

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Research**

Speaking is a fundamental form of human communication and plays a vital role in social interaction, education, professional settings and everyday life. Speaking allows individuals to share their opinions, engage in discussions, deliver presentations, participate in conversations, negotiate, persuade, entertain, and much more. According to Guerrero (2019), speaking can be defined as the process of expressing thoughts, ideas or information through verbal communication, using spoken words and linguistic structures. Effective speaking involves not only clear and coherent speech but also the ability to engage the audience, use appropriate language and tone, convey messages accurately, and adapt to the context and audience's needs. Speaking encompasses both formal and informal styles of communication, ranging from public speaking and lectures to casual conversations and discussions.

However, despite the importance of speaking skills in communication, English as a second language (ESL) or foreign language (EFL) learning is a complex process that requires a variety of teaching strategies to accommodate the different needs and learning styles of students. According to Goh and Burns (2012), effective language learning should include a communicative approach that not only teaches grammar rules and vocabulary but also facilitates the use of language in real and meaningful contexts. In EFL environments, where students often do not have many opportunities to use English outside the classroom, it is important to create

classroom situations that support active and interactive speaking practice. Goh and Burns (2012) underscore the significance of establishing a classroom atmosphere that is free from intimidation, where students feel supported and their anxiety is minimized. To address these challenges, one effective way to develop speaking skills in English language learners is through the integration of technology in the learning process. As digital natives, today's students are closely connected to technology, making it a valuable tool for engaging them in the learning process.

Moreover, to language anxiety, students also face the problem of lack of opportunities to practice English speaking outside the classroom. In the context of EFL (English as a Foreign Language), students often do not have many opportunities to use English in real situations, so they rely heavily on classroom activities to get adequate speaking practice. Furthermore, many students lack sufficient speaking skills, which can make it even more difficult for them to express themselves in English. This lack of skill is often a result of traditional teaching methods that focus too much on grammar and vocabulary without providing meaningful contexts for using the language.

As a response to these challenges, for non-native English speakers like Indonesian students, improving speaking skills can be tough. A big challenge is language anxiety, which often makes students hesitant to participate in speaking activities. Shao (2013) explain that this anxiety can cause students to avoid speaking because they're afraid of making mistakes, which blocks their progress and stops them from gaining confidence. Rahimi (2014) also mention that fear of negative

feedback from teachers and peers is a common issue, making students even more reluctant to speak.

Based on these issues, Aydin (2016) stated that students who are not confident in their speaking skills tend to avoid participating in conversations, which slows down their improvement. Li (2021) mention that when students don't feel confident, their speech tends to be shorter and less developed, limiting their chances to get better at speaking. limited opportunities to practice outside the classroom make it harder for students to improve. In Indonesia, many students don't have the chance to use English in everyday situations. Choi (2016) stated that without real-world practice, it's difficult for students to become fluent, as they miss out on key chances to build their skills and gain confidence.

To overcome these challenges, Robin (2016) highlights the educational benefits of digital storytelling, noting that it encourages critical thinking, creativity, collaboration, and digital literacy skills. By incorporating technology into language learning, students can develop their speaking skills in a more engaging and interactive manner. Furthermore, digital storytelling can be applied across various educational disciplines and caters to different learning styles and abilities.

One promising approach to address these issues is digital storytelling, which has emerged as a powerful method for improving speaking skills. According to Schrier (2018), digital storytelling combines multimedia elements such as visuals, audio, and interactivity to create compelling narratives that engage audiences and foster empathy. This approach can be highly effective in educational settings, as it allows students to actively participate in creating and sharing their own stories, thereby developing their speaking skills.

Furthermore, Robin (2016) emphasizes the educational benefits of digital storytelling. By incorporating technology into the learning process, students can actively participate in creating and sharing their own digital stories. This process encourages critical thinking, creativity, collaboration, and digital literacy skills. According to Jones (2020), the use of digital technology can increase students' motivation and provide them with access to authentic resources and opportunities to interact with native English speakers. Digital storytelling can be implemented across various educational disciplines, from language arts to science, and can cater to different learning styles and abilities, although digital storytelling files are usually two to three minutes long. First we need to brainstorm about what we want from your digital story, after determining the purpose of our digital storytelling, the next step is to create a script and storyboard, while writing a script we need to decide what you want your digital story to complete the script and storyboard will explain exactly how the digital story will unfold The next step is to create your video depending on our scripts and storyboards we may need to record your voice during assembling or creating images or video clips and selecting the music and sound effects finally bringing all the elements together and becoming the final product.

In addition according to Lambert (2013), digital storytelling offers unique advantages in conveying messages and engaging audiences. The use of multimedia elements allows for a more immersive and interactive experience, capturing the attention of viewers and enhancing their emotional connection to the story. Digital storytelling can also enable a broader range of voices to be heard, as

it provides a platform for individuals and communities to share their experiences and perspectives.

Based on the previously mentioned issues, the researcher investigates the effectiveness of using digital storytelling to develop students' speaking skills in the eleventh grade at SMK Negeri 1 Terbanggi Besar. It is suggested that this approach can be highly effective in educational settings, as it allows students to actively participate in creating their speaking content, thus developing their speaking skills. Digital storytelling encourages critical thinking, creativity, collaboration, and digital literacy. By incorporating technology into language learning, students can develop their speaking skills in a more engaging and interactive manner, addressing the challenges they face in traditional learning environments. The researcher argues that the use of digital storytelling will help students develop their speaking skills. Therefore, the researcher aims to carry out a study on the effectiveness of digital storytelling to develop students speaking skills at the eleventh grades at SMK Negeri 1 Terbanggi Besar.

## **1.2 Research Question**

Based on the background presented above, the researcher focuses on the following question:

Is digital storytelling effective in developing the speaking skills of the eleventh grade students at SMK Negeri 1 Terbanggi Besar?

### **1.3 Research Objective**

Following the formation of the research question previously outlined, the researcher establishes the objectives of the study as follows:

To determine the effectiveness of digital storytelling in developing the speaking skills of the eleventh grade students at SMK Negeri 1 Terbanggi Besar.

### **1.4 Uses of Research**

The results of this study are expected to be used theoretically and practically:

#### **1.4.1 Theoretically**

The findings of this research hopefully can be beneficial in English teaching and learning especially in teaching speaking. Besides, the findings hopefully can contribute to the validation of the existence of theory related to teaching and learning speaking by using digital storytelling. In addition, the researcher hopes the findings can provide the readers with fresh knowledge, understanding, and insights about the digital storytelling.

#### **1.4.2 Practically**

##### **a) For the students**

The findings of this study hopefully can assist the students in choosing the best media to facilitate them in acquiring speaking skill. It is hoped that the results of this research can provide practical guidance for students in choosing the most effective media tools to improve their speaking skills. By identifying the media that prove most beneficial for developing oral communication proficiency, students can make informed decisions about resources and platforms that align

with their preferences and learning goals. These practical insights aim to empower students to optimize their language learning experience.

b) For the teachers

The findings of this study hopefully can be a source to improve the quality of English teaching process. Moreover, the findings of this study hopefully can be consideration for the teachers identifying learning media that interesting to teach. In addition, this study hopefully can assist teachers in monitoring the outcomes of speaking instruction for students.

c) For the other researchers

The findings of this study hopefully will give new insight for the other researcher in conducting the future research, specifically the research related to the utilization of digital storytelling as media in teaching speaking.

### **1.5 Scope of Research**

The scope of this research is to explore the effectiveness of using digital storytelling to develop students' speaking skills to eleventh grades of SMK Negeri 1 Terbanggi Besar. This study is designed to focus on analyzing the effectiveness of using digital storytelling to improve their English, especially speaking skills. It needs the appropriate method in teaching learning English. In order that this research would be focused, the researcher limited the problem only to improve students' speaking skills in digital storytelling to eleventh grades of SMK Negeri 1 Terbanggi Besar. The methodology applied in this study uses a quantitative method by taking two classes namely MPLB 1 and PM 2 in eleventh grades at SMK Negeri 1 Terbanggi Besar in the academic year 2022/2023.

In this research, the researcher uses quantitative methods in order to collect, analyze, interpret and write the results of the study. For research, the researcher used Quasi experimental research that involved an experiment group and control group as the recipient of the treatment. The duration of this research is two months. The test is a speaking test: on the pre-test, students will be speaking test by using digital storytelling to find out how well the students' speaking in terms of fluency to express ideas, while on the post-test, they will be required to use digital storytelling.