USE OF DIGITAL STORYTELLING (DST) IN PUBLIC SPEAKING SUBJECT: AN INNOVATION

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Abstract

The present study aimed to find out and describe the effectiveness of using digital storytelling on students' speaking ability in the public speaking subject. Digital storytelling was proposed by Frazel (2010) with three stages: planning, production, and presentation. In this study, the researchers applied a pretest-posttest control group model of experimental research. The population of this research was the fifth-semester English Literature students of STBA Persada Bunda in the academic year 2022-2023. The data were taken from two Public Speaking classes such as Regular A and Regular B class. Speaking tests were used as the key instruments. Digital storytelling was implemented in Regular A as the experimental class, and the conventional method was implemented in Regular B as the control class. The results of the research revealed that the students got lower scores on the pretest, good scores on the mid-test, and very good scores on the final test. After implementing digital storytelling, there was significant progress in students' speaking skills for the experimental class.

Keywords: learning innovation, storytelling, public speaking

INTRODUCTION

The capacity to explain verbally a problem or subject in front of a sizable audience is known as public speaking. Experts define public speaking as the art of giving speeches or verbally interacting with the audiences. Various definitions and findings from experts regarding public speaking can be seen as follows; Buser and Yuan (2023) explain that fear of public speaking is very common, but we know little about its implications for individuals and organizations.Madzlan, Seng, and Kesevan (2020) state that one essential linguistic skill for learning the English language is speaking competence. Since it requires a variety of language and non-linguistic features to express ideas and is typically linked to anxiety, this talent is difficult for ESL students to achieve. Anxiety over public speaking is a common problem among students learning a second language. They may have stage fright

and anxiousness, which could increase their concern when speaking the target language. Grieve et al. (2021) emphasize that higher education institutions should be aware of some students' anxiety about public speaking and offer greater assistance during oral presentation exams. The survey's findings pinpoint the specific anxieties students have regarding public speaking and show how this has a detrimental overall impact on their college experience (Grieve et al. 2021).

Learning innovation is an important strategy that must be done by teachers as educators. Learning innovation is something novel that is held with the intention of enhancing lecturers' and students' capacity for learning objectives. This educational innovation is held to help teachers and students manage and organize their learning in order to accomplish their learning objectives. Intan and Mamah (2021) state that quality education relies on high-quality human resources and teachers who continuously improve their competence. Innovations in learning can foster a conducive, active, and creative learning atmosphere, fostering student motivation and ultimately improving the quality of learning itself.

English teachers are basically required to adapt to technological developments and develop their ability to integrate technology into teaching and learning activities. Making innovative teaching media by utilizing computers and the internet is needed to attract students who are currently very fluent in using these technologies (Asri, Indrianti, and Perdanasari 2017).The condition that occurs in the teaching and learning process is the use of methods in giving assignments telling stories still does not provide stimulation for students to use media so that students tend not to be motivated in telling stories (Heriyana and Maureen 2014). "Storytelling", existed long before the printed materials, has been replaced by digital storytelling with the technology development. Digital storytelling has influenced information gathering skills, problem solving and attitudes towards collaboration of education stakeholders (Çetin 2021)

Digital storytelling is a technique for sharing stories, whether they are true or fictional, with images, text, audio, or video.. DS can be used as a new strategy to increase literacy among the younger generation in Indonesia. Advances in information technology can make it easier for everyone to access the internet, they

can also take advantage of existing platforms to express themselves in the form of photos, text and videos. The types of introduction that can be applied to the younger generation are the application of learning and application of content on the internet such as video blogs (vlogs) and podcasts (Fadillah and Dini 2021). Technology is frequently used in educational systems in a number of ways to make learning English in a classroom interesting and worthwhile. Digital storytelling (DST) has developed into a practical teaching tool that may be used in the teaching and learning process for both students and instructors (Nair and Yunus 2021).

Gürsoy (2021) found that pre-service teachers thought digital storytelling had advantages because it offered significant and lasting learning, was entertaining, and motivated students, but it also had drawbacks because it took time and required technological know-how. Precintha Rubini et al. (2019), the findings indicated that after producing their Scribe videos, the students' speaking abilities improved, and they had favorable opinions of digital storytelling. As a result, teachers may utilize digital storytelling as a tool to diversify their set of instructional techniques and encourage pupils to use English. Ramalingam, Jiar, and Mathiyazhagan (2022) digital storytelling sessions significantly improved students' comprehension, vocabulary, and fluency in speaking skills, suggesting it as an effective pedagogical approach for second-language learning in schools. Maspufah, Zuriati, and Fathira (2022) the findings indicated that at SDIT Fadhilah, training on the use of story-telling teaching methods was conducted to enhance instructors' instructional skills and encourage students' literacy development to fulfill the needs of literacy skills required by 21st-century advancements. Sadik (2008) Overall, students performed well on their projects, and their stories satisfied many of the pedagogical and technological requirements for digital stories, according to the examination of student-produced stories. The results of the classroom observations and interviews showed that, in spite of issues that they had noticed and mentioned, teachers were willing to change their pedagogy and curriculum to incorporate digital storytelling because they thought the projects could improve students' comprehension of the subject matter. Frazel

(2010) outlines three stages for creating Digital Storytelling: Planning, Production, and Presentation.

1. In the Planning Stage, teachers and students determine the target audience, product type, and presentation methods. They also create materials and work plans, create a rubric, determine the theme, and provide examples.
2. In the Production Stage, students determine software, topic, tasks, and create storyboards, drafts, and materials.
3. In the Presentation Stage, students present the product directly to the audience, either by introducing it and answering feedback questions, or indirectly through CDs, DVDs, or websites.

METHOD

This study used a quantitative approach and was experimental in nature. This study's design was a true experiment in design. In the meantime, the researchers conducted pretest, midtest, and post test to both control and experiment classes. Methods of gathering data in the learning outcomes from the pre- and post-test results of the experimental class and the control class were gathered for this study. In the meantime, data had already been gathered and examined. Both descriptive and inferential analysis were employed as data analysis methodologies (Sugiyono, 2010). As for the technique of creating public speaking material to be included in Digital Storytelling itself, in general, there are three stages (adapted by Frazel (2010). These three stages include:

1. Planning Stage (Preparation Stage). In this stage, teachers and students prepare for Digital Storytelling which consists of:
   a. The lecturer divides the class into several groups.
   b. The lecturer invites students to determine topics related to public speaking
   c. Explain and give examples of Digital Story Telling products.

2. Production Stage (Production Stage). In this stage, students record the results of the presentation material in video. The recording results are saved on a CD or DVD before uploading the product file to a website, for example, YouTube.

3. Presentation Stage (Presentation Stage). At this stage, students present the Digital Storytelling product directly to the audience (teachers and classmates), namely by introducing and describing it and answering questions asked as feedback. Apart from that, students can also present Digital Storytelling products. indirectly, namely by saving the product file on a CD or DVD or uploading the product file to a website, for example, YouTube.

The test results were obtained from the presentation results of each group. The public speaking material used as a result of data processing in this research is material used as digital storytelling material. There are several stages in presenting a public speaking topic to be used as assessment material: 1. The presenter presents the topic for 15 to 20 minutes. 2. The moderator allowed participants to provide responses, suggestions, and questions. 3. The presenter provided the opportunity to provide feedback and answers to suggestions and questions, 4. The moderator and presenter concluded the results of the material.
The study tools used to gather data include tests (Karnedi, Zaim, and Mukhaiyar 2021). Speaking abilities can be used as a crucial indicator of language learning success. Steps like the examination of students' speaking abilities used tests as the primary instruments.

1. The Assessment Rubric of Students' speaking ability

   The goal of the tool was to gather information about students' speaking abilities using an assessment criteria that took accent, fluency, vocabulary, grammar, and comprehension proposed by Hughes (2003, p. 131). Each five indicators were consisted of 6 sub-indicators. Three raters have been involved to assess the students' speaking test result which abbreviated to HW, MW and HA in the discussion below.

2. The Students' Speaking Skill Test

   The test assessed students' public speaking abilities through six meetings that aimed to determine their proficiency in public speaking. To score students'

speaking mastery, this research used scoring rubric (Adopted from (Hughes, 2003) and (Henderson, 2005) and calculated through the following formula:

$$X = \frac{\sum xi}{n}$$

where: X : Mean

$\sum xi$: Sum of students' score

n : Sum of students' amount

Table 1

Rating Quality for Public Speaking, Based on Analytic Scoring by Harris (1968) in Hughes Testing for Language – Second Edition (130-132)

No	Rating Quality	Scores and Indicators					Total Score
		1	2	3	4	5	
1.	Excellent	6	6	6	6	6	100-87
2.	Very Good	5	5	5	5	5	86-76
3.	Good	4	4	4	4	4	75-68
4.	Fair	3	3	3	3	3	67-56
5.	Inadequate	2	2	2	2	2	55-40
6.	In-acceptable	1	1	1	1	1	39-0

Note: Indicators of Public Speaking: 1. Accent 2. Grammar 3. Vocabulary 4. Fluency 5. Comprehension

RESULTS AND DISCUSSIONS

A. The Effectiveness of the Use of Digital Storytelling (DST)

As previously stated, the purpose of implementing Digital Storytelling (DST) is to see the differences in the effectiveness of using Digital Storytelling (DST) compared to the control class using conventional methods. The field tests were carried out to obtain practical data on using Digital Storytelling (DST) to enhance students' speaking skills in public. Researchers conducted three speaking skills assessments of students to compare the effectiveness of the outcomes in classes using digital storytelling versus those not using it, namely: (a) before the start of the semester's lectures (pre-test), (b) in the middle of the semester (mid-test), and (c) At the end of the semester (post/final test). The following is the data

of implementing the Digital Storytelling (DST) field tests at English Literature of STBA Persada Bunda Pekanbaru.

1. Pretest Results of the Public Speaking Subject

Before the researcher implemented the Digital Storytelling (DST in the experimental class, the researcher first conducted a pretest in 2 classes (Class A, and B). The experimental class (Class A) was the class where Digital Storytelling (DST was implemented. Control class (Class B) was a class where the lecturer or researcher only used conventional methods in teaching Public speaking subject. The experimental class and the control class were homogeneous classes, which was a class with the same ability. The two classes were declared homogeneous after the researcher conducted a pretest in both classes.

Table 2
The Result of Class A Pre-Test Scores / Rating Quality of Public Speaking Subject

No	Rater	Speaking indicators					Mean
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1.	HW	55	53	56	51	54	**54,5**
2.	MW	57	57	54	53	53	**54,8**
3.	HA	55	57	55	55	57	**55,8**
Average		**55,7**	**55,6**	**55**	**53**	**54,6**	**55**
Category		**Fair**	**Fair**	**Fair**	**Fair**	**Fair**	**Fair**

Table 2 showed that the average score of students' accents in speaking in the experimental class was 54.7 points in the less category. Furthermore, the average value of grammar was 55.6 points, vocabulary was 55 points, fluency was 53 points, and comprehension was 54,6 points, The class mean scores were 55. It indicated that this class had a poor score

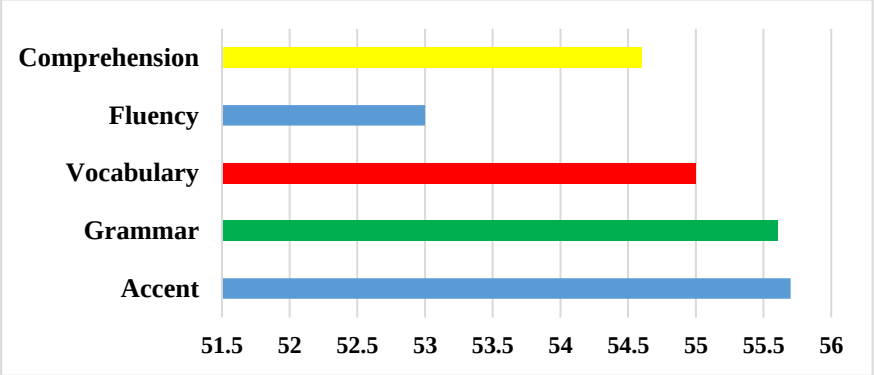

Figure 1

Class A (Experimental Class) Pre-Test Scores / Rating Quality Based On The Speaking Test Indicators

Figure 1 demonstrated that students continued to find pronunciation problems. Despite the frequent mispronunciations, listeners may still understand what was being said. They were unable to speak the language correctly at all levels that were important for work. They frequently made grammatical mistakes. Their limited experience made it difficult for them to understand, and participate in conversations with high levels of lexical precision. Speech was usually hesitant and jerky; sentences may go unfinished; and comprehensions were not fully developed when speech was being spoken at a normal tempo.

Table 3

The Result of Class B Pre-Test Scores / Rating Quality of Public Speaking Subject

No	Rater	Speaking indicators					Mean
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1.	HW	55	53	55	58	57	55,6
2.	MW	56	57	54	53	53	55,8
3.	HA	55	58	56	55	57	56,2
Average		**55,4**	**56**	**55**	**55,4**	**55,7**	**55,87**
Category		**Fair**	**Fair**	**Fair**	**Fair**	**Fair**	**Fair**

According to table 3 above, the experimental class's average speaking accent score was 55.4, which falls into the "less" group.Additionally, the class mean scores were 55,87, with the averages for grammar being 56 points, vocabulary being 55 points, fluency being 55,4 points, and comprehension being 55,7 points. It suggested that this class received a low grade.

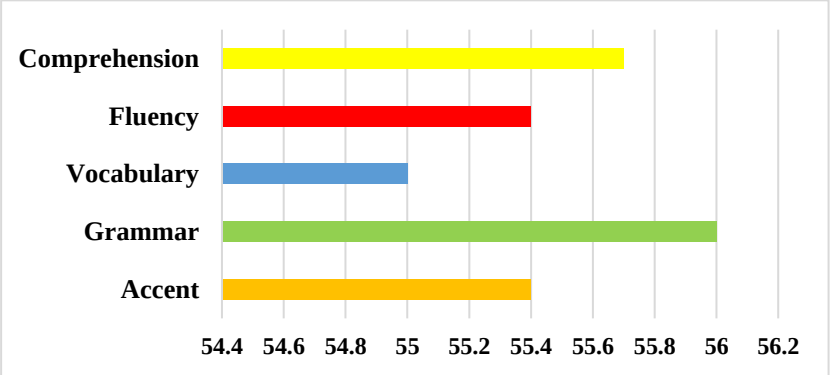

Figure 2
Class B/Control Class Pre-Test Scores / Rating Quality Based On The 5 Sub-Indicators of Speaking Skills

Figure 2 demonstrated that students continued to find pronunciation problems. Despite the frequent mispronunciations, listeners may still understand what was being said. They were unable to speak the language correctly at all levels that were important for work. They frequently made grammatical mistakes. Their choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics. Speech was usually hesitant and jerky; sentences may go unfinished; and comprehensions were not fully developed when speech was being spoken at a normal tempo.

2. Mid-Test Results of the Public Speaking Subject

The midtest was carried out at the 8th meeting after the researchers applied digital storytelling in the experimental class and conventional methods

for the conventional class. The tables and figures below explain the results of data processing both qualitatively and quantitatively.

Table 4

The Result of Class A Pre-Test Scores / Rating Quality of Public Speaking Subject

No	Rater	Speaking indicators					Mean
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1.	HW	65	70	70	70	70	69
2.	MW	70	65	70	65	70	68
3.	HA	70	65	70	60	65	**66**
Average		**68,3**	**66,7**	**70**	**6,76**	**68,3**	**67,7**
Category		**Good**	**Good**	**Good**	**Good**	**Good**	**Good**

Table 4 showed that the average score of students' accents in speaking in the experimental class was 68,3 points in the good category. Furthermore, the average value of grammar was 66,7 points in the good category, vocabulary was 70 points in the good category, fluency was 6,76 points, and comprehension was 68,3 points, The class mean scores were 67,7. It indicated that this class had a good score.

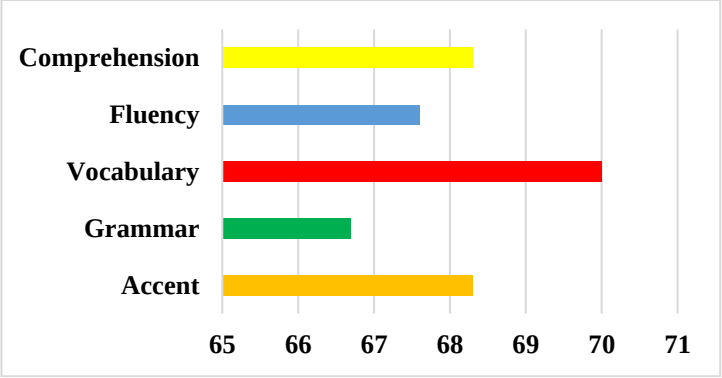

Figure 3

Class A-Experimental Class Pre-Test Scores / Rating Quality Based On The 5 Sub-Indicators of Speaking Skills

Figure 3 showed students errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously. Their control of grammar is good. Able to speak the language with sufficien structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics. They are able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary was broad enough that they rarely has to grope for a word. They can discuss particular interest of competence with reasonable ease. They rarely had to grope for words. They can participate effectively in most formal and informal conversations on practical social, and professional topics.

Table 5

The Result of Class B Conventional Class Pre-Test Scores / Rating Quality of Public Speaking Subject

No	Rater	Speaking indicators					Mean
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1.	HW	65	65	65	65	65	65
2.	MW	60	60	60	65	60	61
3.	HA	60	65	65	60	60	**62**
Average		**61,7**	**63,3**	**63,3**	**61,7**	**61,7**	**62,7**
Category		**Fair**	**Fair**	**Fair**	**Fair**	**Fair**	**Fair**

Table 5 displayed that speaking in the experimental class yielded an average accent score of 61,7 points in the fair category, based on the data above. The fair category average for vocabulary was 63,3 points, the fair category average for fluency was 61,7 points, and the fair category average for comprehension was 61,7 points. The 62,7 average for the class. It implied that this class's grade was fair.

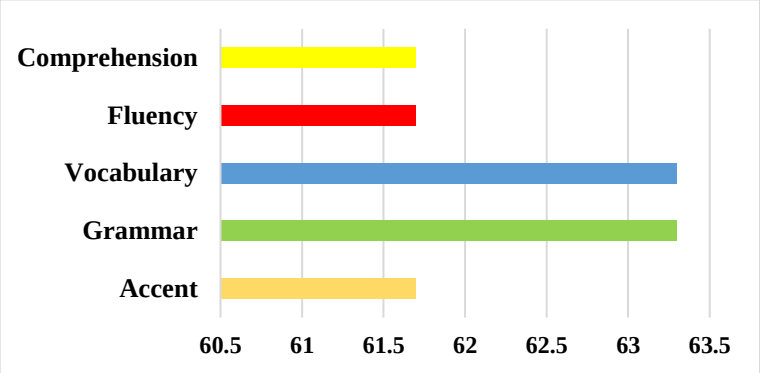

Figure 4

Class B-Conventional Class Pre-Test Scores / Rating Quality based on the 5 Sub-Indicators of Speaking Skills

Figure 4 above demonstrated to students that comprehending "Foreign accent" calls for careful listening, and that occasionally, mispronunciations result in misunderstanding. They frequently make mistakes that reveal some significant tendencies that are out of control and can cause annoyance and misunderstanding. Some frequent professional and social topics cannot be discussed because of their occasionally incorrect word choice and vocabulary restrictions. Their speech is often times hesitant and inconsistent due to rephrasing and word-searching. They can understand careful, somewhat reduced speech when conversing, although many situations call for a lot of repeating or rephrasing.

3. Post-Test Results of the Public Speaking Subject

The post-test or final test was carried out at the 16th meeting after the researchers applied digital storytelling in the experimental class and conventional methods for the conventional class. The purpose of the post test at the 16th meeting or at the end of this semester was to determine how far the experimental and conventional classes have progressed in their learning. The tables and figures below explain the results of data processing both qualitatively and quantitatively.

Table 6

The Result of Class A-Experimental Class Pre-Test Scores / Rating Quality of Public Speaking Subject

No	Rater	Speaking indicators					Mean
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1.	HW	80	70	80	80	75	77
2.	MW	75	75	80	75	75	76
3.	HA	80	80	80	80	80	80
Average		**78,3**	**75**	**80**	**78,3**	**76,7**	**77,7**
Category		**Very Good**	**Very Good**	**Good**	**Very Good**	**Very Good**	**Very Good**

According to table 6 above, the experimental class's average accent score for speaking was 78,3 out of 100, which is considered to be very good. In addition, the average score for grammar was in the good category, while that for vocabulary, fluency, and understanding was in the very good category with an average score of 80 points each.The students' highest grade was in vocabulary. The class average was 77,7. It showed that this class had a very high grade.

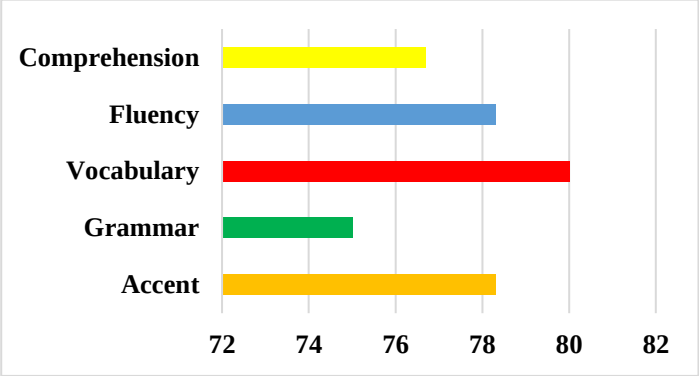

Figure 5

Class B-Conventional Class Pre-Test Scores / Rating Quality based on the 5 Sub-Indicators of Speaking Skills

Figure 5 decribed that student marked “foreign accent” and occasional mispronunciations which do not interfere with understanding. They had occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding. They had professional vocabulary broad and precise;

general vocabulary adequate to cope with complex practical problems and variated social situations..Their speech is effortless and smooth, but perceptibly non-native in speech and evenness. They understand almost everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.

Table 7

The Result of Class B-Conventional Class Pre-Test Scores / Rating Quality of Public Speaking Subject

No	Rater	Speaking indicators					Mean
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1.	HW	70	70	75	70	75	72
2.	MW	70	75	70	75	70	72
3.	HA	75	75	70	75	70	73
Average		**71,7**	**73,3**	**71,7**	**73,3**	**71.7**	**72,3**
Category		**Good**	**Good**	**Good**	**Good**	**Good**	**Good**

Table 7 above showed that the average score of students' accents in speaking in the conventional class was 71,7 points in the good category. Furthermore, the average value of grammar was 73,3 points in the good category, vocabulary was 71,7 points in the good category, fluency was 73,3 points, and comprehension was 71,7 points, The class mean scores were 72,3. It indicated that this class had a good score.

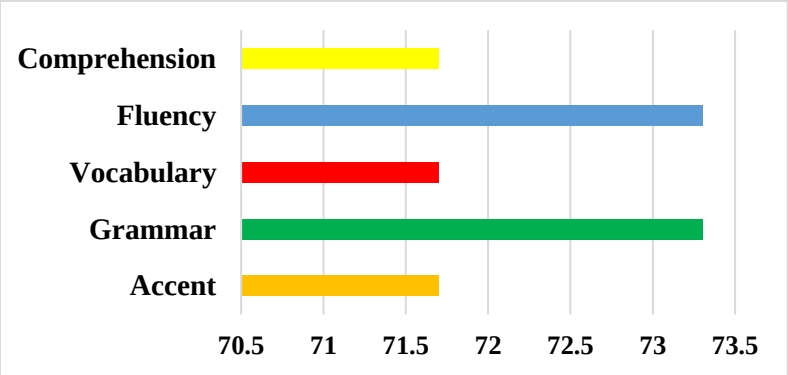

Figure 6

The Result of Class B-Conventional Class Pre-Test Scores / Rating Quality of Public Speaking Subject

Students indicated "foreign accent" and occasional mispronunciations that did not hinder understanding in this figure. Although they occasionally made mistakes demonstrating shaky control over specific patterns, they lacked any flaws that could lead to misunderstandings. Their professional vocabulary was extensive and precise, and their general vocabulary was sufficient to deal with both challenging everyday circumstances and a wide range of social ones. Although they speak with ease and smoothness, their speech and evenness are not natural. They can comprehend practically all of a typical educated discussion, except extremely informal or rarely used words, as well as speech that is unusually quick or slurred.

B. Comparison of Experimental and Conventional Classes' Speaking Pre, Mid, and Post Tests

The following table and figure explained the quantitative and qualitative data which were the results of the Public Speaking course test. The speaking skills test consisted of a pretest, midtest, and posttest for one semester in two homogeneous classes. The two classes were experimental and control (conventional) classes:

Table 8

Comparison of Experimental and Conventional Classes' Speaking Pretest, Midtest, and Post Tests

Type of Tests	Pre-Test		Mid-Test		Post/Final Test	
Class	EC	CC	EC	CC	EC	CC
Average	55	55,87	67,7	62,7	77,7	72,3
Category	Fair	Fair	Very Good	Good	Very Good	Very Good

Note: EC = Experimental Class, and CC = Conventional Class

The pre-test result showed that the average score of students' ability in speaking in the experimental class was 55, and 55,87 points for the conventional class. Both of the classes were in the inadequate category. The mid-test result showed that the average score of students' ability in speaking in the experimental

class was 76,7, and 62,7 points for the conventional class. Both of the classes were in a good category. The final test result showed that the average score of students' ability in speaking in the experimental class was 77, 7, and 72,3 points for the conventional class. Both of the classes were in the very good and good category.

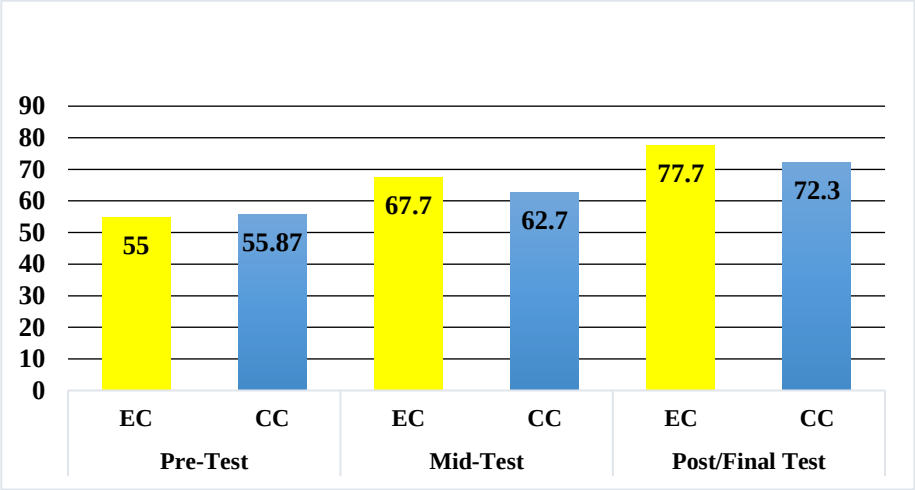

Figure 7

Comparison of Experimental and Conventional Classes' Speaking Pre, Mid, and Post Tests

Figure 7 showed the progress of students' skills in speaking. They got fewer categories in the pretest. Students struggle with pronunciation, grammatical errors, and vocabulary limitations, resulting in hesitant, jerky speech, unfinished sentences, and incomplete comprehensions when speaking at normal tempos, despite occasional listener understanding. good category for mid-test, and good category for mid-test. Students with a foreign accent and occasional mispronunciations, but without misunderstandings. They have extensive professional vocabulary and can handle every day and social situations. They can comprehend most educated discussions, except for informal or rarely used words and slurred speech, and very good categories for the final test. Students with a foreign accent and occasional mispronunciations, but without misunderstandings.

They have extensive professional vocabulary and can handle every day and social situations. They can comprehend most educated discussions, except for informal or rarely used words and slurred speech.

CONCLUSION

The research results can be concluded into:

1. The control class's pretest showed students struggled with pronunciation, grammatical errors, and lexical precision. They often made hesitant and jerky speech, and their comprehensions were not fully developed at normal tempo. The experimental class revealed students struggled with pronunciation, grammatical errors, and vocabulary limitations, resulting in hesitant and jerky speech, unfinished sentences, and incomplete comprehensions, even when speaking at a normal tempo.
2. The control class showed that students' errors don't interfere with understanding and don't disturb the native speaker. They have good grammar control, can speak the language with sufficient structural accuracy, and have sufficient vocabulary for effective participation in conversations on practical, social, and professional topics. The experimental class showed that students need careful listening and mispronunciation to understand foreign accents. Mistakes reveal uncontrolled tendencies, causing annoyance and misunderstandings. Incorrect word choice and vocabulary restrictions hinder discussion on professional and social topics.
3. The control class showed a foreign accent and occasional mispronunciations, but no misunderstandings. They had broad professional vocabulary, understood most conversations except for colloquial or low-frequency items or rapid speech. The experimental class's posttest results showed a foreign accent and occasional mispronunciations, but no misunderstandings. They had extensive professional vocabulary and a general vocabulary for everyday situations. They can comprehend most educated discussions, except for informal or rarely used words.

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