

Engaging Junior High School Students in Speaking Skills Through Digital Storytelling

Dina Nailatur Rohmah¹, Ermawati Zulikhatin Nuroh.,²

¹⁻²Universitas Muhammadiyah Sidoarjo

ermawati@umsida.ac.id.

Abstract: Speaking is one of the language skills in daily life. The people more often choices to speaking in communication, because the communication more effective by talking or speaking. Speaking is very important in life. This makes speaking skills must be considered and developed properly, of course by using a good way and method. With this skill, a person can convey ideas or thoughts that can be understood by others. Therefore, there needs a learning method that can help someone, especially students in handling it. The combination of methods with skills can make it easier for students to develop and increase knowledge in speaking, especially in English. Digital Storytelling is a method that is starting to develop at this time, because of the coved 19 pandemics that occurred in various countries, then this method is very functional in the development of student skills. Therefore, this study aims to analyze whether the Digital Storytelling method can influence the development of speaking skills in students. This study was conducted on 8th graders. The data collection is done with, teacher interviews, learning video analysis, and student videos that have been done. The research method used is a qualitative method with a focus on the study case, so it can be analyzed that this method can make a good contribution to the development of student speaking skills in eighth grade at junior high school.

Keywords: Speaking Skills; Digital Storytelling; Junior High School

Abstrak: Berbicara merupakan salah satu keterampilan dalam berbahasa pada kehidupan sehari-hari. Seseorang lebih sering memilih berbicara untuk berkomunikasi, karena komunikasi dipandang lebih efektif jika dilakukan dengan berbicara. Berbicara memegang peranan yang sangat penting dalam kehidupan sehari-hari. Hal ini menjadikan kemampuan berbicara harus diperhatikan dan dikembangkan dengan baik, tentunya dengan cara atau metode yang baik pula. Dengan kemampuan ini, seseorang mampu menyampaikan ide ataupun fikiran yang dapat dimengerti orang lain. Maka dari itu, perlu adanya sebuah metode pembelajaran yang dapat membantu seseorang, khususnya siswa dalam menanganinya. Adanya kombinasi antara metode dengan skill dapat mempermudah siswa dalam mengembangkan dan menambah pengetahuan dalam berbicara, khususnya pada bahasa inggris. Digital Storytelling merupakan metode yang mulai berkembang pada saat ini, karena adanya pandemic covid 19 yang terjadi di berbagai negara, maka metode tersebut sangat berfungsi pada perkembangan skill siswa. Oleh sebab itu, penelitian ini bertujuan untuk menganalisis apakah metode Digital Storytelling ini mampu memberikan pengaruh pada perkembangan skill speaking pada siswa. Pada penelitian ini dilakukan terhadap siswa kelas 8 SMP. Dalam pengambilan data dilakukan dengan, wawancara guru, analisis video pembelajaran, dan video murid yang sudah dilakukan. Metode penelitian yang digunakan adalah metode kualitatif dengan terfokus pada study case, maka dapat dianalisis bahwa metode ini dapat memberikan kontribusi yang baik terhadap perkembangan skill speaking siswa di kelas 8 smp.

Kata Kunci: Kemampuan Berbicara; Digital Storytelling; SMP

INTRODUCTION

Education is an important factor in the progress of the nation. Education is expected to produce qualified human resources, because education can develop all the potential that each individual has. The development of national education itself can be seen from the development of the national curriculum. The curriculum itself is a reference for education in each educational unit. Education in Indonesia is still experiencing limitations. Various efforts have been made by the government to improve the quality of education, namely 1) development of learning models, 2) development of learning media, 3) management of education, 4) provision of infrastructure to support learning, and 5) training (Abidah et al., 2020).

This 21st-century education aims to build the intelligence skills of students in learning to be able to solve problems that exist in the surrounding environment. Intelligence in students not only knows, but also solves problems faced meaningfully, relevantly, and contextually. The work of education is always alive in a world that is constantly changing. This is possible along with the advancement of information technology. If education does not align itself with the development of the era, education will become obsolete and not aligned with the progress of this millennium era. The existence of a global market makes one of the demands for education to always develop the potential and skills that exist, one of which is to develop language skills, especially English.

In the globalization era, there is a lot of competition, not only in the field of trade, but could be in the field of business and other fields. Because English is spoken by more than 3/4 of the countries in the world, it makes it easier to communicate with foreigners. And in this era of globalization, the existence of English began to be popular. Many people tried to master English. Therefore, it has become a necessity for us to develop skills in English. The government of Indonesia is very aware of the importance of paying attention to its responsibilities to its citizens in terms of foreign language skills. English is considered to be the most important language and has also become an international language that can lead to interaction with foreigners. English is one of the important means of communication since English is an international language. That is one of the reasons why the Indonesian government decided that English should be the first foreign language that should be taught at school. English consists of four basic skills. They are reading, speaking, writing, and listening. However, the result of English teaching in Indonesia has not reached the goal of learning a foreign language (Rabiah, 2018). The culmination of language learning is not simply in the mastery of the form of a language, but the mastery of forms to accomplish the communicative functions of language. To accomplish the communicative functions of language, students should have good speaking skills.

Language is an inseparable part of communication between humans. Language can be used as an expression of one's feelings, responding to something, sharing ideas, and also criticizing. Language also has many meanings that make communication unlimited. Speaking is also considered as an integral part of people's daily lives because it is seen as an interaction and a social and situation-based activity which language learners should develop. "With this explanation, the community, especially students, realize that language plays a very important role in daily life. Therefore, this thesis is written to solve problems in education in Indonesia, especially in the field of speaking English for communicating or speaking well.

However, at this time, the pandemic that occurred in various countries made education experience a very large obstacle, one of which is the limited face-to-face or limited in conducting teaching activities in the proper. This pandemic is very dangerous for all humans and can lead to death. Therefore, it has a huge impact on education in every country that every student is always at home. However, it is not an excuse for every educator or teacher to stop doing teaching and learning activities as usual even if they do not have to meet. One of the ways that can be done is the existence of appropriate methods to be applied in this pandemic period. This method is highly recommended to be used in learning during the pandemic. One of them is online learning and digital-based learning.

The use of technology and communication has been widely used in learning in schools. The emergence of technology can also be part of the learning model. With the existence of technology, everyone is free to access information from various sources. A variety of information and applications to process digital content and market on social media are 3 things that support each other. The combination of existing learning models with the development of technology today makes the concept of a new learning model or can be said to be a blended learning model. The blended learning model itself is a learning model that combines face-to-face methods with teaching methods assisted by information technology, or better known as e-learning, both offline and online, which with that model can form an integrated learning approach.

Digital storytelling is an electronic presentation of storytelling on a specific topic. Nowadays, technology is so sophisticated, it can be easier than ever to create stories in digital format. Digital storytelling is a new idea in the world of education. Storytelling has also been used to help students understand complex concepts, (Sadik, 2008). (Matthews-DeNatale, 2013) states that storytelling and learning are related because the process of composing stories is also part of the making of meaning. Digital Storytelling (DST) can be defined as a form of storytelling activity or a personal narrative that is related to the use of digital technology in building meaning (Gubrium, Aline & Turner, 2011). For example, Digital Storytelling can be distinguished from ordinary storytelling by features that define the application of technology to digital story creation. Digital stories are made in the form of short films that are two to three minutes long (Gubrium, Aline & Turner, 2011). The emergence of DST echoes the so-called "digital turn" in education, namely "increased attention to new literacy practices in the digital environment" due to globalization and the emergence of technology for communication (Mills, 2010)

Therefore, using digital methods is highly recommended to be applied for learning at this time. Because we do not need to meet or meet face to-face, because we can do the learning at home only. Related to this, developing English speaking skills can use the method of storytelling in language development. Digital storytelling is highly recommended to be used in this learning so that it can still help students develop their ability to speak. Storytelling using digital methods can benefit every student who uses and also applies several learning styles and modalities. Digital storytelling can provide meaning in learning through the use of auditory, visual, and kinesthetic skills. It means the ability to tell their story in a variety of ways through sound, music, graphics, photographs, and so on. Storytelling can make children more sensitive to history. Children can experience something by listening, feeling the same, children can imagine or imagine, and children can listen to and understand characters and can give children a form and shadow, a series of knowledge and story structure. As a scientist (Erickson, 2018) storytelling can help children acquire language that will help children understand their emotions. The use of digital storytelling not only helps students connect with high development and low-reach educational systems nowadays, but also gives many benefits that cannot be achieved by the use of traditional storytelling.

METHODS

The research approach used in this study is qualitative research. Bogdan and Taylor in the journal (Fishwick & White, 2017) define qualitative methodology as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behaviors. According to (Hossain, 2011), qualitative research is a study aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of individuals and groups.

This qualitative research is specifically directed at the use of the case study method. As stated by Lincoln and Guba (Sayekti Pujosuwarno, 1992: 34), a qualitative approach can also be called a case study or qualitative, namely in-depth and detailed research on everything related to the research subject. Research with this type of case study aims to learn about something in-

depth. So, in this study, the researchers used the case study method to find out the results of the analysis conducted by the researcher to get answers about whether the method studied can affect the development of abilities in students.

RESULTS AND DISCUSSION

The research findings will be discussed through the question of this study and the result of documentation from the students when they use the media. **How does the implementation of Digital Storytelling contribute to the students speaking skills at Junior High School?**

The analysis stage conducted by the researcher is to create a list of questions for interviews, data collection, and conduct data analysis conducted by the researcher. To be able to understand the use of digital technology in influencing the learning process in the rest of Junior High School. The researchers conducted interview techniques and documentation to obtain data. At this stage, researchers want to retrieve data about the technology used in the learning process, especially for students in eighth grade. The increase in technology in the era of globalization can be used in various fields that can provide benefits to their users. The application of technology in this modern era can help complete a job or in various fields. Technology is considered able to facilitate completing a job, one of which is in the world of education. This technology can provide great benefits in facilitating education by facilitating the learning process. Technology can increase students' learning interest with a more attractive display, so that students will feel comfortable when following learning, and avoid saturation. As has been conveyed by the source of the researcher, the importance of technology in improving the teaching process. "The use of technology in learning is very important, especially with the rapid development of technology that almost all began to utilize the medium of technology. Therefore, we must also not be outdated in utilizing it. I think the existence of this technology is very helpful to teachers for teaching more interesting methods. So, the students can easily understand the learning that has been delivered". The role of technology in the learning process has been delivered by the teacher at Junior High School, who is also a resource person for researchers, has explained that technology has a great influence on teachers and students. Often, teachers participating in technology training can add insight into utilizing technology for better educational continuity.

The teacher argues that she often participate in training, especially those related to the use of technology for the teaching process and learning process. Such as the creation of teaching media and video videos for learning. The development of technology has influenced the world of education, especially in the learning process. Interaction between teachers and students can not only be done through face-to-face relationships, but can also be done using the media. It can also provide services without having to deal directly with students. Technology can also be used as a tool to facilitate the teaching process by educators if they can use it and make good use of it. This can be used as an alternative way of teaching more interactively. However, at this time, the presence of viruses that occur around the world adversely affects the development of a country. One example is the development of education. The virus called pandemic coved 19 is very dangerous for all citizens, especially those in Indonesia. This virus can kill people's lives and very quickly transmit them. Therefore, it hinders the learning process for students. But it is not an obstacle for all educators and students to continue to carry out learning so that students can still get the knowledge they should get. This is a setting for teachers to always be required to think more creatively and innovatively in providing learning. The existence of this pandemic then learning is done online or online learning. In this learning, teachers should be more able to create interesting materials online, so that students continue to receive knowledge online by not getting bored. The provision of media or learning methods in this pandemic period led to a huge change. Because teachers have to change the methods and learning media that were previously done offline, but are now done online. This is why the role of teachers in the change of education must be more creative thinking.

"The use of DST in this pandemic can still help students to continue to practice their speaking. DST learning has a very important role for students to speak up to tell stories that will certainly improve their speaking skills. They do not need to speak up in front of their friends, they just record their voice. What we do know is that not all students have a high level of trust. The use of DST can help students to improve their skills. "From this explanation, teachers have used Digital Storytelling media in their learning during this pandemic. So that students can continue to follow the learning comfortably. Digital storytelling is an alternative method for teachers to deliver materials even though there is no need for face-to-face. They can use this technology as a bridge to convey information and materials in online learning. It is a challenge for teachers to be able to further increase their creativity in the use of teaching media in this pandemic. Digital storytelling can also be a solution to improving the speaking of students to continue to improve.

Digital storytelling is very influential on the teaching process and learning process for Junior High School. Because it can make it easier to improve the speaking skills of students. The interviewer also added that Digital Storytelling not only affects students' speaking but can also make students increase their creativity as well. Learning with this method can make students more courageous to speak up. As the interviewer said, "Yes, it is very influential. Because students can be easier to tell something that can improve their speaking skills. Not only that, but their creative skills will also increase. And also, this can be used as a solution for students who are still afraid to appear in public". Implementation of the digital storytelling method has been utilized by teachers in Junior High School in delivering materials or explaining materials in this pandemic period. So that students can still get the material even in the form of videos that have been obtained. Teachers make use of digital storytelling to explain the material to students with interest, so that students remain understanding and do not feel saturated. This method has been used on all existing materials.

The use of DST in the teaching process at Junior High School has a positive impact on the learning process in this pandemic period. Teachers have prepared media in the form of videos that have been aired so that students can more easily understand the material that has been delivered. Digital Storytelling has been used in explaining various materials. As an example, in science, English, social, religion, civics, physical education, Indonesian, mats, etc. All lessons have been used and utilize DST as an alternative way to keep the learning going. Digital storytelling can be done online so that students do not have to face-to-face in their learning, but it does not reduce the understanding of students in taking lessons.

The existence of online learning is a challenge for teachers and students to continue learning even though there are many obstacles, including having to do online learning so that students have little difficulty understanding and improving their skills. However, it does not create obstacles for teachers to helping students improve the skills possessed by their students in this pandemic. In the end, teachers at Junior High School implemented student learning in the form of digital video storytelling to help improve skills, especially in speaking. Speaking skills in students must continue to be trained to improve. The teacher instructs the student to make a video to be shown so that the teacher can always evaluate the improvement in speaking to the student.

The use of digital storytelling-based technology has been used and utilized to help students improve their speaking. There is a selection of the right themes from teachers to students so that they can improve and tell stories creatively and confidently. This method is considered to be able to have a positive effect on the progress of skill improvement in students. Moreover, in this pandemic period, students can already practice their skills with interesting videos. Digital Storytelling (DST) has provided considerable benefits for Junior High School in improving the speaking skills of its students. Although only video-based, this DST has proven that students are more confident in practicing their speaking, and more creative in their application

The researcher has conducted an analysis of the existence of the digital storytelling method in the application of learning. Digital storytelling analysis data collection was carried out at Junior High School. Data retrieval from the interviews, documentation, and video analysis has

been done by Junior High School. The data collection involved a teacher and students in eighth grade. The importance of paying attention to skills in students is that researchers are interested in analyzing the methods used by Junior High School in improving the skills possessed by students, especially in speaking. The results of interviews conducted by researchers show that in schools, Junior High School has used digital storytelling methods to improve speaking skills in students. The existence of this pandemic period means teachers are required to think more creatively in preparing the right methods to be used. Therefore, digital storytelling could be an alternative way to keep an eye on the skills available to students.

In this analysis process, the researcher relates the results of the digital storytelling that has been researched to the steps of making digital storytelling that have been described by previous researchers. The researchers argue that both teachers and students have done well by the steps that have been described, including: making an idea, learning, writing the idea, making a plan, creating, applying, sharing, and getting feedback. This can be seen from the success of teachers and students in creating and applying digital storytelling, so that what you get is not only creativity in making videos, but also the ability to improve or increase their speaking fluency.

The use of digital storytelling is also being utilized by teachers at Junior High School as a teaching method during this pandemic. Because by using this method, the teacher only makes videos about the lessons delivered so that students can still get the knowledge they deserve. This does not create obstacles for teachers and students in doing teaching and learning. In fact, with the use of digital storytelling, students are better able to understand the material that has been delivered by the teacher. In addition, the presence of interesting displays makes students not feel saturated in following the learning process. Storytelling is the original form of teaching (Ziyad Ahmed Iraheem Tanni & Ahmed Awad Amin Mahmoud Raba', 2015). It is a simple but powerful method to help students make sense of the complex and unordered world of experience by crafting storylines (Rticles et al., n.d.). In this research, teachers showed several teaching videos in the form of digital storytelling used in the teaching process. So it will add insight for teachers to always upgrade themselves with more interesting learning media.

The notion of digital storytelling is a short multimedia story that combines sound, images, and music. This has been applied by the teacher at Junior High School in his teaching during the pandemic. Not only in English lessons, but the use of digital storytelling has been utilized in the teaching process in subjects such as civics, Indonesian, physical education, math, social studies, science, etc. In the results obtained by the researcher, there are advantages and disadvantages to each video that has been analyzed. The learning video conducted by the teacher in the learning process is by the digital storytelling method, where there are images, photos, sounds, or narratives combined through the application. However, in videos made by students, there is a drawback because there is no combination of photos, narratives, documentation, or graphs presented, so it does not follow the digital storytelling method, as according to (Zuhdi, n.d.) in his journal. Because it only provides videos, but the videos can already have a good impact on the development of students.

CONCLUSIONS

This study was conducted to answer researcher questions about how the implementation of digital storytelling contributes to students speaking skills at Junior High School. To answer the problem statement, the researcher analyzed it to answer. Researchers have taken data through interviews, video analysis, and documentation of teachers and students. Data retrieval starts by conducting interviews with the source by giving questions that will generate data. Continued with the collection of existing videos of teachers and students so that researchers can collect data to strengthen the analysis to be done. In this way, researchers can analyze precisely the implementation of digital storytelling in influencing the ability to speak to students.

In this pandemic, the period becomes a challenge for teachers to prepare the right learning methods. The existence of this pandemic brings changes to education. Students are only allowed to study online or online. So, students do not have enough understanding of the material

obtained. Therefore, the existence of digital storytelling could be an alternative path to change. The results of the data that has been owned by researchers said that the method is said to be a very effective method for helping students to provide an understanding of the material that has been delivered. So that students can still get good knowledge.

Digital storytelling has been utilized by teachers at Junior High School to deliver materials. There is a positive impact given by DST so that teachers use this technology to explain the material to students. As a result of the data obtained by researchers, teachers are more creative in using it and students are better able to understand the material well enough so that it does not feel saturated. The presence of very interesting displays also makes students more understanding and interested in learning. There is a positive impact so that teachers apply the same method to students. Students are given the task of making digital storytelling videos about agreed themes. Researchers have collected data and analyzed that students can be more confident in speaking, resulting in improved speech skills. The use of digital storytelling also has an impact on students' ability to think more creatively and innovatively. Despite this pandemic, students can still improve their speaking skills and teachers can monitor their speech skills well. On the other hand, students also do not feel saturated with upgrading their abilities by utilizing digital storytelling as their learning method.

REFERENCES

- Abidah, A., Hidaayatullaah, H. N., Simamora, R. M., Fehabutar, D., & Mutakinati, L. (2020). The Impact of Covid-19 to Indonesian Education and Its Relation to the Philosophy of “Merdeka Belajar.” *Studies in Philosophy of Science and Education*, 1(1), 38–49. <https://doi.org/10.46627/sipose.v1i1.9>
- Erickson, E. (2018). Effects of storytelling on emotional development. *Masters of Arts in Education Action Research*. <https://sophia.stkate.edu/maedSt.CatherineUniversityrepositorywebsite:https://sophia.stkate.edu/maed/256>
- Fishwick, J., & White, M. (2017). Responsible use of antimicrobials. *Veterinary Record*, 181(1), 23. <https://doi.org/10.1136/vr.j3096>
- Gubrium, Aline & Turner, N. K. C. (2011). Digital Stoytelling as an Emergent Method for Social Research and Practice. *The Handbook of Emergent Technologies in Social Research, January*, 720. <http://books.google.com/books?id=Q9HlpMF7GgkC&pgis=1>
- Hossain, D. M. (2011). Qualitative Research Process Abstract : Introduction : *Postmodern Openings*, 7, 143–156. https://www.researchgate.net/publication/267798343_Qualitative_Research_Process/figures?lo=1
- Matthews-DeNatale, G. (2013). Digital story-making in support of student meaning-making. *Enhancing Instruction with Visual Media: Utilizing Video and Lecture Capture, January 2013*, 192–203. <https://doi.org/10.4018/978-1-4666-3962-1.ch014>
- Mills, K. A. (2010). A Review of the “Digital Turn” in the New Literacy Studies. *Review of Educational Research*, 80(2), 246–271. <https://doi.org/10.3102/0034654310364401>
- Rabiah, S. (2018). *Language as a Tool for Communication and Cultural Reality Discloser*. 1–11. <https://doi.org/10.31227/osf.io/nw94m>
- Rticles, F. E. A., Diamond, D., Earning, D. I. L., Ervices, L. I. S., Green, G. Y., Nline, U. S. O., Pplications, O. F. A., Wilson-hyde, C., & Flores, J. G. (n.d.). *Kieser & Golden 2009 - Using Online office applications* (Vol. 6, Issue 1).
- Sadik, A. (2008). Digital storytelling: A meaningful technology-integrated approach for

engaged student learning. *Educational Technology Research and Development*, 56(4), 487–506. <https://doi.org/10.1007/s11423-008-9091-8>

Ziyad Ahmed Iraheem Tanni, & Ahmed Awad Amin Mahmoud Raba'. (2015). Storytelling as an Aid in Promoting Oral Proficiency of Grade Eleven Students From Teachers' Perspectives in Tulkarm District. *US-China Foreign Language*, 13(10). <https://doi.org/10.17265/1539-8080/2015.10.004>

Zuhdi, U. (n.d.). The digital story telling development and its application. *Seminar Nasional Pendidikan PGSD & HDPGSDI Wilayah Jawa*, 501–512.