

CHAPTER I

INTRODUCTION

A. Background of the Study

In the era of globalization, learning English is very important because English is able to link and make people in the majority of countries communicate with each other based on developments in the fields in the field of economics, business, education, and politics. In learning English, we often talk about the four language skills (listening, speaking, reading, and writing) to be processed by students, and all of the skills are integrated. Speaking is a process of interaction to establish meaning that involves producing, receiving, and processing information (Bailey in Arlina et al., 2021)

According to Harmer in Putra (2017), there are three main incentives for students to speak up in the classroom. To begin with speaking activities, provide a safe environment for students to practice speaking in real life. Second, speaking activities in which students try to use any or all of the languages they are familiar with give both the teacher's and the student's feedback. Rajendran & Md Yunus (2021) states that English is a second language that students must master: The first to be able to produce sound with English grammar correctly The second is that students want to use correct and clear intonation. The third student must choose the right words during the learning process

in class. The fourth paragraph arranges the ideas to be conveyed so that they are meaningful and logical. The fifth tool used to express opinions.

Communication is one of the ways language functions in society as a means of carrying out affairs. One of the ways in which communication occurs is through speaking. He also states that to be able to speak English, considering that it is the most commonly accepted language in the world, will be very beneficial for those who comprehend it, not only to improve their knowledge and skills but also to make it easier for them to get a job. So, speaking is the ability of people to communicate with other people by using verbal language (Sasabone et al., 2022).

These observations are always colored by the accuracy and effectiveness of the listener's ability, which of course interferes with the reliability and validity of oral production tests. (Wei et al., 2018) argues that "of all four simplex skills (listening, reading, speaking, and writing), speaking seems to be the most important because people who know languages are referred to as 'speakers' of that language, as if speaking includes all other types of people who know the language. Brown in Septy & Sofiani (2022) stated that speaking is a productive skill that can be directly and empirically observed by the accuracy and effectiveness of the test-takers listening skills, which necessarily compromises the reliability and validity of oral production tests.

Speaking is considered an essential skill to be mastered and a tool for communicating, thinking, and learning. However, speaking English is still not easy for students, especially in Indonesia. Pollar in Farhani et al. (2020) states that learning to speak is clearly more difficult. It is because Indonesians are more accustomed to or dominant in using Indonesian as their first language. Some of the causes of students difficulty speaking English are: (1) Difficulty expressing ideas verbally (speaking); (2) Lack of vocabulary (vocabulary); (3) Low grammar skills, making it difficult to speak with the correct rules; (4) Low ability to pronounce words (pronunciation), making it difficult to pronounce the words correctly; (5) Lack of courage and motivation of children to speak for fear of being wrong.

Speaking is the most common and important means of providing communication among human beings. According to Nunan in Asep (2019) speaking is one of the skills that have to be mastered by students learning English. Gard and Gautam in (Susnawati & Marhaeni, 2020) also say that speaking is one of the basic language skills that have to be mastered by English foreign learners due to its significance and its use for communication.

Despite the importance of mastering the art of speaking, there are many students in Indonesia who have a number of difficulties in learning the language. The difficulties that students usually encounter when they are speaking in public are that they

feel shy and nervous. Besides, students lack confidence in front of the class to respond to the teacher's questions. In addition, when the students are required to present something, they are nervous and cannot use appropriate vocabulary and grammar in their speaking (Riswandi, 2016).

Furthermore, (Maulana et al., 2022) argue that the factors that made it difficult for the students to speak English involved a lack of vocabulary, a lack of grammar understanding, and a lack of ability to pronounce the words in English. Budiharso stated in (Maulana et al., 2022) that the low speaking of the students was caused by some factors, such as the students lack of standard mastery in basic knowledge of vocabulary and grammar. Besides that, their academic literacy, especially reading and writing, were also lacking.

Speaking ability is an important thing in the process of language learning. Speakers communicate through oral expression to gain much more information efficiently. Getting students to speak in class can sometimes be extremely easy. The success of students' learning is heavily dependent on the teachers' willingness to initiate the activity (Ghufron et al., 2022). When it comes to improving students' achievement, teachers have a significant impact, and their impacts on student learning tend to be longlasting and cumulative (Ghufron et al., 2022).

Teaching is very important in the learning process of education. According to Kimble and Garmsy (in Mahmud, 2018),

teaching is guiding and facilitating learning, with the teaching assisting someone in learning how to do something. The teaching and learning process is a communication process between teacher and student to get education, experimentation, skill, and idea. In addition, (Sasabone et al., 2022) states that there are several factors that make it possible to make students' speaking skills unsuccessful, as follows: a) English is not used outside the classroom or in the community as a foreign language; b) there is a lack of exposure to English in the community and environment; c) learning English on campus lacks emphasis on speaking skills but focuses more on the structure and enrichment of vocabulary; d) there is shame and fear of making mistakes when speaking exercises; e) English is not a primary requirement, unless there is an opportunity to go to an English-speaking country to continue education or for a tourist visit (Parmawati & Inayah, n. If students are not trained and are not accustomed, they will not be confident in speaking English.

SMPN 4 has been chosen as the location of this research since this school is one of popular Junior High school in Kota Bengkulu. The use of technology modern in this school is not a new one for the students. This school has a good development in ICT. The students are also able to use and operate the technology for learning media, such as; laptop, smartphone, and Ipad. Therefore, the researcher believed that the use of technology such

as Digital Storytelling in this school must be effective for teaching and learning.

In line with the above data, based on pre-observation at SMPN 4 Bengkulu City, the researcher found that there are some difficulties faced by students when speaking English for the first time because their vocabulary is still lacking. Apart from the weakness in vocabulary, regarding to the interview result with the teacher, it was also found other problems, namely that students are still weak in pronunciation and still have difficulty understanding what they are talking about, and also in SMPN 4 Bengkulu City, the English teacher admitted that the students have difficulty with their pronunciation, fluency, and also grammar. Moreover, some students at SMPN 4 Bengkulu City also had low ability in speaking English. Based on the final test result, there were more than half of students at grade VIII who got English speaking score less than 75 (KKM). The problem found above was in line with Nunan in (Putra, 2017) who says that teachers should help their students by establishing a strategy to manage all forms of communication to ensure that all students have a fair and equitable opportunity to develop interpersonal speaking and listening skills through large and small group discussions. In this case, research needs to implement a strategy that suits the students, which is called digital storytelling.

Digital storytelling is regarded as an effective method of utilizing many different media sources to express oneself using

stories. It also facilitates the ability of young adults to enhance their speaking skills. By using digital storytelling, they can build interpretive digital stories on any content and practice speaking. Digital storytelling allows a very serious interplay between context and content. It is very important in facilitating better speaking capabilities on the part of the learner. In these present times, digital storytelling is being practiced in various places, and the most important of these is when it comes to enhancing speaking skills in the classroom. Digital storytelling has been utilized to enhance students' language proficiency, that is, speaking, listening, writing, and reading, as well as encouraging collaborative learning with other students (Encalada & Sarmiento, 2019).

Within the sphere of education, teachers and students are starting to utilize digital storytelling to improve students' speaking skills. Furthermore, digital storytelling may be a highly effective teaching tool for children of all ages and grade levels who are given the responsibility of creating their own stories. Using digital storytelling capitalizes on students' creativity as a way to engage in value-adding research and start speaking independently in the process of telling stories on their own. Digital storytelling also involves the students using library facilities and the Internet to find comprehensive and richer content while analyzing and synthesizing a broader spectrum of information and views (Har et al., 2019).

The researcher also saw this in two previous studies. The first is from (Susanti et al., 2022) entitled “Improving students’ speaking skills and motivation using YouTube video and role play. The goals of this study are to improve students' speaking motivation at the Tourism Academy Jakarta through the use of YouTube video role-play”. The first finding of the first objective was that the progress of students’ speaking score and motivation questioner data had increased in each cycle. The students’ interview had a positive result. The second finding was that teaching and DKK, learning by uYouTube Tube and-playing play been successfincreasedasing the students’ motivation and confidence in speaking.. They found that this teaching can improve speaking motivation and skill effectively.

The second is (Syafryadin et al., 2019) entitled “Digital Storytelling Implementation for Enhancing Students’ Speaking Ability in Various Text Genres”. The finding showed that the implementation of digital storytelling to enhance students speaking skills in tenth grade science 4 at SMAN 2 Rembang in the academic year 2018–19 has resulted in a significant improvement. 2 That improvement shows that learning activities using digital storytelling could enrich students’ achievement in passing through the standard minimum criteria; 70% of total students could achieve that goal.

Moreover, speaking addresses the social and cultural convention and standard. This study tries to improve that the

implementation of the pedagogy of digital storytelling will be helpful in improving the students' speaking ability for two reasons. The first reason, as indicated by (Nurjannah, 2022) is that a proper speech requires many elements, such as the language of speaking, vocabulary profanity, the tone of voice, syntax, and self-development recommendation. The second reason, on the other hand, is the critical requisite to examine the impact of using DST on improving speaking skill. DST refers to the amalgamation of interactive media (such as video, images, and audio) and storytelling to enhance the written and spoken phrases and to digitally introduce stories to others. Ginting et al., (2021) assured the role of DST in the enhancement of EFL learners' oral production. Moreover, Eissa (2019) found that the learners were able to present their stories intelligibly and also through a smooth and spontaneous speech flow. By telling and retelling their stories, learners had many opportunities to practice their pronunciation.

Therefore, the researcher conducted a research entitled "The Effectiveness of Digital Storytelling to Improve Students' Speaking Ability (Quasi-Experimental Research of Students' Eighth Grade at SMPN 4 Bengkulu City Academic Year 2022/2023)".

B. Identification

Based on the background above, the following issues can be recognized based on the context stated above:

1. The teaching and learning process tends to be teacher-centered: Cannot express thoughts more effectively.
2. Lack of students' vocabulary mastery, pronunciation, Grammar.
3. Students have difficulty in choosing the main idea to be developed in a speaking ability, both in vocabulary, pronunciation and Grammar.
4. Students have speaking anxiety in the classroom.

C. Limitation of the Study

This research is limited on the analysis of the effectiveness of digital storytelling on students' speaking ability (quasi-experimental research of students' eighth grade at SMPN 4 Bengkulu City academic year 2022/2023). This research aimed to know whether Digital Storytelling can increase the students' vocabulary mastery, pronunciation, Grammar in speaking ability.

D. Research Questions

Based on the above research, this study is as follows: Is there any significant effect of digital storytelling technique on students speaking achievement?

E. Research Objective

According to the background and research questions, the goals of this study are to find out whether there is any Effect of digital storytelling technique on students speaking achievement or not.

F. Significance of the study

This research's result is expected to give important information about some elements, and the elements are for students of Junior High School Number 4 in Bengkulu City and for the next researchers who will take the same type.

1. For Students of Junior High School number 4 Bengkulu City

This research has some impacts for the students which are:

- a. This study can make students of Junior High School aware that they can use Digital Storytelling to Improve Students Speaking Ability.
- b. This research can be understanding the effect Digital Storytelling to improve students speaking ability.
- c. This study aims to inform students that the effect Digital Storytelling to improve students speaking ability.

2. For the next researchers

This research expects could give much information and contributes to the research so there are many choices for the next researcher.

G. Definition of the Key Terms

The definition of the key term is to avoid misunderstanding for the readers. To make it quite clear there are some key terms such as the effectiveness of thought Stopping technique therapy to improve students' speaking ability.

a. Speaking ability

Speaking ability is the ability of students to express their ideas verbally, which is represented by the value of speaking. Speaking ability is the ability of students to make values in speaking by giving presentations, where students will give good presentations with good speech (Kayi, 2006).

b. Digital Storytelling

Storytelling is defined as the art of telling stories through the use of words and actions) in order to engage an audience. In other words, it differs from reading a story as it narrates a tale from memory. Storytelling is one of the best ways to help students learn the four skills in their first and second language because of the numerous benefits embedded in stories. It also enhances learners' communication skills (Nassim, 2018).