PROMOTING STUDENTS SPEAKING FLUENCY USING DIGITAL STORYTELLING

Alif Reza
English Education Program, FKIP, Universitas Galuh, Ciamis, Indonesia
twinsramdani25@gmail.com

Abstract: This study discusses students' perceptions of the application of digital storytelling in teaching speaking fluency. The purpose of this research is to describe students' perceptions and to find out the benefits and drawbacks encountered by students to promote student speaking fluency by using digital storytelling. This study used a qualitative case study method involving 28 class IX students in learning speaking fluency. A short rating scale questionnaire was used to collect data, via Google form. The results showed that students gave a positive response to the use of digitalstorytelling to promote students speaking fluency. Most of the students agreed that the use of digital storytelling made their speaking-learning process clearer, easier, and more interesting. Digital storytelling can help students come up with ideas and sentences that they speak in their speaking abilities. However, the pronunciation of the word order must be grammatically correct and good so that it is in accordance with linguistic rules. The researcher suggests further research to focus on students' responses to the advantages and disadvantages of using digital storytelling to promote students' speaking fluency.

Keywords: *perceptions; digital storytelling; speaking; fluency*

INTRODUCTION

Studying English is completely needed to make better communication among people all over the globe. Students must learn four language skills when learning English, namelylistening, speaking, reading, and writing. Speaking is a challenge for beginners, particularly when dealing with pronunciation, poor sentences or illogical sentences, grammatical errors, ideas, chaos in supporting arguments, and spelling errors. Those are some of the classifications of speaking challenges found. Regarding speaking ability, especially as the main focus of this research, Leong & Ahmadi (2017) claim that speaking is one of the most important skills to be developed and improved as an effective means of communication. Likewise, Hotima (2014) Thisrequires practice and a long-term learning process. Furthermore, Toba, Noor & and Sanu (2019, p. 58) state that "Speaking is one of the important English skills that must be trained expertly by EFL students in Indonesia for communication and specific academic purposes, such as giving opinions, interacting in a foreign language, etc.". So, speaking means a talent that enables speakers to represent their thoughts and ideas in a meaningful language to attain academic goals such as arguing, interacting, etc. Today, itis frequently thought as a challenging skill to learn in Indonesia. Researchers argue that speaking, as one of the language skills, is needed to achieve knowledge or information that learners must learn and share. Moreover, it gives information directly so that their English can be understood.

Fluency is part of speaking abilities. A speaker of fluent language is defined as one who can express himself easily and naturally, producing language in real-time without undue pauses or unreasonable hesitation Abugohar (2020). Fluency prioritizes meaning and semantics over form by ensuring possession. Speaking skills are produced by students to train students' speaking skills, especially in the academic field to make it easier for students to interact and

facilitate learning. According to Johnson et al. (2011), Students who are actively involved in the process of creating digital stories develop their communication and language skills by learning to organize ideas, ask questions, express opinions, and build narratives. Students who could share their work with their classmates also get new experiences learning their digital stories and other students' work. Actually, speaking is the most difficult language skill because it requires major and frequent training as well as full concentration in building ideas, words, phrases, sentences, and compositions. Listeners can clearly receive information directly when they are able to speak fluently and construct sentences using correct grammar. To improve the ability of these students, technology is needed to help students in speaking.

In terms of fluency and incorrect pronunciation, the existence of the use of technology, namely digital storytelling in learning to speak is very helpful in helping students train their students' skills in fluency in speaking. In addition, digital storytelling functions to make it easier for students to get new sentences through digital storytelling. It works using natural language processing and grammar guidelines. Thus Robin (2011) simply defines digital storytelling as the activity of using digital devices to tell stories. This is caused by using technology in education. With the advent of mobile technology, the entire education system has taken a new path, and teaching and learning have become more learner-centered and have made students more self-sufficient. In addition, teachers' burden is reduced as students use mobile technology on theirown and learn new things on their own. Digital storytelling is one of the English learning media that can be accessed via the Internet. Candy et al. (2012) demonstrated that digital storytellingcan increase student understanding and mutual respect in the classroom.

The researcher found several previous studies related to this topic. The previous research focused on: 1) how students perceive the use of digital storytelling in promoting student speaking fluency; and 2) what are the benefits and drawbacks of using digital storytelling encountered in using digital storytelling in teaching speaking classes.

METHOD

This research was conducted at one of the junior high schools in Ciamis involving 28 class IX students. The case study employed in this study aimed to construct the data into words in depth. Qualitative methods are split into five types, as follows; phenomenological research, descriptive research, grounded theory, ethnography, and case studies (Creswell, 2018). Researchers use a questionnaire that aims to collect any specific information related to the research. And then, the researcher made them into a sentence. The following formula designed by Hatch and Lazaraton as quoted in Rahmawati et al., (2020) was used inthis study to determine the percentage of student answers:

$$\text{Proportion} = \frac{\text{number of frequencies}}{\text{total}} X\ 100\%$$

Notes:

P : Population of Answer
N : Number of Answers (Number of frequency)T : Total of Sample

The next process is interpreting the data by using the followingcategories and codes:

Codes;

Yes : Agree
No : Disagree
The following table below shows the questionnaire script.

Table 1 Questionnaire Items

No	Statements	Yes	No
1	I enjoy learning English using digital storytelling media.		
2	I am more motivated to learn English by using digital storytelling media		
3	My English language skills have improved by using digital storytelling		
4	Digital storytelling is one of the media that makes it easier for me to understand English lessons		
5	The use of digital storytelling can support the situation of learning activities in the classroom to be more enjoyable		
6	The use of digital storytelling makes me confident in speaking English		
7	Using digital storytelling can help me improve my ability to speak without pauses		
8	The use of digital storytelling can help me reduce feelings of hesitation in speaking English		
9	Digital storytelling helps me enhance my grammar in speaking English		
10	Digital storytelling helps me express my ideas		
11	Learning using digital storytelling consumes a lot of time		
12	Learning using digital storytelling is difficult to understand		
13	The quality of the learning video using digital storytelling is very poor.		
14	I am less interested in learning through digital storytelling than in conventional learning activities		
15	The audio quality in learning using digital storytelling is too low and hard to hear for me.		

The next process is studying the questionnaire data, the researcher classifies, transcribes, and interprets the data to find the answer of the first research question based on the research objectives. In studying the data, transcripts, and descriptions are used mainly to analyze the calculation of the percentage of questionnaires required to interpret the data.

Table 2 Interview Items

No.	Interview Question
1.	What is your opinion about learning speaking fluency through digital storytelling? Is learning interesting or not interesting? Explain!
2.	Do you think that digital storytelling can enhance your motivation in learning speaking fluency?
3.	Does digital storytelling make you easier, more interested, and enjoy in learning speaking fluency?
4.	Do you think digital storytelling can help you to overcome your difficult in learning speaking fluency?
5.	What are the benefits that you feel in learning speaking fluency through digital storytelling?

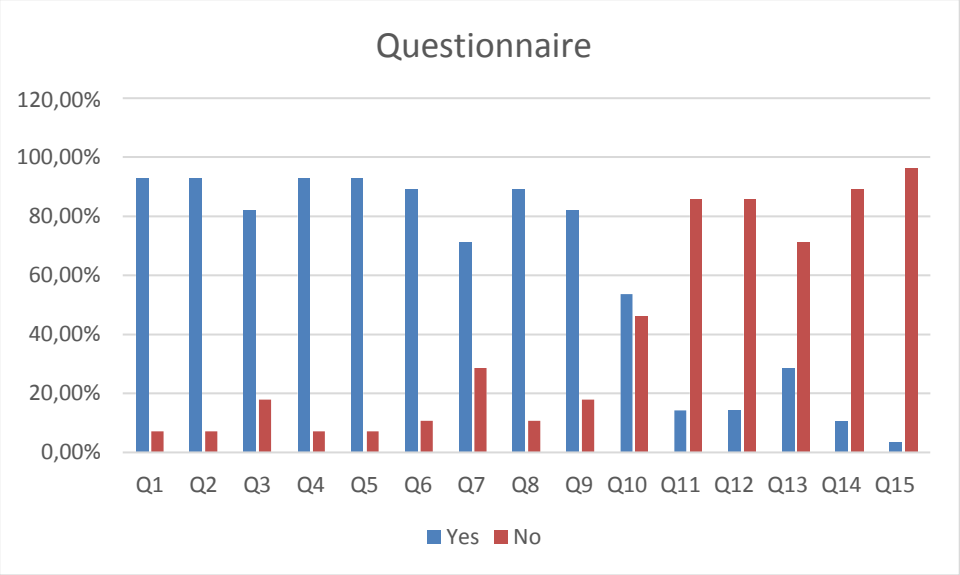
The next procedure is to analyze the interview data. The researcher elaborated and interpreted the data to find the answer of the second research question based on the research objectives. In analyzing the data, transcripts and descriptions are used primarily to draw conclusions from the interview data.

FINDINGS AND DISCUSSION

The objective of this study is to elaborate students' perceptions about the use of digital storytelling to promote students' speaking fluency. This research was conducted on May 23 at one of juniorhigh school in Ciamis. Researchers obtained questionnaire data from 28 class IX students. Researchers analyzed data from a questionnaire consisting of 15 questions. In this study, researchers gathered qualitative data using a short rating scale questionnaire (YES, NO) to state several statements related to students' perceptions about using digital storytelling to promote students' speaking fluency. The questionnaire was adapted and modified from Rodriguez (2017, p. 118). The following tables and graphs are the questionnaire items and the results of the questionnaire.

The result displayed various answer to each question.

Figure 1 Questionnaire Result



Regarding the first indicator and first questionnaire question, it can be explained that students with a percentage of 92.9% students agree that they feel happy and enjoy more learning using digital storytelling as a medium to train students' fluency in speaking. It means that most students agreed that the use of digital storytelling as a learning medium to make students speak English fluently made them happy and more enthusiastic. Based on the second questionnaire question, it can be explained that students with a percentage of 92.9% students agree that they are motivated in learning to use digital storytelling as a medium to train students' fluency in speaking, it means that most of the students agreed that the use of digital storytelling as a learning medium to make students fluent in speaking English motivated them to learn fluency in speaking. Regarding the third questionnaire question, it can be explained that students with a percentage of 82.1% students agreed that they felt their English skills were improved by learning to use digital storytelling as a medium to train students' fluency in speaking. It Indicates that most students agreed that their English skills were further improved by learning to use digital storytelling as a medium to train students' fluency in speaking. Based on the fourth questionnaire question, it can be explained that students with a percentage of 92.9% students agree that digital storytelling as a learning medium can facilitate students' understanding in learning English. It Indicates that digital storytelling as a learning medium can facilitate students' understanding in learning English. Regarding the fifth questionnaire question, it can be explained that students with a percentage of 92.9% students agree that the use of digital storytelling can make learning

activities in class more enjoyable. It Indicates that the use of digital storytelling can make learning activities in the classroom more enjoyable.

Based on the second indicator in sixth questionnaire question, it can be explained that students with a percentage of 89.3% students agreed that they felt confident in learning to use digital storytelling as a medium to train students' fluency in speaking. It means that most students agreed that the use of digital storytelling as a learning medium to make students fluent in speaking English made them more confident during learning. Regarding the seventh questionnaire question, it can be explained that students with a percentage of 71.4% students agree that they are helped in learning to use digital storytelling as a medium to train students' fluency in speaking so that it makes it easier for students to improve their speaking skills without pause. It means that they were helped in learning to use digital storytelling as a medium to train students' fluency in speaking so that it makes it easier for students to improve their speaking skills without pauses. Based on the eight-questionnaire question, it can be explained that students with a percentage of 89.3% students agree that the use of digital storytelling can help them reduce doubts in speaking English. It shows that most of the students couldn't agree more that the use of digital storytelling could help them reduce doubts in speaking English. Regarding the nineth questionnaire question, it can be explained that students with a percentage of 82.1% students agree that the use of digital storytelling can help them improve their grammar knowledge in speaking English. It shows that the use of digital storytelling can help them improve their grammar knowledge in speaking English. Based on the tenth questionnaire question, it can be explained that students with a percentage of 53.6% students agree that the use of digital storytelling can help them express their ideas. It shows that the use of digital storytelling can help them express their ideas.

Based on the last indicator in eleventh questionnaire question, it can be explained that students with a percentage of 14.3% students agreed that digital storytelling took a lot of time in the process of using it. It means that most students did not agree that the use of digital storytelling took up a lot of time during learning. Regarding the twelvth questionnaire question, it can be explained that students with a percentage of 14.3% students agreed that learning using digital storytelling was difficult to understand. It shows that most students did not agree that learning using digital storytelling was difficult to understand. Based on the thirteenth question questionnaire, it can be explained that students with a percentage of 28.6% students agreed that the quality of videos shown by learning using digital storytelling was often not good. It means that most students did not agree that the quality of the videos shown by learning using digital storytelling was often not good. Regarding the fourteenth questionnaire question, it can be explained that students with a percentage of 10.7% students agreed that they were less interested in learning through digital storytelling compared to conventional learning activities. It means that most students disagreed that they were less interested in learning through digital storytelling than conventional learning activities. From the fifteenth questionnaire it can be concluded that 3.6% student agrees that audio digital storytelling cannot be clearly heard, while 96.4% of 27 students disagrees that audio quality in learning using digital storytelling is too hard to hear. It means that most students did not think that the audio quality in learning using digital storytelling was too hard to hear.

Teachers feel the advantage of using digital storytelling is that it is more practical, attracts students' interest in learning English and becomes a new, more varied innovation as a learning medium. The use of digital media such as digital storytelling can improve students' motivation in speaking classes. In addition, students' thoughts and creativity will be raised with digital storytelling media. However, there are also drawbacks faced by teachers in using digital storytelling as a medium in learning to speak to improve students' speaking fluency, namely what is faced in using digital storytelling is the audio quality which is not clear for some students who sit behind. seats, so the teacher needs to play the broadcast 2-3 times until students understand and catch the meaning of the program.

This problem found that students still lack vocabulary. As a result, it makes it difficult for students to express their opinions, the statement above is in line with Mariana et al., (2015). Digital storytelling is used as a strategy to engage students in language learning, suggesting that stories can help students understand language to enhance meaningful language learning. Therefore, storytelling is an important tool used for learning purposes, especially for learning Digital Storytelling in Vocabulary Learning. The use of digital stories allows implicit vocabulary teaching to be carried out in an interesting and attractive way.

CONCLUSION

English teaching and learning activities using technology are very important for advancing knowledge and preparing for the later era of globalization as one of the elements that helps students learn to speak English. A very significant influence can be felt by students who experience difficulties in speaking fluency. This makes learning speaking required creative media in using learning media so that learning continues with new situations. However, researchers only focused on students' perceptions of the use of digital storytelling in promoting student speaking fluency. Next, to investigate the strength and weakness of using digital storytelling in students' speaking fluency. Researchers conducted qualitative research with a case study design to collect data and answer research questions. Researchers used two instruments, namely closed questionnaires and semi-structural interviews. Researchers used different data analysis methods for each instrument. First, the researcher used a google form-based questionnaire to analyze the data collected through closed questionnaires, convert them into percentages, and explain them. Second, the researcher transcribed and took several important points and then summarized the data collected from the semi-structural interviews. Regarding the research questions that have been described in the first chapter of this study, the researcher draws several conclusions.

The first conclusion is about students' perceptions about the use of digital storytelling in students' fluency when speaking. The results showed that students gave positive perceptions about the use of digital storytelling in speaking learning and also provided many opportunities for students who were interested in this media and could help promote their speaking fluency skills. Furthermore, the second conclusion is about the advantages and disadvantages of using digital storytelling in learning speaking. Based on all the responses from the informants, this study can state that the use of digital storytelling in students' speaking fluency has found several benefits such as making it easier for students to learn, because it is more flexible and also easier to access anywhere, students become more interested in learning, students are more easy to express their ideas. On the other hand, there are also disadvantages, namely not all students have media or tools that support learning, then some students who sit on a bench sometimes do not get clear audio-visual so that several broadcasts are needed.

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