

**STUDENTS' PERCEPTION ON THE USE OF DIGITAL
STORYTELLING IN PRACTICING SPEAKING SKILL: A
CASE STUDY AT ENGLISH EDUCATION STUDY PROGRAM
SRIWIJAYA UNIVERSITY**

A Thesis by

ARDINA YULIANI

06011381722070

English Education Study Program

**Language and
Arts Education
Department**



**FACULTY OF TEACHER TRAINING AND
EDUCATION SRIWIJAYA UNIVERSITY**

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Ardina Yuliani

Student Number: 06011381722070

This thesis was defended by the writer in the final program examination and was approved the examination committee on:

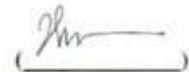
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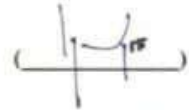
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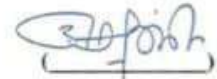
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3. Member : Dr.Ismail Petrus, M.A



4. Member :Eryansyah, S.Pd., M.A., Ph.D



5. Member :Dr.Rita Inderawati,M.Pd



Indralaya, 29 July 2021

Certified by

Coordinator of English Education Study Program,



Hariswan Putera Jaya, S.Pd., M.Pd.

NIP. 197408022002121001



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Ardina Yuliani

Student Number: 06011381722070

English Education Study Program

Department of Language and Art Education

FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDRALAYA

2021

Approved by

Advisor I

Fiftinova, S.S., M.Pd.
NIP. 197911152006042028

Advisor II

Hesti Wahyuni Anggraini, S.Pd., M.Pd.
NIP. 198609282014042001

Certified by:

**The Head of Language and Arts
Education Department**

Dr. Didi Suhendi, M.Hum
NIP. 196910221994031001

**Coordinator of English Education
Study Program**

Hariswan Putera Jaya, S.Pd., M.Pd.
NIP. 197408022002121001



DECLARATION

I, the undersigned,

Name : Ardina Yuliani

Student's Number : 06011381722070

Study Program : English Education

Certify that the thesis entitled "*Students' Perception on the use of Digital Storytelling in Practicing Speaking Skill : A Case Study at English Education Study Program Sriwijaya University*" is my work, and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

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Ardina Yuliani

06011381722070

THESIS DEDICATIONS

This thesis is dedicated to my beloved parents and my whole family for giving me all their time and effort to love me and support me unconditionally.

To the teachers who always believed in me.

MOTTO :

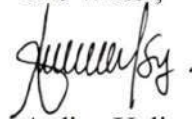
**Find your feel and make it real.
Don't forget to always follow the dopamine!**

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The Writer,



Ardina Yuliani

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ABSTRACT

language learners measure their language learning performance based on their ability to speak the target language. One of the most common techniques in learning to speak is through storytelling technique. Digital storytelling can fit into many areas of the curriculum. It can be used to assist students with learning to speak English by practice with multimedia tool to improve their speaking skill. This study aims to explore students' perception on the use of digital storytelling in practicing their speaking skill. 48 students were involved as the participants from two classes of the English study program in Universitas Sriwijaya year 2020/2021 who studied using digital storytelling in speaking class in their third semester. The questionnaire and interview were used as the data collection tools. First, they filled out the questionnaire regarding their views on using digital storytelling in the classroom. Then semi-structured interviews were conducted to ask further about their factors of difficulties in speaking. The results showed that students have positive perspectives in using digital storytelling.

Keywords: *Speaking, Digital Storytelling, Perceptions*

CHAPTER I

INTRODUCTION

This chapter presents (1) the background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

1.1 Background of the Study

The majority of foreign language learners today place a high value on mastering English speaking skills. Speaking is essential in language learning. When talking about speaking, it does not mean repeating the words out loud. Students who learn speaking skills in the target language are more able to do well in class because they can communicate, such as expressing their thoughts well, explaining materials learned, and transmitting meanings. That would also contribute to individuals having higher qualifications in the future, helping them seek a decent job. As a result, learners often judge their language learning success as well as the efficacy of their English course depending on how much they think their spoken language proficiency has increased. Successful language learners are those who can communicate effectively in the target language, whether in the form of written or spoken text. Having the ability to speak different languages always helps people to communicate better. Communication is also one of the critical components of 21st-century learning (Greenhill, 2010). Language learner hopes to strengthen their communicative abilities and fluency in speaking. As a result, language learners may measure their language learning performance based on their ability to speak the target language.

In Indonesia 2013 curriculum, students learn English since Junior High school and the aspect of speaking skills often do not get enough attention. EFL students do not have many opportunities to practice speaking skills either inside classes or outside class. Richards and Rodgers (2001) stated that speaking skills were ignored in the classrooms in traditional methods. English learners tend to be less cooperative in answering questions or participating in activities

In addition to that, Higher education graduates are potential human resources. They are expected to learn and improve the English skills required for their current study and future career as professionals or scientific researchers. However, not many graduates in Indonesia can speak English well. There are still minimal numbers of students who can communicate in English. Internationally, English proficiency of Indonesia students are still low (74th rank out of 100 countries), as shown in Education First English Proficiency Index (EF EPI, 2020). The EF EPI tenth edition is based on test data from more than 2,200,000 test takers worldwide who take the Language Test EF Standard English (EF SET) or one-hour English placement test in 2019. The EF SET is a reading ability test and hears adaptive English done online. This test is a standardized exam assessed objectively and designed to classify abilities of the language of the test takers into one from six levels defined by the Common European Framework of Reference (CEFR).

In this context, Teaching English speaking is perhaps the most emerging component of language competence because it develops students' abilities to deliver verbal sentences and knowledge of effective grammar, as well as accuracy in speech fluency. In EFL speaking class, students can be disengaged at times. They have low self-esteem, lack prior awareness of the topic, and have low teacher-student relationships (Tutyandari, 2015). The challenges that Indonesian EFL students have in enhancing their speech skills are linguistic and personality variables and classroom assignments that teachers delegate. (Widiyati & Cahyono, 2006)

One of the most common techniques in learning to speak is through storytelling technique. This technique has a significant influence on students' English language learning (Samantaray, 2014). Students' fluency, syntax, pronunciation, vocabulary, and meaning will benefit from storytelling (Indramawan, 2013). In addition, young people are increasingly incorporating technologies into their daily lives as the modern

century progresses. As a result, technology becomes a powerful way to engage both teachers and students as teaching and learning tools.

Moreover, in this pandemic of coronavirus, they live in a digital world, where students and teachers need to adapt to the online learning system, which means that speaking activities in the classroom methods need to be involved. Digital storytelling combines the old way of telling stories with multimedia, such as; pictures, recorded audio, and music. As a result, students can express their own stories, emotions, and feelings Samantaray (2014) believes that this technique could change tedious classrooms' environments into exciting ones.

In this digital era, storytelling techniques also improved. Digital storytelling is one of the innovations in education. Digital storytelling has many uses. For example, it can describe personal life events or personal experiences, retell historical events, explain concepts, or make arguments.

Digital storytelling can fit into many areas of the curriculum. They assist students with learning to speak English by practice and media. In language education, digital storytelling is also a great way for students to start building a conversation environment around topics brought into the classroom and continuing to the writing stage (Reinders, 2011). Since stories can be produced using today's technologies, teachers and students can collaborate to develop their content, media, and technology skills in Information and Communications Technology Literacy (Ribeiro, 2015). Digital Storytelling is more like an umbrella. It's the belief that any medium that can help people share stories can be used. It is the concept where any media that can facilitate telling stories. It is also claimed that digital storytelling contributes to students' twenty-first-century skills (Anu, Jorma, & Sinikka, 2014)

The form of a digital story is a 2-to-4 minute digital video clip, most often told in the first-person narrative, recorded with students' voice, illustrated mostly with still images, and with an optional music track to add emotional tone. (Barrett, 2007). Digital stories contain a mix of music, video clips, and other media. It will allow them to explore their interest as well as getting the task done.

This method also helps students who communicate visually and short attention span to allow students to use images, videos, and other visual representations in assignments and let students use technology to move at their own pace.

Digital storytelling is shared online massively, but digital storytelling is not creating media. Instead, it is about collaboration and contribution. Content with digital storytelling allows students to “evaluate the reality that surrounds them and produce their interpretation of it (Signs, 2014). Therefore, the benefit of using digital storytelling is fundamental, as students reach the objectives proposed and develop competencies that are needed for the student’s comprehensive development.

Many studies have addressed the creation of digital stories through different software programs. First, Nazara (2011) investigated the English Speaking Development of Students of English Education Study Program of FKIP-UKI Jakarta. Her study indicated that students’ perceptions play a significant role in every language teaching and learning process. Her research also revealed that students’ views need to be considered and evaluated to succeed in speaking classes. In this case, Digital storytelling use by students of the English Study Program for developing English speaking needs to be documented in the form of perception.

Second, Hava (2019) researched the impact of digital storytelling on student engagement and satisfaction in EFL classes. It also aims about what students think of using interactive storytelling in the classroom. As a result, students’ self-confidence showed significant improvements in digital storytelling activities. The paired-samples t-test showed minor impact sizes for self-confidence and personal use, although the improvements in attitude were not significant. Visual storytelling has also been found to be helpful in EFL education for enhancing vocabulary learning, writing, and speaking skills. Overall, the findings indicate that interactive storytelling can be a significant and successful method for enhancing the development of students’ language skills and their digital abilities.

In this case, Digital Storytelling is still a new activity in the English Study Program Faculty of Teacher Training and Education at Sriwijaya University. The purpose of the activity is to help students practice their speaking skills to be confident communicators who know how to deliver their narratives to life (Pratiwi,2013).

In addition to that, there have been many scholars who have researching the field of digital storytelling. Most of them did it by having experiments in the class. However, the writer is interested in finding out students' perception of using digital storytelling for learning to speak in their first semester speaking class. Utellstory.com is a web that they use to create digital storytelling. In utellstory.com, students will create digital storytelling individually or in small groups using their voices and creating a two to four-minute video narrative. They can also interact with others since utellstory.com a community web tool almost the same as Facebook. They can upload it to utellstory.com and share it in the community that they have already created. In utellstory.com, they could also comment and like the stories posted by their friends. It can also be embedded into a blog, email to friends, or shared on social networking sites. This study expects to spread insight into digital storytelling's benefits in the teaching and learning process from the students' perspectives.

1.2. The Problems of the Study

Based on the problems above, the issues of this research are formulated in the following questions:

1. What are students' views on the use of digital storytelling in learning to speak?
2. What are the satisfaction levels, advantages, and limitations in learning to speak using digital storytelling?

1.3. The Objectives of the Study

The objectives of the study are:

1. To find out students' views on the use of digital storytelling in learning to speak.
2. To find out students' satisfaction levels, and limitations in learning to speak using digital storytelling.

1.4. The significance of the study

This research is expected to give a meaningful contribution to the education field, especially in the English teaching and learning process. By having the students' view about the utilization of digital storytelling, it is expected that teachers and students take the insight and enlighten the lecturers and students' thoughts on digital storytelling and to build students' awareness on the use of digital storytelling. The study could also be a reference for scholars interested in the topic and might be interested in doing more profound research.

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