



**Efektivitas Penggunaan Digital Video *Storytelling* Dalam Pengajaran Berbicara di SMK Telkom Banjarbaru**  
***The Effectiveness Of Using Digital Storytelling Video In Teaching Speaking At SMK Telkom Banjarbaru***

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**ABSTRAK**

Efisiensi penggunaan film Digital Storytelling di kelas sebelas untuk mengajarkan keterampilan berbicara melalui sesi tanya jawab dievaluasi di SMK Telkom Banjarbaru. Tujuan dari penelitian ini adalah untuk meneliti apakah penggunaan video bercerita digital bermanfaat atau tidak dalam meningkatkan kemampuan siswa untuk berkomunikasi secara lisan.

Peneliti menggunakan metode purposive sampling dan hanya mengambil sampel penelitian kelas X yang berjumlah 37 siswa. Selain itu, peneliti menggunakan instrumen penelitian ini yaitu tes lisan. Dalam pre-test dan post-test, peneliti memberikan topik melalui video storytelling digital untuk merangsang siswa berbicara dalam aktivitas sehari-hari. Pada pre-test dan post-test, satu per satu siswa diminta untuk berbicara langsung dengan peneliti di kelas. Setelah pre-test, peneliti menerapkan media pembelajaran sebagai treatment kemudian hasil post-test dibandingkan dengan hasil pre-test siswa dan mengetahui peningkatan kemampuan berbicara siswa.

Temuan dari analisis data mengungkapkan bahwa nilai rata-rata pada pre-test adalah 3,45, sedangkan nilai rata-rata pada post-test adalah 4,54. Temuan ini didasarkan pada fakta bahwa pre-test diberikan sebelum post-test. Diketahui bahwa hasil t-test adalah 10,33, lebih tinggi dari nilai t-tabel, yaitu 1,688. Tingkat signifikansi yang digunakan adalah 0,05, dan derajat kebebasan (df) yang digunakan adalah 37-1, yaitu 36. Bahwa hipotesis alternatif diterima sedangkan hipotesis nol ditolak adalah implikasi dari hal ini.

Kata kunci : Berbicara, Kefasihan, Video bercerita Digital

**ABSTRACT**

*The efficiency of using a Digital Storytelling film in the classroom to teach speaking skills by means of question-and-answer sessions was evaluated at the eleventh SMK Telkom Banjarbaru. The purpose of this study is to investigate whether or not the use of digital story telling video is beneficial in enhancing the students' ability to communicate orally.*

*The researcher used a purposive sampling method and took only class X the sample of the research which consisted of 37 students. In addition, the researcher applied an instrument of this research namely oral test. In pre-test and post-test, the researcher gave the topics through digital storytelling video to stimulate the students to speak in their daily activity. In pre-test and post-test, one by one of the students asked to speak face to face with the researcher in the class. After pre-test, the researcher applied a media of teaching as a treatment then the result of post-test was compared with the result of the student's pre-test and find out the improvement of the students' speaking ability.*

*The findings of the data analysis revealed that the mean score on pre-tests was 3.45, while the mean score on post-tests was 4.54. These findings were based on the fact that the pre-tests were administered before the post-tests. It was discovered that the result of the t-test was 10.33, which was higher than the value of the t-table, which was 1.688. The level of significance that was used was 0.05, and the degree of freedom (df) that was used was 37-1, which equaled 36. That the alternative hypothesis was accepted while the null hypothesis was rejected was the implication of this.*

*Keywords: Speaking, Fluency, Digital Story telling video*

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## INTRODUCTION

According to Haris (1974), the act of speaking is the encoding process that allows us to verbally transmit our ideas, thoughts, and feelings. It indicates that we create a message in spoken form for someone. The ideas, thoughts, and feelings that the speaker wishes to communicate, influence, or engage with other individuals or listeners are included in the message that is spoken. In this kind of speaking scenario, there is both a speaker and a listener. The speaker conveys a message to the listener by using words or sentences that contain information.

Therefore, speaking ability is one of the difficult skills in English, it is because the speaker or the students especially for those nonnative English such as Indonesian is not able to express their ideas, thought and feeling that they want to share. It causes some of the Indonesian students are afraid and feel anxiety in speaking English. This is a serious problem that should be maintain by the English teacher in Indonesia.

Furthermore, to overcome those previous mentioned problems that faced by the students in speaking, the model of the teachers as a facilitator and educator are really crucial. In the other hand, it is a challenge to the teachers in teaching and learning process to transfer their knowledge to the students and to make the students understand of the lesson especially in speaking. Speaking ability is one of the most difficult skills to be mastered by the learners. This, the teachers need a strategy or media in English teaching that is suitable to the teaching and learning process to achieve the objectives of teaching. One of them is the used of digital story telling in teaching English especially in teaching speaking.

In teaching speaking Digital storytelling can be a motivating medium also it can be a media of teaching that will stimulate the students; critical thinking. According to Somdee & Suppasetserree (2013), digital

storytelling is a powerful technology tool in education which integrates computer technologies and the art of telling stories together. It combines texts, images, and audios into creative media of storytelling. Digital storytelling can be used as a multimedia tool to guide the learners in improving their English-speaking ability.

In previous explanation, the researcher argues that using digital story telling video will help students in improving their speaking ability. There fine, the researcher wants to carry out the effectiveness of using digital story telling video in teaching speaking ability as a topic of this research, the act of speaking is the encoding process that allows us to verbally transmit our ideas, thoughts, and feelings. It indicates that we create a message in spoken form for someone. The ideas, thoughts, and feelings that the speaker wishes to communicate, influence, or engage with other individuals or listeners are included in the message that is spoken. In this kind of speaking scenario, there is both a speaker and a listener. The speaker conveys a message to the listener by using words or sentences that contain information.

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In previous explanation, the researcher argues that using digital story telling video will help students in improving their speaking ability. There fine, the researcher wants to carry out the effectiveness of using digital story telling video in teaching speaking ability as a topic of this research. The Concept of Speaking, Nunan (2003:48) explained that speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning. It means that in communicating, the speaker produces words that are arranged into a sentence to convey the maxims or goals. In addition, Chaney (1998:13) considered speaking as a process, speaking is the process of building and sharing meaning through the use of verbal or non-verbal symbol in a variety of contexts.

Moreover, speaking is the important tools in human daily life, how the people interaction to each other. According to Hornby (1995:826), speaking involves the use of words in an ordinary voice, offering words, understanding and being able to use a language,

expressing oneself via the use of words, and producing speech.

Pronunciation focuses on production and identification of the sounds, stress patterns, and intonation in English. It introduces multiple-choice hearing identification (Madsen, 1983:47). English pronunciation is considered by some aspects. First, it relates to the speech organs and how the organs produce sounds.

Grammatical is about proficiency in matters ranging from inflections to syntax Madsen (1983:34). 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. It is important for students to acquire grammatical skills such as modals, modifiers, prepositions, clauses, and other grammatical elements.

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 Bogaards and Dvorkin (2004:40). 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.

Fluency is the ability to speak spontaneously and eloquently with nopausing 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.

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 (Hughes, 2003:112). Storytelling is an oral activity that includes improvising while telling a narrative, using facial expressions, and moving one's body in order to capture the attention of an audience via the use of multi-sensory techniques that arouse the emotion evoked by an incident in a story. Stanley and Dillingham respectively (2009: 2).

Teaching of Speaking Skills by Using Digital Storytelling video. The procedure of teaching speaking through the use of digital storytelling video according Frazel (2010: 20) divides the process of digital storytelling into three stages: preparation, production, presentation as follows: Preparation Stage, During this stage, students may develop a concept map, generate storyboard, and then create a script for written text narration. Teacher and Students define their audience and determine what the final product will be (video or podcast) and how it will be presented (i.e., in class or posted to be web). They organize the materials and plan for the digital storytelling project/ assignment. The teacher will decide at this point whether to have students work as individuals, in small groups, or as a whole class.

Production Stage, Once all the resources and storyboard are in place, students begin production work. Students select visual and audio elements of the digital storytelling. If they are creating a video product, they will most likely be working with a slide presentation application. Guided by storyboard and script, students prepare a narration. The teacher acts as mentor, depending on grade level, and assist with activities such as putting the slide in order or

timing the slides. Music and sound effects may be employed. Presentation stage, Digital storytelling should be saved onto sharing site onto a flash disk or post to the web or social media. Because of this, the first step in most forms of digital storytelling is writing a screenplay. The storyteller compiles various forms of rich media to support the ideas and feelings expressed in the script. These forms of rich media may include music or other audio effects, images from the storyteller's personal collection or from public domain sources, animations or videos, and other electronic elements.

## **RESEARCH METHOD**

This study used a pre-experimental methodology with a design consisting of a single group for both the pretest and posttest. According to Ary et al. (2010: 26), experimental research entails an investigation of the influence that the methodical manipulation of one variable has on another variable. The term "experimental treatment" or "independent variable" refers to the variable that is being modified in the study. The purpose of the experimental study was to put hypotheses to the test in order to determine the links between causes and effects.

Experimentation is done with the overriding goal of determining if one method or manner of doing anything is "better" than the "older" or more conventional method that has been used as the gold standard.

This is the primary objective of experimental research (Lodico et al, 2006:12). This design involved one group as pre-test (o1), exposed to treatment (x), and post-test (o2).

Notes:

O1 : Pre-Test (before giving a treatment)

X : Treatment

O2 : Post-Test (after giving a treatment)

## **Research Variables and Indicators**

### **a. Research Variables**

There were two variables in this research, namely independent variable and dependent variable those are:

#### **1. The independent variable**

Independent variable was Digital Story Telling video as a media in teaching. It was influence or explained the dependent variable

#### **2. The dependent variable**

Dependent variable was students' speaking fluency. It is influence by independent variable.

### **b. Research Indicators**

The indicator of this research was students' speaking fluency in expressing ideas to speak.

#### **a. Population**

The population of this research was the tenth-grade students of SMK Telkom Banjarbaru in academic year 2022/2023, which consisted of one class.

#### **b. Sample**

The researcher selected a purposive sampling method because that class was able to fulfill the rules and also, they had the characteristics of this research. The research chose only class X Multimedia as the sample of the research which consisted of 37 students.

Instrument was one of the significant steps in conducting in this research. The instrument of this research was used Oral test aims to get information about students' speaking fluency. In pre-test and post-test, the researcher gave topics through digital storytelling to stimulate the students to speak in front of the class.

In pre-test and post-test, the students were retelling the story based on the digital storytelling presented by the researcher to measure the fluency and the researcher asked the students to express their ideas related to the story about their opinion, suggestion, the positive thing that they can get through the story and conclusion and the researcher was record the oral speaking by using tape

recorder. All tests were administered to find out the students' ability in speaking and the effectiveness of using digital story telling as media in teaching speaking.

#### **a. Pre-Test**

Before giving treatment, the researcher did the pre-test. In this research, the researcher gave speaking test by using digital storytelling to find out how well the students' speaking skill. The students were retelling the story based on the digital storytelling video presented by the researcher to measure the fluency and the researcher asked the students to express their ideas related to the story about their opinion, suggestion, the positive thing that they could get through the story and conclusion

#### **b. Treatment**

After giving the pre-test, the students were given a treatment by using digital storytelling to improve students' speaking fluency to speak in English in front of the class. It was conducted three times; each meeting took 90 minutes.

Based on some class situation to make authenticity of the speaking activity. Task-based learning proposed by Willis (1996: 38) was used as step in teaching speaking by using Digital Storytelling video with some modification; there were three stages as follows:

##### **1. Preparation Stage**

In pre-task, the topic and the task were introduced. Teacher explored the topic with the class, helped students understand digital storytelling instruction, and prepared a Digital Storytelling model of speaking task by Digital storytelling.

##### **2. Production Stage**

There were three stages: task, planning and report. During the task, students make the speaking task by creating story digitally, in pairs or small groups and the teacher only monitor and encouraged without correcting, then stop the task when most pair was finished.



Having completed the task, students included the planning stages in which they prepared to report to the whole class how they did speak task using Digital Storytelling. The teacher act as linguistic adviser helps to correct students' mistakes in drafting story digitally, the students presented their story by Digital Storytelling to the class.

### 3. Presentation Stage

In the analysis, students discuss specific transcript of the story that was used. The teacher included grammatical structures and vocabulary that was used students. On the other hand, in the practice stage teacher conducted practice of the new words, phrases and patterns. This stage gave an opportunity for teacher, in addition for students it given an opportunity to reflect on how they performed Digital Storytelling speaking task and new language.

#### c. Post-test

After giving treatment, the next step was giving post-test for students. The post-test was given toward the students after they taught by using digital storytelling video. The students were retelling the story based on the digital storytelling video presented by the researcher to measure the fluency and the researcher was asked the students to express their ideas related to the story about their opinion, suggestion, the positive thing that they can get through the story and conclusion. The form of post-test was oral test.

The data collected by using quantitative data. The quantitative to describe the improvement of the student's speaking ability in terms of fluency. The data related to students' speaking ability were obtained by conducting the pre-test, treatment and post-test. Therefore, according to Heaton (1989:100), the criteria for measuring the students' speaking ability in term of fluency as follows:

Table I. The criteria for measuring the students' speaking fluency

Classification	Score	Criteria
Excellent	9.6 – 10	Speak without too great an effort with a wide range of expression searches for the word. Searches for words but occasionally but only one or two unnatural pauses.
Very Good	8.6-9.5	Has to make an effort at times to search for the word, nevertheless, smoothness delivery on the whole and only a few unnatural pauses.
Good	7.6-8.5	Although he has to make an effort and search the word; there are not too many unnatural pauses ,fairly smooth
Average	6.6-7.5	Fragmentary but succeeds in conveying the general meaning fair range of expression. Has to make an effort for much on the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. The range of expression often limited.
Poor	5.6-6.5	Long pauses while he researches for the desired meaning frequently ragmentary and halting delivery, almost gives up making the effort at times the limited range of expression.

Very Poor	4.6-5.5	Full of long and unnatural pauses. Very halting and fragmentary delivery. At time gives us making the effort. Very limited range of expression.
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According to Gay (1981:331), to calculate the percentage of the students' score in the pre-test and post-test, the formula which used as follows:

$$P = \frac{F}{N} \times 100$$

Where: P = Percentage  
F = Number of Correct  
N = Number of Sample

Calculating the mean score of students speaking proficiency test by formula:

$$\frac{\sum D}{\sqrt{\frac{\sum D^2 - \left(\frac{\sum D^2}{N}\right)}{N(N-1)}}$$

To calculate the percentage of the students, score, the formula which used as follows:

Notation:

% : The percentage of improvement

X2 : The total of post-test

X1 : The total pre-test

Calculating The Mean Score by using the following formula the calculating of the students' speaking skill by using the following formula:

$$x = \frac{\sum x}{N}$$

Where:

X = Mean score

$\sum X$  = The sum of all score

N = The number of students

Finding the development of the speaking skill, the researcher used percentage techniques as follows:

$$P = \frac{x2-x1}{x1} \times 100$$

Where:

P = Percentage of the students

X1 = The mean score of pre-tests

X2 = The mean score post-test

Finding out the significant different between the pre-test and post-test Formula:

$$t =$$

Where:

T = The od significance differences

D = The mean of the difference score

$\sum D$  = The sum of D score

N = The total number of samples

$\sum D^2$  = The square of  $\sum D$  score

The findings of this research deal with mean score, the classification, the improvement, and hypothesis analysis of students' pre-test and post-test in term of fluency. In this part, the researcher analyzed the data obtained from the students' score with pre-test and post-test.

a. Students' mean score in Speaking Fluency

The improvement of the students' speaking fluency in speaking can be see though the mean score of indicators in pre-test and post-test. The improvement of the students' speaking fluency in speaking at the tenth-grade students of SMK Telkom Banjarbaru can be seen clearly in the following table:

Table II. The mean score of the students' speaking fluency

Indicators	Mean Score		The improvement (%)
	Pre-test	Post-test	
Fluency	3.45	4.54	31.05

Table II above showed that the score of fluency in expressing ideas was improved (31.05%) from the mean score 3.45 in pre-test

to be 4.54 in post- test. Significantly different. It was proved by looking the percent improvement pre-test and post-test in fluency was 31.05% it means the students" speaking fluency improved after teaching speaking by using Digital storytelling as media.

Even though the result of post-test cannot be classified as good, but it had improved from poor level to the good level and can be classified as enough. To see clearly the improvement of the students" vocabulary, the following chart was presented:

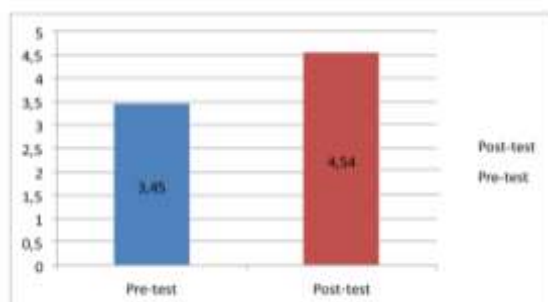


Figure 1 Graphic The mean score of the students Pre-test and Posttest.

Table II above showed that the mean score of the students' pre-test and post-test. The mean score of the students' pre-test was 3.45 and post-test was 4.54. It means that score of the students' post-test was higher than post-test.

**b. The Classification of Students Pre-test and Post-test Scores**

The rate percentage score of students" speaking fluency is Table II

No	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1	Excellent	9.8-10				
2	Very good	8.6-9.5				

3	Good	7.6-8.5		21		56.75%
4	Average	6.6-7.5	20	16	54.04%	43.24%
5	Poor	5.6-6.5	17		45.94%	
6	Very poor	4.6-5.5				
Total				37	37	100%

The table shows that from 37 students, there was 20 students who categorized to average in pre-test and there were 17 students who categorized to poor in pre-test. Furthermore, there was 21 students who categorized to good and 19 students who categorized in post-test.

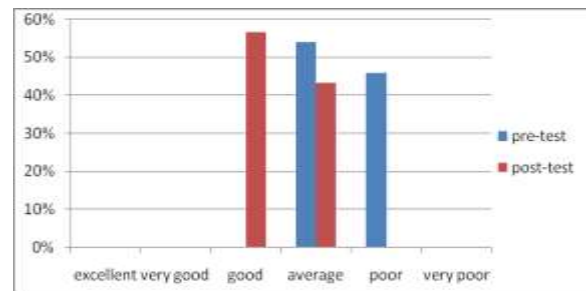


Figure 2 Graphic the rate percentage of student 'score in Pretest and Post-test

The figure 2 above showed that the rate percentage of the students" speaking fluency in pre-test and post-test. There were none students or 0% classified into excellent, very good and very poor, 17 students or 45.94% classified into poor, 20 students or 54.04% classified into average.

While the post-test above showed that the percentage and frequency of the student's pre-test. There were none students or 0% classified into excellent, very good and poor, and very poor, 21 students or 56.75% into good and 16 students or 43.24% into average.

In this part, the description of the data collected from the students" fluency speaking as explain in the previous section showed that the improvement of students" speaking skill in



fluency through the process. It was supported by mean score, classification of students' pre-test and post-test scores, percentage of the improvement and difference between pre-test and post-test result. Based on the finding above, the researcher found the mean score of students' fluency was low in the pre-test. In this pre-test the students tried to make the researcher understand about what they want to say.

Because the students struggled to retrieve the lexical items, encode the grammatical form of their message, and correct their own output, the researcher discovered that the students had a tendency to pause and speak in fragments while speaking. This was due to the fact that the students had trouble correcting their own output. Because of this condition, the pupils' speech became cautious and fragmented, as measured by the number of times they used pause fillers like "ehmm" and "eee."

After the researcher gave the treatment by using digital storytelling, the students' fluency in post-test was improved and it categorized as good classification. Further gains may be noticed in the table that compares the pre-test to the post-test in terms of speaking fluency score. This post-test was administered after the therapy was completed. This post-test the researcher was also conducted analysis of post-test in order to get easier while monitoring the students' advancement in the degree of speaking fluency.

The goal was to determine the mean score of each variable. According to the mean score shown in table 4.1, which can be seen above, some of the students have achieved some gains in the level of narrative rate, articulation rate, and total numbers of fluency per minute. These improvements, on the other hand, are significant because there were also some score degradations made by the students. For instance, the students lowered their scores in the phonation time ratio, the

total number of silent pauses per minute, the mean score length of silent pause, and the total number of pause filler per minute score. In addition, the students also increased their total number of pause filler per minute score. The pupils' overall level of fluency in speaking also showed signs of improvement after the test was administered.

There were no halting, fragmented, or even disconnected statements coming from them; but, their words were nonetheless sometimes filled with quiet and pause fillers. The fact that the researcher was able to grasp the meaning of the utterances created because to the substance of the tale that was told so well. Some of the students improved their speaking pace to that of regular pupils while the other students became experts at increasing their speed to that of fast speakers. The results of this post-test showed improvements. Defined by the fact that pupils were able to alter the amount of time spent speaking in order to decrease the frequency of quiet pauses, employ pause fillers, and create more units of syllables than before. The pupils were given the opportunity to make use of the time they spent talking by expressing their views via the usage of expressing ideas.

The last change that was made to increase students' ability to communicate fluently was to shorten the turns that students took in communicating with one another. This change helped students become better at asking questions, reacting to those questions, answering those questions, and sharing ideas. Because of this, the students get engaged in the process of conversing to one another and love doing so when they use digital storytelling. So, pupils will be able to communicate after the therapy since they will have practiced speaking throughout the treatment, which will improve their speaking.

The description of speaking test as explained to the previous finding section that the students' achievement is greater than pre-

test. In the table 4.1 showed that the mean score of speaking that the mean score of speaking fluency in pre-test was 3.45 and mean score of speaking fluency in post-test was 4.54. Therefore, the researcher indicated that there was an improvement after treatment using digital storytelling.

Then, the data provided in classification of students' pre-test and post-test scores in speaking fluency, clearly to see that in pre-test, seventeen (45.94%) students describe as poor level and twenty (54.04%) students describe as average. While, the rate percentage of the post-test twenty-one (56.75%) students describe as good level, sixteen (43.24%) students describe as average level. Thus, the researcher concluded that the students' speaking fluency improved from poor and average to good classification.

Furthermore, the result of classification of t-test in pre-test and post-test obtained that the value of t-test in fluency was greater than t-table value ( $10.33 > 1.688$ ). It means that (H1) is accepted and null hypothesis (H0) is rejected. So, the researcher concluded that there was significant difference between pre-test and posttest.

In conclusion, using Digital storytelling in teaching speaking skill could improve the students' speaking skill in fluency. It could be showed from the students' oral test in pre-test and post-test. In pre-test, some students were difficult in answering oral test fluency. In the other hand, the students' oral test in post-test, they show their improvement such as they became confidences in speaking and they are able to express their ideas clearly. Thus, it could be concluded that using digital storytelling in teaching speaking skill in term of fluency was improving the X SMK Telkom Banjarbaru.

## CONCLUSION

Based on the result and the discussion of the findings previously, the researcher concludes that Digital storytelling was affective

to improve the students' speaking skill in term of fluency. The students' speaking fluency by using Digital storytelling in teaching speaking skill at class X Grade Students of SMK Telkom Banjarbaru, it was proved by looking at the mean score and t-test of the students speaking fluency in pre-test and post-test. The mean score of pre-tests (3.45) is fewer than the mean score of post-tests (4.54). Then, there was significant effect of pre-test and post-test in speaking fluency. T-test was greater than t-table value ( $10.33 > 1.688$ ). So, (H1) is accepted and null hypothesis (H0) is rejected. The score indicates that this media has worked well and useful to apply in classroom.

## Suggestion

Based on the research, the research gives some suggestion as follow:

1. For the researcher: the use of teaching media should be emphasized more on the visual aspects such as the use of digital storytelling to improve students' speaking fluency.
2. For school: the SMK Telkom Banjarbaru is expected to provide equipment such as digital storytelling as learning media.
3. For other researcher: they can develop the researcher further by adding other variables that influence speaking fluency such as parental support.

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