



The Effect of Digital Storytelling Usage on Students' Speaking Ability at Grade Xi Of SMA Negeri 1 Aek Songsongan Academic Year 2021/2022

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ABSTRACT

This research aims to find out whether or not there is an influence Significance of the Reading Partner Strategy to improve understanding reading students in class XI at Mas Yp. Haji Datuk Abdullah. Method of This research is a qualitative method. The sample of this research is class XI IPA and XI IPS at Mas Yp. Haji Datuk Abdullah in the 2021/2022 school year. In this research, researcher took 60 students as a sample. The researcher used 10 multiple choice questions to measure students' reading comprehension. In data collection techniques, researchers using pre-test, treatment and post-test by giving tests reading comprehension. The results of this study indicate that there is a significant influence from the use of paired reading strategies. This can be seen from the difference between the students' mean scores from the pre-test and post-test in class experiment which increased from 48 to 74. The mean score of post-test in class control is 31 while the post-test score in the experimental class is 52 more higher than the average value of the control class. That means, pair reading strategy can be applied to improve students' reading comprehension.

ARTICLE HISTORY

Submitted 25 Juli 2022
Revised 22 Agustus 2022
Accepted 24 Agustus 2022

KEYWORDS

Digital Storytelling; Speaking Ability

CITATION (APA 6th Edition)

Auliya, M., & Siregar, N (2022). The Effect of Digital Storytelling Usage on Students' Speaking Ability at Grade Xi Of SMA Negeri 1 Aek Songsongan Academic Year 2021/2022. *Education & Learning*. 2(2), 130-133.

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PENDAHULUAN

According to Crystal (Arroba & Acosta, 2021) English as a global language is the role of educators to raise students' awareness of its status in today's world. This implies that learning English for communicative purposes is very important as the language used as a means of communication and interaction between each other. In Indonesia, English is one of the foreign languages taught in the schools. In teaching English in secondary schools, it is intended to develop students' communicative competence which emphasizes four language skills, they are : listening, writing, reading and speaking. According to Bailey in (Asni Syafitri, 2018) Speaking is a production skill that produces systematic verbal utterances with the aim of conveying meaning. It means that speaking is an activity of producing regular verbal utterances to convey meaning with the aim of making other people understand what we are talking about clearly. The education process has never separated from human's communication with the environment of human's life and culture. In Indonesia society's life definitely the interaction definitely happened individually or in groups, the process of socialization concerned with the culture learning process in relation to social systems (Darma & Joebagio, 2018). In essence, learning is a transactional communication process that is reciprocal, both between teachers and students, as well as between students and the environment, to achieve the goals that have been set and through a planned process (Nababan, 2020).

However, it is unfortunate the fact shows that many students avoid speaking in English. Goh & Burns (Rositasari, 2017) mentioned that anxiety and lack of motivation were the most strongly related to speaking performances because students had to perform in front of many people. So they perceive the performance of speaking in front of many people as an uncomfortable experience. They are not ready to make mistakes and can feel social pressure. Based on the researcher's experienced while observing the teaching and learning process during in the second internship, ttudents have low self-confidence and motivation in speaking English, lack of vocabulary mastered caused difficulty in arranging words to be spoken, students are not accustomed to speaking in English, because they are tend to have the habit of speaking in their mother tongue.



In addition, the media used by the teacher does not attract the attention of students causing learning activities to be boring and less fun so that students act passively. Usually the teacher only asks the students to read, where the teacher asks the students to read the text in the book or the text they made and then read it in front of the class then they are asked to work on the questions in the teacher's handbook. Improving the Quality of Human Resources (HR) is an absolute prerequisite for achieving development goals. One vehicle for improving the quality of Human Resources (HR) is through education (Sinaga & Muhajir, 2022). teacher must accustomed to teaching by utilizing n media, the use of appropriate methods in a complex and packaged effective, and easily understood by students (Lubis, 2022).

In this case, technology can be used as a tool that can help teachers to teach English easily. Clarke & Adam (Zamzam, 2020) explained that a digital storytelling formed by advances in personal computing and recording technology can be a suitable and effective medium in improving their speaking ability, especially in retelling a story. Besides that, (Robin, 2016) stated that digital storytelling can be an effective learning tool by educators and an effective learning tool for students. Teachers can use multimedia with digital stories at the beginning of the class as an anticipatory measure to find out students' attention and interest in class. According to (Robin, 2016) digital storytelling combines the art of storytelling with a mix of digital media, including text, images, recorded audio narration, music and video, to tell a story that usually revolves around a particular theme or topic and often contains a specific point of view. Based on the explanation, the researcher interested in conducting research on the effect of using digital storytelling on the speaking ability at XI grade of SMA Negeri 1 Aek Songsongan in the academic year 2021/2022.

In this research, researcher used quantitative research with the type of experimental design research. As explained by (Sugiyono, n.d.) quantitative research method is a research method based on the philosophy of positivism, which is used to examine certain populations or samples, collect data using research instruments, and analyze quantitative or statistical data, with the aim of testing established hypotheses. The population in this research were all students of class XI at SMA Negeri 1 Aek Songsongan, the total population of class XI was 124 students consisting of 4 classes. The researcher took two groups as the sample of this research, the class XI MIPA-I as experiment group who were taught by using video digital storytelling to retell a summary about "The Origin of Surabaya" and XI MIPA-II as control group who were taught by using narrative texts to retell a summary about "Malin Kundang". Before the two classes were given treatment, the experiment group and control group were given a pre-test to determine the students' ability to speak English. Then the researcher gave trearment to the experiment group by using digital storytelling, while the control group did not. Then, after given treatment, both groups were given a post-test by researcher.

PEMBAHASAN

Table 1. Score of Pre-Test Experiment and Control Group

No	Explanation	Score	Mean
1	Experiment Group	2130	71
2	Control Group	2089	69.6

Based on the data, the sum of pre-test in the experiment group was 2130 with a mean score of 71, while the sum of pre-test in control group was 2089 with a mean score of 69.6 . From the scores both of the classes, it means that was a difference between the students' achievement of scores in the pre-test of experiment group and control group.

Table 2. Score of Post-Test Experiment and Control Group

No	Explanation	Score	Mean
1	Experiment Group	2322	77.4
2	Control Group	2189	72.9

Based on the data that the sum of post-test in experiment group was 2322 with a mean score of 77.4, and the sum of post-test in control group was 2189 with a mean score of 72.9. It means that there was a significant score of experiment group and control group in the post-test.

Table 3. The Students' Gained Comparison Scores Between Pre-Test and Post-Test of Control Group

No	Explanation	Score	Mean
1	Experiment Group	192	6.4
2	Control Group	100	3.3

Based on the total gained score of experiment group was 192 with average 6.4. While the total gained score of control group was 100 with average 3.3. It means that there was a significant score of gained comparison between experiment group and control group in the post-test.

After obtaining the data by using t-test formula, it is used to prove the result of the hypothesis as follows. Based on the description of the data calculation, it shows that :

1. The value of t-observe is 4.07.
2. The degree of freedom (df) is 58, so the value of t-table in significance level of 0.05 = 1.68.
3. The comparison between t-observe and t-table is $4.07 > 1.68$.

Because the value of t-observe > t-table, it proves that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted which stated that there was significant different between the students' score in speaking before and after using digital storytelling at the XI grade students of SMA Negeri 1 Aek Songsongan.

Based on the data in the table above, the data was calculated by using t-test. After obtaining the data by using t-test formula, the researcher found that the result of t-observe is 4.07 and the degree of freedom (df) is 58 used in the significance level 0.05 = 1.68. By comparing the value of t-observe and t-table, it can be known that the result of calculation of t-observe is higher than t-table ($4.07 > 1.68$), so the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. Thus, there is significant different between the students' score in speaking test that using digital storytelling and the students' score in speaking test without using digital storytelling at the XI grade of students of SMA Negeri 1 Aek. It means that the use of digital storytelling there was an significant effect on students' speaking ability at the XI grade of SMA Negeri 1 Aek Songsongan.

SIMPULAN

Speaking skill is one of the four skills in English education where digital storytelling can be a communicative teaching medium and is very suitable in teaching English in the classroom. The experimental research is one of good research design to know the progress of students' speaking skills because the writer has got the data from the students' test directly, either in pre-test or in post-test. The writer also did the treatment especially in experimental class to know the students' skill after doing the treatment by using digital storytelling.

Based on the research result and discussion obtained in this research, the researcher concluded that using digital storytelling was effective in students' speaking ability. This is indicated by data analysis that t-observe is higher than t-table ($4.07 > 1.68$). In addition, from table 4.1 and 4.2, it can be seen from the comparison that the mean score of pre-test in experiment group was 71, and the mean score of pre-test in control group was 69.6. Therefore, alternative hypothesis (Ha) is accepted, which means there is a significant effect of using digital storytelling on students speaking ability.

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