

## THE IMPACT OF DIGITAL STORYTELLING ON ENHANCING SPEAKING SKILLS

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**ABSTRACT:** This research was conducted based on students' problems in speaking, such as do not have self-esteem because the lack of courage students', teacher strategy are boring, lack of vocabulary, feel hesitate in expressing idea because of the low capability in comprehension, error pronunciation, and low participation. Therefore, this research aimed to investigate the students' speaking skill taught without and by using Digital Storytelling, to investigate whether there is significant difference on students' speaking ability taught without and by using Digital Storytelling of the second-grade students at MAN 1 Pekanbaru. In this quasi-experimental research, the researcher applied total sampling. This research was held on September-November 2024. The total of population were 53 students. Where the class XI Bahasa 1 as the experimental class consisted of 28 students, and class XI Bahasa 2 as the control class consisted of 25 students. Thus, the total sample were 53 students. To collect the data, the researcher used a speaking test to determine the students' speaking skill. In analyzing the data, the researcher used Independent Sample T-test formula calculated by using SPSS 23 version. The results of data analysis showed there was a significant different on students' speaking skill taught without and by using Digital Storytelling, in which Sig (2-tailed) 0.000 had less value than 0.05, then  $H_0$  is accepted and  $H_a$  is rejected.

**KEYWORDS:** impact, digital storytelling, speaking skill, enhance

### 1 INTRODUCTION

According to Bailey in Asni Syafitri (2018), speaking is a production skill that produces systematic verbal utterances with the goal of conveying meaning. In other words, speaking is the act of regularly uttering words out loud in order to communicate meaning and make sure that other people comprehend what we are saying. Speaking is one of the most important indicators of a student's success in English learning (Ratnawati, 2018). Students that are proficient in speaking are able to convey their thoughts, interact with others, and more. However, students still have difficulty speaking in front of an audience. The most difficult skill for most English-speaking learners to master is still speaking, and many are still unable to communicate in English (Zhang, 2009).

To improve students' speaking skills, various methods can be applied, one of which is the use of digital storytelling as a learning tool. Digital storytelling represents a modern adaptation of traditional storytelling, incorporating digital media elements (Razmi, Pourali, & Nozad, 2014). By merging images, sound effects, narrative structures, and audio, digital storytelling highlights characters, scenarios, and experiences, offering profound insights. This combination of diverse elements makes digital storytelling highly engaging for audiences.

Digital storytelling is a novel approach to storytelling. The process of combining images, sound, text, and video to tell a story is known as digital storytelling (Frazel, 2010; Nair & Yunus, 2021). According to Wang and Zhan (2010), digital stories are short videos created by combining images, videos, music, and audibles or written narrations with some basic hardware and software. According to Yanto (2019), Storytelling is the original form of teaching and has the potential of fostering emotional intelligence and help the child gain insight into human behavior. According to A dos Santos Gonçalves (2019), storytelling also promotes language learning by enriching learners' vocabulary and acquiring new language structures.

According to Idayani (2019) Storytelling helps; (a) speakers to be able to understand meaning that is transferred a level before that of sentence, (b) speakers to have a goal which is to facilitate some information, (c) speakers to have the valuable of what to say and how to say it, (d) speakers to have an objective in their mind while communicating (e) speakers to show some factors at the same times.

From the issue above, teaching speaking requires a learning media to assist the teacher in teaching speaking. As a result, the researcher attempts to use Digital Storytelling to create a comfortable and relevant learning environment to assist students in learning English. Digital storytelling is a process that enhances both written and spoken language through the integration of various media (Frazel, 2010). Therefore, it can be concluded that digital storytelling serves as an effective tool for improving students' English-speaking skills. By blending storytelling with specific media elements, it creates an ideal combination to foster better language abilities, particularly in speaking.

## **2 METHODOLOGY**

The research uses quantitative research. with quasi-experimental design. The Population was 53 students. The researcher uses total sampling to select research respondents. Total sampling is a sampling technique if the number of population and sample that uses in the study is equal (Sugiyono, 2009). Thus, all students of XI Bahasa at MAN 1 Pekanbaru become the sample of this study.

The researcher used test to collect data. The researcher administers a pre-test and post-test to the students. This technique uses to obtain data on speaking. In this study, a quantitative data analysis method was employe. A statistical strategy uses to assess the quantitative data from this study. Statistical computation uses to analyze the quantitative data from this study. This method uses to find the significant difference of speaking skills between students' who are taught and without taught by using Digital Storytelling.

## **3 FINDINGS AND DISCUSSION**

### **1. Students' speaking skill who are taught without using Digital Storytelling**

The students' speaking skill taught without using Digital Storytelling were gotten from pre-test scores of VIII-A as the control class. It can be seen bellows:

**Table 1. The Statistic of Pre-test and Post-Test Scores in Control Class**

	N	Range	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Pre-Test Control	25	8	52	60	54,64	0,443
Post-Test Control	25	18	52	70	60,16	0,979
Valid N (listwise)	25					

From the table above, it can be seen that the mean of pre-test in control class was 54,64, standard error mean was 0.443, standard deviation was 2,215, minimum score was 52, maximum score was 60, and range was 8. While, the mean of post-test in control class was 60,16, standard error mean was 0,979, standard deviation was 4,896, minimum score was 52, maximum score was 70, and range was 18.

## 2. Students' speaking skill who are taught by using Digital Storytelling

To answer the second research question about the students' speaking skill taught by using Digital Storytelling, the research would show the table that was gathered from pre-test scores of VIII-B as the Experimental class. It can be shown as follows:

**Table 2. The Statistic of Pre-Test and Post-Test Scores in Experimental Class**

	N	Range	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Pre-Test Experiment	28	12	50	62	56,29	0,775
Post-Test Experiment	28	10	72	82	76,64	0,582
Valid N (listwise)	28					

The table explained the descriptive statistics of pre-test and post-test in Experimental class. Based on the table, it can be seen that the mean of pre-test was 56,29, standard error mean was 0,775, standard deviation was 4,099, minimum score was 50, maximum score was 62, and range was 12. While, the mean of post-test was 76,64., standard error mean was 0.582, standard deviation was 3,082, minimum score was 72, and maximum score was 82, and range was 10.

## 3. The difference between students' speaking skill who are taught without and by using Digital Storytelling

Besides, the researcher analyzed the post test score taught without and by using Digital Storytelling in teaching speaking were calculated by SPSS 23 in the table below:

**Table 3. The Difference between Independent Sample T-Test the Students' Scores in Control and Experimental Classes**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Post Test	Equal variances assumed	3,893	,054	14,833	51	,000	16,48286	1,11125	14,25194	18,71378
	Equal variances not assumed			14,467	39,579	,000	16,48286	1,13935	14,17938	18,78634

Based on the output table above, the result T-test post test score without thought and by using Digital Storytelling it was 0,00, it can be concluded that  $H_0$  is accepted and  $H_a$  is rejected. In other words, there was significant different between students' speaking skill who were taught without and by using Digital Storytelling of the second-grade students at MAN 1 Pekanbaru.

## DISCUSSION

Based on the findings of the research, it showed that the mean score of students' speaking skill taught without using Digital Storytelling was lower than the students' speaking skill taught using Digital Storytelling. Before Digital Storytelling was applied in teaching speaking, there were many students had difficulties and problems to speak when learning English. They were afraid and shy to proposed idea and most of them did not same chance to speak English in classroom. In line with the theory from Brown (2001) identifies the causes of the issue; those are clustering, redundancy, reduced forms, performance variable, colloquial language rate of delivery, stress, rhythm, intonation, and interaction.

Meanwhile, the mean score of students' speaking skill in experimental class was higher than the students' speaking skill in control class. This was because experimental class was taught by using Digital Storytelling. Moreover, the theory by Robin (2008), digital storytelling is a technology application that is well-positioned to take advantage of user-contributed content and to help teachers overcome some of the obstacles to productively using technology in their classroom.

Besides, there was a significant difference between students' speaking skill who were taught without and by using Digital Storytelling. The mean score of both classes were significantly different. In line with previous research Ahmad Tri Wahyudi (2022), Presented that Digital Storytelling learning media to facilitate students' speaking ability and describe their views on its implementation. The data was obtained from the teacher's reflection during the learning process and student questionnaires. This study concludes that Digital Storytelling learning using Prezi can be suitable for facilitating students speaking ability. Digital Storytelling polishes both students' language skills and technological skills. Furthermore, a research by Putri Resky Amaliah, et al. (2022) presented that Digital Storytelling was

effective to help students for their speaking skill as well can be seen through the significant difference among the mean score of of pre-test (17.59) is fewer than the mean score of post-tests (21.52). The research instruments were speaking pre-test and post-test, and questionnaires. To analyses the significance of the difference between the students' pre-test and post-test, the researcher used a paired sample t-test. Then, research by Nikki Leres Mulyati, (2021), showed that using Digital Storytelling can effect on students' speaking ability in describing people. The result of the study showed that post-test mean score of the experimental class was 76.71 while the post-test mean score of the controlled class was 72.14. It showed that there was a significant difference between the two classes' post-test mean scores. In addition, research by Eka Puteri Elyani, et all. (2022) showed that digital storytelling enhances students' speaking abilities more than picture-cued storytelling. This research employs experimental study on the effectiveness of digital storytelling to teach speaking. The samples were experimental class which treated using digital storytelling and control class which treated using picture-cued storytelling. ANOVA with multifactor analysis was used to analyses the data. Another research findings also confirmed that Digital Storytelling is suitable for helping teacher in teaching speaking. It can be seen from the previous researchers which focus on students' speaking in English.

#### 4 CONCLUSION

The researcher concluded as follows: the mean score for students' speaking skills, who were taught without the use of Digital Storytelling, was 60.16; The mean score of students' speaking skills, who were taught using Digital Storytelling, was 76.64; and the result of T-test was 0.00. it was ha is accepted and ho is rejected the difference between post-test score. So, there was a significant difference between students' speaking skill taught without and by using Digital Storytelling of the second-grade students at MAN 1 Pekanbaru.

Students' speaking skill taught using Digital Storytelling were improved. So that teaching by using this Media is one of the solutions for English teacher in order to improve students' skill, especially the students' skill in speaking. Teachers can Media is one of the alternatives to be implemented by the teachers in teaching and learning process, especially in teaching speaking. Meanwhile, students should be improved the using of Digital Storytelling in learning English and any other sources, especially in speaking. Future researcher should encourage to explore new media, method and approach that can make English learning, especially speaking, easier and more enjoy for students.

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