THE EFFECT OF IMPLEMENTING DIGITAL STORYTELLING ON STUDENTS' SPEAKING SKILLS THROUGH CAPCUT AT THE FIRST GRADE OF SMAN 9 PEKANBARU

A THESIS

Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in English Language Teaching and Education of Universitas Islam Riau

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THESIS APPROVAL

TITLE

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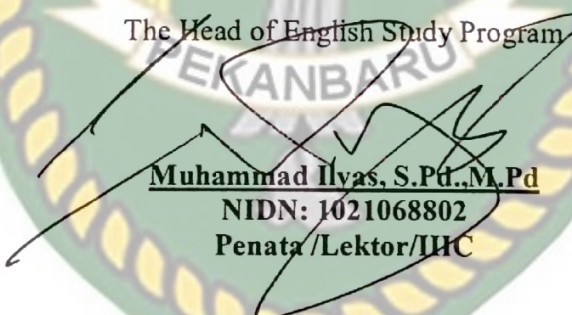
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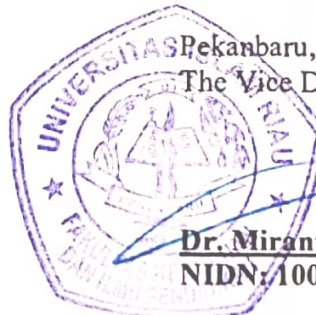**Andi Idayani, S.Pd., M.Pd**
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THESIS

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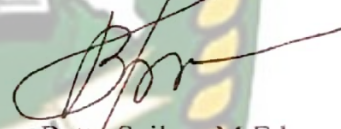
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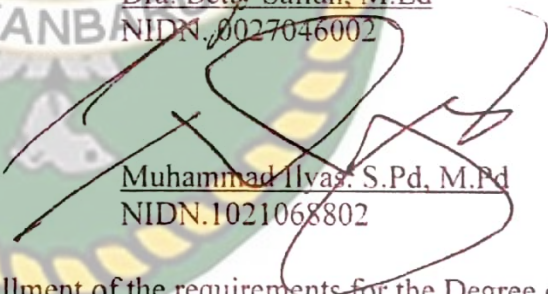NIDN. 1026048501   NIDN. 0027046002

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LETTER OF NOTICE

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It is ready to be examined. This letter is made to be use, as it is needed.

Pekanbaru, June 30th, 2022

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KARTU BIMBINGAN TUGAS AKHIR
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Program Studi	: PENDIDIKAN BAHASA INGGRIS
Judul Tugas Akhir	: Pengaruh Penerapan Digital Storytelling Terhadap Keterampilan Berbicara Siswa Melalui Capcut Di Kelas I SMAN 9 Pekanbaru.
Judul Tugas Akhir (Bahasa Inggris)	: The Effect of Implementing Digital Storytelling on Students' Speaking Skills Through Capcut at The First Grade of SMAN 9 Pekanbaru.
Lembar Ke	: ....

NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1.	16-10-2021	Revised title and chapter I	Revised title, background, and research methodology	
2.	15-11-2021	Revised Chapter II	Revised review of related literature	
3.	23-01-2022	Revised Chapter III	Revised data collection and data analysis technique	
4.	31–01-2022	Approved to join Seminar Proposal	The advisor signed proposal	
5.	07-03-2022	Join the Seminar Proposal	Join seminar proposal	
6.	10-03-2022	Revised Proposal	Revised proposal that has been suggested by the examiners	
7.	05-06-2022	Revised chapter IV and V	Revised the table data presentation of pre-experimental class and conclusion.	
8.	13-06-2022	Approved to join Thesis Examination	The advisor signed to join Thesis Examination.	

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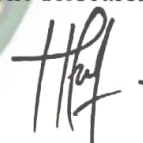
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DECLARATION

Name   : Hayuni Alfi Sakinah

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Advisor   : Andi Idayani, S.Pd., M.Pd

I admit this thesis purely derived from my own work and my own word, except some theories which quoted or taken from some various sources including to references. The researcher is responsible for the data and facts provided in this thesis.

Pekanbaru, June 30th, 2022
The Researcher

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All thanks are due to Allah Subhanahu Wa Ta'ala, the world's Sustainer, the Lord towards whom each dua and sholat is addressed, for it is through His direction and blessing that the writer has completed her final paper, which is a necessity for the award of a bachelor's degree. The writer then wishes peace for the Prophet Muhammad Shallallahu 'alaihi wa Sallam, his family, companions, and followers. The researcher is looking forward to seeing you in Jannah.

This undergraduate thesis entitled "The Effect of Implementing Digital Storytelling on Students' Speaking Skills Through Capcut at The First Grade of SMAN 9 Pekanbaru" is submitted as the final requirement for accomplishing an undergraduate degree at the Faculty of Teacher Training and Education, Islamic University of Riau.

In arranging this thesis, many people have contributed motivation, advice, and support for the researcher. The researcher sought to convey his gratitude and admiration to all of them for this valuable chance.
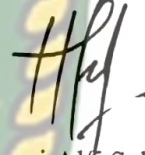
1. Dr. Sri Amnah, S.Pd., M.Si, as Dean of FKIP UIR, and the entire team at Universitas Islam Riau are thanked for their excellent help.

2. Muhammad Ilyas S.Pd., M.Pd., as Head of English Language Education, and Sri Wahyuni S.Pd., M.Pd., Secretary of English Language Education, encouraged and authorized the writing of this thesis.

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Finally, the researcher wishes to express gratitude to everyone who contributed to the successful completion of this undergraduate thesis. This undergraduate thesis is far from faultless, but it is anticipated that both the researcher and the readers will find it helpful. Therefore, severe recommendations and constructive criticism are encouraged.

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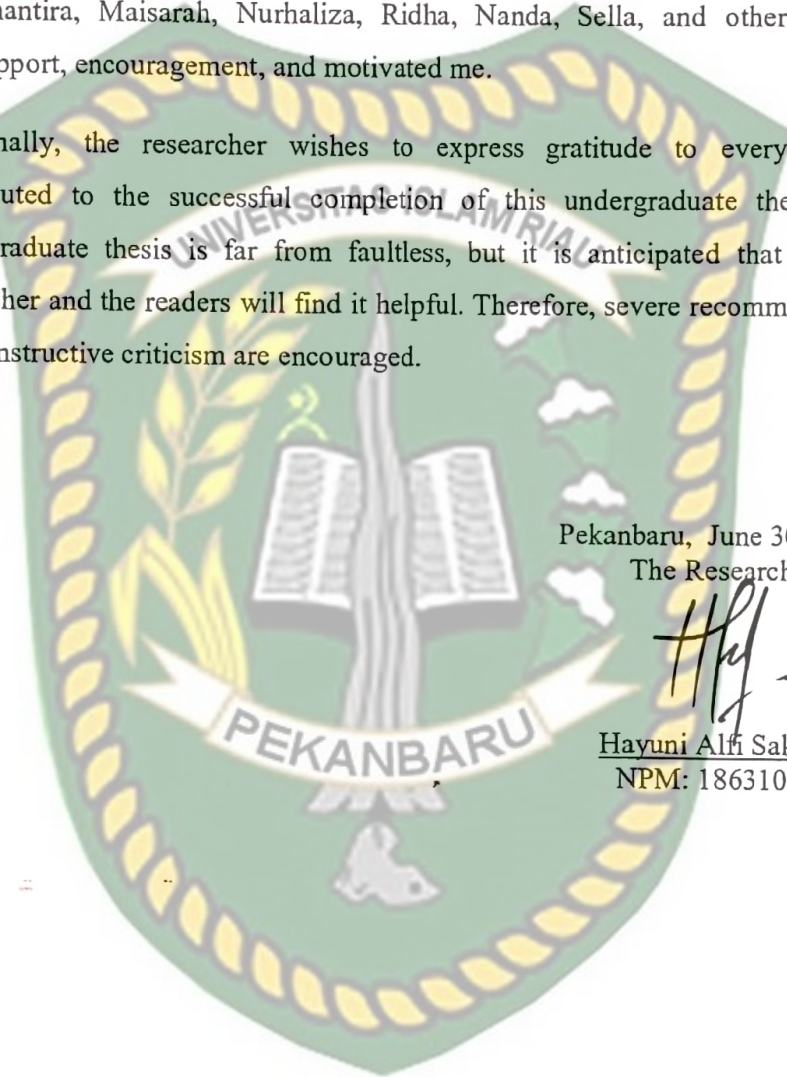
ABSTRACT

Hayuni Alfi Sakinah, 2022. The Effect of Implementing Digital Storytelling on Students' Speaking Skills Through Capcut at The First Grade of SMAN 9 Pekanbaru

Keywords: Digital Storytelling, speaking skills, pre-experimental research.

Speaking skills is very essential for senior high school students because they can continue their education abroad, and also in this digital era students can understand technology well. However, one of the tools that teachers can use to help students learn English is digital storytelling. This research aims to find out the significant effect of implementing digital storytelling on students' speaking skills through the CapCut application.

The researcher used pre-experimental research and purposive sampling technique. The sample was 27 students, with the total number of meetings of the pre-experimental class being six meetings. Furthermore, the data analized with SPSS 26 and scoring rubric of speaking skills.

Based on the findings, the mean score of pre-test was 80.07, and the post-test was 86.44. Therefore, the increase in the mean score was 6.37. The value of t-obs was greater than the t-table (9.806>2.056). Furthermore, the probability significance (2-tailed) column has a value of 0.00<0.05. According to the analysis, those two rejection criteria were achieved. As a result, the null hypothesis was rejected, and the alternative hypothesis was accepted. In short, there was a significant effect of Digital Storytelling on students' speaking skills at SMAN 9 Pekanbaru.

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CHAPTER I

INTRODUCTION

1.1 Background of Research

Speaking is a skill that involves generating, acquiring, and processing data and generating meaning. Therefore, Of the four basic language abilities, speaking is the most crucial in second or foreign language learning (Bahadorfar & Omidvar, 2014). Speaking skill is essential because many high school graduates enter the industry shortly after graduation. It is due to financial constraints. Graduates with practical skills and talents in their disciplines have been granted practical skills and talents. According to Dewi (2016), speaking as a skill necessitates a lot of practice and exercise; otherwise, students' speaking skills would not grow. It is possible to improve students' speaking skills by conducting continuous activities regularly.

Based on the interviews and observations of the teachers and students in Syafryadin's (2020) research, English spoken of the senior high school students is still a challenging skill to master. Furthermore, they have difficulties communicating for various reasons, including the paucity of tales to recount, the lack of language to explain concepts, still have difficulty in grammar also poor vocabulary and pronunciation, and exciting teaching methods to motivate them to speak.

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Furthermore, many students have problems speaking English, including at SMAN 9 Pekanbaru. First, the lack of vocabulary mastered by students makes them feel insecure in using English. Second, students still have difficulty pronouncing words in English. Those problems make students reluctant to use English in learning and in everyday life. Third, students are uninterested in daily English study and practice, including English class because the teachers used traditional method in learning process.

Technology has become closely linked to human life in recent years. The presence of technology can assist in all aspects of human life. However, industry 4.0 constitutes the fourth industrial revolution and is a concept used to describe the progress of the world's technology industry. The concentration on digital technology is at this fourth level. Learning media is one of the ways technology is used in education. Learning media is also a tool that teachers use to better and more efficiently convey material to students, both physically and online.

Technology plays a crucial role in education in the digital era. Modern technology improvements in education, particularly in language instruction, equip language learners with an abundance of readily available tools, knowledge, and information (Moradi, 2018). However, computers, laptops, and cellphones can be utilized in learning and assessment. Language classes are one of the topics that use technology. Speaking, listening, writing, and reading skills students should master when learning a language. As a result, technology can be an item that teachers can improve their students' speaking ability.

Furthermore, storytelling is a method used by a person to retell a story that has been heard using the speaker's own words. Moreover, speakers employ their linguistic and contextual expertise to construct a meaningful message to the target audience in a social context, making storytelling an all-encompassing form of communication. According to Abdolmanafi-Rokni (2014), storytelling encourages creativity and fosters language learning. It is appropriate for both groups and individuals. Students and storytellers can interact through storytelling.

One of the tools that teachers can use to help students learn English is digital storytelling. According to Hartsell (2017), digital storytelling allows producers to express themselves through multimedia to deliver a message, idea, belief, concept, or information in creative ways. This activity involves storytellers or creators taking the initiative to use various media to communicate their thoughts and ideas. As a result, the finished product or story develops its personality. Furthermore, according to Robin (2008), digital storytelling is a well-positioned technical application for using user-generated content while supporting instructors in overcoming challenges to appropriately utilizing technology in the classroom. Storytellers in digital storytelling must pick what content, visuals, and objects to use to complement the story, demanding critical thinking. Storytellers in digital storytelling must pick what content, visuals, and objects to use to complement the story, demanding critical thinking (Hartsell, 2017). Digital storytelling software includes KineMaster, CapCut, Adobe, VN, InShot, WeVideo, and others. As a result, the researcher will employ CapCut as a tool for students to produce their digital storytelling in this study.

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Furthermore, the CapCut is a free, all-in-one video editing application that can help you make incredible videos. According to Choirun, L., Nur, N., Arifah, YL, & Agustina (2021) capcut is a great program for editing videos; it allows us to add and remove clips as well as add music and stickers. However, the CapCut is a popular video editing tool for Bytedance's Android smartphone used by beginners and experienced editors. This program allows users to edit films and create fascinating material using various tools and effects. In addition, the CapCut is one of the most downloaded apps on the Google Play Store.

However, the advantages of the CapCut application are easy to use, such as being able to cut, rewind, and change the speed of the video to be edited. High quality and has a sophisticated filter. There are Top Music Hits/Amazing Sounds that can cool the video. Can use top trending stickers and text fonts, making it easy to express your videos fully. And there is also a classy effect.

According to an interview with an English teacher at SMAN 9 Pekanbaru, the researcher discovered that the school has five professional English teachers. The English teachers at SMAN 9 Pekanbaru teach English and a combination of English and Bahasa to ensure that the students comprehend what is being spoken. To explain the information clearly, the teacher employs textbooks or images. The teacher has presented the content straightforwardly and concisely. On the other hand, students struggle to comprehend the descriptive material provided.

For these reasons, the researcher chose this technique based on several factors. They are as follows: First and foremost, in this era, students, especially at

the high school level, have used social media such as Instagram and TikTok. In this application, students can express themselves through photos and videos so that students are familiar with editing videos. Second, the researcher used digital storytelling media because this media combines digital media such as text, photos, storytelling sound recordings, music, and video. By combining visuals and audio in learning media, it can make the learning process more interesting and students can focus more on the material. Third, the researcher used the CapCut application because this application is a free application and is also easy to use. This application is widely used by content creators because of its practical use.

The researcher conducted a study titled based on the problem "**The Effect of Implementing Digital Storytelling on Students' Speaking Skills Through Capcut at The First Grade of SMAN 9 Pekanbaru.**"

1.2 The Setting of the Problem

Most students, particularly in SMAN 9 Pekanbaru, struggle to communicate in English.

First, students lack vocabulary. An interview with an English teacher shows that students have trouble retaining English vocabulary because they do not use and repeat it daily. Therefore, students will have trouble expressing themselves and communicating with others and be insecure about using English.

Second, students still have difficulty pronouncing words in English. The lack of students practicing pronouncing words in English makes it difficult to

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pronounce English. This problem makes students reluctant to use English in learning and in everyday life.

Third, students are not motivated to learn and practice English daily and in English class. Students' lack of enthusiasm for speaking English makes them believe it is an unimportant and challenging subject to master. As a result, students' interest in speaking English in their daily lives has faded.

1.3 Limitation of the Problem

The researcher wanted to limit the problem based on the problem's setting, the researcher concentrated on the students' lack of interest in speaking English. Due to the teacher's teaching method being less attractive, students were less motivated to use English in conversation. Students would be more interested and more enjoyable learning because of Digital Storytelling. Additionally, incorporating visuals, music, and animation into learning exercises may aid students in grasping concepts faster and remembering them for longer. As a result, the researcher focused on digital storytelling with descriptive text material. These are compiled from textbooks for students or generated by the researcher.

1.4 Formulation of the Problem

The following is the problem formulation: Is there any significant effect of implementing digital storytelling on students' speaking skills through CapCut at the first grade of SMAN 9 Pekanbaru?

1.5 Objective of the research

Based on the research problem, the objective of this study is:

To find out the significant effect of implementing digital storytelling on students' speaking skills through CapCut at the first grade of SMAN 9 Pekanbaru.

1.6 Significance of the Research

The results of the research are intended to have the following implications for teaching and learning:

1. Theoretically

This research's findings can be advanced the knowledge of teaching speaking through media, especially digital storytelling.

2. Practically

   a. For the student:

      Students in the first grade at Senior High School are more confident in their ability to talk, particularly in English, and can also enhance their ability to comprehend descriptive text.

   b. For the teacher:

      Teachers can improve their speaking skills while incorporating exciting media into the classroom.

   c. For the researcher:

      To obtain general information about language teaching theories' theoretical and practical aspects.

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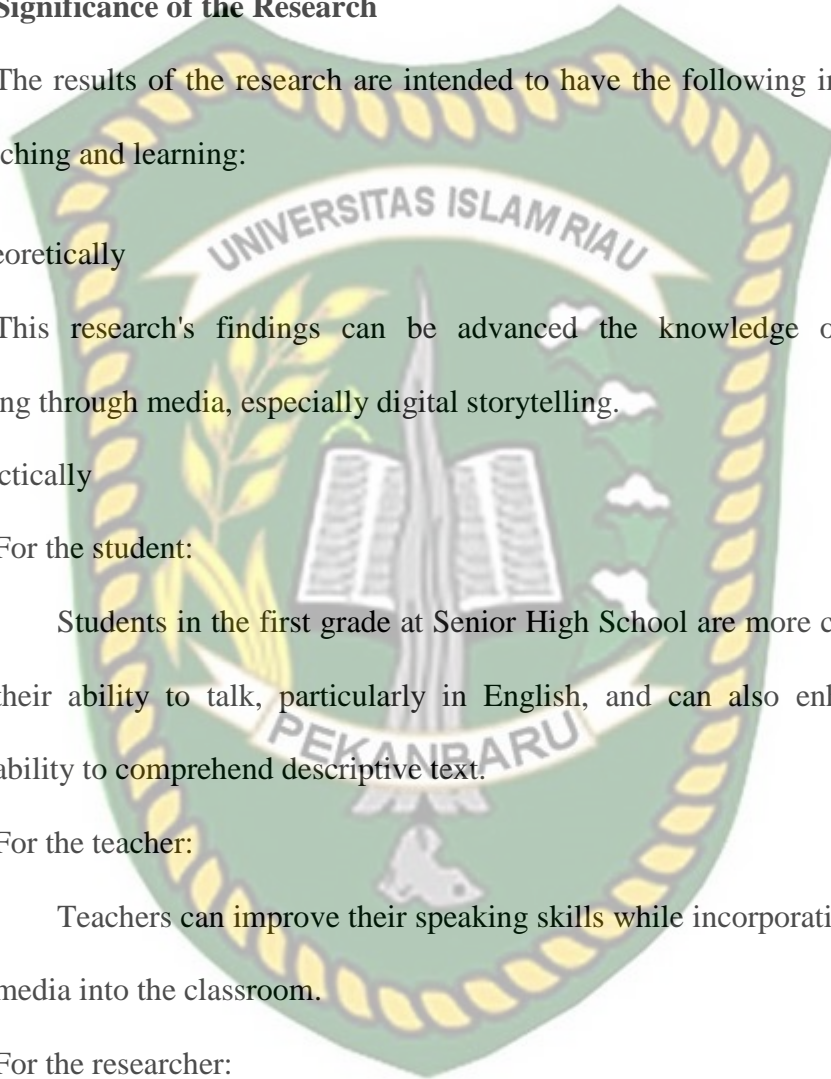
1.7 Definition of the Key Terms

1. Speaking

Speaking is the process of producing assertions orally through words and sentences to convey information to others. (Irawati 2014). In this research, speaking means students can interact with others to accomplish specific goals and transmit their thoughts, intentions, hopes, and viewpoints.

2. Digital Storytelling

The art of storytelling is combined with digital media such as text, photos, recorded voice narrative, music, and video in digital storytelling (Robin, 2016). In this research, Digital Storytelling means the media improves students' speaking skills.

3. Descriptive text

A descriptive text is one in which the author or speaker employs words to describe something, someone, an animal, a place, or an event to the audience (Gerot & Wignel, 1994; Knapp & Watkins, 2005) in (Noprianto, 2017). In this research, descriptive text is used as material to implement Digital Storytelling to improve students' speaking skills.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 The Nature of Speaking

The most essential and fundamental ability in communication is the ability to speak. Perhaps, this might be due to the belief that speaking a language is the most vital sign of language acquisition success. Moreover, Bahadorfar & Omidvar (2014), speaking is the most crucial of the four essential language competencies when learning a second or foreign language. According to Sepahvand (2014), there are various reasons to prioritize speaking as a study goal, including personal satisfaction from speaking and achieving other passions or career goals. Furthermore, many people learn these speaking skills to improve their speaking skills, and some have career goals such as wanting to continue their studies abroad, so good speaking skills are needed.

Speaking is the oral production of statements in words and sentences to communicate with others (Irawati 2014). However, speaking is communicating one's thoughts, ideas, and feelings through a person's capacity to pronounce words, organize them into phrases or sentences, and select terms relevant to the issue. It enables students to talk to others to accomplish specified objectives or transmit their thoughts, motives, desires, and perspectives.

According to Mestika (2018), to participate successfully in speaking, a person must have linguistic competence (including syntax, pronunciation, and

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vocabulary) and sociolinguistic competence. (knowing when, why, and how to produce words). Furthermore, nonverbal languages like facial emotions, gestures, and even body movements play a role in speaking. Speaking usually occurs when other people are present, such as participants or interlocutors.

The researcher concludes from the previous definition that speaking is expressing one's thoughts, concepts, and emotions by pronouncing words and arranging them into phrases or sentences according to the context. Therefore, a person must have linguistic competence (including syntax, pronunciation, and vocabulary) and sociolinguistic competence to succeed in speaking (knowing when, why, and how to produce words).

2.1.2 The Types of Speaking

Speaking skills, there are a few basic ways to communicate. Brown & Abeywickrama (2019) identifies five base kinds of speech:

1. Imitative.

   The ability to repeat words or phrases is at one end of a spectrum representing speaking ability. Although pronunciation is the most crucial assessment feature, grammar is a score criterion. Listening's sole purpose in this scenario is to provide temporary storage—just long enough for the responder to recall the cue.

2. Intensive

   The speaking used in assessment contexts is the production of short, oral passages that demonstrate competency in a restricted range of grammatical,

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phrasal, lexical, or phonological linkages. Again, regardless of how little engagement the speaker has with an interlocutor or a test administrator, the speaker must be aware of semantic issues to answer. Demanding assessment tasks include reading loudly, phrase and completing the conversation, restricted picture-cued activities, incorporating simple sequences, and sentence-level translation.

3. Responsive

The responsive assessment activities include communication and understanding tests, although they are restricted to quick talks, simple greetings and casual conversations, brief requests and responses, and the like. The encouragement is constantly a vocal prompt, with just one or two follow-up inquiries or retorts to maintain authenticity.

4. Interactive

The duration and difficulty of the engagement, which may encompass many exchanges and perhaps multiple participants, is the distinction between responsive and interactive speaking. The transactional language used to transfer detailed information, and interpersonal connections, used to preserve social relationships are the two forms of interaction.

5. Extensive

Speech, verbal presentations, and storytelling are examples of large-scale oral production activities in which audience engagement is severely limited (perhaps to nonverbal responses) or completely absent.

Given the above explanation, it is crucial to be aware of all types of speaking. The kind of speech employed in this study is extensive speaking. It referred to Senior High School's first-year students.

2.1.3 Teaching Speaking

Speaking is either the four primary language skills to develop when learning a second or foreign language. In addition, developing words that listeners can understand is referred to as good speaking skills. However, according to Dewi (2016), speaking as a skill necessitates a lot of practice and exercise; otherwise, students' speaking skills would not grow. As a result, teachers must prepare their students to communicate in English in and out of the classroom.

According to Bahadorfar and Omidvar (2014), the goal of training students to talk is to help them to:

1. Make the sounds and patterns of English speech.

2. Use word and phrase emphasis, intonation patterns, and the second language's rhythm.

3. Choose acceptable words and sentences for the audience, situation, and topic matter in the right social setting.

4. Arrange their thoughts in a logical and relevant order.

5. Make use of language to express values and judgments.

6. The ability to communicate fluently is characterized as speaking a language swiftly and confidently with minimal artificial pauses (Nunan, 2003).

In addition, Bahadorfar and Omidvar (2014) said that there are some reasons for teaching speaking:

1. Speaking is a crucial part of second language learning and teaching.

2. Mastering speaking skills in English is a priority for many second or foreign language learners.

3. Our learners often evaluate their success in language learning and the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency.

4. Oral skills have hardly been neglected in today's EFL/ESL courses.

In summary, learning to speak must be done with a lot of practice and repetition to achieve specific goals, and also, there are some purposes and reasons for teaching speaking.

2.1.4 The Elements of Speaking

Converse also necessitates functional competence, providing complete and logical responses to questions. According to Brown & Abeywickrama (2019), speaking ability is comprised of five aspects:

a. Grammar

In both spoken and written language, grammar is the rule. To achieve a good result, students must follow grammar rules. In addition to pronunciation, morphology, and syntax, grammar rules can also be found in phonology. Occasionally, both the speaker and the listener are indifferent to grammar when speaking. However, the writer does not detail grammar at this time.

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b. Vocabulary

A collection of words to mix to produce a language while speaking is one of the linguistic elements. Vocabulary is definitely necessary, but it is not the most important thing to consider when learning to talk early. The total amount of words in a language is referred to as vocabulary.

c. Fluency

Fluency is the skill of speaking accurately and fluently. A reasonable speaking speed and fluency are marked by a few pauses and "umms" or "errs.". These data demonstrate that speakers do not need to consume much time searching for the necessary linguistic elements to communicate.

d. Comprehension

Comprehension involves determining the meaning intended in written or oral communication. Contemporary theories Theories currently in use of understanding accentuate that it is an operational procedure that draws on both message information (bottom-up processing) and background knowledge, context information, and the listener's and speaker's goals or intentions (top-down processing).

e. Pronunciation

The act of uttering with articulation is known as pronunciation. When people utter anything with articulation, it is referred to as pronunciation. If people's articulation is correct when interacting with others, they can pronounce

well. Students can speak with one another, and the message will be transmitted to the listener if they have good pronunciation.

Finally, by focusing on those aspects of speaking, the students will be simpler to participate in speaking activities, enhance their skills, and, most importantly, succeed in speaking.

2.1.5 Descriptive Text

Either variety of text that students should study and grasp is descriptive text. The descriptive text has a function that allows users to describe a person, location, or object. A paragraph of descriptive text is defined as a set of sentences corresponding to the idea and serves one remark process. It is frequently used to describe a person's appearance and behavior, the presence of a place or an object. (Asih, 2013). However, Panjaitan and Elga (2020) state that the reader can imagine a place or a person by using their imagination or understand a sense or an emotion by using the description. The appeal of descriptive travel essays in magazines and newspapers can be attributed to their ability to broaden our experience by transporting us to places we might not otherwise be familiar with.

Identification and description are both included in the descriptive text. Identification consists of the act of describing a thing. Then there is the description, a method of describing the thing.

The three elements of the descriptive paragraph are as follows:

a. Social Function. Describe the item's features and circumstances using adjectives and attributes (person, thing, location, or animal).

b. Generic Structure. It was split into two sections: a) identification, which was used to establish the phenomena discussed, and b) description, which was used to explain an object's features, characteristics, conditions, and components in detail.

c. Grammatical feature. The present tense is used in the description paragraph as is typical.

According to the previous description, the researcher believes the descriptive text is a collection of sentences closely related to the idea and serves as a single remark process for users to describe a particular person, place, or thing.

2.1.6 Digital Storytelling

Digital Storytelling is a tool teacher can use to assist students in learning English. According to Hartsell (2017), digital storytelling allows producers to express themselves through multimedia to deliver a message, idea, belief, concept, or information in creative ways. This activity involves storytellers or creators taking the initiative to use various media to communicate their thoughts and ideas. As a result, the finished product or story develops its personality. Furthermore, according to Robin (2008), digital storytelling is a good technical application for user-generated content while supporting instructors in overcoming some barriers to using technology effectively in the classroom. In digital storytelling, storytellers must decide what material, images, and objects to support the story, stimulating critical thinking (Hartsell, 2017).

Based on Chung (2006) and Kearney (2009) in Moradi & Chen (2019), digital storytelling is composed of four main phases:

Figure 2. 1 Phases of Digital Storytelling

Based on the figure, the four main phases in digital storytelling are:

1. Pre-production.

In this phase, students can ask questions about topics and also how to make digital storytelling videos. After students understand the material and how to make digital storytelling, students can explore information related to the topic to be studied. Next, students create scripts on the given topic and extract peer views, present oral stories, and design storyboards and story maps.

2. Production.

During the production phase, students develop multimedia pieces such as inserting images, music, videos, subtitles, and recording their voices in digital storytelling.

3. Post-production.

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In post-production, students can comment on other students' digital storytelling videos.

4. Distribution.

Arranging multimedia content such as images, videos, music, and sound storytelling recordings and editing content into digital storytelling.

Creative storytelling's dynamic and systematic methodology provides for greater student engagement in the learning process while enhancing deeper connections with the learning materials and subject matter.

2.1.7   The Capcut Application

According to Sosas (2021), technology has become a new tool for teachers to improve their students' speaking abilities. In order to master the use of technology, teachers must be creative and innovative in teaching and learning activities. One of the things teachers can improve students' speaking skills is using the CapCut application.

The CapCut is a simple tool for creating educational videos with features that help create engaging and cutting-edge learning content (Dewi, NMUK, 2021). However, this application is in great demand not only because it is easy to use but also because it does not use a watermark and has exclusive features.

Moreover, these are the steps for editing video in the CapCut application:

1. Open the Play Store to download the CapCut – Video Editor Application.
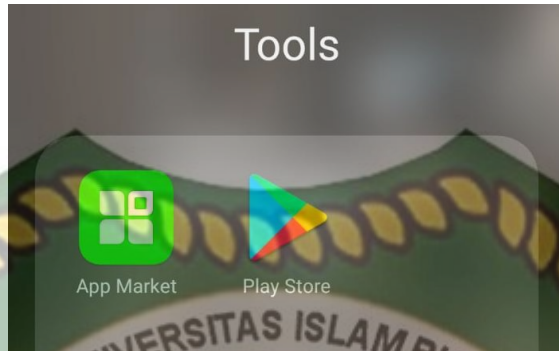
Figure 2.2 Play Store App View
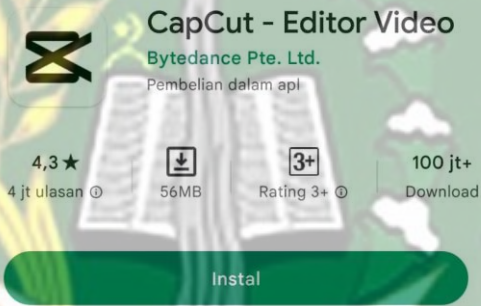
Figure 2.3 CapCut App View

2. After the CapCut application is downloaded, open the application and permit for CapCut App to access anything needed like gallery, camera, microphone, etc.
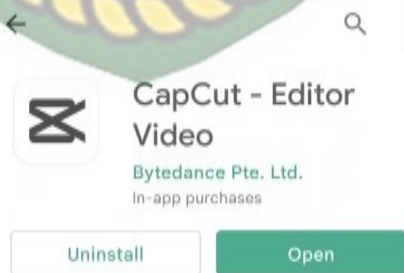
Figure 2.4 CapCut App View After Downloaded

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3. While on the homepage of the CapCut application, select a new project to edit the video.
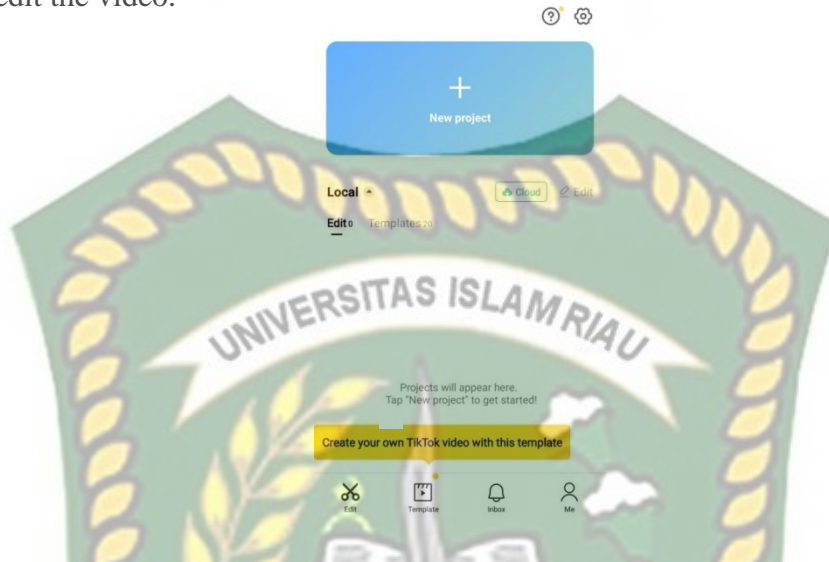
Figure 2.5 The Application's Initial Appearance

4. Select the video that has been made to be edited using the CapCut application. We can give audio, sticker, cut video, and text/subtitles.

Figure 2.6 The Capcut Application's Edit Menu Display

5. To add text to the video, we can press the text menu and choose the font as desired, along with the effects.
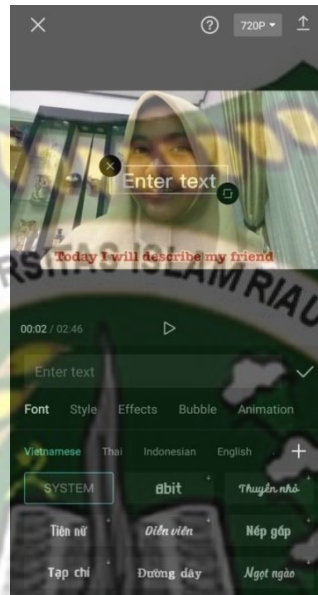
Figure 2.7 The Capcut Application's Text Menu Display

6. After editing the video, we can save it, choose the quality of the video, and press the save button in the \upper right corner.
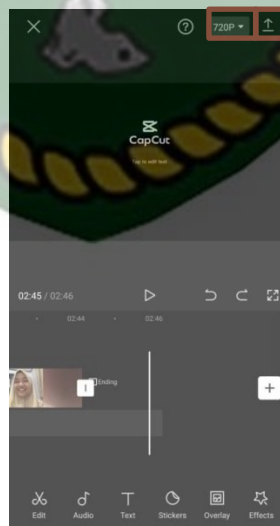
Figure 2.8 The Video Quality and Save Menu

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7.	Wait for the video to finish saving, and the video can be found in the gallery.
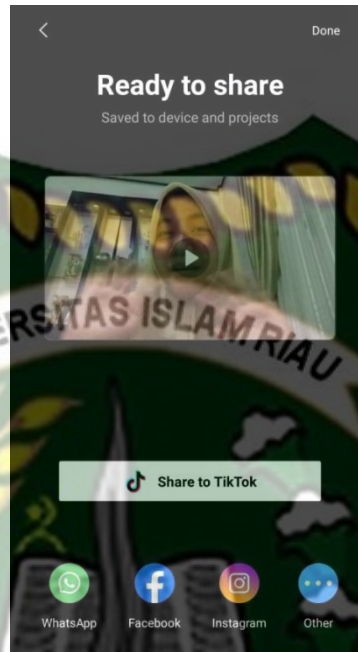
Figure 2.9 View of The Video That was Successfully Saved

8.	The appearance of the CapCut application can be seen below.
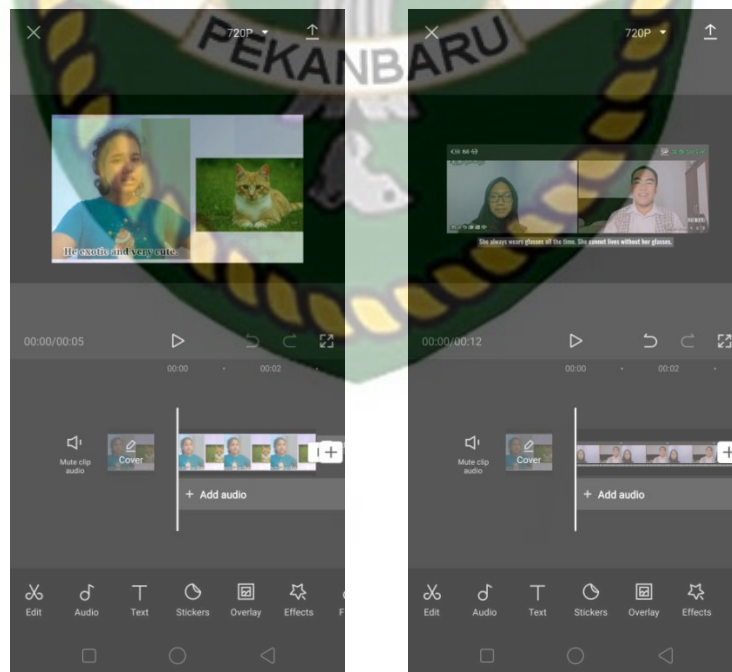
Figure 2.10 The appearance of the CapCut Application

2.2   Relevant Studies

Numerous examples and experiments show how technology can enhance students' English speaking skills. The researcher will present some examples of a successful experiment by a previous researcher using an approach comparable to the researcher's own.

First, a previous study regarding the implementation of Digital Storytelling by Syafryadin et al. (2019) conducted a study titled "Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres". This study aimed to explore how digital storytelling affects senior high school students' ability to communicate in various text genres and how effective it is. The researchers used an approach that combined action research and random sampling. The participants were 34 tenth-grade science four students. There was a distinction between Cycle 1 (before treatment) and Cycle 2 (after treatment), according to the researchers (after giving treatment). Only 15 students (44.11 percent) passed the standard minimum criteria (KKM) with the top value of 75 in Cycle 1. Furthermore, in Cycle 2, 27 students were capable of achieving KKM. As a result, this study discovered that digital storytelling significantly impacted senior high school student's ability to speak in various text genres.

Second, Idayani's (2019), entitled "The Effectiveness of Digital Storytelling on Students' Speaking Ability". The study's main goal is to see if there are any significant impacts on students' speaking skills and the influence of digital storytelling on developing students' speaking skills that the researcher describes and examines. The researcher used experimental research, and the participants

were English students in their fifth semester at FKIP - the Islamic University of Riau in 2018/2019. This study employed a sampling method based on purposeful sampling. The researcher selected class 5B, a 26-student experimental class, and class 5C, a 25-student as control class. In addition, the researcher used a pre-test and post-test speaking test as an instrument. As a result of the research, the study's findings revealed that digital storytelling positively impacts students' speaking skills.

Third, Eissa (2019), in his research entitled "Pedagogic Effectiveness of Digital Storytelling in Improving Speaking Skills of Saudi EFL learners,". This research aims to figure out why adult learners in Saudi Arabia cannot communicate in English as a foreign language (EFL). It also evaluates the pedagogy using the Digital Story Telling (DST) technique in teaching English as a foreign language. As a case study, the research was conducted at Northern Boarder University. A questionnaire is used to collect the information. The findings show that students at the chosen university have trouble speaking English and that using DST as a pedagogy can help them improve their general speaking skills. This study aims to determine why adult learners in Saudi Arabia cannot converse in English as a foreign language (EFL). It also evaluates the pedagogy of teaching English as a foreign language using the Digital Story Telling (DST) technique. Northern Border University was used as a case study in the research. A questionnaire is employed to gather information. The results show that students at the chosen university struggle with English and that adopting DST as a pedagogy can help them enhance their general speaking ability. These findings will assist

EFL teachers in Saudi Arabia in providing a conducive environment both within and outside the classroom, enormously motivating students to speak English fluently.

This research and several studies have been mentioned both use Digital Storytelling media, but what distinguishes this research from the others is the CapCut application. Furthermore, CapCut is a video editor app that allows us to clip videos, films, and recordings, add blur effects to the background, sound/music effects, and stickers and animations. This app is available on Google Play. The researcher used CapCut to see how compelling digital product storytelling is at enhancing students' speaking skills concerning the initial assertion.

2.3   Conceptual Framework

The following is the study's conceptual framework:

Table 2. 1 Conceptual Framework

THE EFFECT OF IMPLEMENTING DIGITAL STORYTELLING ON STUDENTS' SPEAKING SKILLS THROUGH CAPCUT AT THE FIRST GRADE OF SMAN 9 PEKANBARU

↓

Pre-Experimental design (Quantitative method)

↓

Pre-experimental Class

↓

Pre -Test

Speaking test

↓

Treatment

Teaching conducted in four meetings using Digital Storytelling

↓

Post -Test

Speaking Test

↓

Find out is there any significant effect of implementing digital storytelling on students' speaking skills through CapCut at the first grade of SMAN 9

Referring to the conceptual framework, the study was conducted on the effect of implementing digital storytelling on students' speaking skills through CapCut at the first grade of SMAN 9 Pekanbaru. The pre-experimental class represents a representative sample of this study. Therefore, this study implemented three phases of pre-experimental research, namely the pre-test,

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treatment, and post-test to collect the data. In this research, the researcher used digital storytelling in the treatment. Finally, to find out the significant effect of implementing digital storytelling on students' speaking skills through CapCut at the first grade of SMAN 9 Pekanbaru.

2.4 Hypothesis

The hypotheses have been proposed. They are as follows:

Ho: No significant effect of implementing digital storytelling on students' speaking skills through CapCut at the first grade of SMAN 9 Pekanbaru.

Ha: Significant effect of implementing digital storytelling on students' speaking skills through CapCut at the first grade of SMAN 9 Pekanbaru.
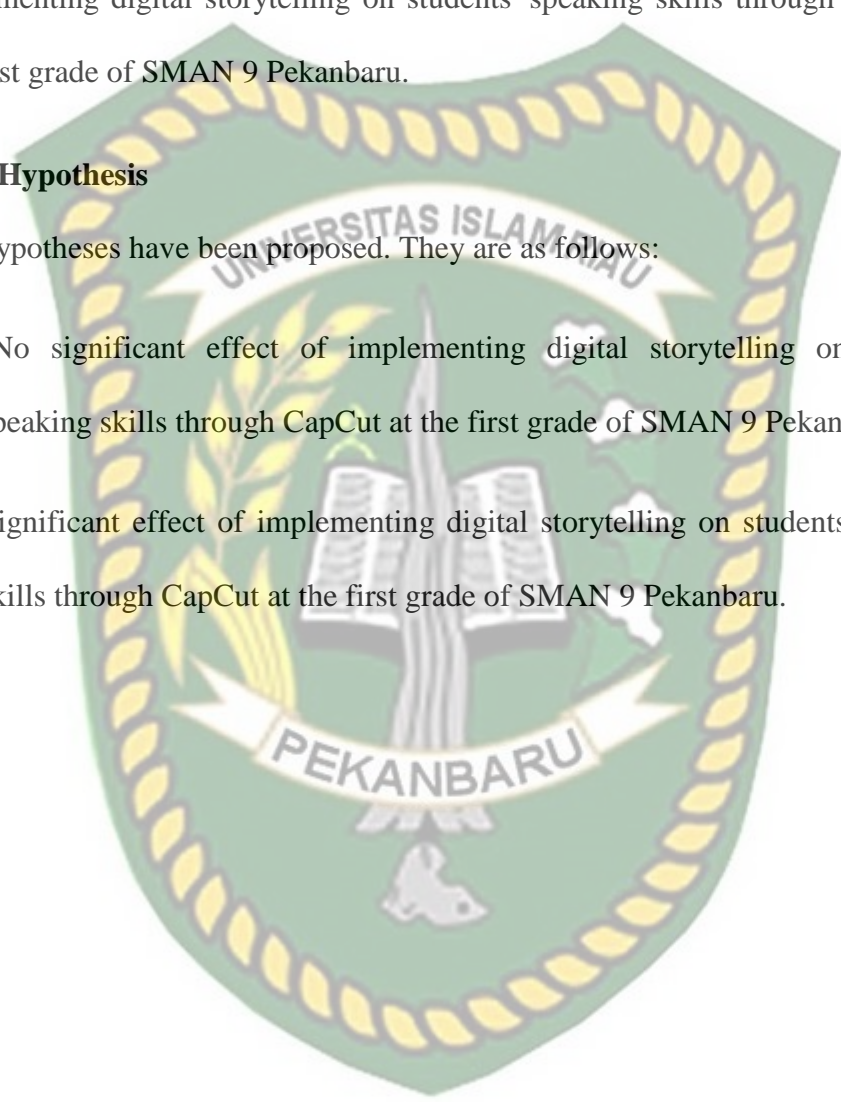
CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The researcher utilized a one-group pretest-posttest pre-experimental design. The researcher focused on determining the probable cause-and-effect relationship between the dependent and independent variables. This study used a quantitative pre-experimental method with pre-test and post-test. Moreover, the study was classified as a pre-experimental design because there was no control variable. As a result, the researcher only used one group to establish the test results.

Students are taught how to speak descriptive text through digital storytelling during the pre-experimental research. The researcher used two factors in this study: digital storytelling as an independent variable (X) and students' descriptive text speaking skills as a dependent variable (Y). The following is the research design:

In this research, the design consisted of a single class pretest-posttest structure (Sugiyono, 2018). In table 3.1, the design's form is displayed.

Table 3. 1 Research Design

Group	Pre-test	Treatment	Post-test
Class	S_1	X	S_2

Where:

Class: Pre-experimental class

X: Treatment, by using Digital Storytelling

S_1: The pre-test score of each individual

S_2: The post-test score of each individual

Based on table 3.1, this research was conducted in one class: the pre-experimental class. A pre-test in a speaking test was conducted in the first meeting. After the pre-test, the treatment would be carried out using digital storytelling media with the CapCut application. In this study, the treatment was done for four meetings. Finally, a post-test was conducted in a speaking test in the last meeting.

3.2 Location and Time of the Research

In this study, the researcher was carried out at SMAN 9 Pekanbaru, Jl. Semeru No.12, Rintis, Kec. Lima Puluh, Kota Pekanbaru, Riau. This study started in March – June 2022.

Table 3. 2 The Schedule of the Research in the Classroom

Day/Date	Meeting	The Topic Materials	Procedures
March 14th, 2022	Pre-Test	My Friend (people)	Speaking Test
March 21st, 2022	Treatment	My Family (people)	The teacher gives an example of a digital storytelling video related to the topic given to students.
March 28th, 2022	Treatment	Thing	

April 4th, 2022	Treatment	Tourism place (place)	Students are separated into groups for discussion, after which they create digital storytelling narratives.
April, 11st 2022	Treatment	Historical place (place)	
April 18th, 2022	Post-Test	Animal	Speaking Test

3.3 Population and Sample of the Research

3.3.1. The Population of the Research

A group of people with similar characteristics can be called by population (Creswell, 2012). He says that a target population (also known as a sampling frame) is a set of people (or organizations) that share a trait that the researcher can examine. The participants in this study were all first-year students at SMAN 9 Pekanbaru in 2022. A total of 330 students are divided into nine classes. In the table below, the population is shown:

Table 3. 3 The Distribution of Population of this Research

No.	Classes	Number of students
1.	X IPA 1	38
2.	X IPA 2	40
3.	X IPA 3	36
4.	X IPA 4	36
5.	X IPA 5	36
6.	X IPA 6	36

7.	X IPS 1	36
8.	X IPS 2	36
9.	X IPS 3	36
The total population		**330**

3.3.2. The Sample of the Research

According to Creswell (2012), a sample is a subset of people the researcher seeks to explore to generalize the group. The researcher used purposive sampling in this study. Moreover, purposive sampling, sometimes called judgment sampling, is a participant's purposeful selection based on their characteristics (Etikan, 2016). It is a non-random technique that requires neither underlying concepts nor a predetermined number of players. Furthermore, as a representative sample, the researcher selected one class. The class was X IPA 1, consisting of 38 students as a pre-experimental class.

Table 3. 4 The Distribution of the Sample of this research

No.	Classes	Types	Number of Students
1.	X IPA 1	Pre-experimental Research	38
Total Sample			38

3.4 Instrument of the Research

Creswell (2012) states that an instrument is a device used to measure, monitor, or record quantitative data. The research instrument was a speaking test with a pre-test and post-test to determine the students' scores.

Before receiving treatment, the pre-test evaluates the speaking skills of the students, and the post-test measures the students' speaking skills after the following treatment.

a.   Pre-Test

In the pre-experimental class, the pre-test verifies the students' basic speaking skills knowledge. In this section, the students described their friends using digital storytelling with the CapCut application.

a.   Post-Test

The post-test assesses students' speaking skills after applying Digital Storytelling. In this section, students were asked to describe animals using digital storytelling with the CapCut application.

3.5 Data Collection Technique

The researcher obtained the data using the speaking test. Before and after utilizing Digital Storytelling, tests were conducted. Before utilizing Digital Storytelling, the pre-test was used to assess the students' speaking skills. After the teaching-learning process on the post-test, the researcher also collected the data to know the students' speaking ability through Digital Storytelling in descriptive text.

3.5.1. Collecting Data for Pre-Experimental Class

This study took place for six meetings. The following are the research procedures:

1. Pre-test

The researcher entered the classroom at the first meeting, greeted the students, and checked the attendance list. Using Digital Storytelling, the researcher conducted a pre-test for the descriptive speaking test.

2. Treatment

The researcher gave the treatment after the pre-test. The treatment was held in four meetings using the following Digital Storytelling: Pre-teaching, Whilst teaching, and Post-teaching.

3. Post-test

The researcher conducted a post-test with the students during this session. The researcher collected data after the students completed the test to see if their communication ability had improved due to the treatment. English teachers at SMAN 9 Pekanbaru assisted and supported these pre-test and post-test activities.

3.6   Data Analysis Technique

The data of this study was gathered by administering tests to the students. Using Depdiknas's (2004) spoken English score system, the researcher determined

the students' speaking skills that comprised the study's sample. In addition, this study used two raters, the English teachers at SMAN 9 Pekanbaru.

Furthermore, according to Brown (2004) in Bohari (2019), this study used an oral language scoring rubric.

1) **Oral Proficiency Achievement of Grammar**

Achievement	Proficiency Description
1	Grammar errors are frequent, but the speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2	Can usually handle elementary constructions quite accurately but does not have complete or confident control of the grammar.
3	Control of grammar is reasonable and able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are pretty rare
5	Equivalent to that of an educated native speaker

2) **Oral Proficiency Achievement Category Vocabulary**

Achievement	Proficiency Description
1	Speaking vocabulary inadequate to express anything but the most elementary needs.
2	Has speaking vocabulary sufficient to express him simply with some circumlocutions.
3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that be rarely has to grope for a word.

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Achievement	Proficiency Description
4	Can understand and participate in any conversation within the range of his experience with a high degree of precision in vocabulary
5	Educated native speakers accept speech on all levels in all its features, including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

3) Category Comprehension

Achievement	Proficiency Description
1	Within the scope of his minimal language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrasing.
2	Can get the gist of most conversations on non-technical subjects (i.e., topics that require no specialized knowledge)
3	Comprehension is quite complete at a standard rate of speech.
4	Can understand any conversation within the range of his experience.
5	Equivalent to that of an educated native speaker.

4) Category Fluency

Achievement	Proficiency Description
1	No specific fluency description refers to the other four language areas for an implied level of fluency)
2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events and work, family, and autobiographical information.
3	Can discuss the particular interest of competence with reasonable ease. Rarely has to grope for words.
4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.

5	Has complete fluency in the language such that educated native speakers fully accept his speech.

5) **Category Pronunciation**

Achievement	Proficiency Description
1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2	An accent is intelligible, though often quite faulty.
3	Errors never interfere with understanding and rarely disturb the native speaker. An accent may be foreign.
4	Errors in pronunciation are pretty rare
5	Equivalent to and entirely accepted by educated native speakers.

The students' assigned scores from level 1 to level 5 are based on their scores and requirements. The levels were chosen depending on the teacher's assessment:

Table 3. 5 The Speaking Test Scoring Rubric

No.	Aspect Assessed	Scores				
		1	2	3	4	5
1.	Accent					
2.	Grammar					
3.	Vocabulary					
4.	Fluency					
5.	Comprehension					
Maximum Score		25				
Total		100				

The score explanation:

1 : Fail

2 : Incompetent

3 : Enough

4 : Competent

5 : Very Competent

$$Final\ score = \frac{Total\ Score}{Maximum\ Score}\ x\ 100$$

In addition, based on Arikunto (2013), the classification rubric for student results is displayed in the table:

Table 3. 6 The Classification of Students' Scores

Level of Ability	Scores
Good to Excellent	80 – 100
Average to Good	66 – 79
Poor to Average	56 – 65
Poor	40 - 55

Furthermore, the data in this study is safe because it was analyzed using SPSS 26.

CHAPTER IV

RESEARCH FINDINGS

4.1 The Data Presentation

In this chapter, the researcher explains the information from the data presented, and there are the result of the pre-test and post-test for the pre-experimental class, the improvement of students in the pre-experimental class, hypothesis testing, and the last the description of teaching and learning process.

4.1.1 The Result of Pre-Test for Pre-Experimental Class

A pre-test was held in a pre-experimental class on Monday, March 14th, 2022. In the pre-test, the students described their friends using digital storytelling with the CapCut application.

Table 4. 1 Students' Pre-Test Scores in the Pre-Experimental Class

No.	Name	Rater 1	Rater 2	Total Score	Categories
1	Student 1	88	84	86	Good to Excellent
2	Student 2	56	56	56	Poor to Average
3	Student 3	80	84	82	Good to Excellent
4	Student 4	80	80	80	Good to Excellent
5	Student 5	92	88	90	Good to Excellent
6	Student 6	84	80	82	Good to Excellent
7	Student 7	60	60	60	Poor to Average
8	Student 8	92	88	90	Good to Excellent
9	Student 9	84	80	82	Good to Excellent
10	Student 10	80	72	76	Average to Good
11	Student 11	84	84	84	Good to Excellent
12	Student 12	76	80	78	Average to Good
13	Student 13	84	76	80	Good to Excellent
14	Student 14	84	80	82	Good to Excellent
15	Student 15	76	76	76	Average to Good

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16	Student 16	88	80	84	Good to Excellent
17	Student 17	80	80	80	Good to Excellent
18	Student 18	84	84	84	Good to Excellent
19	Student 19	80	76	78	Average to Good
20	Student 20	88	76	82	Good to Excellent
21	Student 21	84	80	82	Good to Excellent
22	Student 22	84	84	84	Good to Excellent
23	Student 23	72	76	74	Average to Good
24	Student 24	88	96	92	Good to Excellent
25	Student 25	76	72	74	Average to Good
26	Student 26	84	80	82	Good to Excellent
27	Student 27	80	84	82	Good to Excellent

According to table 4.1, the entire score of the pre-test was 2162. The mean score was 80.07, with the highest being 92 and the lowest being 56. In addition, the table below shows the frequency distribution of pre-test results in the pre-experimental class.

Table 4. 2 The Frequency Distribution of Students' Pre-Test

Pre-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	1	3.7	3.7	3.7
	60	1	3.7	3.7	7.4
	74	2	7.4	7.4	14.8
	76	2	7.4	7.4	22.2
	78	2	7.4	7.4	29.6
	80	3	11.1	11.1	40.7
	82	8	29.6	29.6	70.4
	84	4	14.8	14.8	85.2
	86	1	3.7	3.7	88.9
	90	2	7.4	7.4	96.3
	92	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

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As shown in Table 4.2, the researcher discovered that one student obtained a score of 56 (3.7 %), that one student obtained a score of 60 (3.7 %), two students obtained a score of 74 (7.4%), two students obtained a score of 76 (7.4%), two students obtained a score of 78 (7.4%), three students obtained a score of 80 (11.1%), eight students obtained a score of 82 (29.6%), four students obtained a score of 84 (14.8 %), one student obtained a score of 86 (3.7 %), two students obtained a score of 90 (7.4%), and one student obtained a score of 92 (3.7 %).

Table 4. 3 Pre-Experimental Class Pre-test score Classification

Pre-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor to Average	2	7.4	7.4	7.4
	Average to Good	6	22.2	22.2	29.6
	Good to Excellent	19	70.4	70.4	100.0
	Total	27	100.0	100.0	

Based on table 4.3, 2 students received a (56-65) score and were classified as "Poor to Average." Six students received a score of 66-79 and were classified as "Average to Good," and 19 students who received an 80-100 were classified as "Good to Excellent." As a result, pre-test scores for most pre-experimental class students ranged from "good to excellent."

4.1.2 The Result of Post-Test for Pre-Experimental Class

The pre-experimental class's post-test was held on Monday, April 18th, 2022. Moreover, in the post-test, the students were asked to describe animals

using digital storytelling with the CapCut application. A post-test was conducted after four meetings in the treatment.

Table 4. 4 Students' Post-Test Scores in the Pre-Experimental Class

No.	Name	Rater 1	Rater 2	Total Score	Categories
1	Student 1	96	92	94	Good to Excellent
2	Student 2	64	72	68	Average to Good
3	Student 3	96	84	90	Good to Excellent
4	Student 4	84	88	86	Good to Excellent
5	Student 5	100	92	96	Good to Excellent
6	Student 6	92	84	88	Good to Excellent
7	Student 7	76	72	74	Average to Good
8	Student 8	92	92	92	Good to Excellent
9	Student 9	84	88	86	Good to Excellent
10	Student 10	84	88	86	Good to Excellent
11	Student 11	88	84	86	Good to Excellent
12	Student 12	84	88	86	Good to Excellent
13	Student 13	92	88	90	Good to Excellent
14	Student 14	84	88	86	Good to Excellent
15	Student 15	76	84	80	Good to Excellent
16	Student 16	96	88	92	Good to Excellent
17	Student 17	84	80	82	Good to Excellent
18	Student 18	92	96	94	Good to Excellent
19	Student 19	80	88	84	Good to Excellent
20	Student 20	92	88	90	Good to Excellent
21	Student 21	84	88	86	Good to Excellent
22	Student 22	88	88	88	Good to Excellent
23	Student 23	76	80	78	Average to Good
24	Student 24	88	96	92	Good to Excellent
25	Student 25	80	84	82	Good to Excellent
26	Student 26	92	92	92	Good to Excellent
27	Student 27	84	88	86	Good to Excellent

In table 4.3, the total post-test score was 2334, with a mean of 86,44 with a high of 96 and a low of 68. In addition, the frequency distribution of post-test outcomes is shown in the table below:

Table 4. 5 The Frequency Distribution of Students' Post-Test

Post-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	68	1	3.7	3.7	3.7
	74	1	3.7	3.7	7.4
	78	1	3.7	3.7	11.1
	80	1	3.7	3.7	14.8
	82	2	7.4	7.4	22.2
	84	1	3.7	3.7	25.9
	86	8	29.6	29.6	55.6
	88	2	7.4	7.4	63.0
	90	3	11.1	11.1	74.1
	92	4	14.8	14.8	88.9
	94	2	7.4	7.4	96.3
	96	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

From the table, the researcher found that one student received a score of 68 (3.7 %), one student received a score of 74 (3.7%), one student received a score of 78 (3.7%), one student received a score of 80 (3.7%), two students received a score of 82 (7.4%), one student received a score of 84 (3.7%), eight students received a score of 86 (29.6%), two students received a score of 88 (7.4%), three students received a score of 90 (11.1%), four students received a score of 92 (14.8 %), two students received a score of 94 (7.4%), and one student received a score of 96 (3.7%).

Table 4. 6 Pre-Experimental Class Pre-test score Classification

Post-Test

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Average to Good	3	11.1	11.1	11.1
	Good to Excellent	24	88.9	88.9	100.0
	Total	27	100.0	100.0	

In table 4.6, 3 students received a score of 66-79 and were classified as "Average to Good," and 24 students who received a score of 80-100 were classified as "Good to Excellent." As a result, most of the post-test results of students in the pre-experimental class ranged from "good to excellent". Besides that, in the post-test, none of the students got the "Poor to Average" category anymore.

4.2 The Improvement of Students in Pre-experimental Class

The following table shows the improvement of the pre-experimental class's pre-test and post-test:

Table 4. 7 Students' Pre-test and Post-Test in Pre-Experimental Class

No.	Sample	Experimental Class		
		Pre-Test	Post-Test	Gain
1.	Student 1	86	94	8
2.	Student 2	56	68	12
3.	Student 3	82	90	8
4.	Student 4	80	86	6
5.	Student 5	90	96	6
6.	Student 6	82	88	6
7.	Student 7	60	74	14
8.	Student 8	90	92	2
9.	Student 9	82	86	4
10.	Student 10	76	86	10
11.	Student 11	84	86	2
12.	Student 12	78	86	8
13.	Student 13	80	90	10
14.	Student 14	82	86	4

15.	Student 15	76	80	4
16.	Student 16	84	92	8
17.	Student 17	80	82	2
18.	Student 18	84	94	10
19.	Student 19	78	84	6
20.	Student 20	82	90	8
21.	Student 21	82	86	4
22.	Student 22	84	88	4
23.	Student 23	74	78	4
24.	Student 24	92	92	0
25.	Student 25	74	82	8
26.	Student 26	82	92	10
27.	Student 27	82	86	4
	Total	2162	2334	172
	Mean	80,07407	86,44444	6,37037

As indicated in the table, the experimental class's mean pre-test and post-test scores were 80,0707 and 86,4444, respectively, with a gain of 6,37037.

Table 4. 8 Descriptive Statistic Score of Pre-test and Post-Test in Pre-Experimental Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	27	56	92	80.07	7.756
Post-Test	27	68	96	86.44	6.284
Valid N (listwise)	27				

As displayed in the table, the highest score in experiment class was 96, included in the level "Good to excellent," and the lowest score was 56, deemed "Poor to Average." Furthermore, the study discovered that the mean pre-test score was 80.07, and the mean score for the post-test was 86.44. Therefore, it can be

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determined that students' means of speaking skills improved due to employing Digital Storytelling.
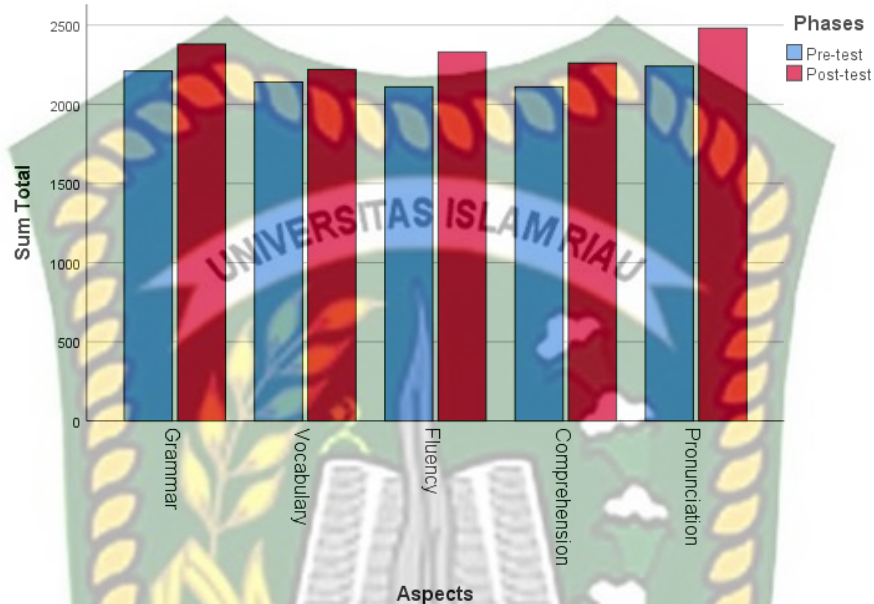

Figure 2. 11 Srudent Scores in All Aspects

The graph shows the mean score of students' scores in all aspects of speaking, such as grammar, vocabulary, fluency, comprehension, and pronunciation. According to the bar chart, students' grammar post-test improved by 170 points over the pre-test, vocabulary improved by 80 points, fluency improved by 220, and comprehension improved by 150 points. However, the pronunciation was the highest and has enhanced by 240 points. It can be stated from this study that the aspect of pronunciation improved significantly. In general, we can see that after implementing digital storytelling, the students' mean scores improved in all aspects of their speaking skills.

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4.3 Hypothesis Testing

This study had two hypotheses: the alternative hypothesis (Ha) and the null hypothesis (Ho). The alternative hypothesis states that Digital Storytelling considerably impacts first-grade students' speaking skills at SMAN 9 Pekanbaru. The null hypothesis specifies that Digital Storytelling does not significantly affect students' first-grade speaking skills at SMAN 9 Pekanbaru.

The researcher employed the paired sample T-test to determine whether the effect of Digital Storytelling on first-grade students' speaking skills at SMAN9 Pekanbaru was significant or not. SPSS version 26 was utilized by the researcher. The results are stated in the table below.

Table 4. 9 Paired Samples Test

| | | Paired Differences | | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | Sig. (2-tailed) |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pre-Test - Post-Test	-6.37037	3.37580	.64967	-7.70579	-5.03495	-9.806	26	.000

Based on the table, the increase in the mean score was 6.37037. The confidence interval for the difference was then set at 95%. It was chosen because the alpha (p) value was 0.05, indicating that the standard deviation of the normal distribution was 5%. First, if t-obs was greater than t-table (t-obs>t-table), the null hypothesis (H0) was rejected. Second, if the probability was less than 0.05 (sig. 2 tailed<0.05), the null hypothesis was rejected. We can observe that the value of t-

obs was greater than that of the t-table (9.806>2.056) in the table above. Furthermore, the probability significance (2-tailed) column has a value of 0.000<0.05. According to the analysis, those two rejection criteria was achieved. As a result, the null hypothesis has been rejected, and the alternative hypothesis has been accepted. Therefore, it was clear that the mean difference between pre-test and post-test was considerable. In short, there was a significant effect of Digital Storytelling on students' speaking skills at SMAN 9 Pekanbaru.

4.4 The Description of Teaching and Learning Process

There are a researcher and student actions that can be described during the learning process:

1. Pre-Test

In the first meeting, the researcher delivered the students the pre-test. That was to determine the students' speaking skills before the treatment. The researcher describes what Digital Storytelling is, how to make a video with Digital Storytelling, the parts of Digital Storytelling, and the application they should download to create a Digital Storytelling. In this research, the researcher used the CapCut application. My friend was the test topic, which included a material descriptive text. The researcher gave the students instructions and described what they should do with the researcher's pre-test.

2. Treatments

In the second meeting, the topic was "My Family". Pre-Activities: Opening with greetings and praying to start learning, checking students' attendance. Then asked questions based on the learning material. The researcher links the material

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activities with students' experiences, conveying motivation about what can be obtained (objectives & benefits) by studying the material: descriptive text about family. Whilst teaching activities: The researcher explained an example of Digital Storytelling from Youtube. The students listened and understood the video. After the students watched the video, the researcher asked students some questions about the video. The students explore and exchange information related to digital video storytelling. After that, Students are asked to make a descriptive text script with the topic "My Family" and say it orally. Students make storyboards based on the script. Post activity: the researcher makes lesson conclusions about essential points that appear in the learning activities that have just been carried out. The researcher asks students to create a digital storytelling video about describing the family using their voice with the CapCut application that the previous students have downloaded. Students work at home during the production, post-production, and distribution phases. Furthermore, last, the researcher closed the activity and conveyed the lesson plan for the next meeting.

In the third meeting, the topic was a thing. Pre-Activities: Opening with greetings and praying to start learning, checking students' attendance as an attitude of discipline. Then asked questions based on the learning material. The researcher links the material activities with students' experiences, Conveying motivation about what can be obtained (objectives & benefits) by studying the material: descriptive text about a thing. Whilst teaching activities: the researcher conducts the pre-production phase in learning. In this phase, several activities include asking questions, finding information related to the topic, creating scripts and

extracting peer reviews, presenting oral stories, and designing storyboards and story maps. Post activity: the researcher makes lesson conclusions about essential points that appear in the learning activities that have just been carried out. The researcher asks students to create a digital storytelling video describing a thing using their voice with the CapCut application that the previous students downloaded. At home, students complete the production, post-production, and distribution processes. Furthermore, the researcher closed the activity and conveyed the lesson plan for the next meeting.

In the fourth meeting, the topic was tourism place. Pre-Activities: the researcher starts the class with greetings and prayers. Students are prepared to learn and check attendance. Then the researcher posed questions relating to the study materials. The researcher combines the material activities with students' experiences: a description of a tourist place. Whilst teaching activities: the researcher has done a pre-production phase at school. In the pre-production, the researcher asked questions, obtained information on the topic, produced scripts and extracted peer input, gave oral stories, and developed storyboards and story maps are all part of this process. Post activity: The researcher concludes the learning activities about the crucial points that have just been completed. The researcher instructs the students to make a digital storytelling film using the CapCut application. Students do the production, post-production, and distribution phases at home. Finally, the researcher closed the session by requesting that digital videos be collected in Google Classroom.

In the fifth meeting, the topic was the historical place. Pre-Activities: Opening with greetings and prayers for students to begin learning and checking attendance. Then, based on the learning materials, the researcher asked questions. Conveying motivation on what can be acquired (objectives & rewards) by studying the material, the researcher connects the material activities with students' experiences: a description of the historical place. Whilst teaching activities: The researcher is in charge of the pre-production phase in learning. Several actions are included in this phase, including asking questions, gathering information on the topic, writing scripts and extracting peer feedback, delivering oral stories, and developing storyboards and story maps. Post activity: The researcher draws inferences from the learning activities recently completed about essential points. The researcher instructs students to use the CapCut application to create a digital storytelling movie describing the historical place using their voice. Students complete the stages of production, post-production, and distribution at home. Finally, the researcher wrapped up the session by requesting that the digital storytelling video be continued at home and collected in Google Classroom.

3. Post-Test

The post-test was done in the last meeting after the researcher gave the treatment for the experimental class. In post-test, the researcher used a speaking test. The researcher explained to the students that they had to make a video Digital Storytelling about animals. Moreover, the researcher does the pre-production phase in the classroom. The students made a script about an animal in the school, and after that, the student developed the storyboards. The researcher instructs the

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students to make a digital storytelling film using the CapCut application at their homes. Students do the production, post-production, and distribution phases at home. Finally, the researcher closed the session by requesting that digital videos be collected in Google Classroom.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

5.1 Conclusion

Based on the findings of this study, digital storytelling can be utilized to help students improve their speaking skills, particularly in terms of pronunciation, vocabulary, fluency, grammar, and comprehension. The findings of the pre-test and post-test showed a significant improvement in the students' speaking skills, backing up this assertion. Following that, this study informs language teachers and students on the importance of using media in English learning. The data used in this study was quantitative. Following are the researcher's conclusions based on the research findings:

1. The mean score for students' speaking ability taught with Digital Storytelling was 86,44. As a result, the method of Digital Storytelling has improved.

2. There was a considerable difference in students' speaking skills between the pre-test and post-test. The probability was less than 0.05 (sig. 2 tailed<0.05), and the null hypothesis was rejected. Furthermore, the probability significance (2-tailed) column has a 0.000<0.05. According to the analysis, those two rejection criteria were achieved. As a result, the null hypothesis has been rejected, and the alternative hypothesis has been accepted. Therefore, it was clear that the mean difference between pre-test and post-test was considerable. In short, there was a significant effect of Digital Storytelling on students' speaking skills at SMAN 9 Pekanbaru.

3. Students in the first grade at SMAN 9 Pekanbaru were interested in adopting Digital Storytelling to learn how to speak. It also brings the class more interesting. As a result, it is one of the most effective methods for improving speaking skills.

5.2 Implication

This study recommends using digital storytelling in speaking lessons in higher education. This study also revealed that digital storytelling improves students' interest in speaking while providing a challenging experience. However, it can draw students' attention and encourage them to participate actively in activities. Additional research with bigger sample size is necessary to comprehend digital storytelling in speaking classes. More research into digital storytelling application to other English-language skills is also recommended.

5.3 Suggestion

The researcher would like to offer some advice to teachers and students.

1. Theoretically

The researcher found that this research's findings can advance the knowledge of teaching speaking through media, especially digital storytelling.

2. Practically

1. For the student:

The researcher found that the students in the first grade at Senior High School are more confident in their ability to speak English, particularly in grammar, vocabulary, fluency, comprehension, and pronunciation. Moreover, the students can also enhance their ability to comprehend descriptive text.

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2. For the teacher:

The researcher found that the teachers can use media in the English learning process in a class by utilizing technology and applications. One example is by making digital storytelling in the learning process. Second, the teachers can select or create suitable media for students to make it easier to understand the material. Third, after determining which media is suitable for use in the classroom, the teacher must provide clear instructions for students.

3. For the researcher:

For further researchers, they can find new media to help students be active in the learning process and make them interested in English class. Furthermore, the researcher expects this research to be helpful to those involved in a similar discussion.
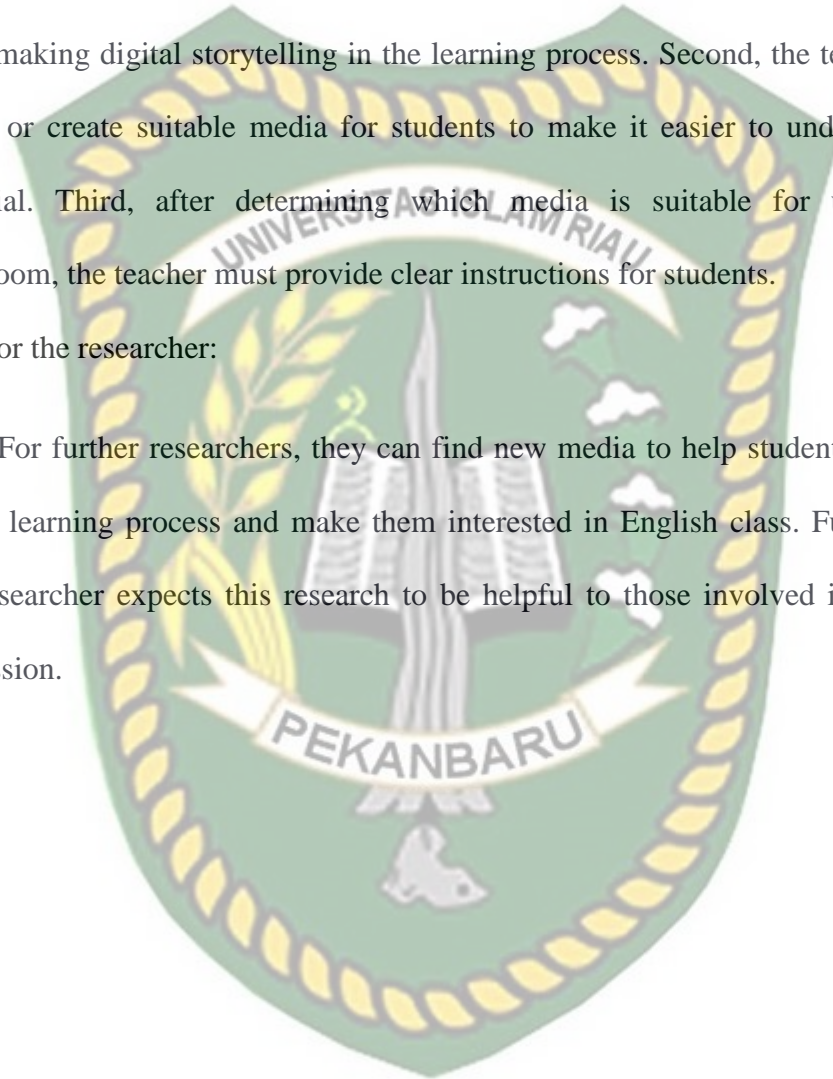
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