



USING DIGITAL STORY TELLING TO IMPROVE STUDENTS' SPEAKING ABILITY IN SENIOR HIGH SCHOOL

Ridhwan Yusuf¹ and Desvalini Anwar²

English Department

Faculty of Languages and Arts

State University of Padang

email: ridhwanyusuf28@yahoo.com

Abstract

The use of technology in the term of teaching is really helpful. The use of technique with technology based in teaching English is expected to improve the ability of students in learning English. Speaking is one of the basic ability which is not easy to master without appropriate technique. One of the obstacles for students in speaking English is students are lack of understanding of what they say, so they do not really comprehend speaking skill thoroughly. Storytelling is one of the techniques that is commonly used in teaching English. With the use of technology, storytelling can be digital storytelling. Digital storytelling is a storytelling that is produced in the form of video. In this paper, students are asked to make a story about his friend, which is the final result is in the form of video. In its stages, firstly, students are asked to make a draft about the video they are going to make. After completing the draft, students continue to the next stage which is editing the video. It consists of music background, quotes, the voice over, or also pictures. By implementing this technique, students are expected can improve their speaking skill in learning English.

Key words: Digital Storytelling, Speaking.

A. INTRODUCTION

Speaking is one of the important English skills that must be acquired well by the students. Speaking is one of the active skills using oral communication. In transferring the ideas, students need to do it orally. However, not all of the students are able to communicate their ideas well. Based on the experience of the writer when teaching at SMAN 4 Bukittingi, it was found that most of the students had difficulties in delivering their speech because many of the students did not know what to say. To deal with this situation, students need the role of teacher in teaching that can support and develop their speaking skills.

According to Brown (2001:270), spoken language is easy to perform, but in some cases, it is difficult to make students carrying out the successful speaking, talking a lot, encouraging their motivation, and making sure that their utterance is acceptable. This case happens because not all of the students who can talk a lot in

¹ English ELTSP of English Department of FBS Universitas Negeri Padang graduated on March 2018

² Lecturer of English Department of FBS Universitas Negeri Padang



a certain or given time. Sometimes, they just do not know what have to be said in the rest of their speech. There is nothing that can really support them because all they have to do is talking fluently that make not all of the students asked to perform a speech can perform well. Based on the experience of the writer in SMAN 4 Bukittinggi, there are a lot of students who cannot perform well when they were asked to perform a speech in front of the class. This case happens because they are lack of preparation in order to perform their speech.

One of the techniques used to help students to find ideas to speak more easily is storytelling. Storytelling is so much related with human's life. In living their lives, people always tell stories to others. According to Anwar (2016:106), storytelling involves the act of 'retelling' a story verbally to audience, often by improvisation or establishment, as a means of entertainment, education, cultural preservation, and instilling moral values. Through storytelling, not only students improve their speaking ability, but also they can learn in joyous atmosphere which is not as stiff as usual. Also, student can use storytelling as a cultural preservation since storytelling has become people's daily activity. Many stories are inscribed with moral values. The moral values are important to be shared with the students to teach them about their lives. Above all, the primary purpose of using story telling for education is to improve speaking ability of the students.

Storytelling cannot be separated from human's life. Every day, people tell stories to others. There will always be something told when people meet other persons. In childhood, parents like to teach their children through stories. In most cultures, including West Sumatra, telling stories has become a long oral tradition. In Minang Kabau, the act of telling stories is known as '*bakaba*' (Rusdi, 2005:27). It is interesting to know how local stories such as legends or fables like the famous Minangkabau legend *Malin Kundang*, are preserved through telling story. It is also known that the stories circulated through *bakaba* are related to people's life.

Dealing with this situation, students will be assisted if there is a technique that support their performance in storytelling and make the ordinary storytelling become more interesting. Digital story telling which has recently gained popularity among teachers is a kind of storytelling which the researcher believes can enable the students in telling stories. In digital storytelling, story is visualized through video, and the presenter keeps talking while the video is played. Otherwise, it can be paused in certain moment, depends on the storyteller.

Bull and Kejder (2004:48) explain that an effective digital story can pursue, find out, and communicate new understanding that is rooted in who we are as humans. By teaching students through digital storytelling, they not only learn to tell stories ordinarily, but also the meaning beyond the stories that they tell. As humans, sharing stories is also one of the ways to communicate. Therefore, by guiding students to make a good digital storytelling, they are expected to improve their speaking skills.

According to Robin (2008:222), digital storytelling is a technology application that is well-positioned to take advantage of user-contributed content and to help teachers overcome some of the obstacles to productively using technology in their classroom. In digital story telling, the content of the lesson is

so much related with the students. It is because the content of the lesson comes from themselves. It will make the students know more about what they are going to do when create the digital storytelling. Not only for students, but also teachers who get benefit from it. Sometimes, Teaching students to get used with technology finds obstacle, one of them is to find the appropriate way. Digital storytelling can be one of the solutions to make the students get used to technology and develop their creativity while they are creating the video of their stories.

According to Lambert (2013), there are kinds of personal stories that can be created and developed into multimedia process. For examples, story about someone important, events in life, plan of life, and daily activity. For students, telling things that are close-related with their lives will activate their background knowledge since they do know about what they are going to tell in their storytelling.

According to Ya-Ting (2012:240), the essence of digital storytelling consists of the following four phases:

- 1) Pre-production;
- 2) Production;
- 3) Postproduction
- 4) Distribution

There are five steps in pre-production stage which are posing questions in authentic scenarios; exploring topical information, writing the script and eliciting peer review, designing a story map and storyboard, and finally performing oral storytelling. These steps have to be done by students critically because it determines whether the result will be worthy or not.

At the beginning of class, the teacher shows certain questions about a topic based on contexts or experiences related to the students' lives and interests in order to encourage participants to consider alternatives and decide upon a topic. Next, students research the topic for information to write scripts which reflect a logical story or sequence of events.

After completing the scripts, they question each other, engaging in peer evaluating. Students first practice telling their stories which assists in the discovery of details essential to their stories. Afterward, a story map is designed to illustrate the main components of the story. Story mapping provides a basis for immediate assessment of students' stories and provides feedback on how to improve weaker elements of their stories. In addition, students represent their stories in a storyboard format, arranging the sequence of scenes, effects, and other digital components. Each task in this pre-production phase is paper-based, requiring focus on the content rather than multimedia elements. Writing scripts and story treatments is a key process for creating digital stories since the final product is media-based.

For the rest phases, the production phase, students prepare multimedia elements and record their own voices or prepare the raw script that later they will present. Then, in the post-production phase, the content is arranged and edited into a digital story. During the distribution phase, students share their comments and

digital stories with others. The dynamic process of creating digital stories develops a deeper connection with the subject matter being learned as well as relevant extra-curricular experience.

B. DISCUSSION

1. Teaching Preparation

Preparation is a part of a process which is really important before teaching. The good preparation will give positive impact in the learning process. The better the preparation that the teacher sets, the better the teaching process will be. In other words, it can be said that teaching preparation is one of the factors determining the success of a learning process.

The first thing that teacher should prepare before starting teaching is the topic that is going to be learned. This is important because if teacher does not know the topic that will be learned, the focus of the study will be hard to achieve and also, in the organizing material, teacher will find it difficult. For example, the teachers prepare the topic about friends. In addition, if the topic is already decided, the rest of the preparation, including organizing the material and the exercise, will be much easier and it will be well organized.

The second thing, the next preparation in using digital storytelling for teaching, is the media. The only media that teachers should provide and show is a video. The video will be played later on after teacher tells the students what will be learned today. For example, teacher shows students the video about his friend. The video displays pictures about his friend's life and begins to tell a story based on the pictures showing up. Every picture has an interval where the teacher can tell the story of his friend.

In the end of the presentation, the teacher tells the student that what has been done just a moment is called as digital storytelling. After that, students are asked to think about someone and make their own story line. Then, if students find any obstacles in doing that, teachers have to be ready to anticipate the questions from their students and gives appropriate answer.

2. Teaching Procedures

There are some teaching procedures that have to be done by the teacher in teaching speaking by using digital storytelling. These procedures are divided into three parts: pre-teaching activities, whilst-teaching activities, and post-teaching activities.

A. Pre-teaching Activities

In this stage, teachers have to make sure that the students are well-prepared before starting the teaching activities. The activities can be done in this order:

Teachers greet students and check their attendance. It is important for teacher to make sure the students are ready to study. Teacher can see the students' condition personally while checking their attendance. Teachers can also ask how the student's condition is, in order to get their attention and to make them ready the class will begin. The teacher tells the students about the topic to be learnt

today. This is important for student as it stimulates their brain and students also can callback the experience related with the topic given.

Then, the teacher ask students questions related to the video that they are going to watch and also the topic they are going to learn. After telling the topic, the students have imagined what they are going to learn. When the questions have been asked to some students and they answer the question, the information will be collected. This kind of brain storming activity will be so much helpful as the warming up activity.

B. Whilst Teaching Activities

Whilst-teaching part is the most important part because the teacher will apply the strategy in this part. In this stage, teacher leads students to the main activity in teaching speaking by using digital storytelling. There are three stages that teacher should follow:

a. Observing

In this stage, the students are asked to observe what teacher show them that related to the topic. It is suggested that the teacher can make the students observe the real thing of what will be learnt. For instance, since the previous topic is about friend, teacher can show the students the picture of a person. Then, teachers say that this is a picture of the teacher's friend.

b. Questioning

In this stage, the students ask the questions related to the picture that will be helped by teacher's guidance. To make students give their question, they need to be stimulated since in some cases, it is hard for the students to ask the question directly. Teacher can give example by giving question, and after that it can be continued by the students.

c. Collecting information

This phase is the core part in which the strategy will be implemented. In this stage, teacher will play a digital storytelling video about best friend. This video is about the teacher's friend. The video consists of pictures that change one to another with interval five to ten seconds. When the first picture shows up, the narration is started. What the teacher tells in the video is the explanation of the picture. The story is set based on the pictures. After the video is done, the story is also finished. It will not take too much time since the story is correlated with the duration of the video played. Then, it is time for the students to think and create their digital storytelling.

d. Associating

In this stage, since they need to make a video that consist of pictures. The thing that can be done firstly is thinking about what they are going to create which they can write or draw the draft. The teacher asks the students to do it in pair. The draft is so important because it determines whether the digital storytelling will be as good as expectation or not, since the video is the final result of the project. The digital storytelling will be performed in the next meeting where the video is already created.

e. Communicating

In this stage, the teacher asks the students to collect their draft that will be the guidance for the video that they will create. If the draft seems so hard to be converted or supported by the pictures, ask them to revise the draft. If the draft is already well-written, the next process of making the video will be easier. In the next meeting, where the students perform their digital storytelling, it will determine whether they succeed or not in performing the digital storytelling. The video and the speech are both important. When speech is good but the video is not supporting at all, or the video is well-edited but less speech, means that the students not understand totally about the concept of digital storytelling.

C. Post Teaching Activities

In post-teaching activity, the teachers should ask for the students' opinion or confirmation when they find difficulties in learning through the digital storytelling. Teacher can give motivation or a reward because the students will be glad and feel appreciated to be praised. The teacher can give a small gift. Then, before closing the lesson, both teacher and student conclude the lesson.

3. Advantages of Digital Storytelling

The main advantage of using digital storytelling, which is based on this paper purpose, is improving students' speaking skill, is the assisting video which is played in the background that can stimulates students while they are performing their digital storytelling. Moreover, According to Miller (2009:12), there are three advantages, as follows:

1. Digital storytelling increases students' motivation. It happens because in preparing digital storytelling, students involve their personal experience. Involving personally will indirectly motivate them since what they are doing is very closely related with them. Automatically, they will be more excited in doing that project.
2. Students develop their literacy skill. While students preparing their draft, the words that they will prepare for presenting the storytelling will be better if it is more meaningful. In this case, students are not limited in expressing themselves while preparing the sentences. Students are able to develop the way he expresses his idea, the choice of words, because the concept of creating the video is limitless. This will guide them in developing their literacy skills.
3. Students develop their skill in technology use. In preparing the video, students will directly practice their skill in using technology. Students develop their technical skills through both planning and transforming the idea and the resource to the digital form.

C. CONCLUSION AND SUGGESTIONS

Based on discussion above, Using digital storytelling can be an effective technique which can be used by the teacher in teaching speaking in senior high school. It helps students to organize their story and the to perform the storytelling which is created in the form of video. The first thing that the teacher should do is

giving an example, which can be done by showing the digital storytelling to the students. After watching the video, teacher tells the students about what they have watched. Teacher explains to the student about digital storytelling. Afterward, the teacher asks students to create their digital storytelling. In order to create the video, students have to prepare the draft before editing the video and practicing the performance in the next meeting.

Using digital storytelling will bring some advantages. It increases students' motivation because students involve their personal experience which will indirectly motivate them since what they are doing is very related with them. Students will develop their literacy skill. While students preparing their draft, students are able to develop the way he expresses their idea and the choice of words, because the concept of creating the video is limitless. Students will also develop their skill in technology use since in preparing the video; students will directly practice their skill in using technology.

BIBLIOGRAPHY

- Anwar, D. (2016). 'Finding Myself in Someone Else's Land' Stories by Teachers of Literatures in English Padang: A postcolonial Framework. Dissertation. 1-359
- Brown, D.H. (2001). *Teaching by Principles : An Interactive Approach to Language Pedagogy 2nd Edition*. New York: Longman.
- Bull, G., and Kajder, S. (2004) Digital Storytelling in the Language Classroom. *Learning & Leading with Technology*. 47-49
- Lambert, P. (2013) *Digital Storytelling Capturing Lives, Creating Community 4th Edition*. New York: Routledge.
- Miller, E.A. (2009). Digital Storytelling. *Thesis*. 1-29.
- Robin, B. R. (2008). Digital storytelling: a powerful technology tool for the 21st century classroom. *Theory Into Practice*, 47(3), 220–228.
- Rusdi. (2005). Empowering English Teachers Through Current Practices. *International Seminar and Workshop*. 26-33..
- Ya-Ting, C.Y and Wan-Chi. I.W. (2012). Digital storytelling for enhancing student academic achievement, critical thinking, and learning motivation: A year-long experimental study. *Computers and Education*. 339-352.