

**FOSTERING STUDENTS' SELF-CONFIDENCE
IN SPEAKING ENGLISH
BY USING DIGITAL STORYTELLING
AT ENGLISH PROGRAM OF PP JALALUDDIN AR-RUMI
JENGGAWAH JEMBER**

THESIS

Submitted to the State Islamic University of Kiai Haji Achmad Siddiq Jember
to fulfill one of the requirements
for Bachelor Degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
Program of English Education



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

By:

Tatzkirotul Faizah
SRN. T20176086

**STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ
FACULTY OF TARBIYAH AND TEACHER TRAINING
JANUARY 2022**

**FOSTERING STUDENTS' SELF-CONFIDENCE
IN SPEAKING ENGLISH
BY USING DIGITAL STORYTELLING
AT ENGLISH PROGRAM OF PP JALALUDDIN AR-RUMI
JENGGAWAH JEMBER**

THESIS

Submitted to the State Islamic University of KH Achmad Siddiq Jember
to fulfill one of the requirements
for Bachelor Degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
Program of English Education



Tatzkirotul Faizah

SRN. T20176086

**KH ACHMAD SIDDIQ
JEMBER**

Had been approved by Advisor

A handwritten signature in black ink, appearing to be "Sofkhatin Khumaidah", is placed below the text "Had been approved by Advisor".

Sofkhatin Khumaidah, M.Pd., M.Ed., Ph.D
NIP. 196507201991032001

APPENDIXES

APPENDIX 1

DECLARATION OF AUTHORSHIP

The undersigned bellow:

Name : Tatzkirotul Faizah

NIM : T20176086

Program : Tadris Bahasa Inggris

Department : Faculty of Tarbiyah and Teacher Training

University : UIN KH Achmad Siddiq Jember

States that thesis entitled “Fosterinf Students’ Self-confidence in Speaking English by Using Digital Storytelling at English Program of PP Jalaluddin Ar-rumi Jenggawah Jember” is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do to the fact, I am the only person responsible for the thesis if there is any objection or claim from other.

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

Jember, January 3rd, 2022
Writer,



Tatzkirotul Faizah
NIM. T20176086

**FOSTERING STUDENTS' SELF-CONFIDENCE
IN SPEAKING ENGLISH.
BY USING DIGITAL STORYTELLING
AT ENGLISH PROGRAM OF PP JALALUDDIN AR-RUMI
JENGGAWAH JEMBER**

THESIS

Has been examined and accepted to fulfill one of the requirements
for Bachelor Degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
Program of English Education

Day : Monday
Date : January, 3rd 2022

Examiners team

Chairperson

Secretary



Dr. Hj. Umi Faridah, M.M, M.Pd

NIP. 196806011992032001

Praptika Septi Femilia, M.Pd

NIP. 200160390



Members

**KH ACHMAD SIDDIQ
JEMBER**

1. Prof. Dr. H. Moh. Khusnuridlo, M.Pd

()

2. Dra. Sofkhatin Khumaidah, M.Pd., M.Ed., Ph.D

()

Has been approved by
Dean of Tarbiyah and Teacher Training



Prof. Dr. Hj. Mukni'ah, M.Pd.I
NIP. 196405111999032001



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI JEMBER
PERPUSTAKAAN**

Jl. Mataram No. 1 Mangli Kaliwates Jember, Telp.0331-487550, Fax. 0331-427005
Website: lib.iain-jember.ac.id E-Mail: lib@iain-jember.ac.id

**LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS**

Sebagai sivitas akademika IAIN Jember, yang bertanda tangan di bawah ini, saya:

Nama : Tatzkirotul Faizah
NIM : T20176086
Fakultas/Prodi : FTIK / Tadris Bahasa Inggris
E-mail : kikyaziaf@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan IAIN Jember, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah:

Skripsi Tesis Desertasi Lain-lain (.....)

yang berjudul :

Fostering Students' Self-confidence in Speaking English by Using Digital Storytelling at English Program of PP Jalaluddin Jenggawah Jember

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan IAIN Jember berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan IAIN Jember, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Dibuat di : Jember
Pada tanggal : 11 Januari 2022

Penulis,

(Tatzkirotul Faizah)
nama terang dan tanda tangan

ABSTRACT

Tatzkirotul Faizah, 2021: *Fostering Students' Self-Confidence in Speaking English by Using Digital Storytelling At English Program of PP Jalaluddin Ar-Rumi Jenggawah Jember*

As a means of communication, English is used either actively or passively by most people. Moreover it is taught at school as a compulsory lesson. Unfortunately, some students assume it as a difficult lesson because they do not know how to speak English. The reasons are 1) the students do not accustom to speak English since it is a foreign language in Indonesia, 2) the difference between spelling and pronunciation of English makes most students mispronounce the words which makes them shy to say it loudly, and 3) the different sentence structure of English and *Bahasa Indonesia* makes students always create error sentence. The fact, those problems make student unconfident to speak English. Therefore, this research aimed to foster the students' self-confidence in speaking English by using digital storytelling as a learning media.

The research question of this research is 'how is the use of digital storytelling able to foster students' self-confidence in speaking English at English program of P.P. Jalaluddin Ar-Rumi'. Based on the research question, the research objective of this research is to know how digital storytelling is able to foster students' self-confidence in speaking English at English program of P.P. Jalaluddin Ar-Rumi.

The research design used in this research is classroom action research which involved English program of PP Jalaluddin Ar-rumi Jenggawah Jember. The data was collected by using four stages based on Kurt Lewin cycle model. They are planning, acting, observing and reflecting. The cycle was done only for once. While, the activities did were giving materials, script making, correcting, script reading, recording and editing.

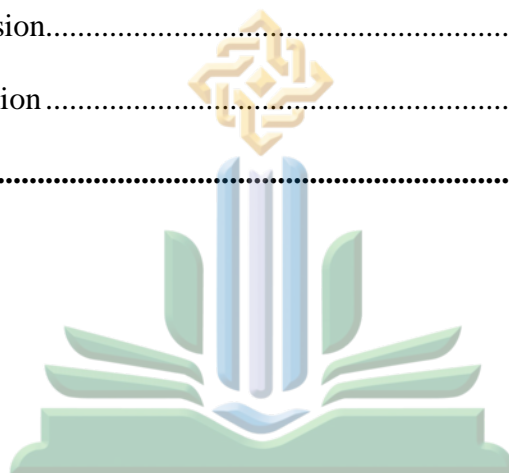
The result of this research found that digital storytelling was able to enhance the students' self-confidence in speaking English. The improvement was visible from the average score of pre-test (61.8) and post-test (87). The digital storytelling really helped students to minimize their worry and nervous in delivering their idea orally to public.

Keyword: *Self-confidence in speaking, digital storytelling.*

TABLE OF CONTENTS

| | |
|--------------------------------------------------|-------------|
| COVER | i |
| APPROVAL SHEET OF ADVISOR | ii |
| APPROVAL FORM BOARD OF EXAMINERS | iii |
| MOTTO | iv |
| DEDICATION..... | v |
| ACKNOWLEDGMENT..... | vi |
| ABSTRACT | viii |
| TABLE OF CONTENTS..... | ix |
| LIST OF TABLE..... | xi |
| LIST OF FIGURE..... | xii |
| CHAPTER I INTRODUCTION..... | 1 |
| A. Background of Study..... | 1 |
| B. Research Question..... | 5 |
| C. Research Objective..... | 5 |
| D. Operational Definition | 5 |
| E. The Significances of Study | 6 |
| CHAPTER II RELATED LITERATURE REVIEW..... | 7 |
| A. Previous Research Findings | 7 |
| B. Theoretical Review | 9 |
| CHAPTER III RESEARCH METHOD | 17 |
| A. Research Design..... | 17 |
| B. Research Subject..... | 19 |
| C. Research Location..... | 20 |

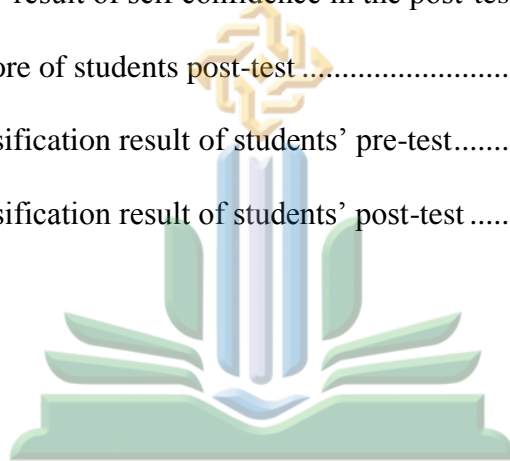
| | |
|--------------------------------------------------------------------------------------------------------------|-----------|
| D. Research Procedure..... | 20 |
| CHAPTER IV RESEARCH RESULT AND DISCUSSION | 25 |
| A. Description of Research Setting..... | 25 |
| B. Result of The Research | 26 |
| C. The Improvement of Students’ Self-confidence in Speaking English after Using Digital Storytelling..... | 37 |
| CHAPTER V CONCLUSION AND SUGGESTION | 49 |
| A. Conclusion..... | 49 |
| B. Suggestion..... | 49 |
| REFERENCES..... | 50 |
| APPENDIXES | |



UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
 JEMBER

LIST OF TABLES

| | |
|------------------------------------------------------------------------------|----|
| Table 2.1 Previous research findings | 7 |
| Table 4.1 Observation result of self-confidence | 27 |
| Table 4.2 Final Score of students pre-test..... | 29 |
| Table 4.3 Questionnaire result of self-confidence | 33 |
| Table 4.4 The result of students speaking skill in the post-test | 34 |
| Table 4.5 Students' result of telling story coherently in the post-test..... | 34 |
| Table 4.6 Students' result of self confidence in the post-test | 35 |
| Table 4.7 Final Score of students post-test | 35 |
| Table 4.8 The classification result of students' pre-test..... | 38 |
| Table 4.9 The classification result of students' post-test | 39 |



UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

LIST OF FIGURES

| | |
|-----------------------------------------------------------------------------------------------------------------------|----|
| Figure 3.1 Cycle model of Kurt Lewin | 18 |
| Figure 3.2 Practical model of CAR..... | 19 |
| Figure 4.1 The comparison of pre-test and post-test..... | 39 |
| Figure 4.2 Speaking score of each student who finished the digital storytelling in the pre-test..... | 40 |
| Figure 4.3 Telling story coherently score of each student who finished the digital storytelling in the pre-test | 41 |
| Figure 4.4 Self-confidence score of each student who finished the digital storytelling in the pre-test..... | 42 |
| Figure 4.5 Speaking score of each student who finished the digital storytelling in the post-test..... | 42 |
| Figure 4.6 Telling story coherently score of each student who finished the digital storytelling in the post-test..... | 44 |
| Figure 4.7 Self-confidence score of each student who finished the digital storytelling in the post-test..... | 45 |
| Figure 4.8 Students' expressions in telling story by using digital storytelling | 47 |

CHAPTER I

INTRODUCTION

This chapter discusses about the background of study, problem of the research, research objective, operational definition, and significance of the research. Each of the sections will be elaborated as follows.

A. Background of Study

English is one of languages used widely by people all over the world to communicate. This fact makes English legalized as an international language. In Indonesia, accordingly, it is taught in almost all Indonesian schools. The Ministry of Education and Culture of Republic of Indonesia in Ministerial Decree: No. 096/U/1967 concerning Teaching English in Indonesia stated that English is one of compulsory subjects in Indonesia. Furthermore, the national policy was followed up by the Decree of Head of Regional Office of Ministry of Education and Culture, East Java Province No. 1702/105/1994 dated March 30, 1994, stated that in East Java, the English course is the chosen local content subject.

English as means of communication is used to communicate and exchange information either writing or oral. However, it is questioned that speaking is the main skill for asking and delivering information. It means both speaker and listener at least can communicate each other. Speaking is a way to bring message from one person to another who interacts with them. Oral communication will not be running well without speaking because it is the essential way in which the speakers can express themselves through the

language¹. Brown (1994) and Burns & Joyce (1997) define speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.² Therefore, the set of certain language use and comprehension in a community is indeed needed.

In general, language competence is closely assessed through speaking skill. Therefore, speaking is important. Unfortunately, according to Pollard (2008), speaking is one of the most difficult aspects for student to master. It is proven by his research in 2014-2015 which found that students were reluctant to speak and ask question. They tended to keep silent and many of them avoid to response questions doing in front of the class.³ In a speaking class there is much emphasis on producing correct sentences and choral responses, and code mixing is evident.⁴ Furthermore, the report found that speaking is the least developed skills. As a result, they are difficult to express themselves. This condition has a negative impact on pupils' confidence and enthusiasm in speaking English⁵. Generally, the reason why students are difficult to speak up are lack of vocabulary, not being used to speak and to talk in class, difficulty of expressing ideas and being afraid of making errors. Other reasons might be because of the unsupported environment, unproper teaching method, and students' motivation.

¹ David Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2003), 14.

² MaryAnn, "Improving Adult English Language Learners' Speaking Skills," published on *Center for Adult English Language Acquisition* on June 1999, accessed on April 28, 2021, https://www.cal.org/caela/esl_resources/digests/Speak.html.

³ Andrew Pollard, *Reflective Teaching 3rd Edition: Evidence Informed Professional Practice* (England: Continuum International Publishing Group, Ltd, 2008), 34.

⁴ Prechinta R.A.P.P.J, Kung L.Y, Melor Md. Y, "Hear Me Out! Digital Storytelling to Enhance Speaking Skill," *International Journal of Academic Research in Business & Social Science* 9, no.2 (March 2019): 192, <https://dx.doi.org/10.6007/IJARBS/v9-i2/5533>.

⁵ Prechinta, 193.

From the researcher's observation during her teaching at PP Jalaluddin Ar-Rumi Jenggawah Jember, she found that the students cannot say something perfectly in English. They do not know what they must say and how to say the words. They look confused to express the ideas in their mind and passive. Speaking becomes the most difficult English language skill to be mastered by the students. Besides, they were not accustomed to speak English because the English program has just established in the mid of August 2020. So that many students of the English program still do not speak English during the English day as what the rule was written.

This problem is related to students' self-confidence condition. In which, the students do not have enough confidence in speaking English whereas Allah SWT The Almighty has stated in Q.S. Al-Imran verse 139:

*"Do not be weak, do not (also) be sad because you are people of the highest (degree) if you are believers."*⁶

This verse explained about people who believe in Allah will be confidence in their life to deliver and do God's command. In fact, self-confidence can lead people to the path of truth so that people will no longer afraid of everything, but Allah. For examples are not worried about negative opinions, incitement, and insult because everything is done solely to seek for His pleasure.

To overcome those problems, the researcher tries to introduce an approach that could be used by teachers to improve students' self-confidence in speaking, especially English. The technique is called 'Digital Storytelling'.

⁶ *Al-Qur'an Mushaf Al-Hikmah*, S.F. Jabal Raudah Al-Jannah Bandung (October 2011): 67.

This technique involves the existence of technology to record students' speaking using voice record or video. Storytelling acts as a tool of human social interaction and is commonly used in education for learning, explaining, and entertaining. Some studies have focused on digital storytelling as a means of enhancing learners' motivation, autonomy, and engagement and as a way to improve oral and speaking skills in foreign languages learning⁷. In the context of this research, the aim of recording is to facilitate students together with teacher to evaluate students' speaking development which becomes a main thing of improving students' self-confidence in speaking English. Certainly, it needs longer time because exercise before recording is needed. The exercise starts from constructing concept, script writing and correcting, script reading (include: pronunciation, intonation and expression), and actualization (include: recording and editing). By implementing these steps, both students and teacher are able to know the problems in the students' speaking confidence so that the next exercises could be done better than before for a better result.

Considering the previous problem above, the researcher conducted a research under the title "Fostering Students' Self-Confidence in Speaking English by Using Digital Story Telling at The English Program of P.P. Jalaluddin Ar-Rumi Jenggawah Jember".

⁷ Emily Kallinikou and Lolie Nicolaidou, "Digital Storytelling to Enhance Adult's Speaking Skill in Learning Foreign Languages: A Case Study," *Multimodal Technologies and Interaction* 3, No.59 (August 2019): 1, <https://dx.doi.org/10.3390/mti3030059>.

B. Research Question

Based on the background, the research question will be formulated as:
How is digital storytelling creation able to foster students' self-confidence in speaking English at English program of P.P. Jalaluddin Ar-Rumi.

C. Research Objective

Based on the research question above, the research objective of this research is to know how digital storytelling is able to foster students' self-confidence in speaking English at English program of P.P. Jalaluddin Ar-Rumi.

D. Operational Definition

It is necessary to give the operational definition of the term which is aimed to avoid misunderstanding of the concept being used in the research. The term used in this research are defined as follows:

1. Students' self-confidence in speaking English

Students' self-confidence is on how students dare to speak English to public without any feeling afraid of being judge as a wrong. This is aimed to build students bravery to talk and share their thought to public. It involves the students' trust on their ability, power and skill of speaking.

2. Digital storytelling

Digital storytelling is an audio visual that is created by student to build up students' confidence in speaking English. There are four steps such as constructing concept, script writing and correcting, script reading (include: pronunciation, intonation and expression), and actualization (include:

recording, editing and publishing) which must be passed by students to maximize the use of it. In this case, certainly, technology is needed. Simply, we can function mobile.

E. The Significances of The Research

The results of this research are expected to be useful for the English teacher, students and the future researcher.

1. For the English teacher

The results of this research are expected to be useful for the English teacher as information to apply digital storytelling in teaching speaking to improve students' confidence in speaking English.

2. For the future researcher

The result of this research can be used by other researcher as a reference or information to conduct a further research dealing with the use of digital storytelling to improve students' self-confidence in speaking English.

CHAPTER II

RELATED LITERATURE REVIEW

In this chapter, the researcher would like to discuss some previous researches and theories related to the research. Previous researches are several researches related to the topic of this research. In the theoretical review, the researcher presents about self-confidence, speaking skill in English, Students' self-confidence in speaking English, digital storytelling and the role of digital storytelling in fostering student's self-confidence in speaking English.

A. Previous Research Findings

One research and other researches must not be same totally. The researcher might have the same topic to other researchers' topic but there must be different thing to be analyzed. Here is some research that has been done before. However, the researcher also explains about the distinction and similarities of the research.

Table 2.1 Previous Researches Findings

| No | Name and Tittle | Distinctions | Similarities |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | 2 | 3 | 4 |
| 1. | Dian Cahyaning Pertiwi and Helta Anggia. <i>The Use of Digital Storytelling Narrative Text to Improve Student Speaking Ability at Grade Ten SMAN 2 Bandar Lampung in 2017</i> | <ul style="list-style-type: none">-The research is using qualitative method while my research is using classroom action research.-The instrument is using observation, questionnaire, and speaking test only while my research is completed by interview and document review.- The focus of the | <ul style="list-style-type: none">-Teachers in both researches have not use digital storytelling before.-The evaluation is done toward students speaking skill |

| | | | |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <p>research is on the students' speaking skill while my research focuses on the students' self-confidence in speaking</p> <p>- This research is using narrative text while my research is using recount text</p> | |
| 2. | <p>Qiwei Wei, Peerasak Sityothin, and Andrew-Peter Lian. <i>Improving Chinese University EFL Students' Speaking Skill through Digital Storytelling in 2018</i></p> | <p>- The research is done in 12 weeks, while my research is done in 4 weeks.</p> <p>-The research is using quantitative method, while my research is using classroom action research</p> <p>-The focus of the research is on the students speaking skill while my research focuses on the students' self-confidence in speaking</p> | <p>-Students in both researches are EFL students.</p> <p>-The evaluation is done toward students speaking skill.</p> |
| 3. | <p>Dian Arifiah and Heribertus Binawan. <i>Digital Storytelling: An Interactive Media for Teaching Speaking in the academic year of 2017/2018</i></p> | <p>-The students should retell the story given by teacher, while in my research the students are making the story by themselves using the generic structure of recount text</p> <p>-This research has three main focuses. Students are expected to be more confident in speaking English, enriching the vocabulary and developing the ideas. While, in my research focuses on the students' confidence in speaking English</p> | <p>-The research method in both researches is using classroom action research</p> <p>-It is done either at home and school</p> <p>-The research focus in both researches is improving students' confidence in speaking</p> <p>-Digital storytelling is used as media in both researches</p> |
| 4. | Reza | -This research focuses | -Digital storytelling |

| | | | |
|--|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| | Anggriyashati Adara and Aridhatul Haqiyyah. <i>The Effects of Integrating Digital Storytelling to Students' Motivation in 2020</i> | on the enrichment of motivation to learn English in general, while my research focuses on improving students' self-confidence in speaking English (more specific) -This research is using squasi-experiment design while my research is using classroom action research. | is used as media in both researches -The object in both researches is EFL students |
|--|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|

Based on the table above, we can see the differences between this research and the previous research. The research about digital storytelling has been done by many researchers. Otherwise, the use of digital storytelling to improve students' self-confidence is still seldom to find. Therefore, the researcher did this research to improve the students' self-confidence in by using digital storytelling.

B. Theoretical Review

1. Self-Confidence

Lauser defines that self-confidence is gained from each person life experiences. Self-confidence is a personal aspect including bravery and power of someone which makes a person cannot be affected by other people and act according to the will. Lauser added that self-confidence relates to the ability of doing something as well as possible.⁸

Sujanto stated that self-confidence is someone's belief which grows from self-sufficiency (able to stand alone) in doing positive thing

⁸ Gufron and Risnawita, *Teori-Teori Psikologi* (Yogyakarta: Ar-Ruzz Media, 2011), 7.

such as acting as the norm, controlling the ego and free from other people control.⁹

Erol and Orth in Greenacre states that general self-confidence is better defined as self-esteem. Self-esteem is an emotions-based assessment about one's self-worth or value. Self-esteem is believed to have a basis in genetics and experiences during key phases of personal and physical development.¹⁰

According to Miskell, self-confidence is someone's personal judgment on her/his ability, be aware of her/his ability and is able to function it as well. Further, Maslow considered self-confidence as a fundamental modal to develop self-actuality. By having self-confidence, someone has power to recognize and take control of himself.¹¹ Shortly, the concept of self-confidence relates to self in one's personal judgment, ability, and power. Without self- confidence, we cannot get knowledge. If people have self-confidence, their knowledge will be wider, they are going to get so much information from the things that they read or experience. In other words, we can conclude that self-confidence is important in our life. Consequently, everybody should possess this well.

However, people have their own limited capacity to do something.

The word 'able to stand alone' does not mean people can do everything

⁹ Irma Tri Puspitaningsih, "Hubungan Rasa Percaya Diri dan Komunikasi Interpersonal Dengan Aktualisasi Diri Siswa Kelas X SMK Negeri 1 Baureno-Bojonegoro," *Jurnal Psikoogi* 4, No.1 (2014): 23.

¹⁰ Greenacre, Tung and Chapman, "Self-Confidence and The Ability to Influence", *Academy of Marketing Studies Journal* 18, No.2 (2014): 171.

¹¹ Sholiha and Lailatuzzahro, "Hubungan Self-Concept dan Self-Confidence," *jurnal Psikologi* 7, No.1 (Maret 2020), 45.

alone without any helps. What it means is people believe to do something because they are supported by experience, potency, achievement, and realistic hope of themselves.

2. Speaking Skill in English

The nature of speaking is also elucidated as an interactive process of constructing meaning which involves producing, receiving, and processing information (Brown, 1994; Burns & Joyce, 1997).¹²

According to Ladousse speaking is described as the ability to express one-self in the situation, or the activity to report acts with a sequence of ideas fluently.¹³ Based on Competence Based Curriculum, speaking is one of the four basic skills that the students should gain well. It has an important role in communication.

Speaking is the most important skill in English language teaching. It's impossible to have true mastery of language without actually speaking it (Michelle Maxom, 2009).¹⁴

These explanations tell us that speaking is very important skill which helps students to use and to transmit knowledge in effective way. Since English as a foreign language, students are obliged to master speaking skill in order to communicate their ideas easily, effectively, and confidently.

¹² MaryAnn, "Improving Adult English Language Learners' Speaking Skills," published on *Center for Adult English Language Acquisition* on June 1999, accessed on April 28, 2021, https://www.cal.org/caela/esl_resources/digests/Speak.html.

¹³ H. Guntur Tarigan, *Berbicara: Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 2008), 8.

¹⁴ Michelle Maxom, *Teaching English as A Foreign Language for Dummies*, (England: John Waley & Sons, Ltd, 2009), 183.

From those explanations above, we can conclude that speaking skill is more than to form grammatically correct sentences. It rather covers broad areas of mechanics, functions, pragmatics and social interaction. These are done to gain good communication.

3. Self-confidence in Speaking English

Self-confidence in speaking English is defined into the bravery in delivering the idea to public in order. Self-confidence and speaking have two different focuses but still relate with each other. People will never speak in front of public without any confidence because it is the first thing to have in speaking. According to Miskell in Sholiha and Lailatuzzahro, to build the students' self-confidence, students must be able to take control on three things. They are personal judgment, ability, and power.¹⁵

Personal judgement was defined as someone's point of view toward something or someone related to norms in society. Personal judgment is divided into two subsystems, namely personal positive judgment (admire) and personal negative judgment (criticize). It means that each student must be able to measure how confidence they are in speaking English. Besides, students must be able to know what is less from themselves related to self-confidence in speaking English. Certainly, there will be questionnaire that must be filled by students to measure it.

Second, Ability. The ability meant is telling story coherently. It includes two things to be mastered by students, speaking skill and recount

¹⁵ Sholiha and Lailatuzzahro, "Hubungan Self-Concept dan Self-Confidence," *jurnal Psikologi* 7, No.1 (Maret 2020), 45.

text. So, students are accused to tell their story orally as what the rules of speaking. While, in the same time the story that they deliver should fulfill the rules of recount text.

Third, power. The power of entertaining becomes one these. Just like an entertainer, students must be able to entertain the viewer or listener. A story does not mean anything without good way of entertaining. In this case, students are required to know whom the digital storytelling for and how they should deliver it well. Those are aimed to get people's good response. Pamela Rutledge on her research under title *The Power of Storytelling: Why Entertainment is Important* notes that good stories make us and our lives better. They lead to self-reflection, emotional connection, increased empathy, and real-life impact. Stories are fundamentally social, linking people through shared experience and meaning.

4. Digital Storytelling

A story can influence our mind, challenge our beliefs, and recall to old memories to make many people want to listen to the story again and again. Donald Davin has described storytelling as an activity of painting a picture instead of taking a photograph.¹⁶ Storytelling is an activity of combining words and phrase in such a way and constructing the picture in the mind of the listeners and takes the listeners deeper into the story. This is the concept of traditional storytelling that all people agreed known.

¹⁶ Macquire Rossiter and Garcia, "Digital Storytelling as Narrative Pedagogy," *In Proceedings of Society and Information Technology and Teacher Education International Conference 2010*, No. (March 2010), 24

Otherwise, digital storytelling is a story told through the technology so that people all over the world can access it easily. According to Normann, digital storytelling is the combination of spoken narrative, a number of visual, soundtrack, and new technology to share the story.¹⁷ If we analyze it deeply, digital storytelling is an innovation transformed from traditional storytelling which purposes are same, to entertain the listener. Yet, the difference is only in the used and unused of technology.

Robin considers that digital storytelling as a powerful teaching and learning media that engage students and teacher over the last few years.¹⁸ The reasons why digital storytelling is used over few years in teaching and learning are more interesting, interactive, and understandable with additional back sound and picture that make it alive. In short, digital storytelling is similar to filming our life story.

Looking at today's life style, almost all students, lately, have been addicted to gadget which facilitate them easy access to all new information, so do teachers and most people in the world. This habit does not complicate either students or teachers to implement digital storytelling in the teaching and learning process. The fun learning created by digital storytelling increases the positive atmosphere and enthusiasm of students in the classroom. Therefore, this way is suitable enough to be implemented in the speaking class.

¹⁷ Inggit Rositasari, "The Use of Digital Storytelling to Improve Students' Speaking Skill in Retelling Story" (Skripsi, Universitas Dharma Sanata Yogyakarta, 2017), 11.

¹⁸ Inggit, 11.

5. The Role of Digital Storytelling in Fostering Self-confidence in Speaking English

The result of a research done by Kasami (2017) shows that most students (77.77%) were motivated for learning with digital storytelling assignments more than with the traditional storytelling assignments. However, there were still some students (7.94%) who were less motivated.¹⁹

Based on Kasami's research, the students were asked to write down what advantages of digital storytelling are. Here are three of the positive responses from the total students. "I realized that simple English is powerful to express my idea. I noticed that I can also create a digital story and upload it on the net", "as it was my first time to create a movie and an English narration should be recorded, I work on the assignment well with enough preparation. That was good", "this assignment becomes good experience for me since it was a rare opportunity for me to deliver what I want to tell many people with my voice actually".

Kasami's research has proven that digital storytelling brings more goods than harms for the teaching and learning. It seems more interesting for the students to learn foreign language such English. Even if it needs more efforts but students are sincerely doing it as well as possible. It can be one step better for the development of speaking in English Learning and Teaching (ELT).

¹⁹ Naoko Kasami, "Advantages and Disadvantages of Digital Storytelling Assignment in EFL Education in Term of Learning Motivation," *Future-proof CALL: Language Learning s Exploration and Encounters-Short Papers from EUROCALL* (2018), 130-131.

Another proof is shown in Didin's research about digital storytelling as media to foster student character. The application of digital storytelling media in ICT literacy and ICT learning media of social studies in character development of students is adjudged as 'good'. The application of this media develops the character of students including religiosity, honesty, discipline, responsibility, courtesy, self-confidence, and care. Empirically the result of this research exhibit significant differences in the development of students' character formation between the class that uses digital storytelling media in social studies learning (1,02) with the class that uses conventional learning media (0,28). Students' character formation in the class that integrates digital storytelling media in social studies is higher than the other one that uses conventional learning media. This is influenced by students' interpretations of their reality. Storytelling through digitalization allows students to evaluate the reality around them and produce their own interpretation about it. Also, the ability of digital storytelling to personalize student learning experiences supports student diversity, increases student self-confidence and enhances their social; and psychological skills.²⁰

²⁰ Didin, Kokom and Diana, "Value-Based Digital Storytelling Learning Media to Foster Student Character", *International Journal of Instruction* 14, No.2 (April 2021), 380-381.

CHAPTER III

RESEARCH METHOD

This chapter discusses about what research method that the researcher used in conducting the research.

A. Research Design

Kind of the research is Classroom Action Research (CAR). According to Elliot, the classroom action research is the study of social situation with a view to improve the quality of action within.²¹ Classroom action research is purposed to change all the learners by themselves and change the situation in teaching and learning process. Action research has purpose to develop new approach to solve problem in filed work or other actual problem by using implementation directly.

According to Elliot, the action research is the study of social situation including education with a view to improve the quality of action.²² In addition, Frost (2002) defines action research is a process of systematic reflection, enquiry and action carried out by individuals about their own professional practice.²³ In line with this, Bassey (1998) confirms educational action research is an enquiry which is carried out in order to understand, to evaluate and then to change, in order to improve some educational practices.²⁴ In brief, the actions done in the cycle are intended to improve the students' self-confidence in speaking by using a digital storytelling as technique. Therefore,

²¹ J Elliot, *Action Research for Educational Change* (Buckingham: Open University Press, 1991), 69.

²² J Elliot, 69.

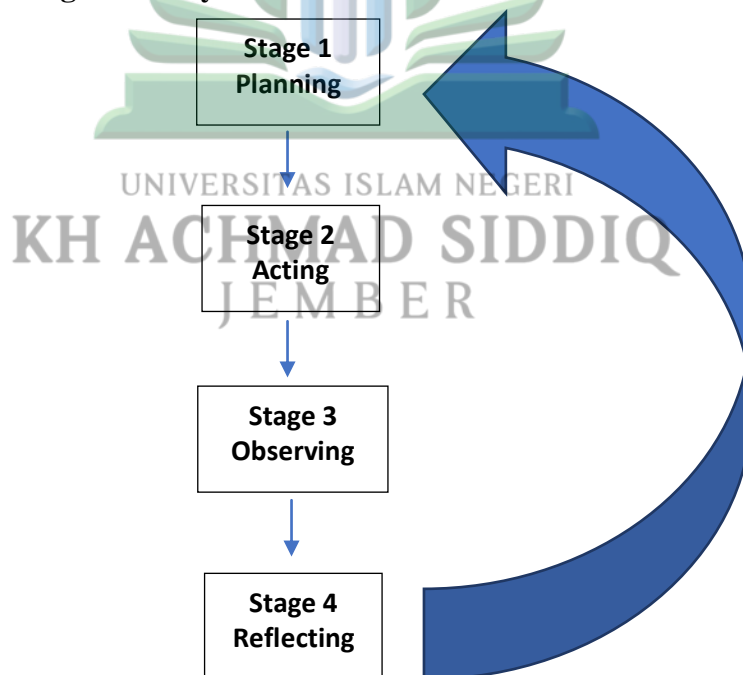
²³ Patrick J M Costello, *Action Research* (London: Continuum, 2003), 3.

²⁴ Patrick, 5.

the classroom action research with Kurt Lewin's cycle model is applied in this research. It is conducted in one cycle with the total meeting is 10 meetings.

Since the researcher position is a teacher at English program, in conducting the study, she carries out preliminary study to get the information about the problems faced by the students and adviser of English program in learning speaking. Then, the English advisor and researcher do the classroom action research collaboratively after identifying the research problem. Things to do in the collaboration are planning the action including choosing theme and making lesson plans; implementing the action; observing and evaluating the action; and analyzing data and reflecting the action. Below is the visualization of the cycle

Figure 3.1 Cycle Model of Kurt Lewin

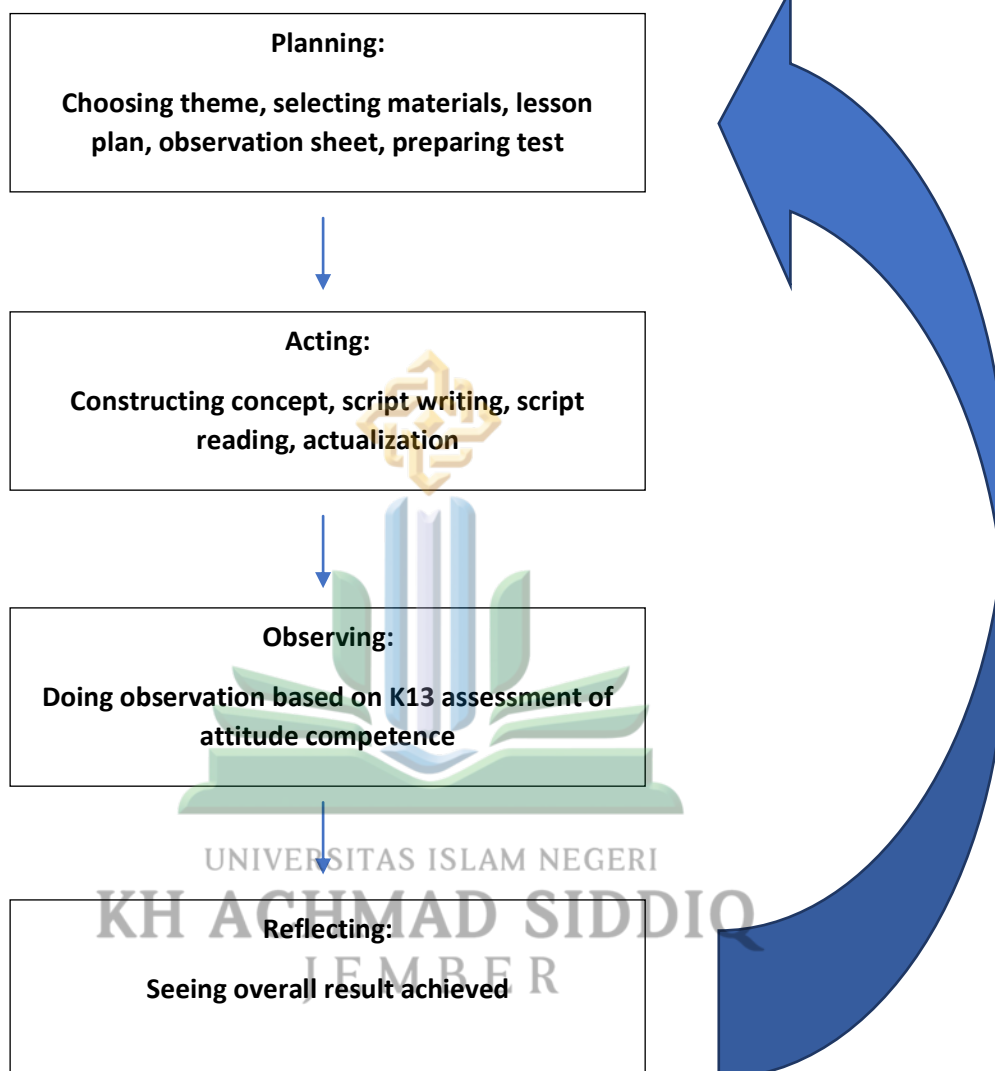


Kurt Lewin Cycle Model²⁵

²⁵ Mu'alimin, *Penelitian Tindakan Kelas Teori dan Praktik* (Yogyakarta: Gading Pustaka, 2014), 16.

The chart below is the practical chart of Kurt Lewin's cycle model used to apply this research.

Figure 3.2 Practical Model of CAR



Practical Model of CAR²⁶

B. Research Subject

The subject of this research is the students of English Program at P.P. Jalaluddin Ar-Rumi in the academic year of 2020/2021 which consisted of 21 students who had confidence problems in speaking. Unfortunately, only 3

²⁶ Tatzkirotul Faizah

students contributed fully in the digital storytelling practice because of the limited time (an hour and a half). This policy is made by *Ning*, the owner of pesantren. Therefore, researcher had no right to extend the time.

C. Research Location

The research location is especially in P.P. Jalaluddin Ar-Rumi in the academic year of 2020/2021. The locus was chosen because it had some certain programs to improve the *santri*'s ability. One of the programs is English program. As the matter of fact, most of the *santri* comes from Jatisari village where this *pesantren* is located, whose education awareness in education was still low. Therefore, English becomes something strange to be spoken and potentially be a difficult lesson for the *santri*.

D. Research Procedure

1. Preliminary study

The researcher interviewed the English advisor to get information about the students' habit in pesantren, especially concerning their confidence in speaking. From the interview, the advisor explained that most of *santris* did not have enough bravery to talk in front of public. It is proven by the *santri*'s performance in the activity of *muhadharah* (an activity which shows *santri*'s speech performance in 5 languages. Each *santri* was scheduled to perform in) which the *santris* always bring paper during their speech delivery. Moreover, the speech delivery did not standard.

On the other sides, an interview was also done to the students to know difficulties they face in learning English and the students' self-confidence in speaking English. From the interview, it was known that students of English program at P.P. Jalaluddin Ar-Rumi had very poor English ability even in the four skills (listening, speaking, writing and reading) and structure. Some students did not know English at all. While, concerning to their self-confidence in speaking English, two of the students were confident and able to speak English with the researcher. Two other students were also confident to speak English but they knew only a few vocabularies. The rest of students were still not confident to speak English and said that they understand the teacher's sentences.

To confirm the data taken from the interview, the researcher does a pre-test toward the students. This test was to measure the students' self-confidence in speaking English as the primary data. It included the scoring of telling story coherently and the skill of speaking. This test was held before the cycle. The procedure of the test was as follows:

1. The teacher asked students to write a recount text in no more than 50 words
2. The teacher gave 15 minutes for students' preparation to present their writing
3. The students retold their writing in front of the class without any papers
4. Every student told their own story for about 2-3 minutes

According to the procedures of the test above, researcher needed to observe and evaluate two things, students' recount text and students' speaking skill. The recount text score is taken from its generic structure. The scoring rubrics are placed in the attachment.

After doing interview and test, the researcher spreads a questionnaire to know how confident the students are in doing something. The questionnaire is using paper spreading out to all students of English program. This questionnaire is as same as the observation sheet of this research. The reason why the researcher using the same table is in order to sync the evidence analyzed by the researcher and the real situation of students will experience. This table is cited from the K13 assessment of attitude competence that is attached in the attachment.

2. Criteria of Success

The criteria of success implemented in this research are:

1. The percentage of students learning result after the cycle increases, with the minimum score is 65.00.
2. The process of learning is actualized at least 75% of what has been planned.
3. The students' self-confidence increases during the teaching and learning process which is marked by the increasing of speaking skill and the increasing of self-confidence evaluation based on K13.

3. Steps in Action Research

a. Planning

In this classroom action research, the researcher plans to do preparation which will be done before implementing the action. They are as follows:

- a. Choosing theme that is suitable based on the students' ability
- b. Selecting the materials based on the themes. It is taken from internet and text book.
- c. Writing the lesson plan for the cycle
- d. Preparing the observation sheet containing indicators observed
- e. Preparing test to evaluate the students' speaking mastery and speaking confidence

b. Acting

The action of this research is done during the program hours and holiday. The actions taken are teaching speaking by using a digital storytelling. Some steps that will be doing are constructing concept, script writing and correcting, script reading (include: pronunciation, intonation and expression), and actualization (include: recording and editing). It is given to the research object in only one cycle with the total meeting is 10 meetings, 6 meetings before holiday and 4 meetings during holiday. Each meeting is provided 60 minutes. The implementation of the action bases on the lesson plan.

c. Observing

The observation is done by the researcher and English advisor during the teaching and learning activity. It is done in every meeting. Since the classroom action research has only one cycle, the observation is done for 10 times. It is aimed to maximize students' activities and results in the process of teaching learning. The observation sheet which will be used in the research is as same as the questionnaire of this research. This is cited from the K13 assessment of attitude competence that will be attached in attachment.

d. Reflecting

Reflecting is an activity to see the overall results achieved. Reflection does not only look at the successfulness of the research cycle, but also looks at unsuccessfulness too. Through reflection, the teacher will be able to determine what has been achieved and what has not been achieved, as well as what needs to be improved in the next lesson.²⁷

In this section the researcher who also as the English program teacher collaborates with the advisor of the English program. It is done in order to know what problem that the students face and how the studying result achieved after first 6 months establishing the English program (on August 2020 – February 2021). From the results of discussions between researcher and advisor, the average score of students is still low. It is stuck in 58.6 while the minimum score that must be completed is 65.00 (the target score from pesantren).

²⁷ Mu'alimin, *Penelitian Tindakan Kelas Teori dan Praktik* (Yogyakarta: Gading Pustaka, 2014), 37.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

As stated previously in chapter one, the main purpose of the research is to improve student's self-confidence in speaking English. This chapter presents the research findings and the research result.

A. Description of Research Setting

The research was conducted on July to August 2021 toward the students of English program in P.P Jalaluddin Ar-rumi Jenggawah Jember. There are 22 students as participant of this research. They are students of junior high school and senior high school who were interested to learn English. There were 14 students of junior high school and 8 students of senior high school.

During the research, it was found the students were very excited at first. Unfortunately, after the fourth meeting problems came. The students were getting lazier one by one. It is caused by the pressure of too many activities at the same time. In other side, the limited time of program hour also became an obstacle of conducting this research. Based on the *pesantren* schedule, the program held one hour per meeting. The fact, it was only thirty minutes in the afternoon and one hour in the evening. It was caused by the previous activity took too long which then impact the program hour.

In the end of the research only three students had finished making the video. It happened because there were no ways to access electronic devices for *santri* P.P Jalaluddin Ar-rumi including the students of English program. This

was stated in the rule of *pesantren*. Luckily, *Ning*, the owner of *pesantren*, allowed the students of English program to operate electronic devices for this research, in one condition they may operate only *pesantren*'s mobile phone for two meetings. The researcher had negotiated to ask for longer time to operate electronic devices for the students but it was failed. So, willy-nilly, the students only have two meetings for recording whereas two meetings are as same as one hour and a half. Surely, this was very short time to record video for 22 students.

Knowing it was impossible to make digital storytelling for all students, the researcher only invited three active students to make the video. The other students presented their story traditionally in front of the class. This condition created social jealousy among the students which impacted the students' spirit to study. It was visible from their expressions during the research. The students who were invited to make a digital storytelling looked very spirited to study, but other students who were not invited to make digital storytelling took easy of their presentation.

B. Result of The Research

This part describes the result of the research cycle that includes planning, acting, observing and reflecting.

1. Planning

In this stage the researcher tried to figure out the problem faced by the students and the teacher. The research instrument used in order to gather the data for understanding the problem were observation sheet and

the pre-test. The researcher observed several aspects of students' behavior and attitude. The table below is the average result of the observation.

Table 4.1 Observation Result of Self-Confidence²⁸

| No | Statement | Evaluation | | | | |
|----|----------------------------------------------|------------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Argue or do something without any hesitation | | | √ | | |
| 2 | Able to make decision quickly | | | √ | | |
| 3 | Not easy to break up | | | | √ | |
| 4 | Have not been awkward in acting | | | | √ | |
| 5 | Dare to present in front of the class | | | | √ | |
| 6 | Dare to argue, ask, or answer questions | | √ | | | |

Note:

| Score | Value | Description |
|-------|-----------|------------------------------------------------|
| 5 | Always | doing in every occasion |
| 4 | Often | doing for many times |
| 3 | Sometimes | doing occasionally rather than all of the time |
| 2 | Seldom | not doing for many times |
| 1 | Never | not doing at all |

The students sometimes argued or do something without any hesitation. After explaining the material, the teacher asked them to write one of their experiences. The students were doubt about what they would write whereas they had understood about the material. So, they still asked again and again to make it sure.

The students were sometimes able to make decision quickly. Since they were still the beginner, they needed more vocabulary. Consulting to the dictionary is a must for them. When they had got a word from the

²⁸ K13 assessment of attitude competence

dictionary, they still asked the teacher about the English or the meaning of that word. They said that it was confusing because there were some meanings of one word.

The students were easy to break up. They could not focus studying when something interrupted them. When the teacher was explaining something, the students often talked by themselves. So, the teacher tried to get their focus again by saying “*hello*” and asked them to be focus again. An intense interaction between the students and the teacher was needed.

The students were awkward in acting. The students were not confident to express something. When the teacher invited them to read a dialog, the students’ intonation and expression were flat. The teacher tried to give an example how to express it well. Unfortunately, most of students still expressed it flatly. Few students could express it even if still not with full power.

The students did not dare to present in front of the class. Since they were awkward in acting, they were also not brave to present in front of the class. When the teacher called them one by one or in pairs to present something, the students still looked at each other signed that they were not ready to present it. However, it did not happen to all students. A few of them still dare to present in front of the class even if there were many mistakes in the presentation.

The students often argued, asked or answered the question. The students were brave to ask questions during the learning and teaching

process. It was proven by almost all students asked questions when there was material that they did not understand. Sometimes the students dare to argue and ask something out of the material but it still related to English. it also happened when the teacher asked them questions, they were dare to answer it even if they often answer it using *Bahasa Indonesia*.

To strengthen the data of this research, a pre-test was done toward the students to measure the students' speaking skill, how capable they were in telling story coherently and how confident they were in presenting something in front of public. The table is the result of the pre-test. While, the real data in attached in appendix.

Table 4.2 Final score of students pre-test²⁹

| No | Name of Students | Final score of speaking skill test | Final score of telling story coherently | Final score of self-confidence | Students' pre-test score |
|----|------------------|------------------------------------|-----------------------------------------|--------------------------------|--------------------------|
| 1 | Iza | 64 | 55.5 | 93.3 | 70.9 |
| 2 | anggun | 68 | 55.5 | 66.6 | 63.3 |
| 3 | Hilda | 32 | 44.4 | 50 | 27.1 |
| 4 | Icha | 80 | 55.5 | 90 | 75.1 |
| 5 | Faiza | 64 | 55.5 | 80 | 66.5 |
| 6 | Winda | 60 | 55.5 | 66.6 | 60.7 |
| 7 | Anik | 40 | 55.5 | 53.3 | 49.6 |
| 8 | Riska | 56 | 55.5 | 96.6 | 69.3 |
| 9 | Dea | 60 | 55.5 | 96.6 | 70.7 |
| 10 | Fikri | 52 | 66.6 | 73.3 | 63.9 |
| 11 | gitasari | 64 | 55.5 | 66.6 | 62.0 |
| 12 | gina | 52 | 55.5 | 60 | 55.8 |
| 13 | Khoilil | 52 | 66.6 | 73.3 | 63.9 |
| 14 | risma | 60 | 55.5 | 66.6 | 60.7 |
| 15 | Iis | 44 | 55.5 | 53.3 | 50.9 |
| 16 | ivana | 52 | 55.5 | 70 | 59.1 |
| 17 | Widya | 84 | 77.7 | 93.3 | 85 |

²⁹ Tatzkirotul Faizah

| | | | | | |
|--------------------------|---------|----|------|------|-------------|
| 18 | Rifa | 48 | 55.5 | 63.3 | 55.6 |
| 19 | intan | 52 | 55.5 | 76.6 | 61.3 |
| 20 | bela | 48 | 55.5 | 60 | 54.5 |
| 21 | gitalis | 48 | 55.5 | 63.3 | 55.6 |
| 22 | Nazwa | 76 | 66.6 | 96.6 | 79.7 |
| The average score | | | | | 61.8 |

From the tables, it is known that the average score was 61.8. It means that the capability of students in mastering speaking skill, telling story coherently and students' confidence before the cycle was still under average. It became the researcher's responsibility to develop the students' capability in these three skills in order to support the students' self-confidence in speaking English. That was why the researcher needs a media to create enjoyable learning strategy to improve students' self-confidence in speaking English. The media used is digital storytelling because the steps of creating it are proven by some researchers as one of the best way to improve students' self-confidence. By repetition, students had chances to always create better result.

2. Acting

The acting cycle was done in ten meetings. First and second meeting was on July 11th, 2021. The third meeting was on July 12th, 2021. The fourth and fifth meetings were on July 13th, 2021. The sixth meeting was on July 14th, 2021. The seventh and eighth meetings were on July 18th, 2021. The ninth meeting was on July 28th, 2021. The last meeting was on August 1st, 2021. In this step the researcher as teacher and observer.

The implementation of this action was based on the lesson plan made by the researcher. In the first and the second meeting, researcher taught and informed the students what and how digital storytelling is like. Based on the researcher observation, students enjoyed the material explained by researcher for two days. When the researcher tested their understanding by giving some questions, almost all students could answer those well. There are two students still needed more help.

In the third and the fourth meeting, all students were obligated to create their own story. It was about each student experience. So, one student had one story to tell. In this part, students got many difficulties in constructing sentences. Therefore it spends a lot of time to write. To overcome this problem, the researcher asked students to write one experience of theirs in *Bahasa Indonesia*, the students' second language. While, in the fourth meeting was their time to translate what they had written but it did not finish in one meeting. So, the researcher allowed the students who have not finished it to continue translating in their own dormitory. Students had to submit their written story maximum on July 13th, 2021 in the evening before the program hour started.

In the fifth meeting, not all students finished their written story. Only three students had finished it. So, the researcher corrected those articles directly while the other students still continued translating their own story. One by one the students had finished and submitted their articles. Two meetings are not enough to correct 21 articles. The

researcher took an extra time out of the program hour to correct those. After correcting the articles, the students must rewrite it tidily.

In the sixth, seventh and eight meetings, the students came forward one by one in front of the class. They read their story loudly and the researcher repaired some mispronunciations and intonations. The other students listened to their friend's presentation. Since the eight meeting and the ninth meeting were 10 days away, the students had more time to study how to read the text well. They were day-off for 10 days because there was the commemoration of Eid Al-Adha and the researcher was sick.

This was the ninth meeting and tenth meeting. The selected students started making videos. The researcher had repaired a room for these students in order they could be focus on making videos. In the class, the researcher companied the other students to present their storytelling traditionally in front of the class. In presenting the storytelling, some students still brought text. Their reason was they were afraid of being wrong because there was no repetition like what the three students did. This was the difference between digital storytelling and traditional storytelling.

3. **Observing**

Based on the result of observation done by the researcher during the learning process, the researcher found facts as follow:

- a. Almost all students did not confident enough when they were asked to present something in front of the class and they acted awkwardly. They

spoke with a low voice and no expression. It seems like they closed their face with book and read what they wrote, did not explain it. This data is as same as the data of questionnaire which almost all students chose 2 from 5 in the point of “have not been awkward in acting” and “dare to present in front of the class”. The table shows the questionnaire result.

Table 4.3 Questionnaire Result of Self-Confidence³⁰

| No | Statement | Self-evaluation | | | | |
|----|----------------------------------------------|-----------------|---|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Argue or do something without any hesitation | - | 1 | 12 | 7 | 2 |
| 2 | Able to make decision quickly | - | - | 15 | 7 | - |
| 3 | Not easy to break up | - | - | 2 | 18 | 2 |
| 4 | Have not been awkward in acting | - | - | 1 | 4 | 17 |
| 5 | Dare to present in front of the class | - | - | 3 | 19 | - |
| 6 | Dare to argue, ask, or answer questions | 1 | 3 | 10 | 7 | 2 |

- b. The digital storytelling made by students still did not fill the requirement of public speaking minimum score, but their self-confidence in speaking English had a little bit improvement rather than what they presented in front of the class in the pre-test. To prove it, here is the students' post-test result. This post-test result was taken by evaluating students' digital storytelling in the aspect of speaking skill, telling story coherently and self-confidence.

³⁰ Tatzkirotul Faizah

Table 4.4 Students' speaking skill result in the post-test³¹

| No | Students | Aspects of Evaluation | | | | | Total | The calculation for the total score | Final score |
|----|----------|-----------------------|---|---|---|----|-------|-------------------------------------|-------------|
| | | F | P | G | V | Cs | | | |
| 1 | Icha | 5 | 5 | 4 | 3 | 5 | 22 | 22/25x100 | 88% |
| 2 | Riska | 4 | 3 | 3 | 3 | 4 | 18 | 18/25x100 | 72% |
| 3 | Widya | 5 | 4 | 4 | 4 | 5 | 23 | 22/25x100 | 88% |

The table above shows the result of students' speaking skill in the post-test. From the test, it was known that Icha improved her speaking fluency and pronunciation after the cycle, from score 4 to score 5. While, Riska improved better than Icha. Her score increased total 3 points in the aspect of fluency, grammar and vocabulary. The last one is Widya. She improved only 1 point in the aspect of vocabulary. However, Widya's total score is as high as Icha's.

Table 4.5 Students' result of telling story coherently in the post-test³²

| No | Students | Aspect of Evaluation | | | Total | The calculation for the total score | Final score |
|----|----------|----------------------|---|----|-------|-------------------------------------|-------------|
| | | O | E | Re | | | |
| 1 | Icha | 3 | 3 | 3 | 9 | 9/9x100 | 100% |
| 2 | Riska | 2 | 3 | 1 | 6 | 6/9x100 | 66.6% |
| 3 | Widya | 3 | 3 | 2 | 8 | 8/9x100 | 88.8% |

From the table, it is known that each student improved their structure of telling a story. After the cycle, Icha and Riska told a story with correct orientation. Hence, Widya got degradation in the aspect of telling the orientation of the story. It is caused by she did not tell the orientation

³¹ Tatzkirotul Faizah

³² Tatzkirotul Faizah

completely. She was in hurry to tell the main story of hers. While, in the aspect to events, all students' score were stagnant. Also, in the aspect of re-orientation each student improved better than before.

Table 4.6 Students' result of self-confidence in the post-test³³

| No | Name of students | Aspects of Evaluation (point 1-6 of observation) | | | | | | Total | The calculation for the total score | Final score |
|----|------------------|--------------------------------------------------|---|---|---|---|---|-------|-------------------------------------|-------------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | | | |
| 1 | Icha | 5 | 4 | 4 | 5 | 5 | 5 | 28 | 28/30x100 | 93.3% |
| 2 | Riska | 5 | 4 | 3 | 5 | 5 | 5 | 27 | 27/30x100 | 90.0% |
| 3 | Widya | 5 | 4 | 5 | 5 | 5 | 5 | 29 | 26/30x100 | 96.6% |

Table 4.9 shows the improvement of self-confidence from each student. Icha had not been awkward in acting to deliver a story after implementing the cycle. Riska was able to make decision quickly when she found herself confused in telling the story. She could avoid forgotten vocabulary by replacing it with other similar word. Widya was not easy to break up in delivering something after the cycle implemented.

Table 4.7 Final score of students post-test³⁴

| No | Name of Students | Final score of speaking skill test | Final score of telling story coherently | Final score of self-confidence | Students' post-test score |
|--------------|------------------|------------------------------------|-----------------------------------------|--------------------------------|---------------------------|
| 1 | Icha | 88 | 100 | 93.3 | 93.7 |
| 2 | Riska | 72 | 66.6 | 90.0 | 76.2 |
| 3 | Widya | 88 | 88.8 | 96.6 | 91.1 |
| Total | | | | | 87 |

³³ Tatzkirotul Faizah

³⁴ Tatzkirotul Faizah

This table shows the final score each student in the research. Icha with the highest score was 93.7, Widya was in the second rank, 91.1, and Riska placed the third rank, 76.2. Certainly, each student improved better than before. It was proven by the distinction of the students' score in the pre-test and in the post-test. However, the students were able to pass the minimum target score of *pesantren*. It was 65.00.

- c. The students did not only need motivation to speak English, but they also needed more motivation to learn English. Even if they were the students of English program but they seldom to practice their English skill out of the class. Compared to other English program in different *pesantren*, the students must speak English all time as long as they were still in *pesantren* area.

4. Reflecting

The reflection was done toward the students who have finished the digital storytelling as a tool to improve the students' self-confidence in speaking English. Here are what they said about themselves after implementing the digital storytelling. This data was collected by interviewing the students.

"I am proud of myself because finally I can make a video by using English, a thing that I never do before. I already upload it to my instagram account as self-appreciation" – Icha

"I can speak English more fluent because I need more than ten times to repeat making the video. This repetition pushes me to create better video with better expression and better English speaking" – Widya

“Even if my speaking maybe leads to confusing the listener, but I dare to present it. The digital storytelling gives me a space to tell my experience. I like it” – Riska

In conclusion, the use of digital storytelling was able to improve student’s self-confidence in speaking English at English program of P.P Jalaluddin Ar-Rumi Jenggawah Jember. It does not matter even if only three students contribute fully in this research. In other side, the obstacle which makes most students do not contribute fully in this research does not include to the problem of self-confidence improvement, but it includes to the problem of teaching-learning facility.

C. The Improvement of Students’ Self-confidence in Speaking English After Using Digital Storytelling

In this part, the researcher extent to how far digital storytelling improves students’ self-confidence in speaking English by using digital storytelling from the result of pre-test and post-test. Besides, the researcher combined the result of questionnaire and interview. These data are used to answer the research question.

The data gotten from the result of observation sheet, the students problems are their concentration is easy to break up, they are awkward in acting and they are not confidence to present in front of the class. It happens because they still do not accustom to speak English and have a little vocabulary. Besides, the teacher seldom uses an interactive media in teaching speaking. In fact, according to Brown (2007) and Goh and Bums (2012) one of principal of

teaching speaking is the teacher should provide motivating technique.³⁵ Therefore, in this research the researcher is using a digital storytelling as an interactive media as a solution to improve students speaking confidence.

Digital storytelling is defined by Norman (2011) as the combination of spoken narrative, a number of visual, soundtrack, and new technology to share the story.³⁶ The process of creating a digital storytelling facilitates students to build their self-confidence in speaking English. How it works is by forcing students to create a better video result by self-evaluation and repetition in every part of the video. The effectiveness of the use of digital storytelling is proven by the result of pre-test and post-test in the table and chart below.

Table 4.8 the classification result of students' pre-test³⁷

| No | Score range | Frequency | Category |
|--------------|-------------|-----------|-----------|
| 1 | 0 – 50 | 3 | Bad |
| 2 | 51 - 65 | 12 | Medium |
| 3 | 66 – 80 | 6 | Good |
| 4 | 81 - 100 | 1 | Excellent |
| Total | | 22 | - |

To classify the data, the researcher makes four score categories. The score range 0 – 50 is bad category, the medium category is in the range of 51 – 65, the good category is in the range of 66 – 80 and the excellent category is in the range of 81-100. These score categories are made by the researcher on behalf of *pasantren* score category. Besides, the different result was shown in the table of post-test. Here is the result of the students' post-test.

³⁵ Inggit Rositasari, "The Use of Digital Storytelling to Improve Students' Speaking Skill in Retelling Story" (Skripsi, Universitas Dharma Sanata Yogyakarta, 2017), 72.

³⁶ Inggit, 73.

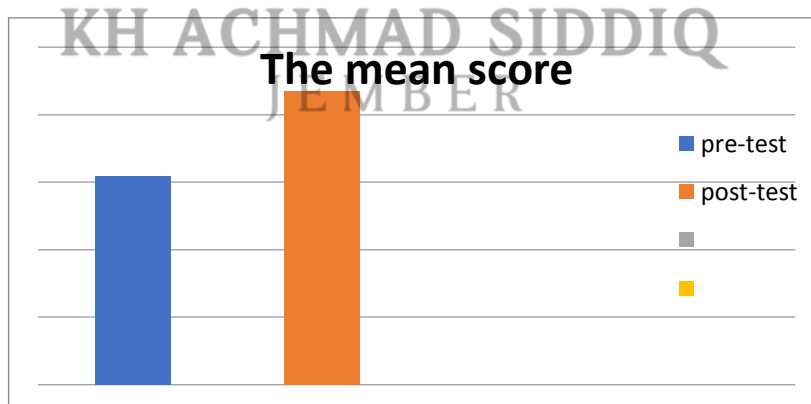
³⁷ Tatzkirotul Faizah

Table 4.9 the classification result of students' post test³⁸

| No | Score range | Frequency | Category |
|--------------|-------------|-----------|-----------|
| 1 | 0 – 50 | | Bad |
| 2 | 51 - 65 | | Medium |
| 3 | 66 – 80 | 1 | Good |
| 4 | 81 - 100 | 2 | Excellent |
| Total | | 3 | - |

The score categories of post-test were as same the pre-test score categories. It is classified into four categories. They are bad, medium, good and excellent. The table shows the difference score before and after implementing the digital storytelling. 1 student is in the good category and 2 students are in the excellent category.

The researcher tried to compare the increasing mean scores of students' pre-test and post-test to know the mean gain of those two tests. This is aimed to analyze how the digital storytelling improves the students' self-confidence in speaking English. This is also to know whether the digital storytelling works or not. Below is the chart of the comparison between the result of pre-test and post-test.

**Figure 4.1 The comparison of pre-test and post-test result**

³⁸ Tatzkirotul Faizah

Based on the chart above, it shows that there is a difference before and after the cycle was done. The gap gained by both of tests is about 25.2 points. Actually, this is not very far score between the pre-test and the post-test because the different score only happens to three students who finished the digital storytelling. To see the significant difference toward these three students, the researcher shows each point score in the chart below.

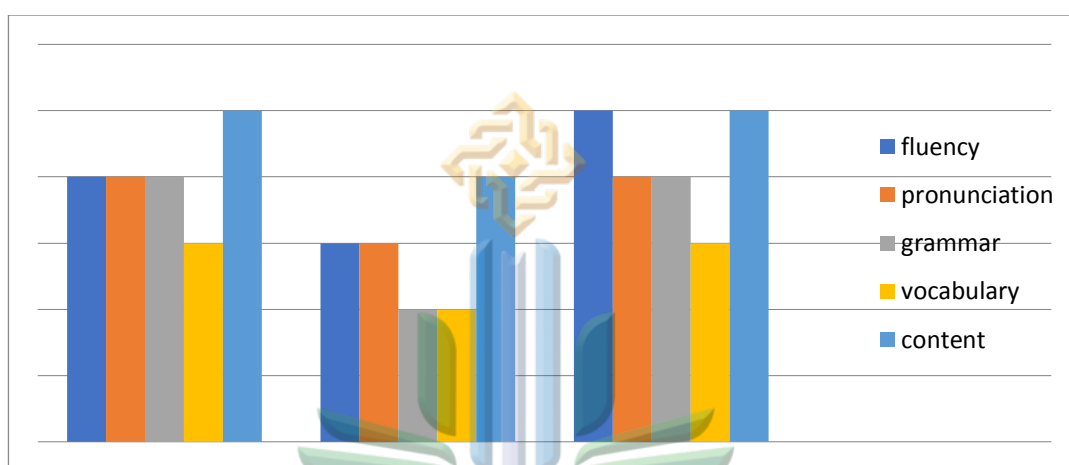


Figure 4.2 Speaking score of each student who finished the digital storytelling in the pre-test

Figure 4.2 showed in detail the score of these three students in the pre-test. Since the maximum score of each aspect were 5, the students whose score under 3 were classified as under average. Through this chart is known that Riska still needed more training in the aspect of grammar and vocabulary. While, other students were safe in the same aspect.

From those students, vocabulary aspect became one of the biggest obstacles they faced. It was caused by the students still could not use the proper vocabularies. They just consulted to the dictionary the words they did

not know without knowing the proper function of the words. Therefore the sentence they wrote sometimes heard strange.

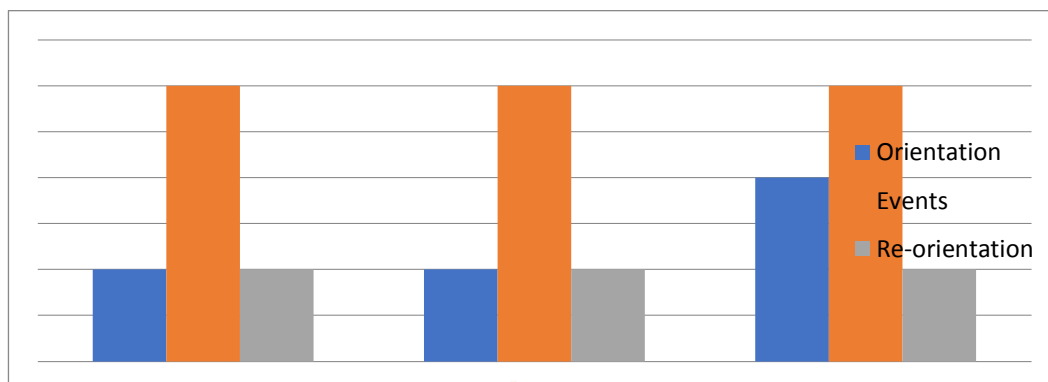


Figure 4.3 Telling story coherently score of each student who finished the digital storytelling in the pre-test

Telling a story became accustomed thing to do in people's daily life. However, in this research, the students were obligated to use the structure of recount text in telling their story. Figure 4.3 showed that all students were still less in the aspect of re-orientation and good at delivering the events. This was happened because what the students knew only telling what was happening without paying attention of the text generic structure. Whereas, 're-orientation' was also important to be delivered. It contented of ending of story and moral value of the story.

In one occasion, one student was better in telling her orientation of the story. It meant she introduced the audiences who were involved in the story and how their characters were, or introduced the audiences where the story happened. Otherwise, the other students had no introduction of the story at all. Therefore, two students got only 1 point.

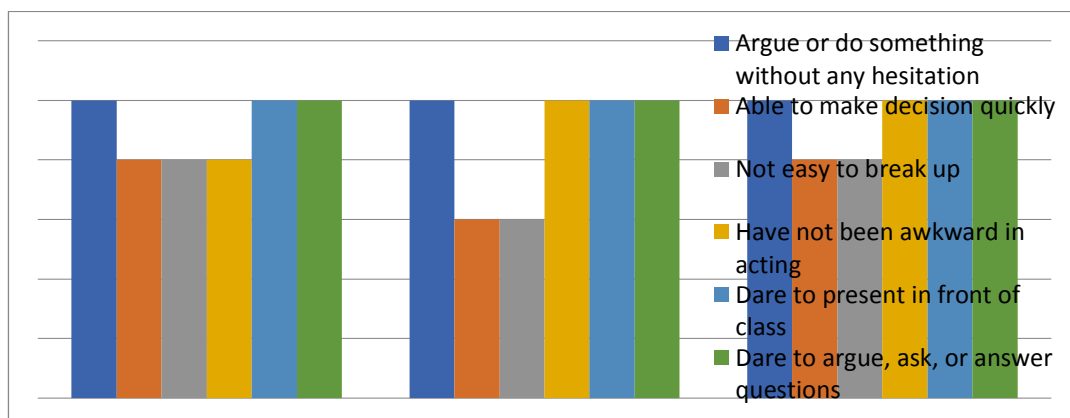


Figure 4.4 Self-confidence score of each student who finished the digital storytelling in the pre-test

As the matter of fact, the three students had good self-confidence. It was proven by their score showed in figure 4.4. From 1-5, their minimum score were 3 and their highest score were 5. Only one students got score 3 in the aspect of 'not easy to break up' and 'have not been awkward in acting'. While other aspects had reached good until maximum score. It was not difficult for the researcher to make these students increased their score. They only needed more advice and support.

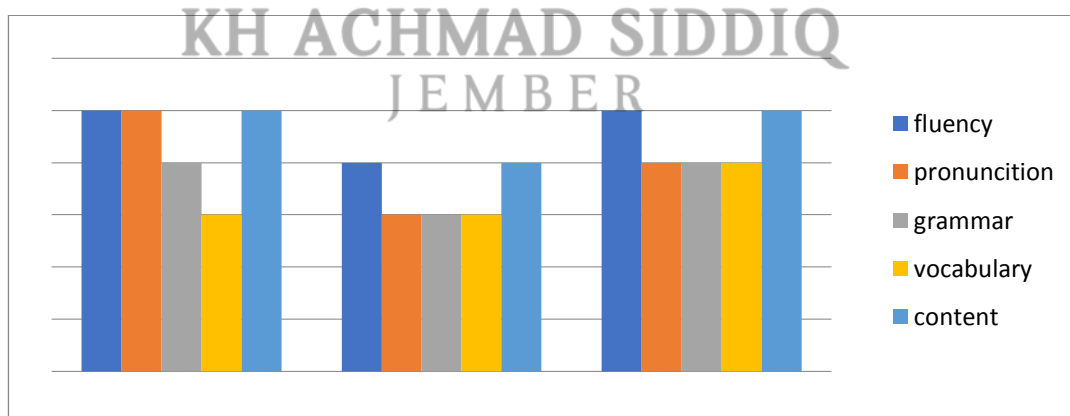


Figure 4.5 Speaking score of each student who finished the digital storytelling in the post-test

In the aspect of fluency, two students could improve their fluency in speaking. The improvement of each student's fluency was one score. Another student was still in the same score because she had gained the maximum score. This fact meant that the students were more confident in expressing themselves in speaking through repairing every unsuitable intonation and fluency of their speaking. The improvement of this aspect could affect the students' self-confidence in speaking because the more they fluent in speaking the more they were confident in speaking.

In the aspect of pronunciation, either Riska or Widya did not improve anything, but Icha. This was because Icha had more struggles to join the script reading activity. She approached the researcher out of the class to study about the pronunciation and intonation. She functioned her spare time as beneficial as possible. So, it was not surprising if from three students who finished the digital storytelling, only one student had a better improvement.

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

Grammar became one of the assessment aspects. Learning grammar might be confusing for some people, but also interesting for other people. The fact happened toward the students was most of them do not like grammar. This answer was gotten from the students when they held the grammar class with the teacher. They said that grammar was confusing with all English regulations of sentence. However, they needed to learn it in order to produce good sentences and avoid misunderstanding.

In the vocabulary aspect, student's improvement was available. Two students had one more score. This was evaluated from the vocabulary

they used in telling their story in the pre-test and post-test. They collect vocabularies from the dictionary and the teacher then used it for their digital storytelling. The improvement of vocabulary made the students easier to speak in front of public through the camera because when they forgot a word they could use another word with the same meaning. So, they could avoid their unconfident in speaking English.

In the aspect of content, the students had understood what they should deliver. So, the three students had gained good score since the pre-test until the post-test. It also means that the teacher's explanation about the test was understandable. There was no problem in this aspect. All students told the story in the right genre, the recount text.

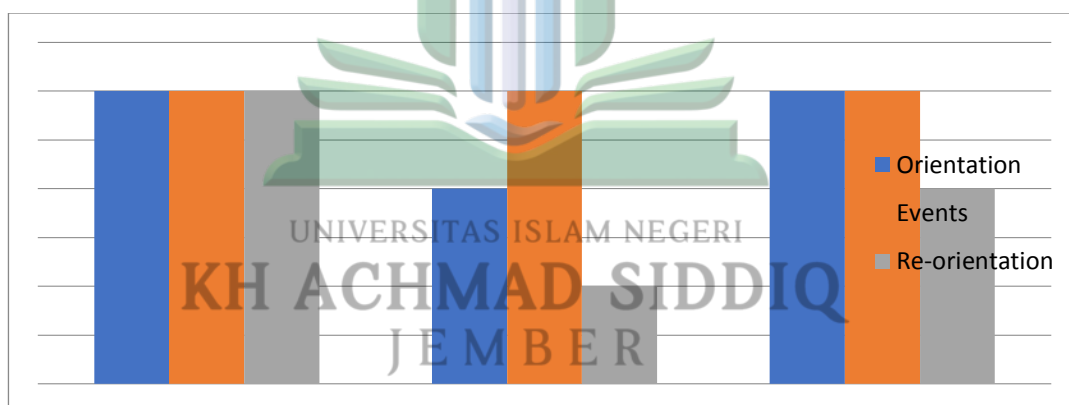


Figure 4.6 Telling story coherently score of each student who finished the digital storytelling in the post-test

In the part of telling story coherently, the researcher used the generic structure of recount text. The first aspect was about orientation. According to the charts above, each student had improvement in building the orientation. In the pre-test showed that the students only got 1 – 2 point but in the post-test they got 2 – 3 point. It was the maximum score. Repairing a story perfectly

could help them to be more confident in telling it to public through digital storytelling.

There was no improvement in telling the events because since the first time the students had known how to tell their experience in order. So, the teacher only suggested and motivated them to stand it till the end. Exactly, the students did it perfectly.

In the aspect of reorientation, Icha got the highest score. According to what each student told in their digital storytelling, Icha gave some moral value in the end of the story together with the closing of her story. Widya got 2 score for this aspect because she just told the end of the story without moral value. So, it was an uncompleted reorientation. While, Riska got only 1 point because she did not tell any end of the story and oral value of her story. So, the reorientation is nothing. She just closed her story by saying *salam*.

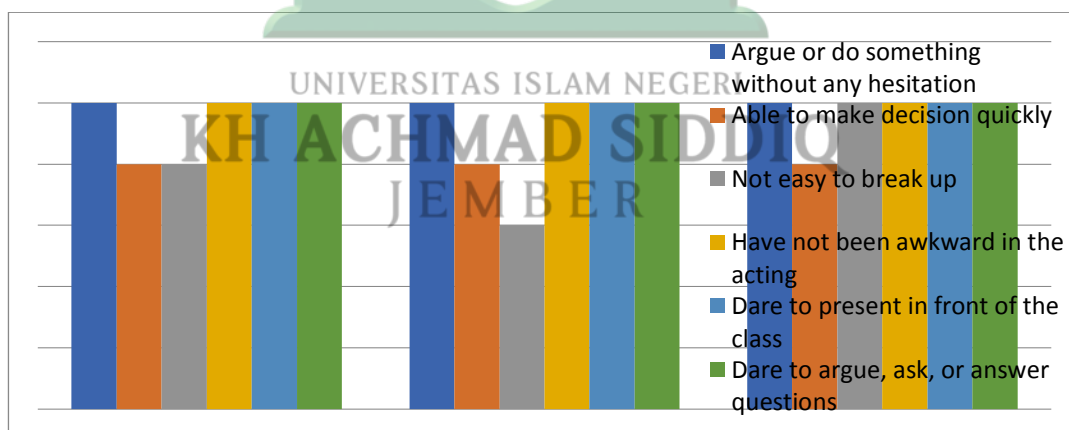


Figure 4.7 Self-confidence score of each student who finished the digital storytelling in the post-test

Argue or do something without any hesitation became the first point of self-confidence evaluation. In this aspect there was no improvement or degradation of students' confidence. The students' pre-test score were as same

as their post-test score. They could stand the highest score till the end. The score they got were 5 points, the perfect score.

The second point of self-confidence evaluation was able to make decision quickly. Riska had better improvement than others in this part. It was visible from her action in covering some words she forgot by finding another similar word in her digital storytelling. Therefore, in this aspect of evaluation Riska's score added one point. Otherwise, Icha and Widya did not have improvement in this aspect of evaluation so that their score was stagnant.

Widya's focus was not easy to break up after implementing the digital storytelling. It was because she repeated recording for more than 10 times so that she had been accustomed to disturbance around her. Step by step she could figure it out. It was also proven by her action in class after the research. She became more focus to do something even if her friends sometimes disturb her such as asking her questions, inviting her to talk, etc. In other sides, Riska and Icha were still as same as before. Riska sometimes was easy to break up when something disturbed her, while Icha was often not easy to break up when something disturb her focus.

The fourth one was "have not been awkward in acting". In the post test, Icha, Riska and Widya score were balance. They all got the highest score, 5 points. Factually, the improvement happens to Icha who could express her story as free as both of her friends. In the same time, Riska and Widya performed their maximum acting in telling their story in the digital storytelling.

In the aspect of “dare to present in front of the class” and “dare to argue, ask, or answer questions”, the three students did not improve or decrease anything. Since they had reached the highest score in the pre-test, they were also able to stand those till the end of the research. An appreciation praised for them because the fact standing something is more difficult than raising it up.

Comparing figure 4.2 to figure 4.5, figure 4.3 to figure 4.6, and figure 4.4 to figure 4.7 there were different improvements in different aspect of each student. This was caused by different capability owned by students in each aspect. There was the one who could absorb the material as well and there was also the one who still needed more exercises.

Another data can be evaluated from the students’ expressions in the digital storytelling. The pictures below show one of the three students’ expressions.



Figure 4.8 The students’ expressions in telling story by using digital storytelling

The one who wore pink veil was Widya, dark blue veil was Riska and green veil was Icha. Widya looked very enjoy in telling her story. It is marked

by her smile to interact with the audience. She looked very confidence on what she delivered. Otherwise, Riska looked nervous so that she did not look at the camera, she stared around. Her flat expression showed that she still tried to tell her story in front of the camera even if she was very nervous. However, she could finish her story till it ended. Move on to Icha's picture. Her expression showed she is little bit nervous but still forced herself to have good expression based on her story. From overall videos, she was the creative one because she added some effects in her video. Therefore, her voice was clear and the scene were softer.

Overall, the students who finished the digital storytelling have better improvement in their speaking confidence because they had passed several stages that trained their mental and speaking skill in telling a story. After the research done, the researcher who also as the teacher of that English program could see a better speaking confidence of students who finished their digital storytelling. This was proven by when the teacher asked two students to be peer tutor for their friends, Widya and Icha delegated themselves to fill this position. In one condition, they asked the teacher to give a private class to widen their knowledge about the materials they should teach to their friends. While other students who did not finish it still stucked and needed more motivations to speak up in front of the class.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After doing the whole research, good result is gotten from this research. To answer the research question in brief, here is the conclusion of this research.

First, digital storytelling truly helped students to enhance their speaking confidence because it is one of attractive media for teaching and learning. Moreover, the students could actively participate in creating a digital storytelling. It became a new challenge for the student to be tackled down perfectly so that this activity improved students' self-confidence.

Second, by having repetition in recording video, students always tried to get better performance. Unconsciously, the students were forced to have good self-confidence and good speaking in the same time. Each person's speaking skill must always be trained because it could be fade time to time. So did self-confidence.

B. Suggestion

After doing this research, the researcher suggested the English program of PP Jalaluddin Ar-Rumi to:

1. Try to provide learning media for the students in order to improve the students' interest because the researcher did not find any learning media.
2. Evaluation regularly is needed to measure the students' capability in English because the English program had significant target that must be fulfilled.
3. Be more cooperative and serious to build an English habit because the expectation is imbalance with the fact happen.

REFERENCES

- Ann, Mary. "Improving Adult English Language Learners' Speaking Skills." *Center for Adult English Language Acquisition*. April 28, 2021, https://www.cal.org/caela/esl_resources/digests/Speak.html.
- Costello, Patrick J M. *Action Research*. London: Continuum, 2003.
- Didin, Kokom and Diana. "Value-Based Digital Storytelling Learning Media to Foster Student Character." *International Journal of Instruction* 14, No.2 (April 2021), 369-384. <https://doi.org/10.29333/iji.2021.14221a>.
- Elliot, J. *Action Research for Educational Change*. Buckingham: Open University Press, 1991.
- Greenacre, Tung and Chapman, "Self-Confidence and The Ability to Influence." *Academy of Marketing Studies Journal* 18, No.2 (2014): 169-180.
- Gufron and Risnawita. *Teori-Teori Psikologi*. Yogyakarta: Ar-Ruzz Media, 2011.
- Inggit Rositasari, "The Use of Digital Storytelling to Improve Students' Speaking Skill in Retelling Story." Skripsi, Universitas Dharma Sanata Yogyakarta, 2017.
- Kallinikou, Emily and Lolie Nicolaidou. "Digital Storytelling to Enhance Adult's Speaking Skill in Learning Foreign Languages: A Case Study." *Multimodal Technologies and Interaction* 3, No.59 (August 2019): 1-10. <https://dx.doi.org/10.3390/mti3030059>.
- Kasami, Naoko. "Advantages and Disadvantages of Digital Storytelling Assignment in EFL Education in Term of Learning Motivation." *Future-proof CALL: Language Learning's Exploration and Encounters-Short Papers from EUROCALL* (2018), 130-136. <https://doi.org/10.14705/rpnet.2018.26.825>.
- Maxom, Michelle. *Teaching English as A Foreign Language for Dummies*. England: John Waley & Sons, Ltd, 2009.
- Mu'alimin. *Penelitian Tindakan Kelas Teori dan Praktik*. Yogyakarta: Gading Pustaka, 2014.
- Nunan, David. *Practical English Language Teaching*. New York: McGraw Hill, 2003.
- Pollard, Andrew. *Reflective Teaching 3rd Edition: Evidence Informed Professional Practice*. England: Continuum International Publishing Group, Ltd, 2008.

- Puspitaningsih, Irma Tri. "Hubungan Rasa Percaya Diri dan Komunikasi Interpersonal Dengan Aktualisasi Diri Siswa Kelas X SMK Negeri 1 Baureno-Bojonegoro." *Jurnal Psikologi* 4, No.1 (2014): 23.
- Rossiter, Macquire and Garcia. "Digital Storytelling as Narrative Pedagogy." *In Proceedings of Society and Information Technology and Teacher Education International Conference 2010*, No. (March 2010), 24.
- R.A.P.P.J, Prechinta, Kung L.Y, and Melor Md. Y. "Hear Me Out! Digital Storytelling to Enhance Speaking Skill." *International Journal of Academic Research in Business & Social Science* 9, no.2 (March 2019): 190-202. <https://dx.doi.org/10.6007/IJARBS/v9-i2/5533>.
- Sholiha and Lailatuzzahro, "Hubungan Self-Concept dan Self-Confidence." *jurnal Psikologi* 7, No.1 (Maret 2020), 41-55.
- Tarigan, H. Guntur. *Berbicara: Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa, 2008.



UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER