

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. English Speaking Ability**

##### **1. The definition of speaking ability**

According to Nunan in (Maya & Al Halim, 2021), speaking is a productive skill that focuses on how learners use and communicate in the foreign language, but in fact, they speak in the classroom because speaking has much awareness of other communicative considerations such as making mistake in pronunciation, fluency, or grammatical structure. Louma in (Zamzam, 2020a), “speaking is also considered as an integral part of people’s daily life because speaking is seen as interaction and a social and situation-based activity which language learners should develop” (p. 9). In addition, Rababa’h in (Al Hosni, 2014) argued that there are many factors that cause difficulties in speaking English among EFL learners. In speaking ability, there are many difficulties which are found, because it is involved by many aspects like cognitive, psychological and psychomotor aspects. Brown in (Al Hosni, 2014) pointed out that speaking is a productive skill that can be observed directly and empirically.

Thornburg in (Ganna et al., 2018) said that speaking is interactive and requires the ability to cooperate in the

management of speaking turns. It typically took place in real time with little time for detail the plan. Based on Solcova in (Ganna et al., 2018) speaking as an interactive process in which individuals alternate in their roles as speaker and listeners and employ both verbal and non-verbal means to reach their communicative goals, speaking in a similar way saying that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

According to Tarigan in (Ginting et al., 2021) speaking is an ability to pronounce the articulatory sounds in expressing something, delivering a mind, and ideas. It means that speaking is a way to convey something, delivering a mind, and ideas. Brown in (Pangaribuan & Siahaan, 2022) speaking has 3 functions, namely speaking as an interaction, speaking as a transaction and speaking as a show. Apart from (Rajendran & Md Yunus, 2021), speaking for most people is considered the most difficult skill because it speaks many aspects of English language skills including, pronunciation, fluency, vocabulary, accuracy, grammar and intonation.

But all it takes is a little courage and motivation to be able to speak English fluently. Brown in (Susanti et al., 2022) says when a person can speak a language, it means he can have a conversation quite competently. According to

William, speaking ability is the ability of students to express their ideas verbally, which is represented by the value of speaking. According to this theory, speaking ability is the ability of students to make values in speaking by giving presentations, where students will give good presentations with good speech.

According to Chastain in (Ainunnisa et al., 2021), speaking is a productive skill. As such, its development is undertaken after the receptive powers of listening comprehension and perhaps reading, which are always somewhat behind that receptive skill. How far the productive skill of language is behind depends upon the learners advanced level of language learning and the linguistic complexity of the materials. Moreover, Bailey cited in (Arlina et al., 2021) stated speaking is a process of interaction where the speaker intends to build meaning through producing, receiving, and processing information. From those theories, the researcher concluded that speaking is important to communicate with other people and that it is our job as media to show ideas, opinions, thoughts, and feelings to others. Richards in (Gumelar & Sugara, 2019) states that the mastery of speaking skills in English is a priority for many second-language or foreign language learners. Learners often measure their success in learning a

foreign language by how much they feel their speaking skills have improved.

According to Flutcher in (Sagita et al., 2020), speaking is the verbal use of language to communicate with others. "Speaking is a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which is necessary compromises the reliability and validity of an oral production test." Richards in (Gumelar & Sugara, 2019) states that the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. It means that the teacher and the students have to evaluate the student's ability to speak in order to make it easier for them to communicate with each other.

It is mention in the standards of graduate competency stated by Permendiknas number 23 (2006) which is stated that "junior high school students must be able to express the meaning of interpersonal and transactional discourse orally, formally or informally, within form of recount, narrative, procedure, descriptive, and report. Speaking is an ability to express the contents of thoughts and feelings in the form of statements, opinions, and facts using a voice that can be heard and understood by the listener. Richard emphasizes that speaking skills in English should be focused on foreign

language learners, because speaking is a basic skill to tell something or exchange ideas (Gumelar & Sugara, 2019).

According to Widdowson in (Pangaribuan & Siahaan, 2022) speaking is defined as usage and use. Speaking, in the usage sense, involves the manifestation either of the phonological system or the grammatical system of the language or both by using the speech organs. In term of use, the act of speaking involves not only the production of sounds but also the use of gesture, the movement of the muscles of In addition, to reach a high achievement of speaking ability, learner must practice more and more (Panjaitan et al., 2022). Baker and Westrup (2003) confirm this by stating that “a student who can speak English well may have a greater chance of continuing education, finding work and getting promotions.” This statement can be interpreted that through the ability to speak a person can experience an increase in self-quality in terms of education and work.

(Apriliana et al., 2022) states that speaking is one of form of communicating to someone to convey information to the listener through sound waves where the listener is able to understand the intent of the speaker. Speaking is one of four main language skills, namely (1) speaking, (2) listening, (3) reading, and (4) writing. Richard in (Gumelar & Sugara, 2019) stated that most people assumed that

speaking is central skill. It is realized by human being in natural speech/natural communication through face to face and real time and drives people to speak with fluency and correct. In addition, (Zaitun et al., 2021) stated that speaking is productive skill comprising of verbal utterance production which is most paid attention in L1 and L2 because it plays vital role to transfer idea or meaning.

Based on the opinion explanation above, this speaking skill is very important to be mastered by English education students because speaking skills are a communication tool and convey information to others, such as subject matter or communicating with others, and people who can be said to be able to speak English when they already have the skills speak well and fluently; there is no interference in speaking English, and the factors they are good at are having a large vocabulary, good pronunciation, and good grammar. Speaking is a very important skill to be mastered by students as a communication tool, a speaking skill, and a method of communication, and the ability to speak English can be trained by being used frequently in everyday life, such as on campus, at work, in the family, at home, and especially in college. Students must have the ability to speak English properly and correctly in order to communicate well with others. Speaking has received a lot of attention in recent years, especially in teaching English

and the learning process where students not only learn English in class but are asked to communicate.

## **2. The indicators of speaking**

According to Brown (2004) there are some aspects in speaking assessment, the aspects of speaking assessment are grammar, vocabulary, comprehension, fluency, and pronunciation. The Elements of Speaking (Zamzam, 2020b) stated that there are six components of speaking skill as in the following:

- a) Pronunciation. Pronunciation cannot largely learn successfully by imitation and repetition. Therefore, teachers should have good standard of pronunciation in order that students can imitate their teacher in any teaching and learning process, but we cannot expect our students to sound exactly like American or Britain and the teachers should introduce the activities will be done in order to give the opportunities to make a lot of repetition.
- b) Vocabulary. There are two types of vocabulary which are active and passive vocabulary. Active vocabulary is the words which the students will need to understand. Passive vocabulary is the words which we want the students to understand, but they will not use themselves. In learning a new language, vocabulary is very important. Richards and

Rodger in (Gumelar & Sugara, 2019) state that vocabulary is one of the most important aspects of foreign language learning. The vocabulary is grammar and lexis but have difficulty in understanding and being understood by a native speaker.

- c) Grammar. Grammar is word organization into various combinations that represents structures, such as phrase, sentences, and complete utterances. Grammar can be defined the way words to make a good sentence. The points of grammar are isolated and practice. Grammar is one of the important components in speaking. Ur in (SARI, 2018) states that grammar is sometimes defined as the way words are put together to make correct sentences and speak in the target language (English) by using good, correct sentences. It is argued that mastering grammar is a complex process that requires “making a series of decisions about when and why to use one form rather than the other (Murcia, 2002). According to (Kumala Sari & Hidayat, 2018), grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. It means that grammar is as the guidance of speaking for students to make the correct sentences and to convey the message property in particular spoken form. To make English sentence either written or spoken, tense has very important role because tense expresses an action



happened based on time. (Mahruf & Sari, 2022) explains that tense refers to the grammatical changes made to the form of a verb, as opposed to time, which refers to the semantic functions such changes signal. Richards (2010) describes that grammatical competence is a knowledge of how to structure the sentence of a language and the knowledge of any parts of the sentences for example phrases, clauses, parts of speech and sentence patterns.

d) Fluency. Fluency does require a reasonable knowledge of vocabulary and grammar, the language produced does not need to be flawless as long as you are able to be clearly understood. More fluent speakers tend to speak more and their phrases are longer. Louma in (Zamzam, 2020b) states that fluency is a thorny issue in assessing speaking.

This is partly because the word „fluency“ has a general meaning, as in „she is fluent in five languages“ and a technical meaning when applied linguists use it to characterize a learner’s speech.

e) Comprehension. The strength of comprehension that is trained aims to improve or test a person understanding of spoken language. Comprehension can be defined as the ability to understand spoken English. Comprehension points out how well students understand spoken language. Comprehension is a test to find out how well students understand written or spoken language and the ability to

understand completely and be aware of the situation, facts, etc. According to Swain in Nation & Newton (2009) the comprehension approach suggests that speaking should not be encouraged until learners have substantial receptive experience and knowledge of the language system.

- f) Task. Task is speaking proficiency equivalent to that of an educated native speaker. Someone would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations and handle informal interpreting form and into language.

### **3. Types of Speaking**

Brown in (Pangaribuan & Siahaan, 2022) describes the types of speaking performances are as follows:

1. Imitative Elements that focus on the form of pronunciation of words, phrases, and sentences that include the ability to practice the intonation of the form of a language.
2. Intensive Activities carried out by students in pairs or in groups such as reading text in front of the class, having a dialogue in turn which is to see the linguistic ability of student's grammar.
3. Responsive A test of understanding in the form of short, dense and more meaningful interactions.

4. Interactive A long form of interaction which requires many students to take the test.
5. Extensive Single test where students have to do the test alone by doing practices such as storytelling, speeches, reading reports and others.

#### **4. Levels of Speaking**

Speaking activities are taught in three stages. There are three stages: prespeaking activities, while-speaking activities, and post-speaking activities.

- a. The Pre-speaking activities is designed to get the students ready for the major speaking activity that follows. It is the recalling of earlier world-knowledge of the participants that is relevant to the speaking context that is called for by schema activation. Questions, pictures, and text can be utilized to achieve these goals. It is also used brainstorming activity as pre-speaking activities. It helps to generate ideas in small groups before the main speaking activity. The primary goal of this activity is to generate as many ideas as possible in a specified amount of time. The ideas are not evaluated until the end of activity time. When learners have a good understanding of the communicative problem and the solutions available to

them, their motivation can be increased (Gipps & Stoba, 2003)

- b. The speaking task itself is included in the while-speaking activities. It helps students to practice speaking. As a result of the role-play, problem-solving, socialization, or communication game, the students actually resolve the communicative problem (Graham, 2007).
- c. Post-speaking activities can allow learners to revisit the language and thoughts they used and come up with new methods to improve communication. The post-speaking activities provide learners with feedback on their performance and the conclusion of the lesson. The development of integrated communicative skills is an important aspect of the post-speaking activities (Graham, 2007).

## **5. Teacher's Role in Teaching Speaking**

Harmer stated in his book "Practice Language Teaching: Fourth edition"(2007). Teacher has different roles in speaking fluency such as:

- a. Prompter: sometimes, when students involved in a role-play activity for example, students lose the thread of what is going on, or 'lost for words' (i.e. students may still have the thread but be unable to proceed productively for lack

of vocabulary). The student may not be quite sure how to proceed. What should teachers do in these circumstances? Hold back and let them work things out for themselves or, instead, 'nudge' them forward in a discreet and supportive way? If a teacher opts for the latter, it means adopting some kind of a 'prompting' role.

- b. Participant: the traditional picture of teachers during student discussions, role-plays or group decision-making activities, is of people who 'stand back' from the activity, letting the learners get on with it and only intervening later to offer feedback and/or correct mistakes.
- c. Feedback provider: the vexed question of when and how to give feedback in speaking activities is answered by considering carefully the effect of possible different approaches.

## **B. Storytelling**

### **1. Definition of Storytelling**

Storytelling is the reconveying of events in words, images and sounds, often by improvisation or embellishment. Stories or narratives have been shared in every culture as a means of entertainment, education, cultural preservation and to instill moral values. Crucial elements of stories and storytelling include plot, characters and narrative point of view. (Fiderer, 2018). Retellings are post reading or post listening recalls in which readers or listeners tell what they remember. But why retellings

as opposed to multiple-choice, matching, fill in the blank or even open response questions? storytelling is a procedure that enables a child to play a large role in reconstructing stories. It underlies both social and academic development. When narrating stories, the speaker uses language for an extended period of time. This active participation with stories results in increased language development, comprehension and an interest in books and in learning to read (Evans & Strong, 2015). Retellings after reading provide another opportunity for the reader to reconstruct the text.

## **2. Purpose of Storytelling**

This activity encourages children to think about stories as they retell them. It helps them learn to tell stories in detail and in sequence, important preliteracy skills that take time and practice to develop. Children develop favorite stories early in their lives and want to hear the same stories over and over again. As we retell these stories to young children, we can help them come to understand how stories work by giving them opportunities to revisit and rebuild the stories through memory. In other side, the purpose of this activity is to help learners select the most important ideas or information and retell them in a coherent way so that a listener can get the gist of the story or event that is being retold. This involves selecting which ideas or informations are important and rejecting detail that may be interesting but is not relevant to the main ideas (Goodman, 2017).

### 3. Indicators of Storytelling

There are the criteria or indicators for selecting the storytelling, based on Ellis and Brewster (2018), they are:

a. Level

Is the language level appropriate? Is it not easy/ not too difficult? Does the story contain language included in beginner syllabuses? For example, vocabulary, structure, and function? Will it provide students with a successful learning experience?

b. Pronunciation

Does the story contain any features such as rhyme, or intonation that students will enjoy imitating and so improve their pronunciation?

c. Content/Subject matter

Will the story interest students? Is it relevant to their needs? Is it relevant to their need? Is it amusing? Is it memorable?

d. Visuals

Do illustrations of the text support the children's understanding? Are they appropriate to the age of students? Are they attractive and colorful? Are they big enough to see?

e. Encourage participation

Is there any natural repetition to encourage participation in the text and to provide pattern and pronunciation practice?

f. Motivating

Will the story motivate students by drawing on their personal experience? Will it develop their imagination and appeal to their sense of humor?

g. Arouse Curiosity

Will the story arouse their curiosity and make them want to find out more about the target language, culture, and language learning?

#### **4. Characteristic of Storytelling**

Rhodes (2010) says that there are some characteristic in storytelling and they are:

a. Story

A story is a narrative of events arranged in their time sequence, it simply tells us what happened and in what order. It is the time sequence which turns a random collection of episodes into a story. This emphasise on chronological sequence is a difference from real life. Our real lives also unfold through time but have the added feature that some experiences have greater value and meaning than others. Value has no role in a story, which is concerned with the life in time rather than the life by values.

b. People

A novelist can only begin to explore the value of human experiences by developing the characters of the story. It emphasises that characters are not real people; rather they are like



real people. In the story the audience or listener know people perfectly. It is this completeness that allows characters to take on the air of being real and give the audience or listener a definition as to when a character in a book is real. It is real when novelist knows everything about it. The novelist may not tell to us all, but the novelist will give us the feeling that through the character has not been explained, it is explicable.

c. Plot

A plot is also a narrative of events, the emphasise falling on causality. A plot demands intelligence and memory on the part of the reader, to remember incidents and create connecting thread between them. And the relationship between cause and effect also connects the character with the plot.

d. Fantasy and Prophecy

Fantasy implies the supernatural, but it may do this by no more than simply hinting through a magical quality in events. Parody or adaptation have enormous advantages to certain novelists, particularly to those who may have a great Prophecy is an accent in the novelist's voice.

## **E. Digital Storytelling**

DST is an aspect of oral communication which encourages young learners to be active during the learning process. It is not a one-way act as there are usually at least two people involved, a teller and a listener. (Mirza, 2020) declares

that DST provides familiar things to children and creates an active interaction amongst students. If a topic is difficult to explain to children, we can integrate the topic into a story.

DST presents the solution which might help children to visualize the textbooks and understand them better. (Eissa, 2019), state that the DST software programs are further classified into vocabulary, attention and listening, building sentences and DST according to the functional design and learning aims: Vocabulary: the teacher can use some educational games to assist children in recognizing synonyms. Attention and listening: the teacher can ask children to listen to sounds from a city or rural environment and then guess what is making the sounds. Building sentences: the teacher can ask children to put some pieces of words together in the correct order, so as to form a sentence.

This enables children to use correct conjunctions, to join two simple sentences into a complex sentence. Storytelling is important in delivering news, sharing information and talking about our feelings, in the communication process (Syafryadin et al., 2019). In the area of educational DST software, ST exists to ask children to create, rather than simply listen to or read a story.

Storytelling is defined as the art of telling stories through the use of words and actions (Suadi, 2020) in order to engage an audience. Digital storytelling provides music, pictures, videos, or even the maker own voice which are displayed in a digital tool.

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).

According to Sanchez in (Khodabandeh, 2022), storytelling is the best way to help the students learn the second language in the same way as their first language. They present parts of speech such as grammar and vocabulary in a meaningful context. It also increases learner' writing skills and their visual memory. According to Miller and Pennycuff in (Khodabandeh, 2022), telling stories can be used as a Teaching English with Technology, effective instructional strategy to increase learners' abilities in all learning areas. It is a useful teaching technique for language development and exploring meanings of experiences. It also improves students' general knowledge (Alsumait, Al-Musawi in (Khodabandeh, 2022).

Storytelling also increases the accuracy of learners' speaking (Chalak, & Hajian, 2013). In a similar vein, Sepahvand (2014) states that storytelling is a great strategy to improve the oral speaking abilities of students as they draw students' focus on meaning rather than form. Parallel to this, Ebrahiminejad, Azizifar, Gowhary, and Jamalinesari (2014) advocate that short stories help learners improve their speaking skills and enhance their independent English language learning. The storytelling

technique is believed to be one of the most enjoyable techniques which can develop students' English language (Samantaray, 2014), and Abdolmanafi-Rokni and Qarajeh (2014) believe that digital storytelling can improve students' Teaching English with Technology, speaking skills much more than the traditional way of storytelling.

According to Barret's finding as cited in (Smeda et al., 2014) argues that digital storytelling combines different aspects of learning pedagogy, such as student engagement, reflection for deep learning, technology integration, and project-based learning.

#### **E. Implementation Digital Storytelling to Speaking Ability**

The procedure of teaching speaking through the use of digital storytelling according Frazel (2010) divides the process of digital storytelling into three stages: preparation, production, presentation as follows:

##### **1. Preparation Stage**

During this stage, students may develop a concept map, generate storyboard, and then create a script for written text narration. Teacher and Students define their audience and determine what the final product will be (video or podcast) and how it will be presented (i.e., in class or posted to be web). They organize the materials and plan for the digital storytelling project/ assignment. The teacher will decide at this

point whether to have students work as individuals, in small groups, or as a whole class.

## 2. Production Stage

Once all the resources and storyboard are in place, students begin production work. Students select visual and audio elements of the digital storytelling. If they are creating a video product, they will most likely be working with a slide presentation application. Guided by storyboard and script, students prepare a narration. The teacher acts as mentor, depending on grade level, and assist with activities such as putting the slide in order or timing the slides. Music and sound effects may be employed.

## 3. Presentation stage

Digital storytelling should be save onto sharing site onto a flash disk or post to the web or social media. Therefore digital storytelling typically begins with a script. The storyteller assembles rich media to support ideas and emotions in that script, including music or other audio effects, personal or public domain images, animations or video and other electronic elements.

Banaszewski in (Bhakti & Marwanto, 2020) defined digital storytelling as the practice of combining personal stories with multimedia (images, audio, and text) to produce a short movie or stories. The stories reflected the explicit understandings of the productions and learning process which

would haven't happened through conventional methods of teaching and learning process. Furthermore, (Arroba & Acosta, 2021) mention storytelling as an ancient form of communication evolves with each technological development.

The implementation of information communication technology (ICT), in the form of digital narratives, in foreign/second language classes increases students' motivation and helps them develop lifelong learning skills while enabling interaction with native speakers through the use of language for real purposes and in real situations. In addition, the implementation of digital storytelling had also contributed to the positive attitudes among the learners, such as being happy, showing interest and realizing the importance of speaking skills.

According to (Kallinikou & Nicolaidou, 2019) the utilization of digital storytelling application provides the students to personalize their learning experiences and work at their own pace, thus attributing to the positive learning attitudes among them. Moreover, Chiang (2020) highlighted that learners found using digital storytelling application made lessons more exciting, less inhibiting and enjoyable, thus contributing to learners showing much interest and preferring digital storytelling integrated lessons over conventional lessons.

Firza (2013) showing that the implementation of digital storytelling as student project in writing recount text to the second graders of junior high school was conducted properly according to the stages suggested by Suleiman (2011) as her theory. Implementing digital storytelling, students also have an opportunity to speak English in non-threatening way because they could edit their spoken text. Implementation of Digital stories as a distance education tool proved to be significant in physics instruction which were accessible to the students without any restriction of space and time (Kotluk & Kocakaya, 2016). 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 Indrewan (2013), 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.

## **F. Benefits of Using Digital Storytelling**

Digital storytelling benefits learners in a variety of ways. Bandi-Rao and Sepp (2014) give the example of a group of ESL who worked on their digital storytelling projects by recording and listening to their personal narratives. This process enabled them

to think critically and make meaningful edits to their narratives. Moreover, when students are learning how to make a video from scratch, they may experience a transformative lesson and improve their literacy practices and interactions (Wei et al., 2018).

Another study conducted by Rahim and Yadollahi (2017) showed that English language learners (ESL) who produced their stories using digital tools considerably improved their literacy skills. Besides improving reading and writing, students also developed their oral skills during their DST activities (Prins, 2017). Another clear benefit of DST is that students can perform them in small groups and hence develop their communication skills by organizing ideas, expressing opinions, analyzing and synthesizing content. Digital storytellers can also share their work with classmates and learn how to criticize their own and their fellow students' work (Robin, 2008).

Digital storytelling as a modern way of storytelling and a popular component of project-based learning, is one of the innovative pedagogical approaches that can engage students in deep and meaningful learning (Smeda et al., 2014). According to Robin (2008), digital storytelling is short narratives involving images, voiceover narration and background music. Digital storytelling enables stories to be told from page to page using the multimedia such as images, graphics, sounds, music and many more. With the advancement of technology, availability of online tools and the largely available software, digital storytelling can be



created and used for the purpose of language teaching and learning.

It can be concluded that Digital storytelling is a modern digital media in teaching speaking which is believed to help students in solving their problems; such as lack of pronunciation, grammar, and fluency in speaking ability.

### **G. Previous Studies**

The researcher also saw this in two previous studies. The first 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. 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. This present study has similarity with this previous study in the skill to be enhanced and the use of Digital storytelling. The differences are the level of students as the subject of the research. This present research was conducted in junior high school level while the previous study was at senior high school.

Second, (Marzuki et al., 2016) showed that the implementation of interactive storytelling strategies increased EFL learners' speaking abilities and classroom activities. According to previous research, incorporating digital storytelling into language teaching and learning can help students rapidly improve their speaking ability. This present study has similarity with this previous study in the skill to be enhanced which was speaking skill and the use of Digital storytelling. The differences are the level of students as the subject of the research.

Third, based on research by (Riswanto, Serasi, et al., 2022) did research about "the effect of fiction short movies on students' English-speaking ability". This study brings empirical evidence of the effectiveness of using short movies in English-speaking classes. The study emphasized the use of movies to improve students speaking abilities. This study contributes to the growing body of research that demonstrates the efficacy of watching movies to enhance one's linguistic skills. showed that according to the findings of the research that was carried out, there is an effect in the use of short movies as a medium for improving students' speaking abilities. This present study has similarity with the previous study in the skill to be enhanced which was speaking ability. However, the teaching media used was different. This previous study used fiction short movies as the media.

Fourth, (Riswanto, Anita, et al., 2022) did research about the effect of the Shaw English online channel on the EFL students' speaking abilities. Showed Shaw English Online Channel is one of the YouTube channels that can be used to improve students' speaking abilities. YouTube videos provide authentic English and more access to pronunciation, structure, vocabulary, and intonation to improve language comprehension and proficiency, and according to the results, the use of learning strategies using media from the Shaw English Online Channel is effective in improving students' speaking skills. This present study has similarity with the previous study in the skill to be enhanced which was speaking ability. However, the teaching media used was different. This previous study used online channel as media.

And the last, (Riswanto, Haryanto, et al., 2022) did research on An Analysis of Self-Directed Learning in Speaking Class During Pandemic COVID-19. Based on the results and discussions mentioned in the previous chapter, it can be concluded that students of class XI MIPA at SMAN 06 Bengkulu Tengah have a level of "high". The level of learning independence can be proven from the results of the questionnaire test, which has the characteristics of being able to identify learning needs, make lesson plans, and carry out learning plans independently. This present study has similarity with the previous study in the skill to be enhanced which was speaking

ability. However, the teaching method and the subject of the research were different.

## **H. Hypothesis**

Based on the theories described above, a theoretical hypothesis can be proposed. The theoretical hypotheses that will emerge in this research are:

1. H<sub>0</sub> (Null Hypothesis): There is no significant effect of the Digital Storytelling in improving Students Speaking Ability.
2. H<sub>a</sub> (Alternative Hypothesis): There is a significant effect of the Digital Storytelling in improving Students Speaking Ability.