

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Speaking

1. Definition of Speaking

Speaking is considered the most important of the four main language skills in acquiring a second or foreign language. According to Ur (1996), speaking includes all aspects of language learning. Speaking is defined as “the process of creating and sharing meaning in various contexts through the use of verbal and nonverbal symbols” (Chaney, 1998). Speaking is an important component in second language learning and teaching; it is the art of communication and one of the four productive skills that must be learned while studying a foreign language.

Tribhuvan Kumar (2021) The aim of this study was to ascertain how visual teaching tools and resources influence the English speaking growth of secondary level students in India. A research design involving an experimental methodology was selected, encompassing both pre-test and post-test control groups. There were 82 intermediate level participants in this study. Pre-test, post-test, speech axiom and interview forms were created to collect data, and t-tests were used to analyze the results.

Darmadi (2015) defines speaking as a productive talent that can be tested directly and experimentally. These observations are always colored by the correctness and effectiveness of the listening producer's abilities, which of course compromises the reliability and validity of oral production tests. According to Kosdian (2016) and Rifa'at (2018), "of the four simplex

skills (listening, reading, speaking, writing), speaking seems to be the most important because people who master the language are called 'speakers'. that language, as if speaking includes all other types of language knowledge. Speaking, along with writing, is one of the productive talents according to the above statement.

Srinivas Rao (2019) the ability to communicate effectively is very important in today's society, and success in the chosen sector depends on the ability. Therefore, speaking is the most important language skill of the four skills in order to communicate effectively in today's global society. Because English is spoken all over the world, learning communication skills is essential for students who want to be successful in their chosen field. Therefore, the classroom is the right place to develop effective communication skills, especially speaking skills.

Speaking is a multifaceted concept. Thornbury and Slade (2006) argue that this complexity arises from the ubiquity of speaking in our daily language use. Put differently, speech is so deeply embedded in everyday interactions that it defies simple definition. Furthermore, various disciplines such as linguistics, psychology, anthropology, and sociology all contribute to our understanding of speech.

Gumperz (1999) defines speaking as a cooperative construction based on contributions, assumptions, expectations, and interpretations of participants' utterances. Talking occurs in small groups of at least two

people. This occurs in general situations such as situational, institutional, social and cultural situations.

Therefore, from all the definitions above, it can be concluded that all skills are involved, and speaking is important to improve students' speaking skills in class.

2. The Elements of Speaking

Speaking is a multifaceted skill that demands the concurrent use of multiple abilities, which often progress at varying paces. Oseno Gudu (2015) states that linguistic processes generally involve the identification of four to five distinct components:

a. **Pronunciation:** This encompasses the segmental aspects of vowels and consonants, as well as stress and intonation patterns. Harmer (2007) suggests that for students to speak English fluently, they must accurately pronounce phonemes, use proper stress and intonation, and handle the irregularities of spoken language.

Effective pronunciation involves correctly articulating words and producing meaningful sounds. Learners of a second language often face challenges in differentiating sounds that are absent in their native language.

b. **Grammar:** According to Martin Bygate (1997), mastering specific grammar and vocabulary is vital when speaking a foreign language. Grammar entails the examination of sounds and sound patterns, fundamental units of meaning such as words, and the

rules for combining these elements to construct sentences. Grasping grammatical structure is essential for communicating effectively in English.

- c. Vocabulary: Vocabulary is perhaps the most critical component of a language. It encompasses single words, set phrases, variable phrases, phrasal verbs, and idioms (Keith S. Falls, 2004). A limited vocabulary makes it inherently challenging to participate in conversations.
- d. Fluency: Fluency refers to the capacity to speak smoothly without frequent pauses (David Riddell, 2001). Gower et al. describe fluency as the ability to maintain spontaneous speech. Students who are fluent can effectively communicate their message by utilizing all their available resources and skills, even if they make grammatical or other errors.
- e. Comprehension: Comprehension is the concluding element of communication. It entails understanding each other to obtain the required information. Comprehension is defined as the ability to reason about a topic or to fully grasp the details of a situation.

B. Speaking Ability

1. Definition of Speaking Ability

The term "speaking ability" consists of two parts: "speaking" and "ability." To grasp the full meaning of "speaking ability," it is important to

analyze these components individually before considering them as a whole.

Initially, let's delve into "speaking." Speaking refers to the capability to produce sounds or articulate words for the purpose of expressing thoughts, opinions, or desires. It encompasses the act of generating spoken language, which is crucial for facilitating meaningful communication. Speaking allows individuals to share their ideas, engage in conversations, and interact with others in both formal and informal settings.

Next, we consider "ability." Ability refers to the potential or capacity to perform a specific task, either physically or mentally. It encompasses the skills and competencies that enable individuals to carry out various activities successfully. When combined, these two words form the term "speaking ability," This can be understood as the ability to generate sounds or articulate words in order to effectively express or communicate one's thoughts, opinions, and desires.

In essence, speaking ability is the skill of articulating sounds and words to communicate effectively with others. It involves not only the mechanical production of speech but also the cognitive processes required to formulate coherent and meaningful messages. This skill is crucial in various contexts, from everyday conversations to professional and academic settings.

According to Djiwandono (Munir, 2005, p. 16), speaking is

described as the act of verbally expressing thoughts and emotions stemming from a message or concept with the intention of delivering a speech.." This definition highlights the expressive nature of speaking, emphasizing that it is a means of conveying one's internal thoughts and emotions to others through verbal communication. Speaking, therefore, is not just about producing words but about effectively transmitting one's mental and emotional states to the audience.

Brown (Florez, 1999) offers an alternative viewpoint, defining speech as an interactive process of constructing meaning that encompasses the generation, reception, and processing of information. According to Brown, speaking is a dynamic endeavor that involves not only linguistic and nonverbal communication but also the exchange of information. This definition underscores the interactive nature of speaking, where individuals not only produce speech but also listen to and interpret the responses of others, thus engaging in a continuous flow of information and meaning.

Brown (Florez, 1999) presents a different perspective, describing speech as an interactive process of building meaning that includes generating, receiving, and processing information. According to Brown, speaking is a dynamic activity that incorporates linguistic and nonverbal communication, as well as the exchange of information..

In this study, "speaking abilities" are characterized as the proficiency of students to participate in discussions and express

themselves proficiently in English, showcasing fluency and confidence. Self-efficacy, in this context, refers to the confidence students have in their ability to use English proficiently. This confidence plays a critical role in their willingness to participate in conversations and their overall performance in speaking activities.

Within the classroom setting, speaking proficiency involves using oral language to convey meaning. Regular practice of spoken English is essential for students to enhance both their skill level and confidence. Regular practice helps students develop their speaking skills, allowing them to express their ideas more clearly and interact more effectively with others.

Bandura, Barbaranelli, Caprara, and Pastorelli (1996) suggest that self-efficacy significantly impacts students' performance in speaking activities. When students believe in their ability to speak English fluently, they are more likely to engage actively in conversations, take risks in using the language, and persist in the face of challenges. Therefore, fostering self-efficacy is a crucial component of developing students' speaking abilities.

In summary, speaking ability is a multifaceted skill that involves the production and interpretation of verbal and nonverbal communication. It is essential for effective interaction in various contexts and is influenced by both cognitive and emotional factors, such as self-efficacy. By understanding and developing speaking abilities, students can enhance

their communication skills, build confidence, and succeed in both academic and social environments. Regular practice, adherence to conversational norms, and fostering self-efficacy are key strategies for improving speaking abilities in an educational setting.

- a. Limitation: Speaking requires exposure to a live audience, which often leads to hesitation among students when prompted to speak a foreign language in class. They may hesitate due to concerns about making errors, fear of criticism or embarrassment, or simply feeling self-conscious about drawing attention to themselves. Nothing more to say Students frequently complain about forgetting what to say, even when they are not inhibited. You have no reason to express yourself besides feeling bad about what you're saying.
- b. Participation levels are significantly lacking and inconsistent. In situations where everyone desires to contribute, only one individual can speak simultaneously, and in sizable groups, there is insufficient time for every individual to have an opportunity to speak. This issue is compounded by certain students taking the lead while others contribute minimally or remain silent.
- c. Utilizing the native language occurs in classrooms where either all or some students are native speakers who opt for communicating in their mother tongue. Speaking in their native language provides a sense of comfort as it is perceived to be easier, while using a

foreign language may feel unnatural. Encouraging students to maintain the target language, particularly in small groups, can be challenging, particularly in cases of disorganization or lack of motivation.

- d. Vocabulary deficiency is evident as students struggle to construct sentences accurately. The teacher's guidance plays a significant role in addressing classroom challenges. Various factors impact students' speaking abilities, encompassing distinct aspects of spoken language, including pronunciation, grammatical structure, fluency, and vocabulary. It's important to note that errors made by students in everyday speech vary. Consequently, there are inhibitions, low and unequal participation, the influence of native languages such as Acehnese, English as a non-native foreign language, and ultimately, a deficit in vocabulary.

C. Teaching Speaking Skills

According to Brown (2000), teaching involves “showing or helping someone in learning how to do something, giving instructions, guiding in finding out about something, offering knowledge, causing knowing or understanding.

In foreign language classes, the desired results of any activity are usually achieved through the success of the teacher's constructions.

According to Harmer's (2007) model, an instruction unit must have the following stages:

- a. Introduction: Explain to students the purpose of this lesson. Ask about their previous knowledge of the subject. For example, if the class theme is getting plane tickets to travel abroad, students could be asked to anticipate the content of discussions that might occur at a travel agency.
- b. Presenting the assignment: At this point, we should explain to students what we anticipate them completing. For example, if teachers want students to have a dialogue with their partner about a certain topic, they can start by having a similar dialogue with the students. Students may be asked to repeat the process to ensure that they fully understand the assignment. Depending on the student's level, this can be done in English or Turkish. In addition, students should be given all important role cards regarding assignments, visuals, listening and reading materials, and so on.
- c. Observation: The teacher monitors what happens in the classroom. If necessary, the teacher intervenes. These actions do not necessarily involve correcting errors, but rather ensuring that students are progressing according to learning objectives.
- d. Input: At the end of the activity, give children feedback on their performance. Feedback regarding activity content rather than grammatical accuracy may be more relevant at this level. Telling

children about their achievements is better than telling them about their failures. Such feedback will increase their inner motivation, sense of accomplishment and self-esteem. This would also help with a low affective filter, which Krashen (1987) considers to be an important condition in language acquisition.

- e. Follow-up Activities on Topic: Finally, follow-up assignments to reinforce in-class activities may be offered. For example, if the lesson topic is about Teaching Speaking Skills activities in getting plane tickets for trips abroad, then the homework could be research on how to buy the same tickets on the internet and present the data in the next class.

D. Speaking Rubric

The speaking rubric utilized in this research, adapted from H.D. Brown, offers a comprehensive framework to assess students' speaking proficiency. This rubric consists of distinct criteria that evaluate various aspects of oral communication, providing a structured assessment tool for measuring students' speaking abilities in a detailed and systematic manner.

By incorporating a wide range of assessment categories, the rubric ensures a holistic evaluation of students' performance, addressing the multifaceted nature of speaking skills.

The rubric includes criteria such as pronunciation, fluency, vocabulary usage, coherence, and presentation skills. Each criterion is

meticulously broken down into specific descriptors, delineating different proficiency levels to capture the nuances of students' speaking abilities. For instance, the pronunciation criterion may encompass clear articulation, correct stress, and appropriate intonation, with descriptors ranging from 'excellent' to 'needs improvement.' This granular approach allows educators to identify and assess the finer details of students' spoken language, ensuring that all critical elements of effective communication are evaluated.

Furthermore, the rubric is designed to allow for subjective evaluation through detailed descriptors that facilitate a nuanced assessment of students' speaking performances. This approach enables educators to provide constructive feedback by highlighting both strengths and areas for improvement in students' oral communication skills. For example, under the fluency criterion, descriptors may include 'smooth and natural delivery' for high proficiency and 'frequent pauses and hesitations' for lower proficiency levels. Such specificity helps students understand precisely what aspects of their speaking need attention and improvement.

The utilization of this speaking rubric derived from H.D. Brown in the study aims to ensure a standardized and fair evaluation of students' speaking abilities. Using this rubric enables a precise evaluation of the effect of digital storytelling on improving students' oral communication abilities, adhering closely to the criteria specified within the rubric. This

standardization is crucial for maintaining consistency in assessment and ensuring that all students are evaluated based on the same benchmarks.

Moreover, the rubric's detailed criteria support educators in identifying specific areas where digital storytelling may have a significant impact. For instance, improvements in vocabulary usage or coherence might indicate that digital storytelling activities have helped students structure their thoughts more effectively or introduced them to new language patterns and expressions. By monitoring these developments chronologically, educators can acquire insights into the distinct advantages of digital storytelling as an instructional tool for improving speaking skills.

Additionally, the rubric's comprehensive nature allows for the assessment of both individual and group performances. In a classroom setting where students might engage in collaborative digital storytelling projects, the rubric can be adapted to evaluate group dynamics, teamwork, and collective presentation skills. This flexibility ensures that the rubric remains relevant and effective in diverse educational contexts, accommodating various instructional approaches and learning activities.

The rubric also plays a critical role in fostering a reflective learning environment. By involving students in the assessment process, educators can encourage self-evaluation and peer feedback, helping students develop a deeper understanding of their own speaking abilities and those of their peers. This reflective practice not only enhances students' self-awareness

but also promotes a culture of continuous improvement and mutual support.

In conclusion, the speaking rubric adapted from H.D. Brown provides a robust and comprehensive framework for assessing students' speaking proficiency. Its detailed criteria and descriptors enable a nuanced and fair evaluation of oral communication skills, ensuring that all critical aspects of speaking are thoroughly assessed. The rubric's application in the study aims to standardize the evaluation process, measure the impact of digital storytelling, and support the development of effective speaking skills in students. By employing this rubric, educators can provide targeted feedback, foster reflective learning, and ultimately enhance students' oral communication abilities in a systematic and structured manner.

SPEAKING ASSESSMENT RUBRIC		
ASPECT	SCORE	INFORMATION
1. Pronunciation	5	Clear and spoken with native-like pronunciation.
	4	Easily comprehensible despite an accent.
	3	Pronunciation issues require full listener concentration and occasionally cause misunderstandings.
	2	Pronunciation problems make it hard to understand, often necessitating repetition.
	1	Pronunciation difficulties are so severe that comprehension is impossible.
ASPECT	SCORE	INFORMATION
	5	There are either no grammatical errors or only a few.
	4	Grammatical errors occasionally occur, but they do not affect the overall meaning.
	3	Regularly makes grammatical mistakes that change the meaning.

2.	Grammar	2	Numerous grammatical errors obscure meaning and often alter sentences.
		1	Grammatical errors are so significant that they are difficult to understand.
ASPECT		SCORE	INFORMATION
3.	Vocabulary	5	Uses terminology and idioms typical of a native speaker.
		4	Occasionally uses incorrect vocabulary.
		3	Conversations are restricted due to the misuse of terminology.
		2	The use of incorrect words and a limited vocabulary hinders comprehension.
		1	Vocabulary is so limited that it makes discussion challenging.
ASPEK		ASPECT	SCORE
4.	Fluency	5	Speaks fluently, similar to a native speaker.
		4	Fluency is somewhat affected by language issues.
		3	Language problems slightly hinder fluency.
		2	Frequently hesitates and pauses due to language limitations.
		1	Speech is so fragmented and halted that conversation becomes impractical.
ASPECT		SCORE	INFORMATION
5.	Comprehension	5	Comprehends everything with ease.
		4	Grasps nearly everything, though some parts require repetition.
		3	Understands the majority of the conversation when the speech is slightly slowed, despite some repetition.
		2	Finds it challenging to follow the conversation.
		1	Unable to understand even basic dialogues.

Table 1.1 Speaking Rubric
Oral Proficiency Scoring Categories Proposed By H.D Brown 2012

E. Digital Storytelling

Behmer (2005) argues that storytelling is an effective tool for sharing life values and knowledge between individuals. This form of

communication is particularly useful as it allows people to exchange experiences and lessons learned through stories, facilitating a deeper understanding and connection among individuals. Storytelling is not just a method of entertainment; it is a means of preserving cultural heritage, educating younger generations, and fostering a sense of community and shared values.

Storytelling, in its essence, is a way to communicate complex ideas and emotions in a relatable and memorable manner. For centuries, oral storytelling has been a staple of human interaction, serving as a method for passing down history, traditions, and morals. Behmer emphasizes the power of storytelling to bridge gaps between different generations and cultures, enabling the transfer of knowledge in a more engaging and impactful way than traditional didactic methods.

Normann (2011) takes the concept of storytelling into the digital age, defining digital storytelling as a combination of oral narrative, visual elements, music, and modern technology to share stories based on personal experiences. This approach merges traditional storytelling techniques with contemporary digital tools, creating a rich, multimedia experience. Digital storytelling focuses on producing and sharing stories in a more personal and direct manner, as opposed to the traditional, indirect approach where stories are told face-to-face without technological enhancement.

Normann also highlights that digital storytelling typically has a short duration, usually only 2-3 minutes. This brevity aims to keep the

audience engaged with the storyline and prevents them from becoming bored. The concise nature of digital storytelling requires the storyteller to distill their narrative to its most essential and impactful elements. In doing so, digital storytelling can convey powerful messages quickly and effectively, capturing the audience's attention and leaving a lasting impression.

One of the unique aspects of digital storytelling is its ability to relate stories to different individuals or interests, adding a personal dimension that traditional stories might lack. By incorporating personal experiences and perspectives, digital storytelling allows for a more intimate connection between the storyteller and the audience. This personalization can make the stories more relatable and meaningful, as they resonate with the audience's own experiences and emotions.

Paul and Fiebiech (2002), as cited by Chung (2006), stated that digital stories can be expressed in various formats, including web pages, interactive websites, digital music, videos, or films. This variety in format allows digital storytelling to be highly versatile and adaptable to different contexts and purposes. Some of these formats, such as songs and digital videos, have significant applications in education, where they can be used to enhance learning and engagement.

In educational settings, digital storytelling can be a powerful tool for fostering creativity and critical thinking. Students can use digital storytelling to explore and express their ideas, integrating various media to

create compelling narratives. This process not only enhances their technical skills but also encourages them to think critically about how to convey their message effectively.

Robin (2008) identified three types of aspects in digital storytelling: personal narratives, historical documentaries, and informative stories. Each of these aspects serves different purposes and can be used in various educational contexts. However, in the context of the KTSP curriculum, personal narratives tend to be the most relevant for first-grade junior high school students. Personal narratives allow students to draw from their own experiences, making the storytelling process more engaging and meaningful for them.

Personal narratives in digital storytelling provide a platform for students to share their unique perspectives and experiences. This can be particularly empowering for young students, as it validates their voices and encourages them to take ownership of their learning. By sharing their stories, students can also develop empathy and understanding for others, as they listen to and learn from their peers' experiences.

Overall, digital storytelling is a modern means of sharing stories through various media. It provides flexibility in the use of different formats, such as web pages, music, videos, and movies, allowing for a rich and varied storytelling experience. Besides its technical versatility, digital storytelling is believed to help students develop their ideas and creativity in learning. By engaging in digital storytelling, students can enhance their

communication skills, learn to use digital tools effectively, and become more confident in expressing themselves.

In conclusion, the integration of digital storytelling in education offers numerous benefits. It combines the timeless art of storytelling with modern technology, creating a powerful tool for learning and communication. As students craft and share their digital stories, they not only improve their technical and creative skills but also build a deeper connection to the content they are learning. This makes digital storytelling an invaluable approach in contemporary education, fostering a more engaging, interactive, and personalized learning experience.

F. Teaching Speaking Using Digital Storytelling

The teaching approach using digital storytelling is a holistic and creative method. According to Jason Ohler (2007), 'The use of digital storytelling in education provides students with opportunities to practice communication, collaboration, and critical thinking.' This statement emphasizes that through digital storytelling, students can develop communication, collaboration, and critical thinking skills. Here are the steps on how to implement it.

1. Alignment with English Curriculum

Before initiating the digital storytelling project, the English teacher conducts a comprehensive analysis of the English curriculum. The aim

is to ensure that the topics to be addressed in the digital stories align with the expected competencies outlined in the curriculum.

2. Selection and Preparation of Educational Videos

The process begins with the careful selection of educational videos that align with the English language learning objectives. These videos are chosen to incorporate digital storytelling elements, engaging narratives, and clear articulation, ensuring their suitability for the 8th-grade level.

3. Introduction to Video Content and Learning Objectives

Before playing the selected videos, the English teacher introduces their content and outlines specific learning objectives. This step provides context to students, helping them anticipate key language elements and themes within the videos.

4. Pre-Viewing Activities and Vocabulary Building

To enhance comprehension and vocabulary acquisition, pre-viewing activities are conducted. Students engage in discussions, word mapping, and brief exercises related to the video content. This prepares them for the language nuances they will encounter during the viewing.

5. Interactive Video Viewing Session

During the video viewing session, the teacher employs an interactive approach. Pauses are strategically introduced to discuss key scenes, language usage, and comprehension questions. Students are

encouraged to express their opinions, make predictions, and share insights related to the video.

6. Post-Viewing Discussions and Reflections

Following the video screening, post-viewing discussions are facilitated. Students engage in conversations about the storyline, characters, and language elements observed. The teacher encourages critical thinking and elicits reflections on how the video contributes to their understanding and improvement in speaking skills.

7. Language Analysis and Vocabulary Review

A dedicated segment involves a detailed language analysis of specific segments from the video. This includes reviewing new vocabulary, discussing grammatical structures, and identifying expressions that can be integrated into students' speaking repertoire.

8. Role-Playing and Speaking Exercises

To reinforce speaking skills, students participate in role-playing exercises inspired by the video content. This allows them to practice language elements encountered during the viewing and incorporate them into real-life communicative scenarios.

9. Group Activities and Collaborative Projects

Groups are formed to engage in collaborative projects inspired by the video themes. These projects may involve creating short dialogues, adapting the storyline, or producing their own brief digital storytelling

segments. This hands-on approach encourages teamwork and further enhances speaking abilities.

10. Evaluation and Feedback

The teacher evaluates individual and group performances based on established criteria. Constructive feedback is provided to guide students in refining their speaking skills. The evaluation process aims to measure the assimilation of language elements from the video into their verbal communication.

G. Previous Study

The research, entitled "The Effect of Digital Storytelling in Towards Student's Speaking Ability (A Quasi-Experimental Study at 8th Grade Students of SMPN 14 Kota Bengkulu Academic year 2023/2024)," The objective is to explore the influence of employing digital storytelling on Towards the speaking abilities of junior high school students, specifically focusing on 8th-grade students at SMPN 14 Kota Bengkulu in the academic year 2023/2024.

For comparison, several previous studies have also focused on the development of speaking skills using storytelling approaches, both in the context of English language education and in different contexts. For instance, the study conducted by Septian (2009) titled "Designing Story-Based Learning Activities to Improve Speaking Skills in English for High School Students" primarily focuses on designing story-based learning

activities to enhance English speaking skills at the high school level. Although having a similar focus, this study is expected to contribute with a different research approach or method.

Meanwhile, the research by Yoon (2013) titled "The Influence of Digital Storytelling in English Classes on the Attitudes of Korean English Learners" explores the influence of digital storytelling on the attitudes of English learners in Korea. The contribution of this study can provide further insight into the effectiveness of digital storytelling in Towards speaking skills in different contexts.

Furthermore, the study by Kestha (2013) titled "Perspectives of Palestinian Public School Teachers and URWA when Facing Difficulties in Using Digital Storytelling" concentrates more on the perspectives of Palestinian teachers and students regarding the challenges in using digital storytelling. This research is expected to emphasize more on learning outcomes and the improvement of speaking skills.

Conversely, Esleem's (2012) research titled "The Effectiveness of Using the Story Grammar Approach to Develop Reading Skills in 9th-grade URWA School Students" explores how the story grammar approach improves reading skills among Palestinian middle school students. In this context, the current study may introduce innovation by applying digital storytelling to enhance speaking skills.

Finally, Abidin et al.'s (2011) study investigates the impact of utilizing digital stories to enhance preschool children's comprehension of

English as a second language. The difference in the age of respondents and the context of use becomes a point of comparison, while this research may explore the application of digital storytelling at the junior high school level.

By identifying the deficiencies and innovations in these studies, it is anticipated that this research can offer significant insights into the effectiveness of digital storytelling in enhancing speaking skills among junior high school students, thereby contributing to the advancement of knowledge in this field.

In summary, although these previous studies have similarities with this research, they differ in terms of participant groups, targeted skills, and the context of digital storytelling application. This study concentrates on the effects of digital storytelling on the speaking skills of 8th-grade middle school students during the 2023/2024 academic year."

H. Hypothesis of The Research

A hypothesis is a simple assumption about the research results that will be achieved. Creswell (2012) defines a hypothesis as a researcher's assumption regarding the expected relationship between variables. The following are the theories that researchers developed:

1. (Ha): There is a significant difference in students' speaking abilities through Digital Storytelling compared to students who were not taught using Digital Storytelling ($H_i = p \leq 0.05$)

2. (H₀): There is no significant difference in students' speaking skills through Digital Storytelling compared to students who were not taught using Digital Storytelling ($H_0 = p \geq 0.05$)

I. Conceptual framework

Based on the theoretical studies described earlier, it can be concluded in the following research framework:

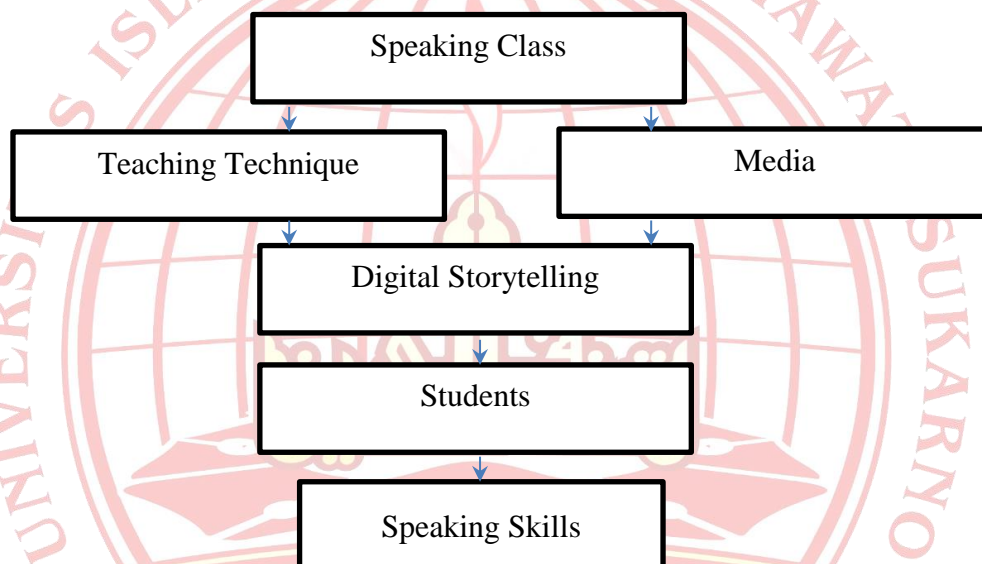


Figure 2.1

Conceptual Framework