>
	<b>Kegiatan Inti (60 menit)</b>
	<ul style="list-style-type: none"> <li>• Guru memaparkan manfaat dari mempelajari teks naratif fabel</li> <li>• Guru meminta siswa untuk menceritakan kembali sebuah cerita fabel menarik yang pernah mereka dengar di depan kelas</li> <li>• Siswa melakukan kegiatan storytelling di kelas dengan batas waktu masing-masing selama 2 menit</li> <li>• Guru menyimak, mencatat, dan memberikan penilaian terhadap penampilan siswa berdasarkan pedoman rubrik penilaian yang telah ditentukan.</li> </ul>
	<b>Kegiatan Akhir (10 menit)</b>
	<ul style="list-style-type: none"> <li>• Guru memberikan apresiasi terhadap penampilan siswa</li> <li>• Guru membimbing siswa membuat kesimpulan dari kegiatan pembelajaran</li> <li>• Guru meminta siswa agar mempelajari materi yang akan datang di rumah</li> <li>• Guru membangkitkan kembali semangat belajar dengan memberikan motivasi kepada siswa</li> </ul>

	<ul style="list-style-type: none"> <li>• Guru memberikan salam penutup dan meninggalkan kelas</li> </ul>
Pertemuan ke-2	<b>Kegiatan Awal (10 menit)</b>
	<ul style="list-style-type: none"> <li>• Guru menyiapkan siswa</li> <li>• Guru bersama siswa berdoa sebelum memulai pelajaran dan meminta salah satu siswa untuk memimpin doa.</li> <li>• Guru mengucapkan salam pembuka</li> <li>• Guru menanyakan kabar siswa dan memeriksa kehadiran siswa</li> <li>• Guru menanyakan materi yang telah dipelajari sebelumnya</li> <li>• Guru memberikan pertanyaan pemantik terkait materi yang akan dipelajari</li> </ul>
	<b>Kegiatan Inti (60 menit)</b>
	<ul style="list-style-type: none"> <li>• Guru menyajikan 3 video storytelling tentang cerita fabel yang diadaptasi dari kanal Youtube: <ol style="list-style-type: none"> <li>1. The Ox and The Frog <a href="https://www.youtube.com/watch?v=7n7Kqr3AVYk">https://www.youtube.com/watch?v=7n7Kqr3AVYk</a></li> <li>2. The Heron <a href="https://www.youtube.com/watch?v=WYDUhSUfiIU">https://www.youtube.com/watch?v=WYDUhSUfiIU</a></li> <li>3. Belling The Cat <a href="https://www.youtube.com/watch?v=-89LoqnHv_U">https://www.youtube.com/watch?v=-89LoqnHv_U</a></li> </ol> </li> <li>• Guru meminta siswa untuk menyimak setiap video yang ditayangkan di kelas</li> <li>• Guru meminta siswa untuk mencatat kosakata baru yang mereka temukan dalam video</li> <li>• Guru bersama siswa menganalisis cerita fabel yang telah disajikan untuk memberikan pemahaman materi kepada siswa terkait <i>purpose of the text, generic structure, dan language features</i></li> </ul>
	<b>Kegiatan Akhir (10 menit)</b>
	<ul style="list-style-type: none"> <li>• Guru membimbing siswa untuk membuat kesimpulan terkait kegiatan pembelajaran</li> <li>• Guru mengapresiasi semangat belajar siswa</li> <li>• Guru meminta siswa agar mempelajari materi yang akan datang di rumah</li> <li>• Guru membangkitkan kembali semangat belajar dengan memberikan motivasi kepada siswa</li> <li>• Guru memberikan salam penutup dan meninggalkan kelas</li> </ul>
Pertemuan	<b>Kegiatan Awal (10 menit)</b>

ke-3	<ul style="list-style-type: none"> <li>• Guru menyiapkan siswa</li> <li>• Guru bersama siswa berdoa sebelum memulai pelajaran dan meminta salah satu siswa untuk memimpin doa.</li> <li>• Guru mengucapkan salam pembuka</li> <li>• Guru menanyakan kabar siswa dan memeriksa kehadiran siswa</li> <li>• Guru menanyakan materi yang telah dipelajari sebelumnya</li> <li>• Guru memberikan kegiatan pemantik kepada siswa agar membangkitkan gairah belajar siswa</li> </ul> <p><b>Kegiatan Inti (60 menit)</b></p> <ul style="list-style-type: none"> <li>• Guru memulai kegiatan pembelajaran dengan melanjutkan materi sebelumnya</li> <li>• Guru membimbing siswa untuk menterjemahkan kosakata baru dalam video storytelling yang telah disajikan pada pertemuan sebelumnya</li> <li>• Guru memaparkan materi terkait kegiatan storytelling meliputi cara menyusun storytelling; menentukan target, menentukan tema, menyusun plot dan tokoh yang terlibat, memilih latar, membuat konsep, <i>proofreading</i>, <i>editing</i>, <i>finishing</i>.</li> <li>• Guru memberikan stimulasi kepada siswa dengan sesi tanya jawab terkait materi yang telah dipelajari</li> <li>• Siswa menentukan satu cerita paling menarik versi mereka dari ketiga video storytelling yang telah disajikan pada pertemuan sebelumnya</li> </ul> <p><b>Kegiatan Akhir (10 menit)</b></p> <ul style="list-style-type: none"> <li>• Guru meminta siswa untuk menyiapkan storytelling di rumah dari cerita yang telah mereka pilih</li> <li>• Guru membimbing siswa untuk membuat kesimpulan terkait kegiatan pembelajaran</li> <li>• Guru mengapresiasi semangat belajar siswa</li> <li>• Guru meminta siswa agar mempelajari materi yang akan datang di rumah</li> <li>• Guru membangkitkan kembali semangat belajar dengan memberikan motivasi kepada siswa</li> <li>• Guru memberikan salam penutup dan meninggalkan kelas</li> </ul>
Pertemuan ke-4	<p><b>Kegiatan Awal (10 menit)</b></p> <ul style="list-style-type: none"> <li>• Guru menyiapkan siswa</li> <li>• Guru bersama siswa berdoa sebelum memulai pelajaran dan</li> </ul>

	<p>meminta salah satu siswa untuk memimpin doa.</p> <ul style="list-style-type: none"> <li>• Guru mengucapkan salam pembuka</li> <li>• Guru menanyakan kabar siswa dan memeriksa kehadiran siswa</li> <li>• Guru menanyakan materi yang telah dipelajari sebelumnya</li> <li>• Guru memberikan motivasi kepada siswa dengan menjelaskan manfaat dari storytelling</li> </ul>
	<p><b>Kegiatan Inti (60 menit)</b></p> <ul style="list-style-type: none"> <li>• Guru meminta siswa untuk menampilkan storytelling menggunakan cerita yang telah mereka tentukan ke dalam bahasa mereka sendiri di depan kelas</li> <li>• Siswa menampilkan storytelling dengan batas waktu maksimal 3 menit</li> <li>• Guru memberikan penilaian pada setiap penampilan siswa dengan panduan rubrik penilaian yang telah ditentukan</li> <li>• Siswa menggunakan penilaian guru sebagai bahan evaluasi untuk ditampilkan kembali dalam versi final</li> </ul>
	<p><b>Kegiatan Akhir (10 menit)</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan apresiasi terhadap penampilan siswa</li> <li>• Guru membimbing siswa membuat kesimpulan dari kegiatan pembelajaran</li> <li>• Guru meminta siswa agar mempelajari materi yang akan datang di rumah</li> <li>• Guru membangkitkan kembali semangat belajar dengan memberikan motivasi kepada siswa</li> <li>• Guru memberikan salam penutup dan meninggalkan kelas</li> </ul>
<p><b>Pertemuan ke- 5</b></p>	<p><b>Kegiatan Awal (10 menit)</b></p> <ul style="list-style-type: none"> <li>• Guru menyiapkan siswa</li> <li>• Guru bersama siswa berdoa sebelum memulai pelajaran dan meminta salah satu siswa untuk memimpin doa.</li> <li>• Guru mengucapkan salam pembuka</li> <li>• Guru menanyakan kabar siswa dan memeriksa kehadiran siswa</li> <li>• Guru menanyakan materi yang telah dipelajari sebelumnya</li> <li>• Guru memberikan motivasi kepada siswa dengan menjelaskan manfaat dari storytelling</li> </ul>
	<p><b>Kegiatan Inti (60 menit)</b></p> <ul style="list-style-type: none"> <li>• Guru bersama siswa melanjutkan kegiatan pembelajaran dari pertemuan sebelumnya</li> </ul>

	<ul style="list-style-type: none"> <li>• Guru meminta siswa untuk menampilkan storytelling menggunakan cerita yang telah mereka tentukan ke dalam bahasa mereka sendiri di depan kelas</li> <li>• Siswa menampilkan storytelling dengan batas waktu maksimal 3 menit</li> <li>• Guru memberikan penilaian pada setiap penampilan siswa dengan panduan rubrik penilaian yang telah ditentukan</li> <li>• Siswa menggunakan penilaian guru sebagai bahan evaluasi mereka</li> </ul>
	<p><b>Kegiatan Akhir (10 menit)</b></p>
	<ul style="list-style-type: none"> <li>• Guru memberikan apresiasi terhadap penampilan siswa</li> <li>• Guru melotre 3 judul cerita fabel kepada setiap siswa untuk ditampilkan ke dalam versi final</li> <li>• Guru meminta siswa untuk membuat storytelling di rumah menggunakan media digital dengan batas waktu total maksimal 2 menit</li> <li>• Siswa mengumpulkan tugas akhir melalui WhatsApp group</li> <li>• Guru membimbing siswa membuat kesimpulan dari kegiatan pembelajaran</li> <li>• Guru membangkitkan kembali semangat belajar dengan memberikan motivasi kepada siswa</li> <li>• Guru memberikan salam penutup dan meninggalkan kelas</li> </ul>
<p><b>Pertemuan ke- 6</b></p>	<p><b>Kegiatan Awal (10 menit)</b></p>
	<ul style="list-style-type: none"> <li>• Guru menyiapkan siswa</li> <li>• Guru bersama siswa berdoa sebelum memulai pelajaran dan meminta salah satu siswa untuk memimpin doa.</li> <li>• Guru mengucapkan salam pembuka</li> <li>• Guru menanyakan kabar siswa dan memeriksa kehadiran siswa</li> <li>• Guru menyiapkan alat dan bahan yang akan digunakan dalam kegiatan pembelajaran</li> <li>• Guru menanyakan materi yang telah dipelajari sebelumnya</li> <li>• Guru memberikan kegiatan pemantik kepada siswa agar membangkitkan gairah belajar siswa</li> </ul>
	<p><b>Kegiatan Inti (60 menit)</b></p>



- Guru menayangkan video storytelling yang telah siswa kumpulkan melalui grup WA dengan bantuan laptop, LCD, proyektor, dan pengeras suara
- Guru memberikan komentar dan masukan pada setiap video siswa yang ditayangkan
- Guru menyimak penampilan siswa dan memberikan penilaian berdasarkan pada panduan rubrik penilaian yang telah ditentukan

#### **Kegiatan Akhir (10 menit)**

- Guru mengapresiasi semangat belajar siswa
- Guru membimbing siswa untuk membuat kesimpulan terkait kegiatan pembelajaran
- Guru meminta siswa agar giat belajar di rumah
- Guru membangkitkan kembali semangat belajar dengan memberikan motivasi kepada siswa
- Guru memberikan salam penutup dan meninggalkan kelas

#### **PENILAIAN PEMBELAJARAN**

Penilaian terhadap materi ini dapat dilakukan sesuai kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan dan presentasi unjuk kerja atau hasil karya/projek dengan rubrik penilaian

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



### INFORMASI UMUM PERANGKAT AJAR

Satuan Pendidikan	: SMP Negeri 1 Leces
Kelas/Semester	: 7B/2
Mata Pelajaran	: Bahasa Inggris
Materi Pembelajaran	: Narrative Teks (Teks Fabel)
Alokasi Waktu	: 2 x 40 menit

### TUJUAN PEMBELAJARAN

#### 1. Capaian Pembelajaran Fase D

Pada akhir fase D, siswa menggunakan teks lisan, tulisan, dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Siswa menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan memirsa ketika memproduksi teks tulisan dan visual dalam Bahasa Inggris.

#### 2. Elemen

- Menyimak – Berbicara

Pada akhir fase D, siswa menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan pergantian kosa kata, pelajar memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.

- Membaca – Memirsa

Pada akhir fase D, siswa membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.

- Menulis – Mempresentasikan

Pada akhir fase D, siswa mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

### 3. Tujuan Pembelajaran

- TP 7.8

**Memproduksi** berbagai ragam teks tulisan maupun lisan sederhana yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.

- **Indikator Pencapaian**

1. Peserta didik dapat dapat mengidentifikasi fabel sebagai teks naratif dengan tepat.
2. Peserta didik dapat memahami pengertian, struktur umum, dan unsur kebahasaan teks naratif dengan cermat.
3. Peserta didik dapat mengolah, menginterpretasikan, dan mengevaluasi informasi dari beberapa contoh narrative text dengan benar.
4. Peserta didik dapat mempresentasikan ide-ide yang berhubungan dengan plot pengembangan narrative text dalam bentuk presentasi dan diskusi dalam kelas dengan percaya diri.

### KOMPETENSI AWAL

1. Sebelum mengikuti pembelajaran peserta didik belum mampu mengidentifikasi teks naratif (teks fabel) dengan tepat, sedangkan setelah mengikuti pembelajaran peserta didik mampu mengidentifikasi teks naratif (teks fabel) dengan tepat.
2. Sebelum mengikuti pembelajaran peserta didik kesulitan untuk memahami pengertian, struktur umum, dan unsur kebahasaan teks naratif dengan cermat, setelah mengikuti pembelajaran peserta didik dapat memahami pengertian, struktur umum, dan unsur kebahasaan teks naratif dengan cermat.
3. Sebelum mengikuti pembelajaran peserta didik belum mampu mengolah, menginterpretasikan, dan mengevaluasi informasi dari beberapa contoh teks naratif dengan benar, setelah mengikuti pembelajaran peserta didik mampu mengolah, menginterpretasikan, dan mengevaluasi informasi dari beberapa contoh teks naratif dengan benar.
4. Sebelum mengikuti pembelajaran peserta didik belum mampu mempresentasikan ide-ide yang berhubungan dengan plot pengembangan teks naratif dalam bentuk presentasi dan diskusi dalam kelas dengan percaya diri, setelah mengikuti pembelajaran peserta didik mampu mempresentasikan

ide-ide yang berhubungan dengan plot pengembangan teks naratif dalam bentuk presentasi dan diskusi dalam kelas dengan percaya diri.	
<b>PROFIL PELAJAR PANCASILA</b>	
Berakhlak Mulia, Berkebhinekaan Global, Mandiri, Bernalar kritis, Kreatif, dan Bergotong royong.	
<b>SARANA/PRASARANA</b>	
1. Sarana: <ul style="list-style-type: none"> <li>• Teks naratif (teks fabel)</li> <li>• Papan tulis</li> <li>• Spidol</li> </ul> 2. Prasarana <ul style="list-style-type: none"> <li>• Gambar</li> <li>• Instrument penilaian</li> </ul>	
<b>TARGET PESERTA DIDIK</b>	
Peserta didik regular/tipikal: umum	
<b>MODEL PEMBELAJARAN</b>	
Discovery- Inquiry Learning	
<b>METODE PEMBELAJARAN</b>	
Conventional Storytelling	
<b>MODA PEMBELAJARAN</b>	
Luring	
<b>PEMAHAMAN BERMAKNA</b>	
Peserta didik terampil memahami teks naratif (teks fabel) sehingga mampu memproduksi dan mempresentasikan ide-ide yang berhubungan dengan plot pengembangan narrative text dalam bentuk presentasi maupun diskusi di dalam kelas dengan percaya diri	
<b>PERTANYAAN PEMANTIK</b>	
1. Pernahkah kalian melihat seseorang menceritakan sebuah kisah yang diperankan oleh binatang? 2. Disebut apa cerita binatang tersebut? 3. Bagaimana cara seseorang itu menceritakan kisah fabel tersebut? 4. Disebut apa kegiatan bercerita tersebut? 5. Kisah apa yang paling sering dan menarik untuk kalian dengar?	
<b>KEGIATAN PEMBELAJARAN</b>	
<b>Pertemuan ke-1</b>	<b>Kegiatan Awal (10 menit)</b>
	<ul style="list-style-type: none"> <li>• Guru menyiapkan siswa</li> <li>• Guru bersama siswa berdoa sebelum memulai pelajaran dan meminta salah satu siswa untuk memimpin doa</li> <li>• Guru mengucapkan salam pembuka</li> <li>• Guru menanyakan kabar siswa dan memeriksa kehadiran</li> </ul>

	<p>siswa</p> <ul style="list-style-type: none"> <li>• Guru menanyakan materi yang telah dipelajari sebelumnya</li> <li>• Guru memberikan pertanyaan pemantik</li> </ul>
	<p><b>Kegiatan Inti (60 menit)</b></p> <ul style="list-style-type: none"> <li>• Guru memaparkan manfaat dari mempelajari teks naratif fabel</li> <li>• Guru meminta siswa untuk menceritakan kembali sebuah cerita fabel menarik yang pernah mereka dengar di depan kelas</li> <li>• Siswa melakukan kegiatan storytelling di kelas dengan batas waktu masing-masing selama 2 menit</li> <li>• Guru Menyimak, mencatat, dan memberikan penilaian terhadap penampilan siswa berdasarkan pedoman rubrik penilaian yang telah ditentukan.</li> </ul>
	<p><b>Kegiatan Akhir (10 menit)</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan apresiasi terhadap penampilan siswa</li> <li>• Guru membimbing siswa membuat kesimpulan dari kegiatan pembelajaran</li> <li>• Guru meminta siswa agar mempelajari materi yang akan datang di rumah</li> <li>• Guru membangkitkan kembali semangat belajar dengan memberikan motivasi kepada siswa</li> <li>• Guru memberikan salam penutup dan meninggalkan kelas</li> </ul>
<p><b>Pertemuan ke-2</b></p>	<p><b>Kegiatan Awal (10 menit)</b></p> <ul style="list-style-type: none"> <li>• Guru menyiapkan siswa</li> <li>• Guru bersama siswa berdoa sebelum memulai pelajaran dan meminta salah satu siswa untuk memimpin doa.</li> <li>• Guru mengucapkan salam pembuka</li> <li>• Guru menanyakan kabar siswa dan memeriksa kehadiran siswa</li> <li>• Guru menanyakan materi yang telah dipelajari sebelumnya</li> <li>• Guru memberikan pertanyaan pemantik terkait materi yang akan dipelajari</li> </ul>
	<p><b>Kegiatan Inti (60 menit)</b></p>

	<ul style="list-style-type: none"> <li>• Guru menyajikan 3 teks naratif fabel yang diadaptasi dari Library of Congress Aesop Fables: <ol style="list-style-type: none"> <li>1. The Ox and The Frog <a href="https://read.gov/aesop/002.html">https://read.gov/aesop/002.html</a></li> <li>2. The Heron <a href="https://read.gov/aesop/015.html">https://read.gov/aesop/015.html</a></li> <li>3. Belling The Cat <a href="https://read.gov/aesop/003.html">https://read.gov/aesop/003.html</a></li> </ol> </li> <li>• Guru membacakan cerita fabel di depan kelas</li> <li>• Guru meminta siswa untuk menyimak dan mencatat kosakata baru yang mereka temukan dalam video</li> <li>• Guru bersama siswa menganalisis cerita fabel yang telah disajikan untuk memberikan pemahaman materi kepada siswa terkait <i>purpose of the text</i>, <i>generic structure</i>, dan <i>language features</i></li> </ul>
	<p><b>Kegiatan Akhir (10 menit)</b></p>
	<ul style="list-style-type: none"> <li>• Guru membimbing siswa untuk membuat kesimpulan terkait kegiatan pembelajaran</li> <li>• Guru mengapresiasi semangat belajar siswa</li> <li>• Guru meminta siswa agar mempelajari materi yang akan datang di rumah</li> <li>• Guru membangkitkan kembali semangat belajar dengan memberikan motivasi kepada siswa</li> <li>• Guru memberikan salam penutup dan meninggalkan kelas</li> </ul>
<p><b>Pertemuan ke-3</b></p>	<p><b>Kegiatan Awal (10 menit)</b></p>
	<ul style="list-style-type: none"> <li>• Guru menyiapkan siswa</li> <li>• Guru bersama siswa berdoa sebelum memulai pelajaran dan meminta salah satu siswa untuk memimpin doa.</li> <li>• Guru mengucapkan salam pembuka</li> <li>• Guru menanyakan kabar siswa dan memeriksa kehadiran siswa</li> <li>• Guru menanyakan materi yang telah dipelajari sebelumnya</li> <li>• Guru memberikan kegiatan pemantik kepada siswa agar membangkitkan gairah belajar siswa</li> </ul>
	<p><b>Kegiatan Inti (60 menit)</b></p> <ul style="list-style-type: none"> <li>• Guru memulai kegiatan pembelajaran dengan melanjutkan materi sebelumnya</li> <li>• Guru membimbing siswa untuk menterjemahkan kosakata baru dalam teks naratif fabel yang telah disajikan pada pertemuan sebelumnya</li> <li>• Guru memaparkan materi terkait kegiatan storytelling meliputi cara menyusun storytelling; menentukan target, menentukan tema, menyusun plot dan tokoh yang terlibat, memilih latar, membuat konsep, <i>proofreading</i>, <i>editing</i>,</li> </ul>



	<p><i>finishing.</i></p> <ul style="list-style-type: none"> <li>• Guru memberikan stimulasi kepada siswa dengan sesi tanya jawab terkait materi yang telah dipelajari</li> <li>• Siswa menentukan satu cerita paling menarik versi mereka dari ketiga teks fabel yang telah disajikan pada pertemuan sebelumnya</li> </ul>
	<p><b>Kegiatan Akhir (10 menit)</b></p> <ul style="list-style-type: none"> <li>• Guru meminta siswa untuk menyiapkan storytelling di rumah dari cerita yang telah mereka pilih</li> <li>• Guru membimbing siswa untuk membuat kesimpulan terkait kegiatan pembelajaran</li> <li>• Guru mengapresiasi semangat belajar siswa</li> <li>• Guru meminta siswa agar mempelajari materi yang akan datang di rumah</li> <li>• Guru membangkitkan kembali semangat belajar dengan memberikan motivasi kepada siswa</li> <li>• Guru memberikan salam penutup dan meninggalkan kelas</li> </ul>
<p><b>Pertemuan ke-4</b></p>	<p><b>Kegiatan Awal (10 menit)</b></p> <ul style="list-style-type: none"> <li>• Guru menyiapkan siswa</li> <li>• Guru bersama siswa berdoa sebelum memulai pelajaran dan meminta salah satu siswa untuk memimpin doa.</li> <li>• Guru mengucapkan salam pembuka</li> <li>• Guru menanyakan kabar siswa dan memeriksa kehadiran siswa</li> <li>• Guru menanyakan materi yang telah dipelajari sebelumnya</li> <li>• Guru memberikan motivasi kepada siswa dengan menjelaskan manfaat dari storytelling</li> </ul> <p><b>Kegiatan Inti (60 menit)</b></p> <ul style="list-style-type: none"> <li>• Guru meminta siswa untuk menampilkan storytelling menggunakan cerita yang telah mereka tentukan ke dalam bahasa mereka sendiri di depan kelas</li> <li>• Siswa menampilkan storytelling dengan batas waktu maksimal 3 menit</li> <li>• Guru memberikan penilaian pada setiap penampilan siswa dengan panduan rubrik penilaian yang telah ditentukan</li> <li>• Siswa menggunakan penilaian guru sebagai bahan evaluasi untuk ditampilkan kembali dalam versi final</li> </ul> <p><b>Kegiatan Akhir (10 menit)</b></p>

	<ul style="list-style-type: none"> <li>• Guru memberikan apresiasi terhadap penampilan siswa</li> <li>• Guru membimbing siswa membuat kesimpulan dari kegiatan pembelajaran</li> <li>• Guru meminta siswa agar mempelajari materi yang akan datang di rumah</li> <li>• Guru membangkitkan kembali semangat belajar dengan memberikan motivasi kepada siswa</li> <li>• Guru memberikan salam penutup dan meninggalkan kelas</li> </ul>
<b>Pertemuan ke- 5</b>	<b>Kegiatan Awal (10 menit)</b>
	<ul style="list-style-type: none"> <li>• Guru menyiapkan siswa</li> <li>• Guru bersama siswa berdoa sebelum memulai pelajaran dan meminta salah satu siswa untuk memimpin doa.</li> <li>• Guru mengucapkan salam pembuka</li> <li>• Guru menanyakan kabar siswa dan memeriksa kehadiran siswa</li> <li>• Guru menanyakan materi yang telah dipelajari sebelumnya</li> <li>• Guru memberikan motivasi kepada siswa dengan menjelaskan manfaat dari storytelling</li> </ul>
	<b>Kegiatan Inti (60 menit)</b>
	<ul style="list-style-type: none"> <li>• Guru bersama siswa melanjutkan kegiatan pembelajaran dari pertemuan sebelumnya</li> <li>• Guru meminta siswa untuk menampilkan storytelling menggunakan cerita yang telah mereka tentukan ke dalam bahasa mereka sendiri di depan kelas</li> <li>• Siswa menampilkan storytelling dengan batas waktu maksimal 3 menit</li> <li>• Guru memberikan penilaian pada setiap penampilan siswa dengan panduan rubrik penilaian yang telah ditentukan</li> <li>• Siswa menggunakan penilaian guru sebagai bahan evaluasi mereka</li> </ul>
	<b>Kegiatan Akhir (10 menit)</b>
	<ul style="list-style-type: none"> <li>• Guru memberikan apresiasi terhadap penampilan siswa</li> <li>• Guru melotre 3 judul cerita fabel kepada setiap siswa untuk ditampilkan ke dalam versi final</li> <li>• Guru meminta siswa untuk mempersiapkan penampilan storytelling di rumah</li> <li>• Guru membimbing siswa membuat kesimpulan dari kegiatan pembelajaran</li> <li>• Guru membangkitkan kembali semangat belajar dengan memberikan motivasi kepada siswa</li> <li>• Guru memberikan salam penutup dan meninggalkan kelas</li> </ul>
<b>Pertemuan</b>	<b>Kegiatan Awal (10 menit)</b>



ke- 6

- Guru menyiapkan siswa
- Guru bersama siswa berdoa sebelum memulai pelajaran dan meminta salah satu siswa untuk memimpin doa.
- Guru mengucapkan salam pembuka
- Guru menanyakan kabar siswa dan memeriksa kehadiran siswa
- Guru menyiapkan alat dan bahan yang akan digunakan dalam kegiatan pembelajaran
- Guru menanyakan materi yang telah dipelajari sebelumnya
- Guru memberikan kegiatan pemantik kepada siswa agar membangkitkan gairah belajar siswa

#### **Kegiatan Inti (60 menit)**

- Guru meminta siswa untuk menampilkan storytelling dari kisah yang telah dipilih
- Guru memberikan komentar dan masukan pada setiap penampilan siswa di kelas
- Guru menyimak penampilan siswa dan memberikan penilaian berdasarkan pada panduan rubrik penilaian yang telah ditentukan

#### **Kegiatan Akhir (10 menit)**

- Guru mengapresiasi semangat belajar siswa
- Guru membimbing siswa untuk membuat kesimpulan terkait kegiatan pembelajaran
- Guru meminta siswa agar giat belajar di rumah
- Guru membangkitkan kembali semangat belajar dengan memberikan motivasi kepada siswa
- Guru memberikan salam penutup dan meninggalkan kelas

#### **PENILAIAN PEMBELAJARAN**

Penilaian terhadap materi ini dapat dilakukan sesuai kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan dan presentasi unjuk kerja atau hasil karya/projek dengan rubrik penilaian.

## **APPENDIX 4**

### **INSTRUMENT**

#### **SPEAKING TEST (PRE-TEST and POST-TEST)**

#### **SMP NEGERI 1 LECES**

#### **ACADEMIC YEAR 2022/2023**

**Read carefully the instruction below then do your best!**

1. Prepare your performance equipment!
2. Pray before doing the test!
3. Tell your story in your own language out loud and with clear articulation!
4. You have 2 minutes to finish your work!
5. Make sure the language structure you use is in line with the language rules!



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## APPENDIX 5

### SCORING RUBRIC FOR SPEAKING TEST

ASPECT	SCORE	DESCRIPTION
<b>VOCABULARY</b>	5	Excellent control of language features; a wide range of well-chosen vocabulary
	4	Good language control: good range of relatively well-chosen vocabulary
	3	Adequate language control; vocabulary range is lacking
	2	Weak language control; basic vocabulary choice with some words clearly lacking
	1	Weak language control, vocabulary that is used does not match the task
<b>GRAMMAR</b>	5	Accuracy & variety of grammatical structures
	4	Some errors in grammatical structures possibly caused by attempt to include a variety
	3	Frequent grammatical errors that do not obscure meaning; little variety in structures.
	2	Frequent grammatical errors even in simple structures that at times obscure meaning
	1	Frequent grammatical errors even in simple structures; meaning is obscured
<b>FLUENCY</b>	5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent
	4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two
	3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume waver
	2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft
	1	Speech is low, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible
<b>PRONUNCIATION</b>	5	Pronunciation is excellent; good effort at

		accent
	4	Pronunciation is good; good effort at accent
	3	Pronunciation is good; good effort at accent, but is definitely non-native
	2	Pronunciation is okay; no effort towards a native accent
	1	Pronunciation is lacking and hard to understand; no effort towards a native accent
<b>COMPREHENSION</b>	5	Understand all without any difficulties
	4	Understand almost all, although that is repetition in certain part
	3	Understand most of what she/he talks in slow speaking
	2	Content
	1	Content is not related with the test



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**APPENDIX 6**

**VALIDITY SHEET  
EXPERT VALIDATION SHEET**

**Instruction:**

1. Put a check mark in the column according to you opinion.
2. If there is a need to be revised, please write in the column “catatan”

No	Aspek yang dinilai	Skala Penilaian				Catatan
		1	2	3	4	
<b>A.</b>	<b>Isi</b>					Kalimat yang digunakan sebagai instruksi kurang jelas dan terkesan ambigu
	1. Isi materi sesuai dengan kompetensi inti dan kompetensi dasar				√	
	2. Indicator soal sesuai dengan materi				√	
	3. Petunjuk cara mengerjakan soal sesuai dengan soal yang disediakan			√		
	4. Pedoman penskoran sesuai dengan rubric yang telah ditetapkan				√	
	5. Kesesuaian alokasi waktu dengan soal yang disediakan				√	
<b>B.</b>	<b>Konstruk</b>					
	1. Soal disusun menggunakan tes lisan untuk mengetahui kemampuan berbicara siswa				√	
	2. Soal disusun sesuai dengan teori naratif				√	
	3. Soal disusun sesuai dengan teori speaking yang mana mengharuskan siswa untuk berbicara				√	
<b>C.</b>	<b>Bahasa</b>					
	1. Petunjuk soal menggunakan kaidah bahasa Inggris yang benar dan sesuai grammatical				√	

	2. Rumusan soal tidak menggunakan kata/kalimat yang menyebabkan penafsiran ganda/salah paham			√		
	3. Rumusan soal tidak mengandung kata-kata yang menyinggung siswa				√	

*Note:*

**4: Sangat Baik**

**3: Baik**

**2: Kurang**

**1: Sangat Kurang**



24 Agustus / 2023

Validator

(Tri Purwati Ningsih)



## APPENDIX 7

### OBSERVATION SHEET

#### OBSERVATION SHEET FOR PRACTICALITY OF THE TEST INSTRUMENT

**Instruction:**

1. Circle one of the indicators which are appropriate with the situation in the class.
2. Give a description in the column "note" based on the situation in the class.

No	Aspects	Indicators	Note
1.	Students' response towards the test	<ul style="list-style-type: none"> <li>- More than a half of the students ask about the instruction</li> <li>- A half of the students ask about the instruction</li> <li><input checked="" type="radio"/> Less than a half of the students ask about the instruction</li> </ul>	There are 8 students ask about the instructors.
2.	Estimation of time allocation for students	<ul style="list-style-type: none"> <li>- More than a half of the students finish the test on time</li> <li>- A half of the students finish the test on time</li> <li><input checked="" type="radio"/> Less than a half of the students finish the test on time</li> </ul>	There are 8 students who did not finish the test on time.
3.	Prefer to work independently	<ul style="list-style-type: none"> <li><input checked="" type="radio"/> More than a half of the students work on the test independently</li> <li>- A half of the students work on the test independently</li> <li>- Less than a half of the students work on the test independently</li> </ul>	There are 20 students do the test independently. The rest of them are afraid to ask their friends. It is because they aren't confident with their work.
4.	Enjoy to answer the question	<ul style="list-style-type: none"> <li><input checked="" type="radio"/> More than a half of the students feel enjoy and enthusiastic about doing the test</li> <li>- A half of the students feel enjoy and enthusiastic about doing the test</li> <li>- Less than a half of the students feel enjoy and enthusiastic about doing the test</li> </ul>	There are 24 students who do not feel afraid/worry doing the test.

Probolinggo, ... September, 2023

Examiner



(Regina Putri Shaleha)

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## APPENDIX 9



PEMERINTAH KABUPATEN PROBOLINGGO  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**SMP NEGERI 1 LECES**

Jl. Bantaran No. 38 Ds Sumberkedawung | Kode Pos 67273  
Email: [smpnsatu\\_leces@yahoo.co.id](mailto:smpnsatu_leces@yahoo.co.id) | website: [smpnegeri1leces.sch.id](http://smpnegeri1leces.sch.id)

### SURAT KETERANGAN

422/1025/426.103.6.1/2023

Yang bertanda tangan di bawah ini,

Nama : H. ASIM, S.PD,M.P.d  
NIP : 19650110 198911 1 00 1  
Pangkat/Gol : Penata tingkat I/III-d  
Jabatan : Plt. Kepala Sekolah  
Unit Kerja : SMP Negeri 1 Leces

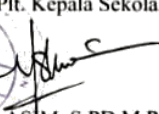
Menerangkan bahwa:

Nama : REGINA PUTRI SHALEHA  
Tempat Tgl Lhr : Probolinggo, 24 januari 2000  
NIM : T20186017  
Program Studi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmi Keguruan  
UIN KH Achmad Shiddiq Jember

Nama tersebut benar-benar telah mengadakan penelitian dalam rangka penyusunan Skripsi dengan judul **"The Effect of Using Digital Storytelling in The Students' Speaking Skill at Seventh Grade of Junior High School in 2022/2023 Academic Year"** dari tanggal 23 Agustus – 19 Oktober 2023.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana perlunya.

Probolinggo, 25 Oktober 2023  
Plt. Kepala Sekolah,

  
H. ASIM, S.PD,M.P.d  
NIP 19650110 198911 1 00 1

## APPENDIX 10

TIME	RESEARCH SUBJECT	ACTIVITY
August 21 <sup>th</sup> , 2023	Head master of SMPN 1 Leces	Asking permission to conduct the research in SMPN 1 Leces
August 24 <sup>nd</sup> , 2023	Students of 7C	Teaching and giving material of narrative and digital storytelling
August 25 <sup>rd</sup> , 2023	Students of 7C	Conducting first try out
August 31 <sup>th</sup> , 2023	Students of 7C	Teaching and giving material of narrative and digital storytelling
August 1 <sup>th</sup> , 2023	Students of 7C	Conducting second try out
August 4 <sup>st</sup> , 2023	Students of 7B	Conducting normality and homogeneity test
September 5 <sup>st</sup> , 2023	Students of 7A	Conducting normality and homogeneity test
September 11 <sup>th</sup> , 2023	Students of 7B	- Teaching and giving the material of narrative text - Conducting pre-test
September 12 <sup>th</sup> , 2023	Students of 7A	- Teaching and giving the material of narrative text - Conducting pre-test
September 18 <sup>th</sup> , 2023	Students of 7B	Conducting first treatment
September 19 <sup>th</sup> , 2023	Students of 7A	Conducting first treatment
September 25 <sup>st</sup> , 2023	Students of 7B	Conducting second treatment
September 26 <sup>nd</sup> , 2023	Students of 7A	Conducting second treatment
September 2 <sup>th</sup> , 2023	Students of 7B	Conducting third treatment
October 3 <sup>th</sup> , 2023	Students 7A	Conducting third treatment
October 9 <sup>th</sup> , 2023	Students of 7B	Conducting fourth treatment
October 10 <sup>th</sup> , 2023	Students of 7A	Conducting fourth treatment
October 16 <sup>th</sup> , 2023	Students of 7B	Conducting post-test
October 17 <sup>th</sup> , 2023	Students of 7A	Conducting post-test
October 25 <sup>th</sup> , 2023	Head master and principles of SMPN 1 Leces	Asking permission to accomplish the research in SMPN 1 Leces



**APPENDIX 11**

**DOCUMENTATIONS**



**Figure 2**  
**Students are Carrying Out Storytelling Activities**



**Figure 1**  
**Researcher is Presenting Video Storytelling to Students**



**Figure 3**  
**Students are Carrying Out Storytelling Activities**

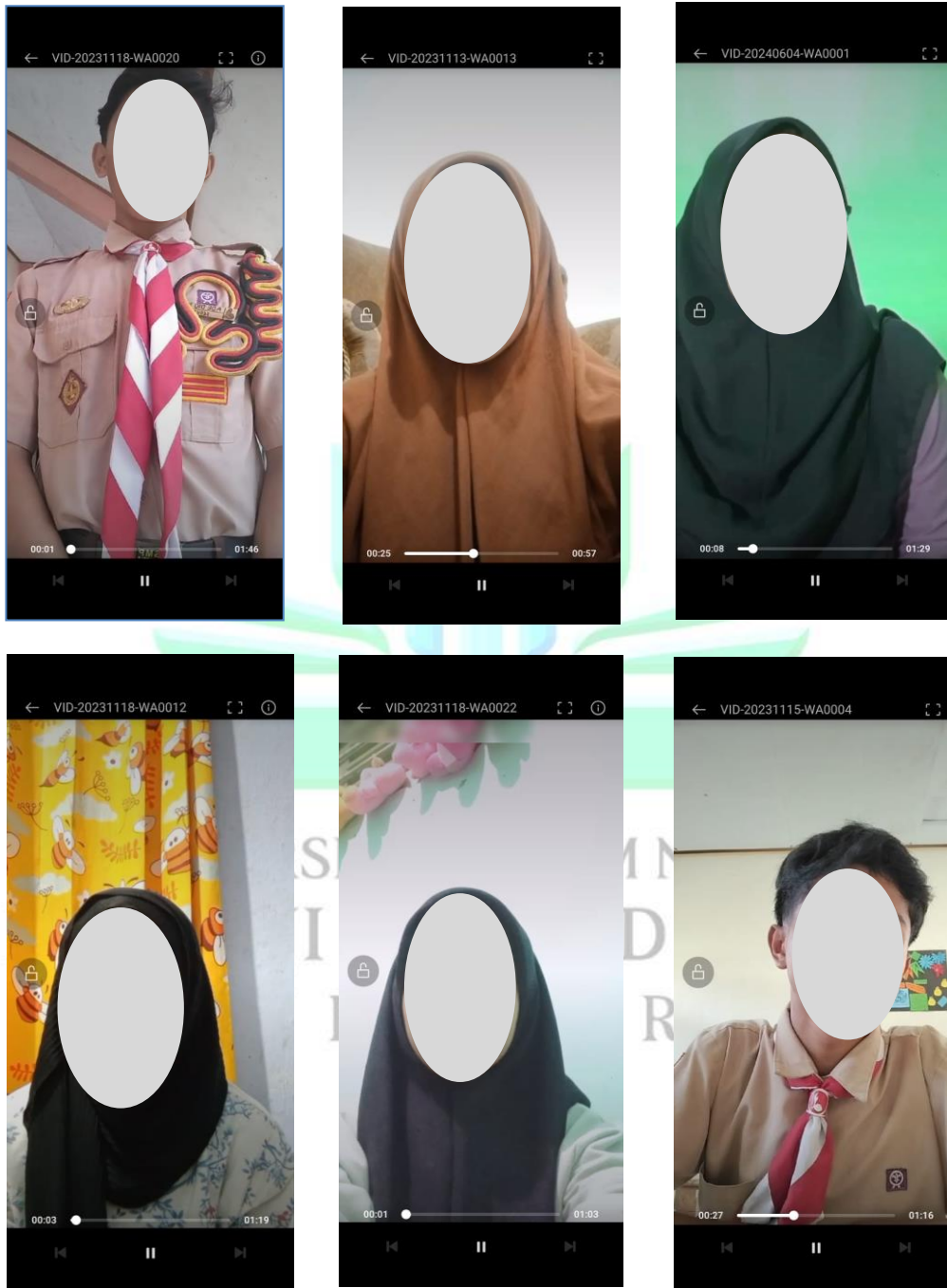


**Figure 4**  
**Researcher Presenting Video Storytelling to Students**



**Figure 5**  
**Students are Doing Tests**

## APPENDIX 12



**Figure 6**  
**Digital Storytelling by Experimental**  
**Class**



## APPENDIX 13

### CURICULLUM VITAE



Name : Regina Putri Shaleha  
NIM : T20186017  
Place/Date of birth : Probolinggo, 24 January 2000  
Address : Ds. Sumberkedawung, RT.6/RW.7, Kec. Leces,  
Kab. Probolinggo  
Email : rputri654@gmail.com  
Faculty : Tarbiyah and Teacher Training  
Program : Tadris Bahasa Inggris (English Department)

#### **Educational Background**

1. TK Kartini (2006)
2. SD Negeri Sumberkedawung IV (2012)
3. SMP Negeri 1 Leces (2015)
4. MAN 1 Kota Probolinggo (2018)