

# USING DIGITAL STORYTELLING TO TEACH SPEAKING AT SENIOR HIGH SCHOOL

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## Abstrak

Artikel ini menjelaskan tentang bagaimana menggunakan teknik digital storytelling dalam pengajaran speaking atau berbicara pada siswa sekolah menengah atas. Melalui metode ini siswa diharapkan mampu meningkatkan kemampuan berbicara dan rasa percaya diri mereka. Langkah-langkah dalam pengajaran kemampuan berbicara dengan menggunakan digital storytelling; pertama guru menyediakan sebuah teks narasi yang berunsurkan dongeng misalnya sebuah cerita “Jonah” untuk membangkitkan pemahaman dasar materi yang dipelajari. Setelah itu, guru menampilkan sebuah video, siswa diminta untuk mendiskusikan dan mengembangkan pemahamannya tentang isi dari video tersebut. Siswa diminta untuk menceritakan kembali video tersebut dan guru menjelaskan kepada siswa struktur bahasa yang ada dalam teks tersebut, lalu memberikan penjelasan tentang *digital storytelling* dengan contoh sebuah teks narasi yang telah diberikan sebelumnya. Kemudian, guru meminta siswa membuat sebuah cerita dalam bentuk *digital storytelling* dengan membagi siswa kedalam kelompok, memilih topik yang akan di diskusikan, membuat kerangka cerita berdasarkan topik yang dipilih. Guru membimbing siswa dan juga mengingatkan siswa tentang 7 elemen dari *digital storytelling*. Setelah siswa selesai menulis dan merekam cerita, siswa langsung menampilkan video *digital storytelling*.

**Keyword: Digital storytelling, narrative text, speaking.**

## A. Introduction

In learning English, students could have speaking ability and talkative in the classroom. But in fact, there are some problems that students' have in learning English especially speaking. Many of the students' lack of motivation, become anxiety, they have limited vocabularies and poor pronunciation. They receive

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many speaking materials from their teacher, but after they graduate many of them cannot speak well. This phenomenon may happen because the students rarely practice their English verbally. Based on the problems stated above, teachers need a new teaching strategy in order to teach speaking to the students and make their students can speak fluently. In this case, Retelling narrative text using Digital Storytelling is chosen to achieve the goal. This kind of technique is expected to be able to promote students' motivation that can increase the eagerness of students to speak. This paper focuses on the effectiveness of retelling narrative text to promote students' motivation to speak in English and make students more creative.

People speak for many reasons. They want to be sociable with other people around the world. As emphasized by Lindsay and Paul (2006:57) speaking is a productive skill. It involves putting a message together, communicating the message, and interacting with the other people. It means speaking is the way to communicate the ideas, thought, or opinion to respond or give a message to others as an interaction. And also means that people are free to express their idea to other people to make other people understand and comprehend.

In the teaching of English as a foreign language context, speaking emphasizes the use of language interactively in order to make meaning on what is said. Nation and Newton (2009) state that in speaking class students must be exposed to three key items, namely: (1) form-focus instruction, that is, attention to details of pronunciation, grammar, vocabulary, and so on; (2) meaning-focused instruction, that is, opportunities to produce meaningful spoken messages with real communicative purposes; and (3) opportunities to improve fluency. The goal of teaching speaking at senior high school based on *KTSP 2006* is to develop students' communicative competence in oral and written form to achieve functional literacy standard. Thus, there are three main procedures in teaching process based on *Badan Standar Nasional Pendidikan in Permendiknas No.41 Tahun 2007 (Standar Proses)* they are: (1) Pre-teaching activities; (2) Whilst-teaching activities; (3) Post-teaching activities.

Digital Storytelling can be very powerful for many students addressing various types of learning styles and modalities. Craig (2001) states that Digital Storytelling provides meaning to learning through the use of their auditory, visual and kinesthetic skills. It means that the ability to tell their story in a variety of ways - through sounds, music, graphics, photographs, and original artwork allows students to express their creativity in ways other than just text. Digital Storytelling experts, Lambert in Robin (2006) points that there are seven elements of effective digital stories. They are: a point of view, a dramatic question, emotional content, economy, pacing, the gift of your voice, and an accompanying soundtrack.

Narrative text is one of the text genres that are studied in senior high school based on the curriculum of *KTSP tahun 2006*. Narrative text is usually used to entertain readers which consist of narration of some events and give moral value and emotion to the students. Narrative text is a text that contains the story, and its

plot consists of climax of the story and resolution as the ending of the story. The purpose of narrative text is to entertain, to get and maintain the reader's or listener's attention to the text. Thus, Gerot and Wignel (1994: 204) explain that a narrative text is used to amuse, entertain and to deal with actual or vicarious experience in different ways; narrative deals with problematic events which leads to a crisis or turning point of some kinds, which is turned find a resolution. The general Generic structures of a narrative text are: orientation, evaluation, complication, resolution and re-orientation.

## **B. Discussion**

In teaching speaking, there are many activities and techniques that are suggested. In this article, using digital storytelling technique in teaching speaking makes students active in speaking. It can give a good respond for the students because the digital storytelling is the practice of using computer-based tools to tell stories. The students can learn while they listen to others. They also feel enjoy and will not feel bored. The teacher provides some topics to the students and asks the students to select a topic for each group. The students discuss together to make a digital storytelling based on the topic of each group. It allows the students to discuss in thirty minutes completing and then practice it with their friend in group. Then, the students show their video in front of the class where the teacher is just as facilitator in the class. To get a good result using digital storytelling in teaching speaking, the teacher must have a plan before gives a lesson to the students from preparation, implementation, and closing.

The first step is preparation, teachers have to do a preparation before they come to the classroom in order to do the teaching-learning process run well. The main thing have to do is making a lesson plan because from the lesson plan, they will know what steps or procedure that, they will take in the classroom and achieve the aim of teaching and learning because a good preparation will determine the success of teaching and learning process. In short, the teacher should prepare and plan well the material before come to the class.

The second step is procedure using digital storytelling. In the classroom, there are three stages of teaching speaking: pre-teaching, whilst teaching and post teaching. In pre-teaching, teacher build students background knowledge about the topic that will be learned. In whilst teaching, teacher explain about the lesson. In this stage, there are three processes; exploration, elaboration and confirmation. The last, in post teaching, teacher concludes the lesson and checks students' understanding.

In pre-teaching activities, teacher greets and motivates the students. Greeting the students is very important to know how the students are. Motivating is also useful to increase students' enthusiasm. Then, teacher has to make sure that the students are ready to study. Their readiness can be seen by their attendance in the classroom and how their condition at that time.

Then, in this stage, teacher builds student's background knowledge with the topic being discussed. Teacher invites the students to refresh their brain and talk many things and say the knowledge that has relationship with the topic. For example, the teacher asked the students' knowledge about the familiar narrative story. After that, the teacher tells about the objective materials that will be learned.

In whilst teaching activities, it is the stage where the topic is introduced, delivered, and practiced during the class. The aim of this phase is to help the learners to reach basic competence interestingly, interactively and joyfully. This stage is divided into three stages: exploration, elaboration, confirmation.

In exploration section, teacher builds the student's knowledge by showing the pictures and guiding the students to consider different positions about familiar topic. Teacher asks the students to pay attention to the pictures and asks some questions about it (see Appendix 2) to increase students participation in speaking English. For example, "Well students, I have several pictures, have a look at this picture"; "What do you know about this picture?". Then, the teacher and the students will discuss about the pictures, for example "who is he?", "How does he look like?" and so on. Based on the some questions above, the students will be able to think and guess about the content of the text that will be given by the teacher.

Then, the teacher makes list of difficult words on the board. In making list of difficult words, teacher asks the students to find the meaning of those difficult words and say it with the right pronunciation. Moreover, in making list possibilities students have to guess what will happen in the narrative story through paying attention to the pictures and guess some possibilities about characters of the participants from the pictures. Through these activities, it will be easier for them to get the topic in teaching speaking process.

In elaboration, teacher gives an example of the text that student going to learn by showing a video that related to the text. (Script of video can be seen in Appendix 3). If necessary, the teacher may play the video performance twice.

After giving an example, teacher ask students to explain some information that they hear based on video. Then teacher may discuss it with the students around 15 to 20 minutes. Teacher can lead the students by giving them several of guided questions. Teacher can ask about the purpose, the main idea, the meaning of the text and also the generic structure of the text. For the example; *what is the purpose of the text; where did the story take place?; who is Jabu?*

After that, teacher ask students to retelling the story on video to measure students speaking skills. Then, after the students understand all of the aspects of narrative text, such as the purpose, the function, and the generic structure. Teacher introduces the students about digital storytelling. Teacher ask students what stories they first remember hearing? Who was the storyteller? What were their

favorite stories? Which did they like telling themselves?. Teacher leads the discussion to digital storytelling.

After that, teacher asks the students whether the students can get all the purpose, the main idea, the meaning of the text and also the generic structure of the text or not. If not, they are asked to mention which part that they cannot get, so the students will not be distracted by another statement. It also can help students to focus on which part that they cannot understand. After students mention it, then teacher may replay the sentence that the students do not know. Next, the teacher and the students go to discussion session. In this session, the students are asked about the problem of the story. The main point here is that the teacher has to make sure that all of the students have understood the text. After that, teacher asks students to retell the story based on their own word and elaborate their idea in speaking.

After that, teacher gives the students a chance to make their own storyboard based on the special events that related to the topic before in a small group (consist of 3 or 4 students) in 30 minutes. By limited the topic that they are going to discuss teacher make sure that students understand kinds of narrative text exactly. After completing this brainstorming session, discuss what story the group wants to tell. Constructing a story as a group about a topic meaningful to them will help their learning of both the storytelling process and software needed to develop a digital story. One group will be in charge of assembling the pieces into one story using PowerPoint or another software application, for example; moviemaker, audacity.

Then, teacher asks students to make a draft a story (on paper) based on the chosen idea. Teacher remind the class that they may make changes to the draft at any time and review basic storytelling concepts, such as that a story has a beginning, middle, and end. Teacher guide their students through the storytelling process, by using the seven main elements of digital storytelling. Teacher recall students should focus on how best to communicate what's at the core of their story and also keep the story short.

After that, teacher also ask students to using emotion in their speech. After giving some explanation about the technique, teacher gives students several minutes to finish their own text. Teacher suggests them to practice narration before recording. Then, when they finish, teacher asks them to play the video that they have made and discussed in the classroom. If the group wishes to record narration, ask them to divide the story so that everyone gets to read. Before recording, demonstrate how to narrate effectively. Discuss differences between using emotion and no emotion in your speech, and what effect quick or slow speech has on the story. Suggest they practice narration before recording. Here, the students record narration by using their handphone or their camera.

In confirmation, teacher gives feedback, conclusion and encouragement to their activity to reflect students' performance. Teacher and students will discuss the mistakes that they have made and correct the mistakes together. Then, the teacher asks students to pay more attention to the story and increase their concentration while speaking.

In post-teaching activity, teacher checks the students understanding about the lessons by giving the students some questions that relates to the topic they have learned. Teacher also need to make a conclusion about the materials by telling the students all of aspects that students need to understand in narrative text, such as; purpose, generic structure, lexicon grammatical, etc. The students can take the moral values from the story since the narrative text has moral value. After that, teacher gives students homework before close the lesson. The last, the teacher closes the class. That is the end of the lesson and also the class.

### **C. Conclusion**

Based on the discussion in the previous chapters, it can be concluded that, there are some steps to apply “digital storytelling” in the classroom. The first is the preparation, the teacher has to prepare appropriate topic for the technique, teaching material and other. Then, teacher builds the student's knowledge by showing the pictures and asks some questions about it to increase students participation in speaking English. Then, teacher gives an example of the text that student going to learn by showing a video that related to the text. After that, teacher ask students to explain some information that they hear based on video. Then, teacher ask students to retelling the story on video to measure students speaking skills. Teacher introduces the students about digital storytelling. After that, teacher gives the students a chance to make their own storyboard by limited the topic in a small group. Then, teacher asks students to make a draft a story (on paper) based on the chosen idea. After that, teacher also ask students to using emotion in their speech. If the group wishes to record narration, ask them to divide the story so that everyone gets to read. The students record narration by using their handphone or their camera.

Using “digital storytelling” in teaching speaking for senior high school students is a very brilliant idea to interact senior high school students in learning speaking. The students will feel enjoy and relax in learning process so they do not realize that they have spoken in English. Besides that, the technique will involve all students in the classroom to speak so it will create good atmosphere in the classroom. Therefore, applying this technique in the speaking class will motivate the students and the students will consider that speaking in English is not difficult and boring thing but it is easy and enjoyable.

It is suggest to English teacher in teaching speaking as follow; first, when deliver the material the teacher do not use his mother tongue. Second, the teacher should give opportunities as much possible to every student to train their speaking ability in the classroom. Third, the teacher needs to determine the conditions,

when he teaches,' teacher needs to set the speaking class in relaxing condition in order to reduce many problems; therefore they can enjoy the joyful learning.

**Note:** this article was written based on the writer's paper with advisor Havid Ardi, S.Pd, M.Hum

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