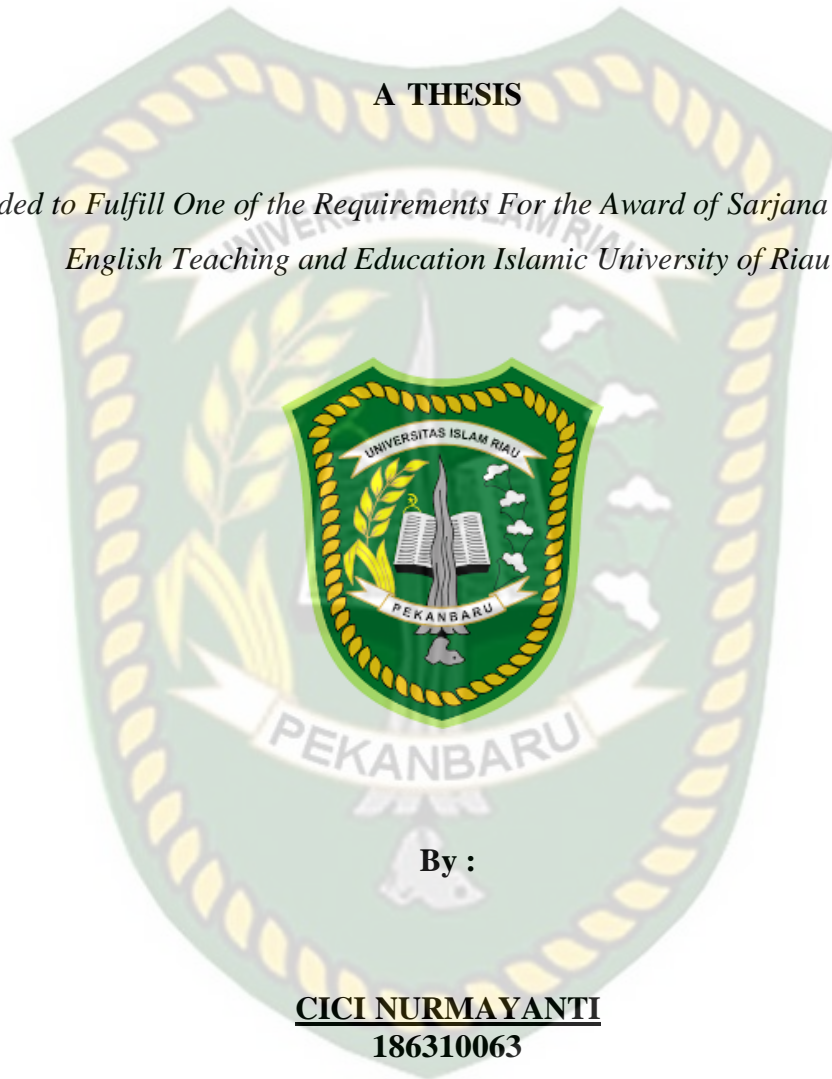# THE EFFECT OF DIGITAL STORYTELLING ON STUDENTS' SPEAKING SKILL THROUGH VLOGNOW OF THE THIRD GRADE AT SMP NEGERI 6 SIAK HULU

A THESIS

Intended to Fulfill One of the Requirements For the Award of Sarjana Degree in English Teaching and Education Islamic University of Riau

By :

<u>**CICI NURMAYANTI**</u>
186310063

ENGLISH LANGUAGE EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS ISLAM RIAU

PEKANBARU

2022

THESIS APROVAL

TITLE

THE EFFECT OF DIGITAL STORYTELLING ON STUDENTS'
SPEAKING SKILL THROUGH VLOGNOW OF THE THIRD GRADE AT
SMP NEGERI 6 SIAK HULU

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This thesis Submitted in partial fulfillment of the requirements for the Degree of Sarjana of Education in Universitas Islam Riau.

Pekanbaru, August 01st 2022
The Vice Dean of Academic

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THESIS

THE EFFECT OF DIGITAL STORYTELLING ON STUDENTS' SPEAKING SKILL THROUGH VLOGNOW OF THE THIRD GRADE AT SMP NEGERI 6 SIAK HULU

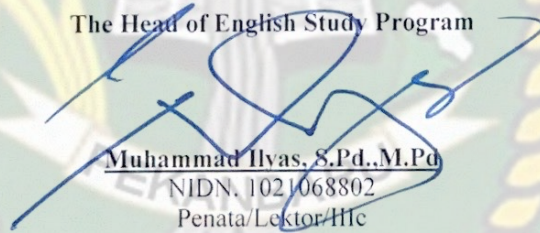Name   : Cici Nurmayanti
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LETTER OF NOTICE

The advisor hereby noticed that:

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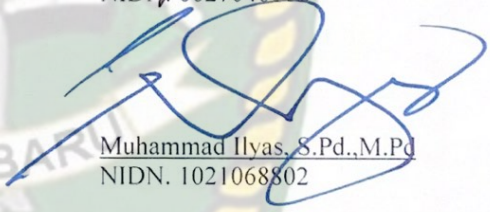Faculty   : Teachers Training and Educational Faculty

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

Has been completly written a thesis which entitled:

THE EFFECT OF DIGITAL STORYTELLING ON STUDENTS'

SPEAKING SKILL THROUGH VLOGNOW OF THE THIRD GRADE AT

SMP NEGERI 6 SIAK HULU

It has been examined. This letter is made to be used as it is needed.

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Advisor

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YAYASAN LEMBAGA PENDIDIKAN ISLAM (YLPI) RIAU
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Program Studi : PENDIDIKAN BAHASA INGGRIS

Judul Tugas Akhir
(Bahasa Inggris) : THE EFFECT OF DIGITAL STORYTELLING ON STUDENTS' SPEAKING SKILL THROUGH VLOGNOW OF THE THIRD GRADE AT SMP NEGERI 6 SIAK HULU

Lembar Ke : ....

NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1	7th December 2021	Revised Chapter I	Revised Backround	
2	14th January 2022	Revised Chapter II	Revised Relevance Studies	
3	21st February 2022	Revised Chapter III	Revised Colecting Data and Data Analysis	
4	11st March 2022	Approved to Join Seminar Proposal	The Advisor Signed Proposal	
5	18th April 2022	Join the Seminar Proposal	Join Seminar Proposal	
6	19th June 2022	Revised Proposal	Revised Proposal that has been Suggested by Examiners	
7	27th June 2022	Revised Chapter IV and V	Revised the Table Data Experimental and Control Class And Conclusion	
8	14th July 2022	Approved to Join Thesis Examination	The Advisor Signed to Join Thesis Examination	

Pekanbaru, August 01st 2022
Wakil Dekan I/Ketua Departemen/Ketua Prodi

(Dr. Miranti Eka Putri., S.Pd.,M.Pd)

MTG2MZEWMDYZ

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DECLARATION

The undersigned researcher:

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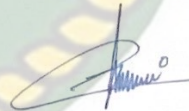
Advisor   : Andi Idayani, S.Pd., M.Pd

This thesis is made with my ideas and my own work , except for the questions (directly or indirectly), which are taken from sources that are carefully and scientifically mentioned. Researchers are responsible for the data and facts provided therein

Pekanbaru, August 01st 2022

The Reseacher

Cici Nurmayanti
NPM. 186310063

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Assalamu'alaikum wr.wb

In the name of Allah who is beneficial and merciful. Praise and gratitude I pray to Allah SWT who has given mercy and guidance in the process of completing this thesis entitled THE Effect of Digital Storytelling on Students' Speaking Skill Through Vlognow of The Third Grade at SMP Negeri 6 Siak Hulu. I am very grateful for the valuable lessons I learned through the struggle in this research and the many kind people who helped me. Therefore, on this occasion the author would like to express his respect and gratitude to the following great people.

1. The Dean and all staff members of Teacher Training and Education Faculty who have given their assistance for the complation of this thesis.

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3. Andi Idayani, M.Pd as an advisor in my thesis, I am very grateful to her for always encouraging, giving me more support, and always giving advice. I am very grateful to have a supervisor like her. I will never forget the kindness that you gave me. Thanks you very much.

4. All lectures in English Language Education Teacher Training and Educational Faculty Universitas Islam Riau who gave contributed their knowladge to me during the course.

5. My beloved father Sunaryanto and my beloved mother Nurlela who every day gives me encouragement, always prays for me, and always gives me goodness. I love you my parents.

6. Thank you for SMP Negeri 6 Siak Hulu for allowing me to do research there and thank you to the teachers who were there for giving me good support and advice.

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Finaly, I am very grateful and lucky for the support, encouragement, and guidance from good people around me. This research is still not perfect and hopefully this thesis can be useful and increase the knowledge of the readers.

Wassalamu'alaikum wr,wb

Pekanbaru, August 01st 2022
The Researcher,

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ABSTRACT

Cici Nurmayanti, 2022. The Effect of Digital Storytelling on Students' Speaking Skill Through Vlognow of te third Grade at SMP Negeri 6 Siak Hulu

Keyword: The Effect, Digital Storytelling, Speaking Skill, Vlognow, Quantitative Research

Speaking is important to improve students' communication skills. Teachers must be more creative in developing technology-base learning media to attract students learning processes. The aim of this research was to found out there was any significant effect of digital storytelling toward students' speaking skills through VlogNow (VN) of the third Grade at SMP Negeri 6 Siak Hulu.

The design of this research was experimental, the research used quantitative approach. The total population in this research was 124 students which consist of four classes. The sample of this research was third grade at SMP Negeri 6 Siak Hulu in class IX^1 and IX^2. The researcher has given pre-test in the first meeting and treatment for five meetings by using digital storytelling through VlogNow such as (1)pre-teaching, (2)while-teaching, (3)while-teaching, (4)post-teaching, (5) post-test. And then, the last meeting the researcher has given post-test. The data in the research through pre-test and post-test. Analysis data with SPSS 24 version

The result showed that the students' means score in pre-test was 67,07 and post-test was 76,50 . There was significant difference of the mean score. It had increase 9,43 after treatment with the significant level of 0,05. It was answered that H0 and Ha because t observe was 11520> t table was 2,048. Finally, the researcher concluded that the H_0 is rejected and H_a is accepted, there was significant effect of digital storytelling through VlogNow toward speaking skill at third Grade SMP Negeri 6 Siak Hulu.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Speaking is important skill to master in learning English to meet the global demands of it because speaking is the basis for communication. Almost language programs have an objective to combine both spoken and wrote languages but more highlight in speaking because it depends on the students' needs and the objective of the materials. Language learners explored English in order to enlarge their speaking ability. Speaking is to shared information or to say something about feelings, perception and intentions to other people.

Speaking in English requires not only communication but also the development of English language components such as vocabulary, grammar, pronunciation, fluency, and comprehension. According to Parmawati and Inayah (2019) learning to communicate in English was beneficial not only in class, but also in everyday situations. However, student habits can improved in the learning of English, particularly in speaking. Therefore art of communicating was crucial, students will be able to communicate directly with others once they have mastered that competence, especially if they were speaking with a native speaker.

Many students have problems in speaking skills, especially at SMPN 6 Siak Hulu. First, researcher address the problem of students' lack of interested in practicing speaking, not being confident, always using the national

language namely Indonesian when English lessons were in progress, when a teacher asked a question in English, students respond in Indonesian, students are sometimes afraid to express themselves because they are nervous in front of their peers, afraid of being laughed at, and there were also students who cannot speak English because they did not know how to construct sentences and have a limited vocabulary.

Second, the students still frequently made mistaked in pronouncing the English words. Observation showed that it was difficult for most of them to involved in speaking activities. They tend to be so silent and listened to the teacher more rather than spill the words orally. They did not have the confidence to speak to their classmates. It was assumed that students were more into the speech technique which teacher has to speak more in the classroom.

Third, their problems with prosodic features such as intonation, stress and other phonological nuances still cause a misunderstanding in communication. Those problems made the students reluctant and unmotivated to speak. The students hesitated and were reluctant to speak because they had nothing to say. Even though they had something in mind, they were inhibited by not being confident since they were afraid of making mistakes in grammar and they were worried if the other students laugh at them when they make mistake.

In this digital era, teachers must be creative and innovative in developing technology-based learning media and as much as possible integrate them in teaching and learning activities. Learning media that can be developed in the current digital era are digital-based learning media. Accordingly one of the technology-based learning media that can be used is digital storytelling.

Digital Storytelling is a new form of Storytelling. Meanwhile in storytelling, a story was written and illustrated on a piece of paper, while digital storytelling uses a computer application, a story is realized in a video that is equipped with sound, images, text, and animation so that it is more interesting. In addition, Digital Storytelling can cover a wide variety of topics, not limited to classic stories, video results can be anything, and using various available software. According to Muhyadi, et al (2010), One type of media that combines aspects of image visualization with sound effects called Digital Storytelling. Digital storytelling was a combination between art storytelling and multimedia tools such as video, images and audio. Digital Storytelling was the modern expression of the ancient art of storytelling. Digital stories derive their power by weaving images, music, narrative and voice together, thereby giving deep dimension and vivid color to characters, situations, experiences, and insights.

Several studies on the implementation of Digital Storytelling, including the research of Drajat and Purnama (2020) which showed the results

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of using digital storytelling as a whole got an effective category by obtaining a percentage score of 83.9%. This shows that the use of digital storytelling has been successfully used to convey difficult-to-understand material or content to be easierto understand. Furthermore, Syafryadin's research (2019) conducted 2 Cycles in his research and it shows that there are significant influences of digital storytelling method towards senior high school students' speaking abilities in various texts genres.

The difference between this study and previous studies was that this study uses VlogNow (VN). The VlogNow application was a video editor application which features cutting videos/films/recording, adding blur effects to the background, adding sound/music effects and adding stickers and animations. Thisapplication can be downloaded in the playstore.

Related to the statement above, researchers ware interested in conducting research that focuses on the effectiveness of digital storytelling on students' speaking skills through VlogNow (VN)". The researcher have conducted a research entitled "**the effect of digital storytelling on students' speaking skill through vlognow of the thrid grade at SMP Negeri 6 Siak Hulu".**

1.2 Setting of the Problem

Speaking skill is the skill of producing words with sound to communicated with others with the aim of expressing thoughts, ideas, and

feelings. Speaking was also one of the most crucial aspects of mastering the English language like in students of SMPN 6 Siak Hulu.

Based on explanation above, the researcher identified some problems faced by students of SMPN 6 Siak Hulu. The first, many students have problems in speaking skills, of students' lacked of interest in practicing speaking, not being confident, always using the national language namely Indonesian when English lessons ware in progress, when a teacher asks a question in English, students respond in Indonesian, students ware sometimes afraid to express themselves because they were nervous in front of their peers, afraid of being laughed at, and there were also students who cannot speak English because they did not know how to construct sentences and have a limited vocabulary.

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to speak. The students hesitated and were reluctant to speak because they had nothing to say. Even though they had something in mind, they were inhibited by not being confident since they were afraid of making mistakes in grammar and they were worried if the other students laugh at them when they make mistake

1.3 Limitation of the Problem

In order to made this study more specific, the researcher determined limitation which focuses on the students of Junior High School at SMPN 6 Siak Hulu. The researcher focuses on identifying students speaking skill taught using digital storytelling through Vlognow. This study was limited to the used of Digital Storytelling through Vlognow in teaching speaking.

1.4 Formulation of the Problem

From the argument described earlier, the problem of this research can be formulated was follow:

"Is there any significant effect of Digital Storytelling through Vlognow towardsStudents' speaking skills of third grade at SMPN 6 Siak Hulu?".

1.5 Objective of the Problem

The objective research is to find out the significant effect of digital storytelling through Vlognow towards students' speaking skills of third grade at SMPN 6 Siak Hulu.

Perpustakaan Universitas Islam Riau

Dokumen ini adalah Arsip Milik :

1.6 Significance of the Research

From this research, the researcher expects that this research gave some benefits for the reader. The benefits of this study were as follow:

1.6.1 Academic Benefits

Theoretically, this study provides contribution in giving knowledge of the way to improved speaking skills and got useful experienced during this study to third grade at SMPN 6 Siak Hulu.

1.6.2 Practical Benefits

a. Teacher

The researcher hopes this study could help English teacher to decrease problem of speaking ability and finded the media to improve speaking skills;

b. Students

Through this study, they could improve their motivation to learn English, especially speaking;

c. Other researchers

This study could enrich their references if they want to conduct a research for the same related topic.

1.7 Definition of the Key Terms

1. Procedure Text

According Kurniawan, et all (2019) that procedure text is text that describes the sequence of steps to make something. Instructions explain

systematically and usually in imperative sentences and use the simple present tense so that the readerunderstands what something to do.

2. **Digital storytelling**

   According to Clarke and Adam (2012) that digital storytelling shaped by advancesin personal computing and recording technology can be a suitable and possibly effective medium in improving their speaking skills, especially in retelling a story

3. **Vlognow**

   According to Fithriyyah (2022) that the Vlog Now application is a media that functions to create videos with various features, such as cutting video footage, blurring the background, adding songs and stickers, multi-layer timeline, chroma key, green screen and other video editing effects.

4. **Speaking Skills**

   According to Parmawati and Inayah (2019) that speaking skills is one of the language skills that focuses on verbal interactions. This can produce, send or receive information accurately and smoothly. The speaker must pay attention to vocabulary, grammar, as well as pronunciation.

CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 Speaking Skills

Speaking skill is the skill of producing words with sound to communicate with others with the aim of expressing thoughts, ideas, and feelings. Speaking is a form of communication in language. According to Finnochiaro and Brumfit in Nirmawati (2015), speaking means giving verbal expression of thoughts, opinions, and feelings in the form of conversation. Speaking involves sound to express meaning to make interaction happen. This means that speaking is an interactive communication process that connects ideas between the speaker and the interlocutor with a specific purpose. Speaking not only requires the vocal sounds involved but also needs to be aware of the speaking aspect that is genre. Students need to acquire several aspects of speaking to have good speaking skills.

English speaking skills can be tested using forms of speaking tests. There are five forms of test in speaking such as imitative, responsive intensive, interactive, and extensive (Brown 1994 in Halimah, 2019). The first form is imitative. It is the ability to speak by imitating words or phrases or sentences. It only applied to test the pronunciation. The second is intensive speaking which can be tested with the task of directed responding such as reading aloud, completing sentences and dialogue, guessing pictures, and

translating simple sentences. The third form is responsive which can be done by using question and answer techniques, giving instructions, paraphrasing, describing the physical form of objects, narrating the materials, summarizing the information, giving instructions, expressing opinions, comparing, giving hypotheses. The next form is interactive which can be tested by using interviews, role playing, discussion and conversation to assess the ability to choose topics, pay attention, interrupt, explain, ask questions, negotiate, check intonation patterns, body language and courtesy. The last form is extensive (monologue). It can be tested by speeches, presentations, and story-telling (Halimah, 2019).

In conclusion, speaking skill is the ability to convey thoughts, ideas according to the aspects of speaking in order to create interactive communication that connects ideas between the speaker and the interlocutor with a specific purpose. English speaking skills can be tested using the form of speaking test.

2.1.2 Aspect of Speaking

During speaking process occurred in interaction, there are several features of speaking involved. According to Duong (2014) commonly thought of the most important aspects of speaking is grammar, fluency, comprehension, vocabulary and pronunciation.

a. Fluency

Fluency is the ability to speak spontaneously and eloquently with no

pausing and with absence of disturbing hesitation markers. It also refers to some aspects like responding coherently within the turns of the conversation, using linking words and phrases, keeping in mind a comprehensible pronunciation and adequate intonation without too much hesitation. Fluency cannot be separated from accuracy. Accuracy refers to the mastery of phonology elements, grammar and discourse. This aspect shows the ability to speak fluently and produce the right words to express ideas. Hui (2011) stated that learners who are fluent in English have two signs such as speaking speed and using few filler words ("um" and "ah") when speaking.

b. Grammar

Grammatical is about proficiency in matters ranging from inflections to syntax. We will not be able to say the language without knowing the pattern of the language itself. Since knowledge of grammar is essential for language learner, it is clear that students need some knowledge of these rules to be able to speak correctly. Students should learn grammar such as modals, modifiers, prepositions, clauses and other grammatical features. This aspect is a set of rules regarding the structure of a language that regulates the composition of sentences, phrases, and words. According to Rusman (2013) grammar is a logical and structural rule that governs the composition of sentences, phrases, and words in a particular language. Meanwhile, according to Hui (2011) students need grammar to arrange correct sentences in conversation and to gain expertise in language in

spoken and written form.

c. Pronunciation

Pronunciation focuses on production and identification of the sounds, stress patterns, and intonation in English. It introduces multiple-choice hearing identification. English pronunciation is considered by some aspects. First, it relates to the speech organs and how the organs produce sounds. The flow of air which comes from lungs will have modification at vocal cord, pharynx, mouth, and nasal cavity. It happens as the open and close of the vocal cord. While, the upper part of speech organs like at pharynx, mouth, and nasal cavity, the air will be modified into plosive, lateral, velar, nasal, bilabial, alveolar, dental, etc. Without a good pronunciation, listeners cannot understand what another person says and this will make the communication process more difficult. Therefore, pronunciation has a central role in both academic and social fields in the way that students can be able to participate and integrate successfully in their community. Pronunciation aspect shows the ability to speak with good articulation, intonation, and stress. Referring to Nation and Newton (2009) pronunciation is how to produce lexical words that are acceptable and unambiguous in language.

d. Vocabulary

Vocabulary is one of important elements in teaching and learning speaking. It is important for language learners to choose appropriate words in certain situations in order to make their speaking meaningful.

For example, when people want to describe their feeling about something, they have to be able to find a word which reflects their feeling. Therefore, students need to understand the importance of meaning in context and the facts about word formation and how to twist words to fit different grammatical contexts. Vocabulary serves to define objects and ideas. According to Rusman (2013) that vocabulary means appropriate diction used in communicating. Mastery of vocabulary will determine a person's ability to understand language.

e.   Comprehension

The last speaking element is comprehension. Comprehension means the understanding and the interpretation of what is said. It is about students' proficiency in speaking on all professional and general topics without a big effort and smooth as good as the native speakers. This aspect is about understanding the conversation at a normal speed and being able to act appropriately. Azlina, et al (2016) stated that for oral communication, it certainly requires a subject to respond, to speech as well as to initiate it. English speaking skills can be tested using forms of speaking tests. According Halimah (2019), there are five forms of test in speaking such as imitative, responsive intensive, interactive, and extensive.

In conclusion, pronunciation, grammar, vocabulary, fluency, and comprehension are the important and complementary components in the development of students' speaking skill. These elements support each other to gain the goal of speaking.

2.1.3 Functions of Speaking

According to Richard (2019) there are two main function of speaking. The first is interactional function of speaking which serves to establish and maintain social relations, and the second is transactional function, in which focus on the exchange of information. Speaking has three communicative functional; talk as interaction entertain, talk as transaction, and talk as performance.

The first is to talk as interaction; it refers to what people normally mean by "conversation" and describes interaction that serves a primarily social function. This function focuses on the speakers and how they wish to present themselves to each other than on the message. For the example, when people meet, they exchange greetings, engage in small talk, telling the experience, and so on.

Another function is talk as transaction; it refers to situation where the focus is on what is said or done. The message and making oneself understood clearly and accurately is central focus, rather than participants and how they interact socially with each other. For example, students may be engaged in hands-on activities to explore concepts associated with floating and sinking.

The last function is talk as performance. It is about public talk, talk transmits information before audience, such as classroom presentation, public announcements, and speeches.

In addition, there is a relation between the three functions of speaking withstorytelling technique. Storytelling is one of speaking activity which force or stimulate students to perform their speaking skill. So, it means that storytelling can encourage the students use the function of speaking.

Speaking can be used for various purposes, including reporting (to inform), to entertain, to invite, to convince, to persuade. Talking is an activity that involves most of the members of the human body. Speaking or what is called oral communication is an individual activity to convey a message verbally to the listener or audience. In speaking, paying attention not only means speaking fluently, but also paying attention to the way of delivery that can also be done in a concise manner but clearly the information conveyed and had an impressive manner. Impressive in this case means that it can attract the listener's attention, forexample, interspersed with how to say it or creative movements. Based on the existing opinion, it can be concluded that speaking is a process of communicationbetween a person and another person or a group of people to express a thought, feeling or idea orally to provide information. It is state in (Budiarso, 2017).

In summary speaking has several functions including communication and interacting with other people. Speaking or what is called oral communication is an individual activity to convey a message orally to the listener. In speaking, you must pay attention to the information conveyed and attract the attention of the listener.

2.1.4 Teaching Speaking

Teaching speaking also directs the students to select appropriate words and sentences according to the proper social setting audience, situation, and subject matter, to organize their thoughts in a meaningful and logical sequence to use language as a mean of expressing values and judgments, and to use language quickly. (Nunan, 2002). The goal of teaching speaking itself is enable the students to use their ability to the fullest. Student should try to avoid confusion in the message, py attention the the pronunciation, grammar, vocabulary, and observe the social and cultural rules that applied in each communication situation.

According to Balley in Atik and Agung (2019) there are some approaches that have been used over years to teach a language. Those approaches are also used to teach speaking skills. Below are brief explanations of the approaches.

The first is Grammar Translation Method. By using this method, students are taught to analyze grammar and translate from on language to another. The characteristics of this method are it focuses on reading and writing, the vocabolaryis determined by reading texts, the sentence is the basic unit of teaching and language practice. In teaching speaking, this method can used in a large class, in which the students are ask to complete blank spaces using appropriate words spoken one by one.

The second method is Audio Lingual Method. By using this method speaking is taught by having learners repeat sentences and recite memorized

dialogues from a text book. This method is often use in teaching speaking. Usually, students are asked to hear some dialogues or watch some videos about some issues and than discuss it with their group and finally they should presentthe result of their discussion in front of the class orally.

The third is communicative language method. By using this method student learn English by having interaction with other and they should interact during the English lesson. In speaking class, this method is often used. A teacher can conduct many group activities, presentations, or even dialogues. Those kinds of activities make the students comfortable when they should speaking in front ofmany people.

2.1.5   Storytelling

Storytelling has been used as a means of communication since earliest times. Stories create magic and a sense of wonder at the world. Stories teach us about life, about ourselves, and others. Storytelling is a unique way for students to increase an understanding, respect, and appreciation for other culture.

As people like to share their stories or experience, it is explained further onthe book of Wilson, storytelling is thought of as something belonging to a preindustrial or mythical past. Stories have been shared in every culture as a means of entertainment, education, cultural preservation, and instilling moral values. Crucial elements of storytelling include plot, characters, and narrative point of view. As the understanding of storytelling explained above.

Finally actually storytelling is an activity to share what is on mind. It has many benefits, such as for entertainment, education, cultural preservation, and instilling moral values. It is also has elements that have to be noticed, they are plot, characters, and narrative point of view.

2.1.6 Procedure Text

Procedure text is an English text in which the writer describes how something is accomplished through a sequence of action or steps. According to Djuharie in Nuri (2018) that Procedure text is a text that gives instruction about steps how to do something. According to Anderson in Zaki (2014) procedure text is a text that tell the reader or listener how to do something. According to Djuharie in Mada (2017) procedure text is a text containing the procedure, process, mean, or steps of make do something.

Nuri (2018) says that social function is to describe how something is accomplished through a sequence of action or steps. According to Ruswinarsih (2015) the social Function is to tell of how to do and to make something in a chronological order. From the previous theories explanation, the writer concludes that social function in procedure text is to give and demand information by describing the sequences or action from a process.

In writing procedure text, the students must know about the elements of the text. Generic structure is the text structure that contains idea or information of three parts they are aim/goal, materials and steps/methods. It means that generic structure of procedure text are goal (aim), material (things that are needed), and steps (ways how to do). The special characteristic of a

genre differing it form one another is the generic structure. Generic structure is the stage that must be followed in arranging the text. According Nuri (2018) procedure text has the structures that consist of three kinds, namely Goal, Material, Steps.

1) Goal: showing the purpose.

2) Material: telling the needed materials (not required for all procedure text)

3) Steps: a series of steps oriented to achieving the goal.

From the explanation above, the writer conclude the procedure text is one the important knowledge which explain information about how to use viewers about goal and material to make something.

2.1.7 Digital Storytelling

Digital storytelling is a computer-based storytelling activity as a means of telling stories by combining images, sound, text, and video. According to Clarke and Adam (2012) that digital storytelling shaped by advances in personal computing and recording technology can be a suitable and possibly effective medium in improving their speaking skills, especially in retelling a story.

Atiqah, et al (2017) stated that Digital Storytelling has several advantages,namely can develop students' communication skills, improve skills in operating computers, generate interest, attention, and motivation of students towards the material taught in class.

Digital storytelling also has several elements, namely (Bull & Kajder, 2004):

1. Point of view, is the point of view of the creator, so the perspective dependson the storyteller or author.

2. Dramatic question, the question will be answered at the end of the story, usually in the form of a conclusion from the whole story or purpose.

3. Emotional content, the content in the story is usually emotionally appealingor persuasive.

4. The gift of your voice, voting is a way how the presenter of this story can narrate well, so that the audience can understand what will be conveyed.

5. The power of the soundtrack, supporting elements in the form of music orvoices that can support the atmosphere.

6. Economy, the presentation of the material is simple and not excessive, but tends towards effectiveness, so that the audience does not pay too long to payattention and feel bored.

7. Pacing, how the storyteller or author always tells different or updated things so that the audience does not feel bored with what is given.

Beside that there are seven elements of storytelling introduce by Lambert in Robin (2017) to emphasize the process of storytelling in the classroom. According Robin (2017), there are seven elements of digital storytelling:

1. Point of view, what is the main point of the story and what is perspective ofthe author.

2. A dramatic question, a key question that keeps the viewer's attention and

willbe answered by the end of the story.

3. Emotional content, serious issues that come alive in a personal and powerfulway and connects the story to the audience.

4. The gift of your voice, a way to personalize the story to help the audienceunderstand the context.

5. The power of the soundtrack, music or other sounds that support and embellish the storyline.

6. Economy, using just enough content to tell the story without overloading theviewer.

7. Pacing, they rhythm of the story and how slowly or quickly it progresses.

Digital stories can be very long, but in educational settings, they usually last between 3 to 10 minutes. The topics used in digital storytelling tend to range from personal stories to collections of historical events as well as explorations of people's lives in their communities and everything in between (Wahyuni, dkk, 2017).

To summarize, Digital storytelling is computer-based storytelling as a means of storytelling by combining images, sound, text, and video which has several advantages, namely it can develop students' communication skills, improve skills in operating computers, arouse students' interest, attention, and motivation. Digital storytelling also has several elements.

2.1.8   Type of Digital Storytelling

1. Personal narrative

   According to Joe lambert (2016), CDS (center of digital storytelling) have provided training and assistance to people interested in creating and sharing their personal narratives. CDS describe a variety of personal narrative such as: Character stories, Memorial stories, Stories about event in our lives, Adventure stories, Accomplishment stories, Stories about place in our lives, Stories about what we do, Recovery stories.

2. Stories that examine historical event

   Digital story can created from historical material that students might explore their classroom. Digital story is created by using early photograph, as well as paintings and other materials find on internet.

3. Story that inform or instruct

   This story is reflect instructional material in content such as math, science, health education and instructional technology.

   To conclude, digital storytelling has 3 types, namely Personal Narrative, Stories that examine historical events, and Stories that inform or instruct. In this study, the researcher used the story type that informs or instructs, because students were asked to tell the steps to make something.

2.1.9   The Steps of Making Digital Storytelling

According to Frazel (2010), there are three stages to making Digital Storytelling, Three stages these include:

1. **Preparation Stage**

   In this stage, teachers and students do preparations for working on DigitalStorytelling consist of:

   a. Determination of the audience as the target user.

   b. Types of products produced (in the form of videos) or podcasts).

   c. How to present Digital products Storytelling (in class or published in websites).

   In addition, the teacher also prepares the material and the Digital Storytelling work plan:

   a. Determining whether Digital Storytelling done individually or in groups.

   b. Create a rubric to assess the preparation process, creation and presentation.

2. **Production Stage**

   At this stage students with their groups (if Digital Storytelling is done in groups):

   a. Determine the software used.

   b. Determine the topic of Digital Storytelling.

   c. Divide the duties of each member group.

   d. Create story drafts.

   e. Collecting Digital Storytelling materials, whether from books, the internet,or from the camera students (photo or video).

   f. Make Digital Storytelling Appropriate with story drafts previously made.

While the teacher at this stage monitors and evaluate the process of making Digital Storytelling includes the content of each product draft based on the rubric.

3. Presentation Stage

At this stage, students present Direct Digital Storytelling products to the audience (teacher and classmate) namely by introducing and describing it and answer questions submitted as feedback. On the other hand, students can also present products Digital Storytelling indirectly, namely by saving the product files on a CD or DVD or upload the product file on a website, such as Youtube.

2.1.10 The Advantages of Digital Storytelling

There are many benefits of a digital storytelling. It can help the students to motivate their speaking skills by using digital storytelling in learning. Adapted from Putri (2019) the benefit of digital storytelling are:

1. Digital storytelling uses a wide variety of multimedia, making it more interesting and engaging for the viewer.

2. Digital storytelling allows students to have collaborative activity

3. Digital storytelling allows students to improve their understanding of subject area knowledge, writing skills, technical skills, and presentation skills.

4. Digital storytelling allows students to improve their research skills

5. Digital storytelling improved overall academic.

The editing time also takes time since students need to create a good quality of the video. In this digital era, most students have already understood how to run a computer. But, some of them don't know how to edit the video. Luckily, there is another way to face this problem. A teacher can hold a workshop about the process of using digital tools. The workshop can be held between the introductions to digital storytelling in the class. Moreover, the need for an adequate facility also becomes the disadvantage of digital storytelling.

Finally, in creating digital storytelling, a school needs to facilitate the students with computers and good internet connection. This can be a threat to school which wants to apply this method without having those facilities. Once again, there is always a solution to every problem. The teacher can ask the students to bring their own laptop or even handphone to school in order to create digital storytelling.

2.1.11 Vlognow

VlogNow is a multimedia application designed to edit video content on an IOS or Android smartphone, tablet, or laptop/desktop device. The VN application has complete editing tools, users can produce videos with an elegant. One of the advantages of the VN application is that users can design videos by inserting special ornaments, including being able to install stickers, quotes, animated slides and others.

Fithriyyah (2022) stated that the Vlog Now application is a medium that functions to create videos with various features, such as cutting video footage, blurring the background, adding songs and stickers, multi-layer timeline, green screen and other video editing effects. Users can also insert music into the video so that the results are more luxurious. The display of the VN application can be seen in Figure 2. 1 below:
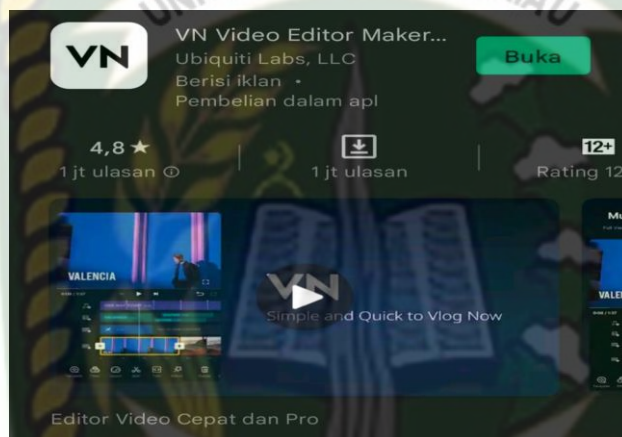
Figure 2.1 VlogNow Display

Here are the steps to insert video into VN:

1. Open the VN application that we have installed on the smartphone.

2. After that on the initial VN screen, click the plus sign below to start a newproject.
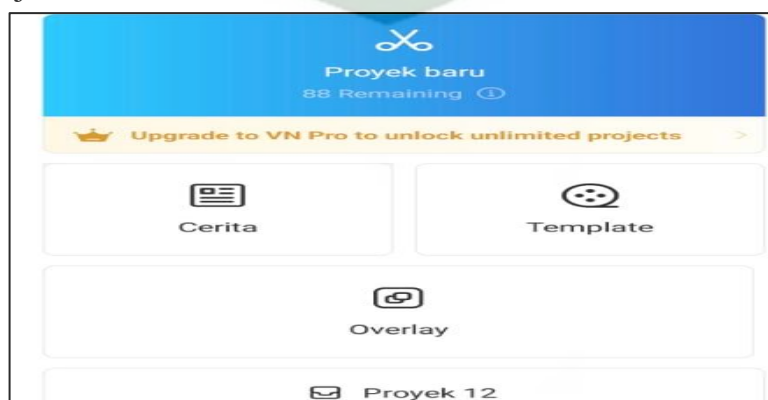
Figure 2.2 VlogNow New Project Menu

3. Click the New Project menu. Then we will be below to the display of the smartphone's internal storage
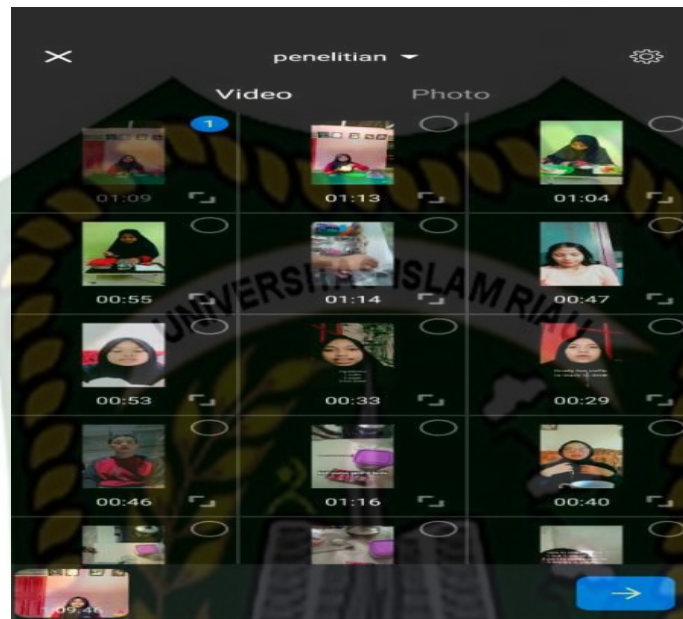
Figure 2.3 Display Smartphone's Internal Storage

4. Select the video to edit.

5. Then click the blue arrow in the lower right corner to start inserting the video.

6. Then the display of our video editing will appear so that it is ready for us to edit.

7. Click on the text or subtitle tamplate in the figure 2.4 below.
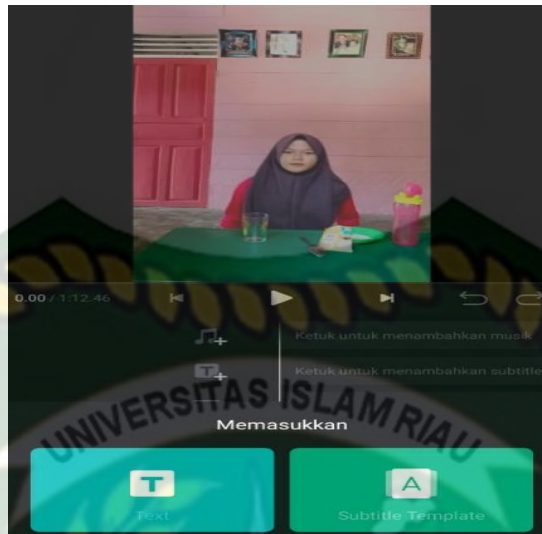
Figure 2.4 Display the text or subtitle tamplate

8. Then there are 3 ways to enter backsound that is music, effect and record on the figure 2.5 below.

Figurre 2.5 Display backsound

9. Edit the video on the VN application as needed to complete.

10. Click the Export menu in the upper right corner. Select the desired resolution,FPS and bitrate.

11. Click the Export menu in the upper right corner. Select the desired resolution, FPS and bitrate.

12. Click the check mark to start the process of saving the video.

13. Type the title or the title of the video file when the export process is running.click Save to album to save the video results into the HP gallery.

2.2 Relevance Studies

In this research the researcher review some report of related of researchers about effect digital storytelling to improve speaking skills, the researcher uses some national journal, international journals, and thesis they are:

First, Dian Arief Pradana (2021), entitled "A Narrative Analysis of Students' Perceptions and Experience in Using Digital Storytelling for Engaging Speaking Skill in Covid-19 Era". This narrative inquiry research aims to uncover students' perceptions and understanding towards the use of digital storytelling in engaging students speaking skill and identifies how digital storytelling assist EFLstudents in speaking skill in terms of storytelling context is employed during the covid-19 era. A Narrative analysis of students' perceptions and experience in using digital storytelling for engaging speaking skill. The conclusion of her research is digital storytelling engaged the students in speaking ability during a covid-19 pandemic. It can be seen from students narrated that digital storytelling arouses students more participation in speaking activities and allows them to become active and creative during the coronavirus pandemic. Digital storytelling was proved as an educational tool that greatly assisted EFL students in increasing their speaking ability in terms of storytelling context. By implementing digital

storytelling in speaking activities, the students can get benefits in engaging speaking skills.

Second, Fadhilah Zamzam (2020) conducted a study with the title "Digital Storytelling to Improve Students' Speaking Skill". This is a quasi-experimental non-equivalent control group design. The population of this research was 20 first semester students at international class of Communication Science Department, Tadulako University. This research was conducted in 16 meetings during the first semester. The variable was speaking skill and technique applied was digital storytelling. The result of this research showed that Treatment was conducted in 16 times meeting during the semester. Data analysis reveals different result between experimental group and control group. Result of posttest in experimental group shows improvement through the mean score of 59.60 out of 50. Furthermore, level of significant was tested using 0.05 two tailed test and t-table of 2.00. at the end, Ha is accepted because t-test is higher (33) than t-table (2.00). Students' score improved to 70 from 60 in experimental group.

Third, Inggrid Rosita Sari (2017), entititled "The Use of Digital Storytelling to Improve Students Speaking Skills in Retelling Story". This research used classroom action research which is proposed by Metler in 2009. The participants of this research were 19 students of XI IPA 1class of SMA PGRI Temanggung. The research instruments were observation checklist, speaking pre-test and post-test, questionnaires, and interviews. The result of this research showed that significant difference in the score of students' pre-

test and post-test. The researcher concluded that the medium, digital storytelling could enhance the students' speaking skills in retelling a story. Moreover, the mean gain of the students' post-test was higher than the mean gain. Digital storytelling could help the students in improving their speaking skills in retelling story.

Fourth, Drajat and Purnama (2020), entitled "Effectiveness of Using Digital Storytelling Youtube Channels "How Come?" In Improving Interest To Learn. This study uses a quantitative method with a positivistic paradigm. Sampling is done by simple random sampling technique by spreading 100 respondents, namely Youtube channel subscriber "Kok Bisa?". The results of this study are simple linear regression of $Y = -2.166 + 0.446 X$. Furthermore the correlation analysis with a result of 0.683 is included in the strong category. The results of using digital storytelling as a whole got an effective category by obtaining a percentage score of 83.9%. This shows that the use of digital storytelling has been successfully used to convey difficult-to-understand material or content to be easier to understand.

Fifth, Syafryadin's (2019), entitled "Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres". This research was conducted to investigate the impact of digital storytelling towards senior high school students' speaking ability in various text genres, and analyze in what extend it works effectively. The researchers used an action research and random sampling technique. The steps in this design are planning, acting, observing, and reflecting. Based on the Cycle 1,

the data showed 34 students of X Science 4, only 15 students (44,11 %) could retell the story with correct pronunciation, fluency, and elaboration. Most of them were 19 students (55,88%) who were not capable of retelling the story with good pronunciation, fluency, and elaboration. The total average in cycle 1 was 71, Cycle 2 showed that 34 students of tenth grade science 4, there were 27 students (76,41 %) who could retell the story with correct pronunciation, fluency, and elaboration. But there were still 7 students (20,58 %) who could not retell it correctly. The total average in cycle 2 was 78. These findings digital story telling could be a pedagogical tool for teacher in constructing the lesson plan to comprehend the material.

Based on all of past studies, the researcher could got the conclusion that the digital storytelling is one of an effective media toward speaking skills. It is an interesting and fun media. When the students made story, them enjoy and active in learning. And then, it will help students to enhance their motivation to learn and speaking. The difference of this research with the other research is about the application. In this study, the researcher through vlognow. Reason used vlognow because vlognow application was a video editor application which features cutting videos/films/recording, adding blur effects to the background, adding sound/music effects and adding stickers and animations.

2.3 Conceptual Framework

The title of this research is digital storytelling through vlognow towards the speaking skills of VIII grade students at SMP Negeri 6 Siak Hulu. The reason for choosing this title was based on students' problems, namely: lack of understanding of English, difficult is English and lack of motivation. In other words, to solve student problems, researchers used digital storytelling through vlognow as a medium. Digital storytelling through vlognow was a digital technology that can be downloaded on the play store that facilitates students to make their speaking videos based on a specified topic.

In this study, there were 2 classes as the research sample, namely the experimental class and the control class. Therefore, to collect data, researchers conducted pre-test, treatment, and post-test. What needs to be remembered, in the experimental class, the researcher used digital storytelling with vlognow as a treatment medium, and the procedure for this media is: the researcher came to the class, explain how to used digital storytelling, gave instructions on using vlognow, asks students to made videos through vlognow. While in the control class there not used digital storytelling. Finally, the researcher here found that digital storytelling with vlognow improved students' speaking skills.

The Effect of Digital Storytelling on Students' Speaking Skill Through Vlognow of The Thrid Grade at SMP Negeri 6 Siak Hulu

Students' Problem:

1. Lack of understanding in English.
2. English is difficult.
3. Never use English, Lack of vocabulary, and grammar.

Increased by applying digital storytelling through vlognow (Digital storytelling through vlognow is a digital technology that could be downloaded on the playstore that facilitates students to made their speaking videos based on a specified topic).

EXPERIMENTAL CLASS

Population

CONTROL CLASS

Pre test

By applying digital storytelling through vlognow

Pre test

Digital Storytelling

Storytelling

Post test

Only storytelling in class, not using digital storytelling through vlognow

Post test

Figure 2.6 Conceptual Framework of the Research

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2.4 Hypothesiss

In order to answer the research question, the following hypotheses in thisresearch:

H0 : There is no significant effect of Digital Storytelling through Vlognow toward students' speaking ability at third grade students of SMPN 6 Siak Hulu.

H_a : There was a significant effect of Digital Storytelling through Vlognow toward students' speaking ability third grade students of SMPN 6 Siak Hulu.
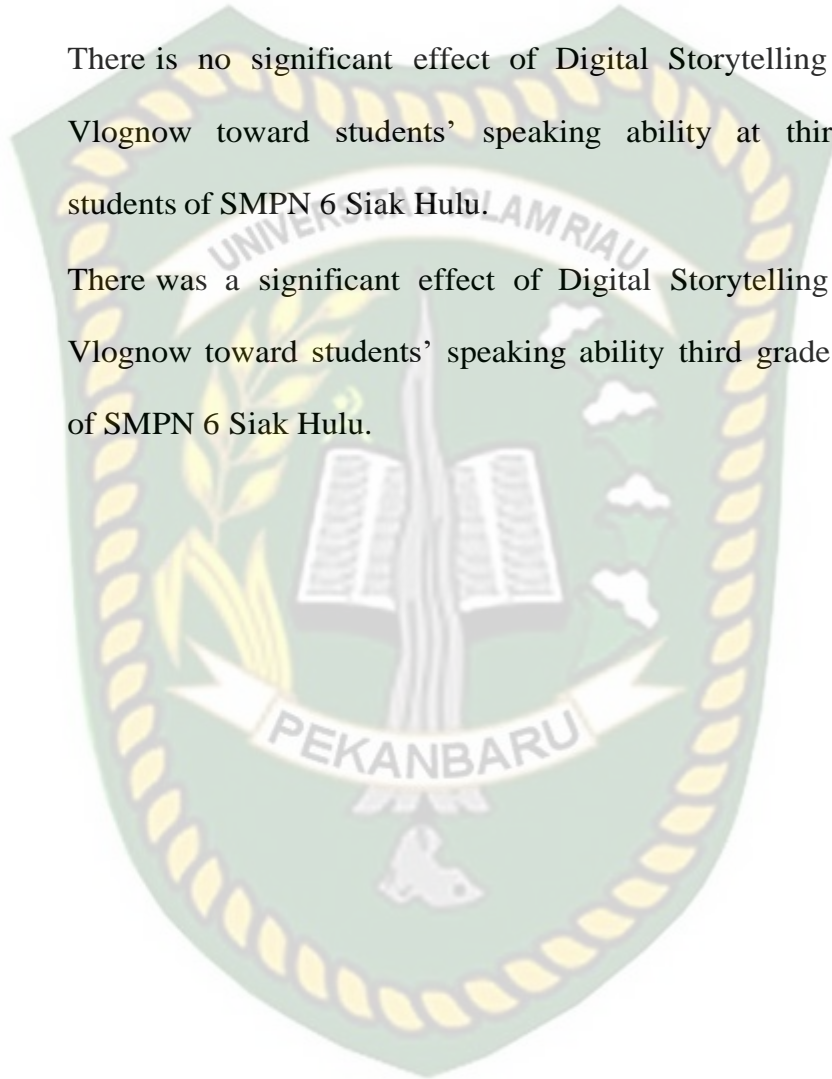
CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

In this study, the researcher used an experimental design. Cresswell (2009) states "Experimental research design is to enable researcher to estimate the effect of an experimental treatment". Experimental research could be done in the laboratory, in a classroom and in a field. In this study, the experimental research did in the classroom with students as population. This was supported by the opinion of Yudhi (2020) that experimental research tries to examine whether there were a causal relationship. The trick was to compare one or more experimental groups that were treated with one or more comparison groups that do not receive treatment.

There were two variables in my research is independent variable and dependent variable. An independent variable was the variable you have control over, what you could choose and manipulate. It was usually what you think will influence the dependent variable. A dependent variable was what you measure in the experiment and what is affected during the experiment. The dependent variable responds to the independent variable. It was called dependent because it "depends" on the independent variable. In a scientific experiment, you cannot had a dependent variable without an independent variable.

The dependent variable in this research will used speaking skills and the independent variable was digital storytelling through vlognow. In conducting the research, the researcher was using the experimental research which was digital storytelling through vlognow. The experimental design could been seen as follows:

Table 3.1. Experimental Design

Kelas	Pretest	Perlakuan	Postest
Experimental	O_1	Digital Storytelling through VN	O_2
Control	O_3	Storytelling	O_4

(Sukardi, 2014).

Description:
O_1	=	Initial value of experimental group speaking skills
O_2	=	The value of the experimental group's speaking skills after using Digital Storytelling through VN
O_3	=	Initial value of control group speaking skills
O_4	=	The value of the experimental group's speaking skills after using

3.2 Location and Time of the Research

This research would be conducted at SMP Negeri 6 Siak Hulu. It was located at Tanah Merah, Kecamatan Siak Hulu, Kabupaten Kampar. The researcher would took an experimental research of the third grade students at SMP Negeri 6 Siak hulu. The reason for choose it because this school was the place of the researcher doing the Teacher's Training before. And then, the research was conducted on May 12nd, 2022 – June 9th, 2022.

Table 3.2 The Schedule of the Research in the Classroom

No	Day / Date	Meetings	Topic
1	Wednesday / May 12nd, 2022	Pre-test	Procedure text (make a coffee)
2	Wednesday / May 19th, 2022	Meeting 2 (Treatment 1)	Procedure text (make a ice tea)
3	Wednesday / May 26th, 2022	Meeting 3 (Treatment 2)	Procedure text (make a fried egg)
4	Wednesday / June 2nd, 2022	Meeting 4 (Treatment 3)	Procedure text (make a milo ice)
5	Wednesday / June 9th, 2022	Post-test	Procedure text (make a sandwich)

3.3 Population and Sample of the Research

3.3.1 Population of the Research

The population of this research was the third grade students of SMP Negeri 6 Siak Hulu 2021/2022 academic year. There were four classes of the third grade students. The total number of population is 124 students.

Table 3.3 The Distribution of Population of this Research

No	Class	Male	Female	Total
1	IX ^{1}	13	17	30
2	IX ^{2}	12	18	30
3	IX ^{3}	15	17	32
4	IX ^{4}	14	18	32
Total Number				124 students

3.3.2 Sample of the Research

In the research, sample was took from the population that had been decided. Sugiyono (2021) states that purposive sampling is a technique for determining sample with some specific considerations that aim the data obtained will be more representative. Sample research was the research that focuses on generalizing the result of sample research. The sampling technique used in this research is purposive sampling. It means the researcher choose these class based on the several reasons. The researcher choose the class IX^1 as the experimental class and the class IX^2 as the control class because the ability of the students were homogen.

Table 3.4 The Distribution of Sample of this Research

No	Class	Number of Students	Sample
1	IX^1	30	Experimental Research
2	IX^2	30	Control Research
Total Number		60	

3.4 Instrument of the Research

According to Arikunto (2019), research instrument is a device used by the research while collecting the data to make the work become easier and to get better result, complete and systematic in order to made the data easy to process. The instrument of this research is speaking test.

Speaking test used as the instrument in this research. The researcher gave

the oral test in pre-test and post-test. Pre-test was given to the students to measure their speaking skill before the treatment while the post-test was gave to the students to measure their speaking skill after getting the treatment. The test that was gave to the students both in experimental and control class is the same. The topic of pretest is about procedure text, and the topic of post-test is about procedure text. Both of pre-test and post-test were conducted in duration 1-2 minutes conversation. During the test, the teacher directly gave some scores based on the rubric she prepared for each student.

3.4.1 Variable X (independent variable)

Free variable (independent variable) is the variable that affecting the other variables or produce an effect on other variables. The existence of this variable is a variable that explains the focus or topic of the research. This variable usually symbolized by variable "x" (Martono,N 2014). The independent variable was digital storytelling through vlognow.

3.4.2 Variable Y (dependent variable)

Dependent variable is the variable that caused or influenced by independent variables. The existence of this variable is a variable that is described in the focus or topic of the research. This variable usually symbolized by variable "y" (Martono,N., 2014). The dependent variable inthis research was speaking skills.

3.5 Data Collection Technique

In conducting the data collection of this research, the researcher used the speaking test.

1. The researcher does the test before and after using the digital storytelling through vlognow.

2. Pre-test was to know the students' speaking skills before using digital storytelling through vlognow. Students were asked to explain the steps of procedure text, namely made a cake, and the students were tested to perform their speaking by answered some questions from the researcher about procedure text.

3. Post-test was to know the students' speaking skills after used the digital storytelling through vlognow. Students were asked to explain the steps of procedure text, namely made a cake. While applying the test, the students were tested to perform their speaking by answered some questions about procedure text.

3.5.1. Collecting Data for Control Class

The first meeting, the researcher came to the classroom, made a greeting, and check the students' attendance list. And then, the researcher gave the speaking skills pre-test and it is on 60 minutes. Treatment for control class was a storytelling. And then, the researcher also gave the post-test on 60 minutes. The pre-test, treatment, and the post-test is the same topic. After they finish it, the researcher collects the data.

3.5.2. Collecting Data for Experimental Class

The first meeting, the researcher came to the classroom, made a greeting, and check the students' attendance list. The researcher gave the speaking skills pre-test and it is collected on 60 minutes. The purpose of this test is to measure the students' speaking skills before treatment by using digital storytelling throughvlognow.

The second meeting, the researcher gave a treatment. The treatment would be done during three meetings. In treatment, the researcher gave the explanation of some topics about the procedure text that using digital storytelling through vlognow. The researcher gave introduce and explain the topic about procedure texts (made a coffee, made an ice tea, made a pop ice, made a fried egg, and made a sandwich).

Finally, the researcher gave the post-test to the students at the last meeting. It is a similar test with the pre-test. After the students finish it, the researcher collected it to analyze. The purpose of this test is to know the students' speaking skills after they were taught digital storytelling through vlognow.

3.6 Data Analysis Technique

In this research, the technique of analyzing the data divid into two ways: pre-test and post-test. The researcher focus on all aspect in student speaking skills,and the score calculated in all of it. The data analysis by using some formulas and statistical package sciences (SPSS) program by 24

versions. The data will collected and count before and after the treatment test.

The rubric for assessing speaking skills can be seen in the following table

3.5 below:

Table 3.5 Rubric for Assessing Speaking Skills

No	Aspects	Description of Indicator		Score
1	Pronunciation	✓ Have few traces of foreignaccent.	5	(95-100)
		✓ Always intelligible, though one is conscious of a definite accent.	4	(85-94)
		✓ Pronunciation problems necessitate concentrated listening and occasionallylead to misunderstanding.	3	(75-84)
		✓ Very hard to understand because of pronunciation problems. Frequently be asked to repeat.	2	(65-74)
		✓ Pronunciation problems to severe as to make speech virtually unintelligible	1	(below 65)
2	Grammar	✓ Makes few (if any) notice able errors ofgrammar or word order.	5	(95-100)
		✓ Occasionally makes grammatical; and/or word order errors which do not, however, obscure meaning.	4	(85-94)
		✓ Makes frequent errors of grammar and word order which occasionally obscuremeaning.	3	(75-84)
		✓ Grammar and word order errors make Comprehension difficult. Most often rephrase sentences and/or restrict him to basic pattern.	2	(65-74)
		✓ Errors in grammar and word order tosevere as to make speech virtually unintelligible.	1	(below 65)
3	Vocabulary	✓ Use vocabulary and idioms is virtuallythat of a native speaker.	5	(95-100)
		✓ Sometimes uses inappropriate terms	4	(85-94)

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		and/or must rephrase ideas because oflexical inadequacies.	3	(75-84)
		✓ Frequently uses the wrong words; conversation somewhat limited becauseof inadequate vocabulary.	2	(65-74)
		✓ Misuse of words and very limited vocabulary make comprehension quitedifficult.	1	(below 65)
		✓ Vocabulary limitations so extreme as to make conversation virtually impossible.		
4	Fluency	✓ Speech as fluent and effortless as thatof a native speaker.	5	(95-100)
		✓ Speed of speech seems to be slightly affected by language problems.	4	(85-94)
		✓ Speed and fluency are rather than strongly affected by language problems.	3	(75-84)
			2	(65-74)
		✓ Usually hesitant; often force intosilence by language limitations.		
		✓ Speech is so halting and fragmentary asto make conversation virtually impossible.	1	(below 65)
5	Comprehension	✓ Appears to understand everything without difficulty.	5	(95-100)
		✓ Understands nearly everything at normal speed, although occasional repetition.	4	(85-94)
		✓ Understands most of what is said at slower-than-normal speed with repetitions.	3	(75-84)
		✓ Has great difficulty following what is said. Can comprehend only 'social conversation' spoken slowly and with frequent repetitions.	2	(65-74)
		✓ Cannot be said to understand even simple conversational English.	1	(below 65)

Sources: (Rositasari, 2017)

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The students speaking performance would assesed using a scoring rubric proposed by Nguyen, H (2013) can be seen in table 3.6 below:

Table 3.6 Scoring Speaking Performance

No	Cricteria	Score
1	Excellent	90 – 100
2	Very Good	70-89
3	Good	50-69
4	Fair	<50

To know the score of each students could be calculated by applying formula:

$$\text{Score} = \frac{\text{score earned}}{\text{maximal score}} \times 100$$

The used of independent t-Test is to find out the significant differences of digital storytelling for increasing students speaking skills between the experimental group and control group. The steps of t-Test calculating were: 1. Test the hypothesis of the research and setting α (alpha) level at 0.05 (two tailed test).

If the value of t-score calculated is the same or less than the value of t-table, the null hypothesis is accepted. On the other hand, if the value of t-score calculated is more than the value of t-table, the alternative hypothesis is accepted.

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CHAPTER IV

FINDINGS AND DISCUSSION

4.1   Data Description

The part shows the general description of the students' scores in both the experimental class and control group. The description is divided into some sections: pre-test, post-test, gained score, and data analysis. And it is the data were collected from the results of students' scores of pre-test and post-test in both experimental class and control group. The students' score in pre-test and post-test for experimental and control classes could be explained in the following:

4.1.1   Experimental Class

In this researcher applied the treatment in experimental class. There are three meeting to do treatment. After that, the researcher gave the test in experimental class. The students' score in pre-test and post-test experimental class could be seen in the table 4.1

4.1.1.1 Students' Score in Pre-test for Experimental Class

The data of students in class IX_1, the researcher conducted the pre-test for experimental class on Wednesday 12th May 2022. The result of the speaking test can be seen on the table below:

Table 4.1 The Students' Pre-test Score for Experimental Class

No	Name	Rater 1	Rater 2	Total Score	Categories
1	Students 1	55	60	58	Good
2	Students 2	60	66	63	Good
3	Students 3	80	83	82	Very Good
4	Students 4	80	84	82	Very Good
5	Students 5	65	69	67	Good

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No	Name	Rater 1	Rater 2	Total Score	Categories
6	Students 6	75	80	78	Very Good
7	Students 7	70	73	72	Very Good
8	Students 8	65	75	70	Very Good
9	Students 9	55	60	58	Good
10	Students 10	75	78	77	Very Good
11	Students 11	60	66	63	Good
12	Students 12	55	60	58	Good
13	Students 13	70	75	73	Very Good
14	Students 14	55	60	58	Good
15	Students 15	55	63	59	Good
16	Students 16	75	80	78	Very Good
17	Students 17	70	70	70	Very Good
18	Students 18	65	65	65	Good
19	Students 19	75	75	75	Very Good
20	Students 20	65	65	65	Good
21	Students 21	60	70	65	Good
22	Students 22	60	60	60	Good
23	Students 23	75	75	75	Very Good
24	Students 24	60	63	62	Good
25	Students 25	55	60	58	Good
26	Students 26	55	60	58	Good
27	Students 27	60	60	60	Good
28	Students 28	75	80	78	Very Good
29	Students 29	60	60	60	Good
30	Students 30	65	65	65	Good
	Total	1950	2060	2005	
	Mean	65,00	68,66	66,83	**Good**

On the table 4.1, the researcher found the total of score pre-test in experimental class was 2005 and the mean was 66.83. While the highest was 82 and the lowest was 58. The frequency distribution of the score pre-test in Experimental class can be seen as follow:

Table 4.2 Frequency Distribution of Pre-test Experimental Class

				Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	58	6	20.0	20.0	20.0
	59	1	3.3	3.3	23.3
	60	3	10.0	10.0	33.3
	62	1	3.3	3.3	36.7
	63	2	6.7	6.7	43.3
	65	4	13.3	13.3	56.7
	67	1	3.3	3.3	60.0
	70	2	6.7	6.7	66.7
	72	1	3.3	3.3	70.0
	73	1	3.3	3.3	73.3
	75	2	6.7	6.7	80.0
	77	1	3.3	3.3	83.3
	78	3	10.0	10.0	93.3
	82	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Based on the table 4.2, the researcher presented the result of students' speaking skill particularly in the pre-test. From the total numbers of students were 30 students, it showed that there were 6 students got 58 (20,0%), 1 students got 59 (3,3%), 3 students got 60 (10,0%), 1 students got 62 (3,3%), 2 students got 63 (6,7%), 4 students got 65 (13,3%), 1 students got 67 (3,3%), 2 students got 70 (6,7%), 1 students got 72 (3,3%), 1 students got 73 (3,3%), 2 students got 75 (6,7%), 1 students got 77 (3,3%), 3 students got 78 (10,0%), and 2 students got 82 (6,7%). The student's classification in pre-test for experimental class can be seen on the table below:

Tabel 4.3 The Students' Classification in Pre-Test for Experimental Class

No	Categories	Score	Frequency	Percentage (%)
1	Excellent	90 – 100	-	-
2	Very Good	70-89	12	40,0
3	Good	50-69	18	60,0
4	Fair	<50	-	-
	Total		30	100

Based on the table above, it can be seen that there are no students who get the excellent category, there are 12 students (40,0%) in the very good category, 18 students (60,0%) in the good category, and 0 students (0%) in the fair category. Finally, it can be concluded that the students' classification in pre-test was good.

4.1.1.2 Students' Score in Post-test for Experimental Class

The data post-test in experimental class were got the result from speaking test, the researcher conducted the post-test on Wednesday / June 9th, 2022 in experimental class and the score presented below:

Table 4.4 The Students' Score Post-test for Experimental Class

No	Name	Rater 1	Rater 2	Total Score	Categories
1	Students 1	65	75	70	Good
2	Students 2	75	80	78	Very Good
3	Students 3	85	85	85	Very Good
4	Students 4	90	90	90	Excellent
5	Students 5	70	82	76	Very Good
6	Students 6	80	90	85	Very Good
7	Students 7	75	80	78	Very Good
8	Students 8	70	82	76	Very Good

No	Name	Rater 1	Rater 2	Total Score	Categories
9	Students 9	65	70	68	Good
10	Students 10	80	80	80	Very Good
11	Students 11	75	80	78	Very Good
12	Students 12	60	75	68	Good
13	Students 13	75	77	76	Very Good
14	Students 14	75	77	76	Very Good
15	Students 15	60	70	65	Good
16	Students 16	80	80	80	Very Good
17	Students 17	75	85	80	Very Good
18	Students 18	70	73	72	Very Good
19	Students 19	90	90	90	Excellent
20	Students 20	75	77	76	Very Good
21	Students 21	70	73	72	Very Good
22	Students 22	70	74	72	Very Good
23	Students 23	80	80	80	Very Good
24	Students 24	65	70	68	Good
25	Students 25	70	70	70	Very Good
26	Students 26	65	74	70	Very Good
27	Students 27	65	75	70	Very Good
28	Students 28	90	90	90	Excellent
29	Students 29	80	80	80	Very Good
30	Students 30	75	77	76	Very Good
	Total	2220	2361	2291	
	Mean	74,00	78,7	76,35	**Very Good**

On the table 4.4, the researcher found that the total of score post-test in experimental class was 2.291 and the mean was 76.35. While the highest was 90 and the lowest was 65. The frequency distribution of the score post-test in Experimental class can be seen as follow:

Table 4.5 Frequency Distribution of Post-test Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65	1	3.3	3.3	3.3
	68	3	10.0	10.0	13.3
	70	4	13.3	13.3	26.7
	72	3	10.0	10.0	36.7
	76	6	20.0	20.0	56.7
	78	3	10.0	10.0	66.7
	80	5	16.7	16.7	83.3
	85	2	6.7	6.7	90.0
	90	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

Based on the table 4.5, the researcher presented that he result of students' speaking skill particularly in the post-test. From the total numbers of students were 30 students, researcher found that the result of students speaking skill in post-test was as follows, 1 students got 65 (3,3%), 3 students got 68 (10,0%), 4 students got 70 (13,3%), 3 students got 72 (10,0%), 6 students got 76 (20,0%), 3 students got 78 (10,0%), 5 students got 80 (16,7%), 2 students got 85 (6,7%), 3 students got 90 (10,0%). The student's classification in post-test for experimental class can be seen on the table below:

Tabel 4.6 The Students' Classification in Post-Test For Experimental Class

No	Categories	Score	Frequency	Percentage (%)
1	Excellent	90 – 100	3	10,0
2	Very Good	70-89	22	73,0
3	Good	50-69	5	17,0
4	Fair	<50	-	-
Total			30	100

Based on the table above, it can be seen that there are 3 (10,0%) students who get the excellent category, there are 22 students (73,0%) in the very good category, 5 students (17,0%) in the good category, and 0 students (0%) in the fair category. In the end of the result, the students' classification in the post-test was good.

Based on analyzed of pre-test and post-test from the calculation above, it can be seen the differences of student's speaking score in pre-test and post-test. It means there was significant improvement of students' speaking skill after being treatment by using Digital Storytelling through VlogNow. The progress explained that students' speaking skill after using Digital Storytelling through VlogNow can develop the student speaking skill. Difference of pre-test and post-test speaking skill of experimental class can be seen on the figure below:
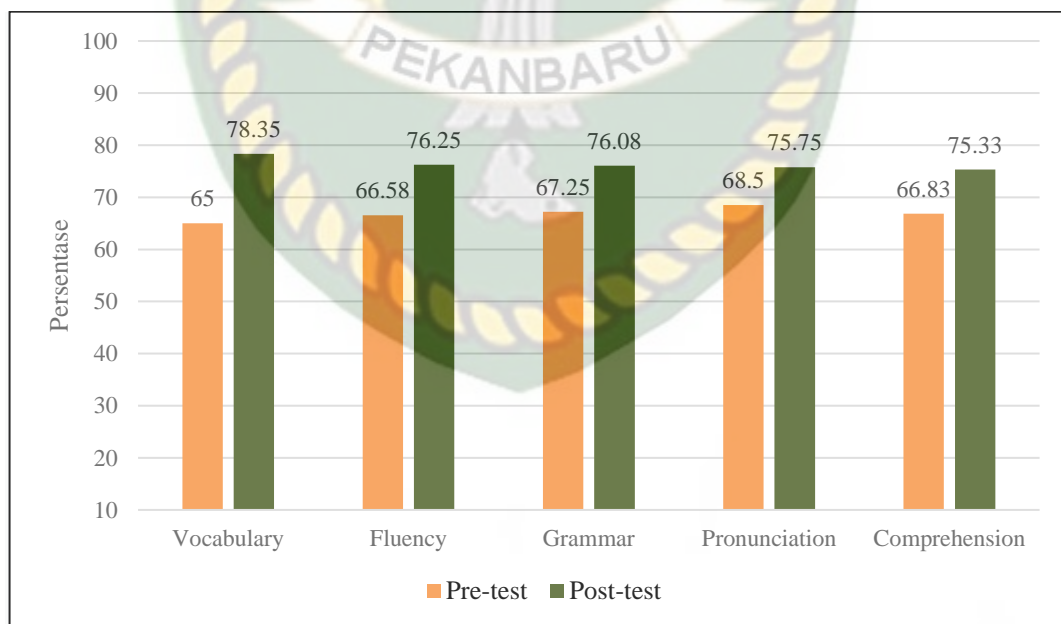

Figure 4.1 Speaking Score in Experimental Class (Pre-test and Post-test)

From the figure 4.1, it could be seen that the mean score of students'
scores in every aspects of speaking, there were pronunciation, vocabulary,
fluency, grammar, and comprehension. Based on the figure 4.1, students'
vocabulary was significantly increased about 13,3 points. On the other hand,
fluency increased about 9,67. Students' grammar was significantly increased
about 8,85, comprehension were increased around 8,58 points and pronunciation
increased about 7,25 points. Generally, we can see that the mean scores of the
students' increased in every aspects of speaking skill after implemented the digital
storytelling through VlogNow.

4.1.2 Control Class

In the research, the researcher apply storytelling and gabe the speaking test
in control class. The students' score of pre-test can be seen in table 4.7.

4.1.2.1 Students' Score in Pre-test for Control Class

The data of students in class IX_2, the researcher conducted the pre-test for
control class on Wednesday 12th May 2022. The result of the speaking test can be
seen on the table below:

Table 4.7 The Students' Pre-test Score for Control Class

No	Name	Rater 1	Rater 2	Total Score	Categories
1	Students 1	50	57	54	Good
2	Students 2	60	65	63	Good
3	Students 3	60	65	63	Good
4	Students 4	70	70	70	Very Good
5	Students 5	60	65	63	Good
6	Students 6	60	60	60	Good
7	Students 7	70	65	68	Good

No	Name	Rater 1	Rater 2	Total Score	Categories
8	Students 8	70	70	70	Very Good
9	Students 9	70	67	69	Good
10	Students 10	65	65	65	Good
11	Students 11	65	70	68	Good
12	Students 12	60	70	65	Good
13	Students 13	65	70	68	Good
14	Students 14	65	65	65	Good
15	Students 15	55	70	63	Good
16	Students 16	70	73	72	Very Good
17	Students 17	70	74	72	Very Good
18	Students 18	65	72	69	Good
19	Students 19	70	70	70	Very Good
20	Students 20	65	70	68	Good
21	Students 21	60	60	60	Good
22	Students 22	60	70	65	Good
23	Students 23	70	70	70	Very Good
24	Students 24	60	70	65	Good
25	Students 25	55	70	63	Good
26	Students 26	60	60	60	Good
27	Students 27	70	73	72	Very Good
28	Students 28	80	78	79	Very Good
29	Students 29	65	70	68	Good
30	Students 30	75	82	79	Very Good
	Total	1940	2056	1998	
	Mean	64,66	68,53	66,60	**Good**

On the table 4.7, the researcher found that the total of score pre-test in control class was 1.998 and the mean was 66,60. While the highest was 79 and the lowest was 54. The frequency distribution of the score pre-test in control class can be seen as follow:

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Table 4.8 Frequency Distribution of Pre-test Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	54	1	3.3	3.3	3.3
	60	3	10.0	10.0	13.3
	63	5	16.7	16.7	30.0
	65	5	16.7	16.7	46.7
	68	5	16.7	16.7	63.3
	69	2	6.7	6.7	70.0
	70	4	13.3	13.3	83.3
	72	3	10.0	10.0	93.3
	79	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Based on the table 4.8**,** the researcher presented the result of students' speaking skill particularly in the pre-test. From the total numbers of students were 30 students, researcher found that the result of students speaking skill in pre-test was as follow, 1 students got 54 (3,3%), 2 students got 79 (6,7%), 2 students got 69 (6,7%), 3 students got 60 (10,0%), 3 students got 72 (10,0%), 5 students got 63 (16,7%), 5 students got 65 (16,7%), 5 students got 68 (16,7), 4 students got 70 (13,3%). The student's classification in pre-test for control class can be seen on the table below:

Tabel 4.9 The Students' Classification in Pre-Test For Control Class

No	Categories	Score	Frequency	Percentage (%)
1	Excellent	90 – 100	-	-
2	Very Good	70-89	9	30,0
3	Good	50-69	21	70,0
4	Fair	<50	-	-
	Total		30	100

Based on the table above, it can be seen that there are no students who get

the excellent category, there are 9 students (30,0%) in the very good category, 21

students (70,0%) in the good category, and 0 students (0%) in the fair category.

4.1.2.2 Students' Score in Post-test for Control Class

The researcher conducted the post-test on Wednesday / June 9th, 2022 in

control class and the score presented below:

Table 4.10 The Students' Post-test Score for Control Class

No	Name	Rater 1	Rater 2	Total Score	Categories
1	Students 1	70	80	75	Very Good
2	Students 2	70	70	70	Very Good
3	Students 3	70	70	70	Very Good
4	Students 4	75	80	78	Very Good
5	Students 5	85	85	85	Very Good
6	Students 6	70	75	73	Very Good
7	Students 7	75	75	75	Very Good
8	Students 8	75	80	78	Very Good
9	Students 9	70	80	75	Very Good
10	Students 10	70	70	70	Very Good
11	Students 11	70	75	73	Very Good
12	Students 12	75	80	78	Very Good
13	Students 13	75	75	75	Very Good
14	Students 14	75	80	78	Very Good

No	Name	Rater 1	Rater 2	Total Score	Categories
15	Students 15	70	80	75	Very Good
16	Students 16	65	65	65	Good
17	Students 17	70	80	75	Very Good
18	Students 18	80	80	80	Very Good
19	Students 19	80	80	80	Very Good
20	Students 20	70	80	75	Very Good
21	Students 21	70	80	75	Very Good
22	Students 22	65	75	70	Very Good
23	Students 23	80	80	80	Very Good
24	Students 24	65	75	70	Very Good
25	Students 25	60	75	68	Good
26	Students 26	65	75	70	Very Good
27	Students 27	65	65	65	Good
28	Students 28	65	65	65	Good
29	Students 29	70	80	75	Very Good
30	Students 30	70	80	75	Very Good
	Total	2135	2290	2213	
	Mean	71,16	76,33	73,75	**Very Good**

On the table 4.10, the researcher found the total of score post-test in control class was 2.213 and the mean was 73,75. While the highest was 85 and the lowest was 65. The frequency distribution of the score post-test in control class can be seen as follow:

Table 4.11 Frequency Distribution of Post-test Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65	3	10.0	10.0	10.0
	68	1	3.3	3.3	13.3
	70	6	20.0	20.0	33.3
	73	2	6.7	6.7	40.0
	75	10	33.3	33.3	73.3
	78	4	13.3	13.3	86.7
	80	3	10.0	10.0	96.7
	85	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Based on the table 4.11, the researcher presented the result of students' speaking skill particularly in the post-test. From the total numbers of students were 30 students, researcher ound that the result of students speaking skill in post-test was as follows, 3 students got 65 (10,0%), 1 students got 68 (3,3%), 6 students got 70 (20,0%), 2 students got 73 (67,7%), 10 students got 75 (33,3), 4 students got 78 (13,3%), 3 students got 80 (10,0%), 1 students got 85 (3,3). The student's classification in post-test for control class can be seen on the table below:

Table 4.12 The Students' Classification in Post-Test For Control Class

No	Categories	Score	Frequency	Percentage (%)
1	Excellent	90 – 100	-	-
2	Very Good	70-89	26	86,7
3	Good	50-69	4	13,3
4	Fair	<50	-	-
	Total		30	100

Based on the table above, it can be seen that there are 0 (0%) students who get the excellent category, there are 26 students (86,7%) in the very good category, 4 students (13,3%) in the good category, and 0 students (0%) in the fair category.

Based on analyzed of pre-test and post-test from the calculation above, it can be seen the differences of student's speaking score in pre-test and post-test. It means there was significant improvement of students' speaking skill after being

treatment by using Storytelling. The progress explained that students' speaking skill after using Storytelling can develop the student speaking skill. Difference of pre-test and post-test speaking skill of control class can be seen on the figure below:
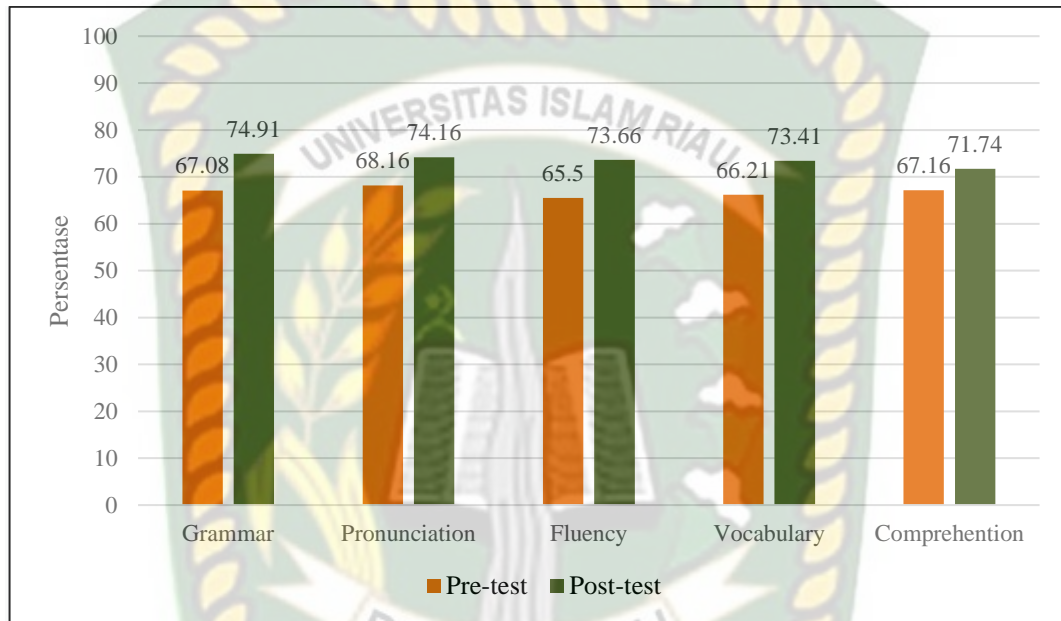

Figure 4.2 Speaking Score in Control Class (Pre-test and Post-test)

From the figure, it could be seen that mean score of students' scores in every aspects of speaking, there were pronunciation, vocabulary, fluency, grammar, and comprehension. Based on figure 4.2, students' fluency was significantly increased about 8,17 points. On the other hand, grammar increased about 7,92 points. Students' vocabulary was significantly increased about 7,50 points. Comprehension were increased around 4,58 points and pronunciation increased about 4,33 points. Generally, we can see that the mean scores of the students' increased in every aspects of speaking skill after implemented the storytelling.

4.2 Hypothesis Testing

In order to find out whether the null hypothesis or the alternative hypothesis is accepted, firstly we need to find out the t-test. The researcher calculated of the t-test using paired samples test as follow:

Table 4.13 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test (Expe)	67.07	30	8.073	1.474
	Post-Test (Expe)	76.50	30	6.796	1.241
Pair 2	Pre-Test (Control)	66.87	30	5.342	.975
	Post-Test (Control)	73.87	30	4.840	.884

Based on the table 4.13, it can be seen that the mean score of pre-test and post-test for experimental class and control class. The result of mean score was significantly increased 9,43 points for experimental class and increase 7,0 points for control class with the total of students was 30. While the standard deviation experimental class of pre-test was 8.073 and post-test 6,796 and the standard deviation control class of pre-test was 5,342 and post- test 4,840. Paired samples test can be seen on the table below:

Table 4.14 Paired Samples T-Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Post (Experimental)	-9.433	4.485	.819	-11.108	-7.759	-11.520	29	.000
Pair 2	Pre-Post (Control)	-7.000	7.552	1.379	-9.820	-4.180	-5.077	29	.000

From the table, it can be seen that the increase of mean score in experimental group was 9,43 and control class was 7,0. Then, the confidence interval of difference used was 95%. It was used because the value of alpha (p) was 0.05 which means that the deviation of normal distribution was 5%. First, the null hypothesis (H0) was rejected if t-obs was higher than t-table (t-obs>t-table). Second, the null hypothesis was rejected if the probability was less than 0.05 (sig. 2 tailed<0.05). In the table above, we could see that the value of t-obs was higher than that of t-table (11,520>2,048). In addition, the value of probability significance (2-tailed) column shows 0.000<0.05. Based on the analysis, those two criteria of rejection are fulfilled. Therefore, it can be concluded that the null hypothesis was rejected and alternative hypothesis was accepted. Consequently, it could be seen that there was a significant mean difference between the experimental and the control groups. In summary, there was a significant effect of Digital Storytelling through Vlognow toward students' speaking ability third grade students of SMPN 6 Siak Hulu.

4.3 Description of Teaching and Learning Process

4.3.1 The Research Procedure of Experimental Class

A. Pre-Test (Meeting 1)

The pre-test was done in the First meeting on Wednesday / May 12nd, 2022 in control and experimental class. The researcher gave some instruction to students for make a video digital storytelling through VlogNow application. The researcher asked to students about definition of procedure text. After that,

the students answere the question from the teacher. The teacher gave example of a procedure text in the form of a digital storytelling video (VlogNow) and how to make digital storytelling using VlogNow. The researcher gave the students topic about make a coffee. Students compose story drafts with other friends and make scripts together. The teacher asks students to make assignments at home about procedure text make a coffe using Digital Storytelling through VlogNow in accordance with the story draft that has been made. The researcher gave 5 days to do task. After that, the task send on whatsapp. After that, the researcher gave the students score based on the component of speaking skill.

B. Treatment

1. Meeting II

In the second meeting the topic was about procedure text, it was done on Wednesday / May 19th, 2022. Pre-teaching, the researcher doing greeting to students, prayed, checked attendance list and asked about material. Whilst-Teaching, the researcher explore about software VlogNow to making procedure text, students pay attention to the video showing the demonstration of "Make Ice Tea", and the researcher instructs students to make digital storytelling about procedure text (Make Ice Tea) using the VlogNow application. The researcher asked the students to made a story draft and analyze the steps to made iced tea. After the activity, researchers and students made conclusions about the learning

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material. The researcher instructs students to made digital storytelling with VN at home according to the story draft that has been compiled and collected through WA, then the researcher closed the activity with praying.

2. Meeting III

In the third meeting the topic was about procedure text, it was done on Wednesday / May 26th, 2022. Pre-teaching, the researcher doing greeting to students, prayed, checked attendance list and asked about material. Whilst-Teaching, the researcher explore about software VlogNow to making procedure text, students pay attention to the video showing the demonstration of "Make a fried egg", and the researcher instructs students to make digital storytelling about procedure text (make a fried egg) using the VlogNow application. The researcher asked the students to made a story draft and analyze the steps to made a fried egg. After the activity, researchers and students made conclusions about the learning material. The researcher instructs students to made digital storytelling with VN at home according to the story draft that has been compiled and collected through WA, then the researcher closed the activity with praying.

3. Meeting IV

In the second meeting the topic was about procedure text, it was done on Wednesday / June 2st, 2022. Pre-teaching, the researcher doing greeting to students, prayed, checked attendance list and asked about material. Whilst-

Teaching, the researcher explore about software VlogNow to making procedure text, students pay attention to the video showing the demonstration of "Make a ice milo", and the researcher instructs students to made digital storytelling about procedure text (Make a ice milo) using the VlogNow application. The researcher asked the students to made a story draft and analyze the steps to made ice milo. After the activity, researchers and students made conclusions about the learning material. The researcher instructs students to made digital storytelling with VN at home according to the story draft that has been compiled and collected through WA, then the researcher closed the activity with praying.

C. Post-Test (Meeting V)

The post-test done in the meeting after the researcher gave the treatment to students in experimental class it was done on Wednesday / June 9th, 2022 but in class control was done Thursday / June 10th. The researcher gave the students topic about procedure text (make a sandwich). Pre-teaching, the researcher doing greeting to students, prayed, checked attendance list and asked about material. Whilst-Teaching, the researcher explore about software VlogNow to making procedure text, students pay attention to the video showing the demonstration of "Make a Sandwich", and the researcher instructs students to made digital storytelling about procedure text (Make a Sandwich) using the VlogNow application. The researcher asked the students to made a story draft and analyze the steps to made sandwich. The teacher asks students to make

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assignments at home about procedure text make a sandwich using Digital Storytelling through VlogNow in accordance with the story draft that has been made. The researcher gave 5 days to do task. After that, the task send on whatsapp. After that, the researcher gave the students score based on the component of speaking skill. .

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the results of the study, it shows that there is empirical ecidence from the use of Digital Storytelling Through vlognow on students' speaking skills on data experiments state senior high school of the third grade at SMP Negeri 6 Siak Hulu.

1. There is significant difference who are taugh using digital storytelling through vlognow and those taugh using storytelling of the third grade at SMP Negeri 6 Siak Hulu. It can be seen from the comparison of the value of t-count with t-table at the level of 0,05 t-table is 2,048. Based on the results of t-table, it can be explained that t-count is greater than t-table. Or it can be written 11,520>2,048. Thus, the researcher concludes that H_0 is rejected and Ha is accepted, meaning change in students' speaking skills. (11,520>2,048).

2. Based on the result of this study, it could be concluded that Digital Storytelling through VlogNow can be used as a media for students in order to develop their speaking skill especially in term of pronunciation, vocabulary, fluency, grammar and comprehension. It supported by showing the result of pre-test and post-test in experiment class.

5.2 Suggestion

The researcher would like to give some suggestions for the teacher, students and for the next researcher.

1. English teachers may be able to be closer to students, so that students are able to understand and digest the material being taught make the class become like a cool discussion, don't be tense.

2. Students must be able to adapt to english so that they can be better absorb what will be taugh.

3. For further researchers who are interseted in conducting similar research, it is hoped that they first see what problems exist in the school, to get better results, use learning media that are able to build students' enthusiasm in learning English.

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