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CONTENTS

THE USE OF DIGITAL STORYTELLING NARRATIVE TEXT TO IMPROVE STUDENTS SPEAKING ABILITY AT GRADE TEN SMAN 2 BANDAR LAMPUNG

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Abstract

This qualitative of this research aim at describing the use of digital storytelling narrative text to improve students speaking ability at grade ten in Sekolah Menengah Atas Negeri Bandar Lampung academic year 2017/2018 by using some instruments such as observation, questionare and speaking test. Based on experience of almost all students at grade ten in Sekolah Menengah Atas Negeri 2 Bandar Lampung has not used digital storytelling therefore the teacher as facilitator provides this one good media which is digital storytelling. Digital storytelling is effective to improve on speaking ability. It is proved that the students became more confident, they speak fluently, the students also produce more correct sentences, correct pronunciation, and more vocabularies. The result of this research show there is an increase of students respond, motivation, and interest in the learning process using digital storytelling. It is concluded that the used of digital storytelling narrative text can improve students' speaking ability at grade ten of SMA N 2 Bandar Lampung. The implementation of using digital storytelling improves students speaking ability.

Keywords: Digital storytelling , Narrative text

1. INTRODUCTION

In this modern era, teacher as facilitator is required to be more creative in delivering learning materials to students by using good teaching media that can increase students' interest and help students to comprehend learning materials easily. One of good media is digital storytelling. It is more interesting because it provides the use of technology. Digital storytelling is a combination of art telling stories with variety of digital multimedia such as pictures, audio, and video (B.Soler 2014). It means, digital storytelling is very attractive to be used in giving explanation to students. By the use of digital storytelling, students will take more attention to the teachers' explanation that they will not easily to get bored. Digital storytelling assignments that allow students to create visual narratives that tap into their intellectual and creative abilities to present their understanding of the course material, as well as their sense of the social complexities in which they reside. They have found that digital storytelling can be a powerfull classroom practice when used

"as a pedagogical tool brings the students and the viewer together in a dialogues around the nature of representation, meaning, and authority embedded in imagery and narrative. Based on the explanation, the researcher will show how the teacher uses digital storytelling so that students can easily understand the narrative text. The teacher will explain generally about the narrative text. After that the teacher plays a narrative story using digital storytelling that aims to attract the students' interest in learning and comprehending content of the narrative story. Digital stories use narrative and voice together, give deep dimension to characters, situations, experiences and insights. Digital storytelling has been defined by many support as a process of creating short stories that allow students and educators to enhance their information gathering and problem-solving skills, and tofacilitate the ability to work in a collaborative team; a narrative told in digital format that shares a point of view, as with traditional storytelling, most digital stories focus on a specific topic and

contain a particular point of view. (ROBIN,2008) that when students are able to create their own digital stories, they gain valuable literacy skill.

Speaking, as one of the linguistic skillls, is often perceived to a task that comes naturally to an individual. Furthermore, speaking is also the most difficult skill to be mastered in learning a language. Therefore, in this chance, the researcher is interested to do an action research to improve students speaking.

The problem of the research is the students tended to get bored easily because of lack of interest in the media used. Based on the research problem, the researcher purpose of the research is to find out how digital storytelling narrative text improves the students speaking ability at grade ten in SMAN 2 Bandar Lampung.

2. LITERATURE REVIEW

Definition of Digital Storytelling

Benmayor (2008) believes that digital storytelling empowers students in a variety of ways,including intellectually, culturally and creatively. Means the digital storytelling can increase the students creative in culture intelectual. Gregori-Signs (2014) contend that digital storytelling allows students to "evaluate the reality that surrounds them and produce their own interpretation of it. This certainly contributes to the acquisition of knowledge-based skills and interaction with the physical world social skills and cultural skills. E Dakich (2014) found that digital storytelling ability to personalize students" learning experiences supported student diversity, improved students' confidence and enhanced their social and psychological skills. Based on explanation above, researcher assume that digital storytelling is tool of study included digital images, graphics, music, and sound mixed together with the author's own story voice. Digital storytelling can also increase

students' intellectually, culturally and creatively. It means that students develop their knowledge to get information from digital storytelling, then the students create their own digital storytelling to increase students confidence, creativity, and some other skills.

Digital Storytelling and the Curriculum

Robin (2005) argued that educators at all levels and in most subjects can use digital storytelling in many ways to support students" learning by encouraging them to organize and express their ideas and knowledge in an individual and meaningful way. For explain above there are three function of digital storytelling. First, they can be used as exemplars of concepts or principles being taught by direct instruction. Second, they can be used as problem cases to be solved by students. Third, stories can be used as advice for students, for helping them learn to solve problems. In addition, Combs and Beach (1994) indicated that including storytelling in the social studies curriculum develops students' understanding of democratic ideals, cultural diversity and participatory citizenship, improves their communication skills, motivates them to learn about the past and the present, and creates a class bond through shared experiences. From the explanation, researcher believes that effectiveness of using digital storytelling to increase the students understanding, motivation, creativity and impove students speaking ability.

Concept of Narrative Text

Samidi (2006:9) Narrative is piece of text that tells about story and entertains or informs the readers or listeners. Based on the statement above, the narrative text has the function to entertain the reader or listener based on life experience.

Generic Structures of Narrative Text

(Zumaksin, 2006) Like other type of text, narrative text also has the arrangement or generic structures as follow: Orientation, Complication, Resolution and Re-orientation. From some theories above, the researcher take the conclusion that the generic structure such as orientation, complication, resolution, and re-orientation has the important roles to make the narrative text more interesting and the students of course can be easier to understand and find the differences from each paragraph of the narrative text if they want to make a narrative text.

Concept of Speaking

(Brown and Yule, 1983) Speaking is the natural language which is used most by people in daily life. Talking about speaking is something important however based on history, language teaching concerned more on written language than speaking language.

Teaching Speaking

Language teachers then need to recognize that speaking involves more than mechanics. The three areas of knowledge that composes speaking ability can be stated as follows:
1. Mechanics
   (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation.
2. Functions
   (transaction and interaction) Knowing when clarity of message is essential (transaction / information exchange) and when precise understanding is not required (interaction / relationship building).
3. Pragmatics
   Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Uderstanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

There are various speaking activities that can be applied in the classroom to improve students' speaking skill. Those activities can contribute a great deal toward stuedents speaking skill improvement, since it can help them to develop their ability. Rating scale was modified from Weir (2005).

Review of Related Study

as done by other researcher as follows: "the use of digital storytelling in speaking class" by Maria Susan Ardi, the use digital story telling in speaking class can increase the excitement of students to learn. The teacher can improve the quality of learning and reducing the length of time (Kemp & Smellie, 1989). Also, the teacher can give the students more clear explanation. While, the students can be more attractive, imaginative, and creative in speaking practice by using digital story telling (Hartley & Arthur, 2009).Therefore, how the use of digital storytelling make the students become more excited with the speaking class because the using of digital storytelling is really challenging, interesting and motivating.

From related study above, the researcher found the similar with this research. Those thesis are also use digital storytelling as media in teaching learning process. On the other hand the researcher found the difference with this research. Those thesis use digital storytelling to increase students" interest and motivation only, but this research use digital storytelling to improve students' speaking ability.

3. METHODOLOGY

Research Method

Qualitative research is descriptive method tend to use analysis. The researcher becomes the centre of the research process. The researcher is not only faced by the process of data collecting stages, but also faced by the process of analyzing and determining all data which have been taken (Chairiri, Anis 2009).

Research Setting

This research was conducted by the researcher in Sekolah Menengah Atas Negeri (SMAN) 2 Bandar Lampung. This research place was located on JL. AMIR HAMZAH No.01 Kode Pos 35119 Desa/Kelurahan Gotong Royong. In more specific explanation, the subject of the research was students at grade X MIA 8 in SMAN 2 Bandar Lampung.

Data Collecting Technique

These data collecting technique is

Variable Skill	Aspect
Speaking Skill	Vocabulary
	Pronunciation
	Fluency
	Grammar

expected to give clear data from the subject of the research. There were some data collecting techniques which were done in this research, the data collecting techniques were done by using the following instruments:

a. Observation

The researcher did observation in data collecting process. The Observation process was focus on student activity. The researcher made some notes of student activity in learning process to know teacher and students'' interaction and students'' motivation of learning narrative through digital storytelling. The involvement of the researcher in the classroom was hoped to get many data during the research. Researcher also collected relevant documentation which can support the result of the research.

b. Questionnaire

Improving speaking ability must be investigated through many ways. In order to make the result of the research become accurate. Giving questionare process was supported by questions about two purposes. The first purpose was to know the background and information of the students. The second purpose was to know students'' respond and interest in learning narrative using digital storytelling. To make an effective process of data collecting, the researcher asked the students to fulfill of the questionare.

c. Speaking Test

The teacher gave the students speaking test to see students'' progress in speaking ability. In this research, the teacher asks students to create dialogue on narrative legends story which was implemented by drama.

Table 3.3.1 Specification of Assessing Aspect
Source: modified from Weir (2005:196)

In this study, the research did not include the aspect of interactional strategies because the students did not speak spontaneously but based on dialogue they have made before.

Research Procedure

In this case, researcher did some ways to collect accurate data.

1.   Planning

a.   The researcher and teacher discussed to prepare the lesson plan for the students.

b.   The researcher prepared to make some notes to observe students" activity in the teaching learning process.

c.   The researcher prepared the questionare sheets of the students.

d.   The researcher prepared to analyze the data from speaking test.

2.   Implementation

a. Using Digital Storytelling in students learning process.

Digital storytelling uses to tool for students who are taught to create their own story (Robin.B 2006). The teacher used digital storytelling in learning narrative text. The teacher asked students to identify the story to help students summarized and made the dialogue of story easily. Then the students explained parts of the story to others and performed the short drama of princess farmer in front of the class. At the third meeting, the teacher asked students to choose the title of digital storytelling narrative text which they want. . The last, the teacher asked the all groups to recorded the drama which they had been doing outside of the school learning activities. The teacher sets thetime limit of two weeks to collect the soft copy of the drama they had been recorded.

b.   Observation

While taught the students, the researcher observed the progress of the use digital storytelling narrative text to improve students" speaking ability. Furthermore, the researcher also observed the students" activities. Then made some notes about students" activenes and motivation in the learning process. The all notes were used to describe the learning situation which would be study in the class.

c.   Giving Questionnaire

The researcher asked the students to fulfill the questionnaire sheets twice. The researcher gave the first questionnaire sheets at the first meeting and gave the second questionnaire at the last meeting of learning process. The first and the second questionnaire consisted of four questions related experience of the students learning narrative text. The first questionnaire helped the researcher to get background information of the students. The second questionnaire was also to see the students" response and interest in learning narrative text using the digital storytelling.

d.   Giving test

In this step, the teacher gave twice the speaking test. The first test was performed short drama in front of the class, and the second test the students recorded the drama outside the school learning activities. The researcher compared the result of both speaking test. Researcher hoped there was an improvement in student achievement.

e.   Analyzing

In this stage, the research interpreted the data. Then the data which have been processed in the data analyzing would be re-analyzed in order to make description of the data become clear. In the final data analyzing stage was to formulate the result of the research. Formulation was the process of concluding all data which have been processed in data analyzing stages.

f.   Making Research Report

This stage, the researcher described the result of this research. It was a combination of all results from the data which had been taken by the researcher. The data gathered from the observation, the questionare, and the speaking test. The speaking test would combine in some aspect such as vocabulary, pronunciation, fluency, and grammar.

4. DISCUSSION

There are some aspects of assessing the students" achievement, to see the students improve in speaking ability. The students have to mastery some aspects such as vocabulary, pronunciation, fluency, grammatical accuracy, and interactional strategies. Based on the research, it is found from the data collected at the first test, the students were still lack vocabulary mastery especially of conjunction. It is because the students felt difficult to make and memorize the dialogue. Therefore, there were still many students expresses mispronounce words. The students hesitated to open their mouth while they were speaking so the sounds of the pronunciation were unclear. There were also a lot of filler and more pauses expressed by the students in their speaking performing, for example "eemm….", "eeee….!" It can be see that the students did not memorize the dialogue well.

The next aspect is grammarticaly accuracy. The resarcher found some students" mistakes in using the tenses. The students still used present tense, whereas the narrative stories have to use the past tense.
For the second test, there was an increase in the students" activeness, motivation, and response. It can be seen from the result of the observation and the questionnaire. Almost all the students are activeness to join the learning process. It is

because the students were more adaptable to digital storytelling used by the teacher. The students followed the learning process using digital storytelling actively. It is because the students were helped by watching the digital storytelling to analyze the narrative story which they have been chosen previously.
Based on the observation, questionnaire, and speaking test result, it is showed the digital storytelling is supportive to the students learning process especially in their speaking activities. To using digital storytelling the students experienced interactional activity because they need to performe the dialogue after learning process the material in digital storytelling. Besides, it is more interesting to the students , it provides more intereresting snd interactive video.

5. CONCLUSION

Based on the research finding on the data anlysis and discussion in the pervious chapter, it is showed that digital storytelling is beneficial the students" acttiveness, motivation, response and interest in the learning process using the digital storytelling narrative text. It is proved that the students became more confident, they speak fluently, and the students produce move correct sentences, correct pronunciation, and more vocabularies.
Thus, it is concluded that used of digital storytelling narrative text can improve students" speaking ability at grade ten of SMA N 2 Bandar Lampung. The implementation of using digital storytelling improves students speaking ability.

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