THE INFLUENCE OF USING DIGITAL STORY TELLING AND MOTIVATION ON SPEAKING SKILL OF ELEVENTH- GRADE STUDENTS OF SMA NEGERI 1 SIMPANG

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ABSTRACT

This research is to find out the influence of using digital storytelling and motivation on speaking skill of eleventh-grade students of SMA Negeri 1 Simpang. Out of 66 students, 34 students were selected as sample. The data were taken form questionnaire and oral test. This test was analyzed by using descriptive statistic, normality, homogeneity, pair sample t-test, independent sample t-test and two-way ANOVA. On tow way ANOVA result by SPSS 22, interaction's score was 0.006 smaller than level of significant score was 0.05. For the result got interaction effect of Digital Storytelling and Motivation on student's speaking ability. Based on data analysis, student's speaking skill taught using Digital Storytelling approach increased significantly. Digital Storytelling was effective to improve student's speaking skill in the experimental group.

Keywords : Digital Storytelling, Motivation, and Speaking.

INTRODUCTION

The progress in 21st century of digital technology cannot be avoided. Digitalization of education has undergone a process of diversion that changes the point of view of the world of education. In the beginning, storytelling was used by the teacher in the learning process with the help of media books or dolls. The integration of education through technology can revolutionize the learning process. The use of digital technology is reflected in models, methods, and learning media with digital tools.

Technology, information, and communication literacy are some of the skills needed by alpha generation. The generation of alpha is the generation born in the range of 2011 to 2025. Children were born as digital natives namely digital literacy from a very early age. Looking at the characteristics of the Alpha generation who are familiar with technology, learning with digital storytelling is effective to apply.

In general, English teaching and learning process in SMA Negeri 1 Simpang, South Ogan Komering Ulu (OKU) runs well. The school has provided the teachers with complete activities. Therefore, the teachers can measure the

students' skills in reading, speaking, listening, and speaking, however, the researcher found that students' ability in speaking skill needs improvement. Most of them got a poor score in speaking.

Based on the observation, the teachers of English in SMA Negeri 1 Simpang, South Ogan Komering Ulu (OKU) are still using teacher-centered approaches in their classroom. It could be observed that the teachers talked most of the time and students just did the exercise from the book. For example, in the dialogue form, the students just read and then answer the questions based on the dialogue. The above strategy does not work well, however the writer has seen and heard from students feel bored in class because they are not allowed to practice what they learn. It means, there is no connection to what they learn and its application in the real world situation. Their learning is unauthentic and lacks purpose. In interviews with the teacher and students, the writer also found the students often find it difficult to speak in English. There are some possible reasons why the students have such difficulties: (1) their lack of English vocabulary mastery, (2) their lack of English grammar mastery, and (3) their lack of practicing the language.

There are many ways to help the students to improve their speaking skills. Such as debate, discussion, and speech, but in this research, the writer focuses on retelling a story activity. A teacher, as the manager in class who creates the teaching and learning activities, should have more than one way to make speaking in front of many people enjoy. Goh and Burns (2012:30) The teacher can take steps forwards by making the environment in the language classroom is non-threatening and, at the same time support the students.

One characteristic of the students in this era is they are digital natives-individuals who closed with technology. Based on the students' characteristic, the teacher should conduct a teaching-learning activity which applies technology in the process of conveying knowledge.

Maddin (2011), digital storytelling digital storytelling present in short film around 2-3 minutes with various topic such as place, people, hobby or inspiring story. The difference between digital storytelling the traditional storytelling is in the way the technology is used to make the story becomes more motivational and interesting. Therefore, the writer chooses digital storytelling as the alternative

medium to improve students speaking skills in retelling a story. Yang (2012) said that using digital storytelling helps learning and motivating students developing speaking ability.

The problem above encouraged the writer to conduct educational research focusing on the effectiveness of storytelling technique by using digital storytelling in speaking based on students' motivation, thus the title that the writer had decided to do this research entitled "The Influence of Digital Storytelling and Motivation on Speaking Skills of Eleventh-Grade Students of SMA Negeri 1 Simpang".

MATERIAL AND METHOD

This research was conducted through experimental design. The researcher has grouped the students into experiment group uses digital storytelling and control group uses conventional teaching method as a treatment to increase the students speaking skills. Furthermore, students' motivation will be grouped into two categories: high and low motivation.

The research was conducted in SMA Negeri 1 Simpang. It was located at Jl. R.A. Kartini, Simpang Agung Village, Simpang Districts, South Ogan Komering Ulu (OKU). The elevent-grade students of SMA Negeri 1 Simpang in academic yeas 2018/2019 as a population of this research. Then, Out of 66 students, 34 students were selected as a sample to teach by using Digital Storytelling.

The data were taken from an oral questionnaire and test. A written pretest will be given before treatment and post test after treatment. The questionnaire data analyze of scala likert. The test instrument was analyzed by using a descriptive statistic, normality, homogeneity, pair sampled t-test, independent sample t-test, and two-way ANOVA.

DISCUSSION

Based on the data analysis that was evaluated by two raters, it could be found that all the aspects of influenced students speaking ability. The highest score was pronunciation (25), it were because the pronunciation was easier than the fluency where the pronunciation of the students wrote by good words and

sentences. Meanwhile, the lowest score was fluency because the aspects of fluency students got the difficulties to found the generic structure, and sometimes the students cannot be divided which one is the reorientation and resolution.

Digital Storytelling research in increasing student motivation was also carried out by Shelton et al., (2017) which provided treatment for teachers to carry out learning activities using Digital Storytelling. The results obtained state that Digital Storytelling can attract students 'attention and increase students' learning motivation. Increasing learning motivation due to using Digital Storytelling media has a good impact because it can improve learning outcomes (Niemi & Multisita, 2015).

Digital Storytelling-based learning activities can attract the attention of students in learning. Learning outcomes using Digital Storytelling help to increase motivation and critical thinking skills (Yang & Wu, 2012). Azman et al., (2016) also stated that Digital Storytelling for student give positive experiences to students. Experience in developing Digital Storytelling activities enables students to develop skills in 21st-century (Thang & Mahmud, 2013).

Speaking English is often prioritized, and different pedagogical strategies are used to support ESL learners speak English effectively. One recent technique is Digital Story Telling (DST). According to Ullah, Khan, and Hamid (2021), Digital storytelling educate and help students to get new knowledge in short time. Student get more comprehensive and meaningful experience for learning. It was easy to use and help teacher for presenting material to teach. In this research, digital storytelling was effective to improve student's speaking skill.

RESULTS

The researcher answer hypotheses with statistical process. Here the result of analysis data:

Measuring the Significant Difference Between Students after being Taught Using Digital Storytelling and those who are Taught Using Conventional Teaching Technique (Research Problem Number 1)

Based on analysis data showed that Mean score in Experiment group was 76.38 with Standard Deviation score was 2.523. Then in Mean score in Control

group was 73.79 with Standard Deviation was 2.171. Furthermore p output was 0.000 smaller than 0.05. So Ho_1 was rejected and Ha_1 was accepted.

Measuring the Significant Difference Between Students who are in High Motivation after being Taught Using Digital Storytelling and those who are Taught Using Conventional Teaching Technique (Research Problem Number 2)

Based on analysis data showed that Mean score in Experimental group was 75.76 with Standard Deviation score was 2.166. Then Mean score in Control group was 73.76 with Standard Deviation score was 1.678. Furthermore p output was 0.005 smaller than 0.05. For the result Ho_2 was rejected and Ha_2 was accepted.

Measuring the Significant Difference Between Students who are in Low Motivation after being Taught Using Digital Storytelling and those who are Taught Using Conventional Technique (Research Problem Number 3)

Based on analysis data showed that Mean score in Experimental group was 77.00 with Standard Deviation score was 2.761. Then Mean score in Control group was 73.82 with Standard Deviation score was 2.628. Furthermore p output was 0.002 smaller than 0.05. For the result Ho_3 was rejected and Ha_3 was accepted.

Measuring the Desciptive of High and Low Motivation after being Taught Digital Storytelling (Research Problem Number 4)

Based on analysis data showed that Mean score of student in High Motivation was 75.76 with Standard Deviation was 2.166. Then Mean score of student in Low Motivation was 73.82 with Standard Deviation was 2.628. Furthermore p output was 0.025 smaller than 0.05. For the result Ho_4 was rejected and Ha_4 was accepted.

Measuring the Significant Interaction Effect of Digital Storytelling and Motivation on Student's Speaking Skill (Research Problem Number 5)

The result on two-way anova in SPSS22 showed that interaction score was 0.006 smaller than 0.05. So, for the result Ho_5 was rejected and Ha_5 was accepted.

CONCLUSION

Digital storytelling is one of the learning educational media. The information or stories in digital storytelling presents can be several topics such as personal lives, historical events, or other stories in a short duration of time. The digital storytelling encouragement student to improve communication or speaking skill and motivates learning.

This research concluded that the digital storytelling technique gave a significant difference in average score between student's speaking skills than the students who were taught conventional technique. Motivation also gave any significant difference for the student's speaking skill because the result of this research was lower than the significant level (0,05). In other words, this research also concluded that the null hypothesis is rejected and the alternative hypothesis is accepted and the digital storytelling technique is effective to teachers and to improve students.

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