

CHAPTER TWO

LITERATURE REVIEW

2.1 Previous Studies

In order to make different research from the previous research, the researcher has found a few previous studies that are concerned with the use of digital storytelling as follows:

Amaliah (2022) initially conducted study combines verbal narration with numerous digital images, a music, and cutting-edge technology to tell a story. This study included 27 students from Class X Computer and Network Engineering of SMKN 1 Wajo. The research instruments were speaking pre-test and post-test, and questionnaires. To analyze the significance of the difference between the students' pre-test and post-test, the researcher used a paired sample t-test. Pre- and post-test results showed statistically significant progress. The results showed that there was significant improvement from the results of the pre-test and post-test. The mean score of pre-test (17.59) is less than the mean score of post-test (21.52). According to the findings, the alternative hypothesis (H_a) that "there is a significant difference in the results of students who are given digital storytelling treatments" is true because the significance value (0.000) is less than the significance level (0.05). Responses to questionnaire indicated that digital storytelling had the potential to boost students' confidence in speaking. In conclusion, the digital storytelling had successfully improved the students' speaking skills. As a recommendation, to teach speaking in engaging and interesting ways, digital storytelling can be used as one of the mediums.

Next, Seprina (2021) explored the confidence of class B students history education program in Southeast Asian history courses. This research is a Class Action Research (PTK) conducted in 3 cycles. Each cycle consists of stages of planning, Implementation of Actions, Observation and Analysis and Reflection. The results showed that the Use of Project Based Learning Digital Storytelling Model in Southeast Asian History courses in history education programs can be applied well from the average score in cycle one got 43.33%, in cycle II got a score of 70%, meaning an increase of 26.67%. In cycle III the average score of each group is 90.55% which means an increase of 20.55%. As for confidence experiencing an increase in cycle one gets 40%, in cycle II gets 63% and cycle III gets 86%.

In a subsequent study, Eissa (2021) examined the study about participants from English-major students at a selected university in Saudi Arabia. The participants are only girls. Their ages range from 18 to 22 years old. They have undergone four years of training in English. English is taught as a foreign language in Saudi Arabia. It is not expected to use spoken English anywhere except in their department with the non-Arabic teachers. The experiment was carried out during six months. A meeting is held to the concerned students twice a week; each session lasts for 90 minutes. At the beginning of the study, the students' entry-level English and computer literacy are evaluated. Then, the processes of making digital storytelling are explained by the teacher. Furthermore, the students are trained to use computer programs related to digital storytelling. The instructor herself gives a sample, applying the stages and processes of making digital storytelling to her learners. Report that they have benefited from using digital

storytelling as a strategy in general. They mention that the strategy enables them to choose the appropriate vocabulary and to use the correct structure. Figure 1 of the questionnaire represents the analysis of the answers of 19 items, to find whether there is a relationship between the ability of speaking English as a foreign language and the ways of teaching or not. In general, about 90% of the learners' answers assure that digital storytelling strategy prompts them to draw on spoken English. Moreover, it helps them be aware of the distinction between vocabulary practice and correct grammar; the matter that is different from the traditional methods of teaching that relies on just memorizing and receiving information without any participation.

Following this, Idayani (2019) researched the purpose of the research is to find out whether there is any significant effect of digital storytelling on students' speaking ability. Then describing and analyzing the effectiveness of digital storytelling in enhancing students' speaking ability. The researcher used experimental research. An experimental usually involves two groups of subjects, an experimental group and a control group. The population of this research was the fifth semester of English students of FKIP Islamic University of Riau in academic year 2018/2019. The sampling technique used in this research is purposive sampling. The researcher chose 5B as experimental class which consisted of 26 students and 5C as control class which consisted of 25 students. The researcher used speaking test as instrument which included in pre-test and post-test. $t = 2.05954$, t table on degree of freedom (df) 25 on the level of significance 0.05. Consequently, it means that the alternative hypothesis is accepted while the null hypothesis is rejected. So, the conclusion of the research

has shown that there is a positive effect of digital storytelling towards students' speaking ability

Finally, Arroba (2021) investigated research using Fifty students, twenty-three male and twenty-seven female Ecuadorian students, were purposely selected for the research study. A survey was administered to students who expressed their interest in participating. After the survey, students participated in the pretest posttest activity. Students from English language courses “A” and “B”. Using technology through authentic digital storytelling should be incorporated into teachers' teaching strategies because it is paramount to students' oral skills development. Teachers are not always equipped to implement technological resources that help students become aware of their weaknesses and what they can do better within their speaking production. English teachers and students should recognize the importance of developing oral skills, particularly speaking for communication purposes, both inside and outside the classroom. Yet teachers still do not always use authentic activities to promote oral skills as alternative communicative strategies. Most of the speaking tasks used by teachers do not allow students to combine audio, video, and images since thirty students and eight teachers stated that this rarely or never happens in their teaching and learning practices. Finally, students' speaking skills increase significantly when authentic digital storytelling is implemented as an alternative communicative strategy. Based on the established parameters, the tested variables are correlated positively, which implies that speaking skills are improved with authentic digital storytelling. This research conducted in a vocational high school environment, especially at SMK Negeri 1 Terbanggi Besar. Students in vocational high schools generally

focus on vocational skills and may be less accustomed to more theoretical language learning methods. Thus, the use of digital storytelling can provide a more practical and applicable approach, in accordance with the characteristics of learning in vocational high schools which are more oriented towards practice.

This thesis specifically focuses on eleventh grade students. At this stage, students are usually at a level where they must begin to hone their communication skills more intensively, in preparation for the world of work or further education. Therefore, this research is relevant in the context of developing skills that will be very useful in their professional lives. The Effectiveness of Using Digital Storytelling to Develop Students' Speaking Skills at Eleventh Grades of SMK Negeri 1 Terbanggi Besar is expected to provide innovative perspective in improving students' speaking skills.

2.2 Theoretical Frameworks

2.2.1 The Concept of Speaking

There are many definitions about speaking that have been proposed by some experts in language learning. Nunan (2003) 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. 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 Snow (2014) "Speaking is a productive

skill that requires the ability to use the language appropriately in various social contexts, combining linguistic competence, pragmatic competence, and strategic competence". This reflects contemporary understandings of speaking, emphasizing its interactive, cognitive, and social dimensions in the context of language learning and use. Goh and Burns (2012) stated that Speaking involves producing, receiving, and processing speech, often in spontaneous and unpredictable contexts, requiring the integration of linguistic knowledge with interactive and pragmatic skills. Therefore, researcher infers that speaking uses the word and produces the sound to express ourselves either ideas, feelings, thoughts and needs orally in an ordinary voice. Furthermore, success in communication often depends on speaking skills.

In conclusion, the definitions provided by Nunan (2003), Snow (2014), and Goh and Burns (2012) all collectively emphasize the importance of speech as a fundamental aspect of human communication and learning language. Nunan emphasizes that speaking is an effective speaking skill, involving the production of structured utterances to convey meaning. Furthermore, it emphasizes that speaking is a dynamic process of constructing and sharing meaning through verbal and nonverbal symbols in different contexts. Snow expands on the complexity of speech, emphasizing the need for linguistic, pragmatic, and strategic skills to effectively navigate diverse social contexts. The interactive and unpredictable nature of speech, which requires the integration of linguistic knowledge with interactive and pragmatic skills. Ultimately, speech is an essential tool in everyday human interaction, allowing individuals to express their ideas, feelings, thoughts, and needs in a normal voice. Successful communication often

depends on effective speaking skills, which enable individuals to interact effectively with others and manage social interactions confidently and clearly.

2.2.1.1 Components of Speaking

According to Brown (2004), oral communication or speaking can be effectively developed by focusing on the following components:

a. Pronunciation.

Pronunciation focuses on production and identification of the sounds, stress patterns, and intonation in English. It introduces multiple-choice hearing identification, English pronunciation is considered by some aspects. First, it relates to the speech organs and how the organs produce sounds. According to Derwing & Munro (2015) Pronunciation refers to the aspect of language learning that deals with how learners perceive and produce the sounds of speech, with emphasis on intelligibility and comprehensibility in communication. Without a good pronunciation, listeners cannot understand what another person says and this will make the communication process more difficult. Therefore, pronunciation has a central role in both academic and social fields in the way that students can be able to participate and integrate successfully in their community.

b. Grammar

Grammatical is about proficiency in matters ranging from inflections to syntax. 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. Students should learn grammar such as modals, modifiers, prepositions, clauses and other grammatical features.

c. Vocabulary

Vocabulary is one of the most 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). For example, when people want to describe their feelings about something, they have to be able to find a word which reflects their feelings. 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. Vocabulary serves to define objects and ideas. According to Rusman (2013), vocabulary means appropriate diction used in communicating. Mastery of vocabulary will determine a person's ability to understand language.

d. Fluency

Fluency is the ability to speak spontaneously and eloquently with no pausing 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.

e. Comprehension

The last speaking element is comprehension. Comprehension means the understanding and the interpretation of what is said. It is about students proficiency speaking on all professional and general topics without a big effort and smooth as good as the native speakers. In conclusion, pronunciation, grammar, vocabulary, fluency, and comprehension are the important and complementary components in the development of students' speaking skill. These elements support each other to gain the goal of speaking.

2.2.1.2 The Process of Speaking

Speaking is the ability to produce words during language practice. Oral English is an important skill that students must master. This is because while speaking, we can see the student's ability to speak the target language or English. To speak is to express or speak out loud with your voice.

When someone uses language as a vehicle to interact with others, of course they want to convey some important information. For example, they want to express their feelings and thoughts. It is absolutely impossible for anyone to communicate with others aimlessly. When people communicate with each other, there must be speakers. Therefore, communication involves at least two people; the sender and the receiver. They need communication to exchange information, ideas, opinions, views or feelings.

According to Skehan (2014) Individuals typically plan and organize their thoughts before speaking, this involves selecting appropriate vocabulary, structuring ideas into coherent sentences, and considering the communicative context. Freed (2004) stated that the development of automaticity in language production is a key aspect

of becoming a fluent speaker. As individuals practice and engage in language use over time, their ability to produce speech becomes more automatic, allowing for smoother and more effortless communication.

Therefore, English teachers should activate students' speaking ability by providing communicative language activities in class, and then give them opportunities to practice speaking ability as much as possible. speaking is an interactive process in which speakers intend to construct meaning through the generation, reception, and processing of information. From these theories, the researcher concluded that speaking is important for communicating with others and that it is used as a medium to express thoughts, opinions and feelings to others individuals.

2.2.2. The Concept of Teaching Speaking

Teaching speaking is really different, unlike teaching listening, writing, and reading. Speaking needs a habit formation because it is a real communication. Speaking only need practice more over. However, the goal of teaching speaking should improve the students' communicative skills because students can express themselves and learn how to use a language.

Teaching speaking also directs the students to select appropriate words and sentences according to the proper social setting audience, situation and subject matter, to organize their thoughts in a meaningful and logical sequence to use language as a mean of expressing values and judgments, and to use language quickly. Nunan (2003) stated that The goal of teaching speaking itself is enable the students to use their ability to the fullest. Student should try to avoid confusion in the message, pay attention to the pronunciation, grammar,

vocabulary, and observe the social and cultural rules that applied in each communication situation.

Nowadays, many teachers agree that students should learn to speak the foreign language by interacting to each other. In this case, students should master several speaking components, such as pronunciation, grammar, vocabulary and fluency. In brief, English teacher should be creative in developing their teaching learning process to create good atmosphere, improve the students speaking skill, give attention to the speaking components and make the English lesson more exciting

2.2.3 The Concept of Media

The concept of media is variative, encompassing various forms and functions that have evolved over time. From traditional print and broadcast media to digital and social platforms, media plays a crucial role in shaping public opinion, disseminating information, and influencing cultural norms. Media can also be defined as channels through which information is transmitted from a sender to a receiver. According to McQuail (2010), media can be understood as "the mean by which a message is communicated," which includes newspapers, television, radio, and the internet. This broad definition highlights the diverse nature of media, encompassing both traditional and digital platforms. One of the primary functions of media is the surveillance of the environment. This function involves the collection and dissemination of information about events and conditions in society and the world. The media acts as the eyes and ears of the public, providing information about significant happenings that affect individuals and communities. Masip et al. (2021) stated that digital platforms enhance surveillance capabilities

by enabling real-time data collection and dissemination, thus allowing for more immediate and widespread awareness of events. Media plays a crucial role in maintaining and perpetuating cultural continuity by showcasing historical events, cultural rituals, and societal values.

In today's globalized world, the role of media in transmitting social heritage has expanded. New media technologies facilitate the sharing of cultural content across borders, promoting a more interconnected global culture. This dissemination of cultural heritage through media helps foster understanding and appreciation of diverse cultures. The entertainment function of media is one of the most recognized and influential. Media provides amusement, relaxation, and escapism through various forms of content, including movies, music, television shows, and video games. The importance of the entertainment function has grown with the spread of digital media. According to Dwyer (2021), the development of streaming services and social media platforms has transformed the media landscape, offering users a vast array of entertainment options accessible anytime and anywhere. This shift not only enhances user engagement but also influences cultural trends and consumer behaviour.

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A more recent addition to the concepts of media is mobilization, which involves using media to rally people around causes, political movements, or social issues.

This function is particularly significant in the context of social media, where platforms like Twitter, Facebook and Instagram serve as tools for organizing and promoting activism. Digital media creates a networked public sphere, enabling more effective and widespread mobilization information. In conclusion, the functions of media are diverse and integral to the functioning of modern society. From the traditional roles of surveillance, correlation, and transmission of social heritage to the contemporary functions of entertainment and mobilization, media continues to evolve and adapt to new technological advancements. Understanding these functions is essential for appreciating the complex role media plays in shaping our perceptions, beliefs, and actions.

2.2.4 The Concept of MALL

The concept of Mobile-Assisted Language Learning (MALL) represents a significant evolution in the domain of language education, leveraging the commonality and accessibility of mobile devices to enhance the learning experience. MALL encompasses the use of smart phone, tablets, and other mobile technologies to facilitate language learning in a manner that is flexible and responsive to the needs of learners. According to Hulme (2009), MALL allows for "anytime, anywhere" learning, providing learners with opportunities to engage with language learning materials and activities outside the traditional classroom setting, thus promoting continuous and self-directed learning.

Experts highlight the interactivity and engagement that MALL facilitates. Mobile devices offer various multimedia capabilities, such as audio, video, and interactive applications, which can make language learning more dynamic and engaging. For

instance, Godwin-Jones (2011) notes that MALL applications can support language learners through interactive exercises, immediate feedback, and the integration of social media tools, which enhance communication and collaboration among learners. This multimodal approach caters to different learning styles and preferences, potentially leading to more effective language acquisition.

One of the key advantages of MALL is its ability to provide personalized learning experiences. Mobile technologies can track learners' progress, adapt to their individual learning pace, and offer customized content and activities based on their performance. This personalized approach is supported by Viberg and Grönlund (2013), who argue that MALL applications can cater to individual learning needs and preferences, thereby increasing learner motivation and engagement. The adaptability of MALL tools ensures that learners receive the right level of challenge and support, which is crucial for effective language learning.

Moreover, MALL supports contextual learning, enabling learners to practice language skills in real-world situations. This contextualization is vital for developing practical language competencies. For example, learners can use mobile apps to practice language skills while traveling, interacting with native speakers, or exploring new environments. According to Burston (2014), such contextual learning opportunities provided by MALL are instrumental in helping learners apply their language knowledge in authentic contexts, thus enhancing their communicative competence.

Finally, the collaborative aspect of MALL cannot be overlooked. Mobile technologies facilitate communication and collaboration among language learners, allowing them to engage in group activities, peer reviews, and discussions regardless of their physical location. As noted by Stockwell (2010), these collaborative interactions are essential for developing speaking and listening skills, as well as for building a sense of community among learners. By leveraging the connectivity offered by mobile devices, MALL creates a more interactive and socially connected learning environment, which is conducive to language learning.

2.2.5 The Concept of Digital Storytelling

Digital storytelling is an innovative educational tool that combines traditional storytelling with digital media elements to create engaging and interactive narratives. According to Lambert (2013), digital storytelling integrates multimedia components such as images, audio, and video to enhance the narrative experience, making it more immersive and appealing. This method has gained popularity in various fields, including education, as it offers a dynamic way to convey information and foster creativity among learners. The digital format allows for a richer, more nuanced presentation of stories, which can be more impactful than traditional storytelling.

In the context of education, digital storytelling has been recognized for its ability to enhance student engagement and learning outcomes. Sadik (2022) highlights how digital storytelling can improve students' critical thinking, creativity, and communication skills. By involving students in the creation of digital stories,

educators can encourage active learning and deeper understanding of the subject matter. The process of crafting a digital story requires students to research, script, and produce content, which can lead to a more meaningful and memorable learning experience.

Digital storytelling also plays a crucial role in preserving and promoting cultural heritage. With digital tools, communities can document and share their unique cultural narratives with a global audience, ensuring that these stories are not lost over time. Chung (2018) emphasizes that digital storytelling provides a platform for marginalized voices, allowing them to share their histories and traditions in a way that is accessible and engaging. This democratization of storytelling helps to foster a more inclusive understanding of global cultures and histories.

The personal and emotional aspects of digital storytelling make it a powerful medium for self-expression and identity exploration. As noted by Alexandrache (2020), digital storytelling allows individuals to share their personal experiences and perspectives, helping them to process and articulate their identities. This form of storytelling can be therapeutic, offering a means for individuals to reflect on their lives and connect with others who may have similar experiences. The multimedia nature of digital storytelling also allows for a richer expression of personal narratives, capturing the complexity of individual identities.

Collaboration is another key benefit of digital storytelling, fostering social connections and community building. By working on digital storytelling projects, individuals can share ideas, provide feedback, and support each other in the creative process. Robin (2016) points out that the collaborative nature of digital storytelling encourages teamwork and communication skills, as participants must

work together to create cohesive and compelling stories. This collaborative effort not only enhances the quality of the stories produced but also strengthens the bonds between team members, promoting a sense of community and shared purpose.

2.2.5.1 Advantages of Digital Storytelling

According to Robin (2016), the main advantages of storytelling can be summarized as follows:

a. motivating and engaging, helping students develop positive attitudes toward learning. Digital storytelling is highly motivating because it uses multimedia elements like images, sounds, and videos, making lessons more interesting than traditional methods. These elements capture students' attention and make the learning process more engaging.

b. Stimulates creativity and imagination, allowing students to actively participate in the storytelling process. Digital storytelling gives students the opportunity to be creative by using tools like video-making to tell their own stories. This process encourages students to think critically about how to structure and present their ideas. They can connect with the characters and themes in the story, which helps them build both creative and critical thinking skills.

c. Digital storytelling creates a shared social experience. One of the main strengths of digital storytelling is how it brings students together. By combining visuals, sound, and interactive elements, it can trigger emotional responses like laughter,

excitement, or empathy. This shared experience makes learning more enjoyable and helps students bond with one another.

2.2.6 The Concept of Narrative Text

Narrative text is one of genre which is taught in senior high school. The text is telling a story that usually come from author's imagination, Narrative is a type of text that is proposed to amuse and to deal with actual and imaginative experience in different ways, narrative also serves with problematic events which in turn find a resolution.

Narratives tells the story can be based on factual, fiction story, or the combination of factual and fiction story . The following are some types of narrative text:

a. Legend

Legend is a narrative of human actions that are perceived by the readers to take place within human story. Typically, a legend is a short, traditional and historicized narrative performed in a conventional model, for instances, Toba Lake, Roro Jonggrang, and Sangkuriang.

b.Fable

Fable is a short text story that tells us the story about animal as characters. The animal in this story can speak and act like human. For example, the story of birds, rabbits, goats, and lions.

c. Fairy tale

A fairy tale typically are story that occurred in an imaginary setting. The characters in this story are not real, it made by the writer's imagination. For example, the story about princess such as Snow White, Cinderella, and Rapunzel.

d. Science fiction

Science fiction is the story fiction based on imaginary of the development of science and technology. Science fiction uses a setting involving science, invention, and technology.

Narrative text are about event in the past and the story teller must be able to use a number of different past tense to represent things that happened in the past. The language features of narrative text are:

- a. The story in the narrative text is told using past tense
- b. The story is used temporal conjunction to connect the events in the paragraph
- c. The story is used action verb
- d. The story usually begins with adverb of time

Some elements of narrative text provided to help the reader easier to identify narrative text. However, different kinds of writing require different kinds of organization. In constructing narrative text, students are needed to determine generic structure and some story elements. There are several parts of narrative text that should be considered in order to construct a narrative text with an effective structure. The following are the steps to compose narrative text:

1. Orientation

Orientation is the beginning part of the story. It involves an introduction of every character. Usually, this part show about the setting of the story such as place and time the story was happen.

2. Complication

Complication is the main of the story which in this part the conflict is begin. It involves a series of events that happened to the characters. This conflict usually happened between the main characters protagonist and antagonist. The series of conflicts affecting the protagonist leads to a complication that prevents the protagonist from achieving their ambition or goals. It triggers the reader's interest to read the story.

3. Resolution

The resolution is the part of the characters resolves the problem and often closes to the ending of the story. This part involves the way of participant to solve the crises or problems that happen among the characters. The resolution can take many forms, depending on the genre and nature of the story. In some cases, this involves a clear and decisive solution to the main conflict, in which the characters overcome challenges and achieve their goals. Alternatively, it may create a sense of ambiguity or openness, leaving some aspects of the narrative unresolved and inviting the audience to possible outcomes.

4. Re-orientation

Re-orientation usually known as coda. It to the writers' feeling. This part includes a quick summary with the goal of teaching or presenting a moral message to the reader.

In conclusion, narrative text is one of genre which is taught in senior high school. Narrative also serves with problematic events which in turn find a resolution. The main purpose of the text is to entertain the reader. Some elements of narrative text provided to help the reader easier to identify narrative text. However, different kinds of writing require different kinds of organization. In writing a narrative effectively, a writer needs a carefully organized. Students are need to determine generic structure and some story elements The most important thing as a writer is the readers are able to understand the point of writer's idea in the story.

2.2.7 The Sample of Narrative Text

Narrative texts are a fundamental aspect of literature and communication, serving as a powerful tool to convey stories, experiences, and cultural heritage. These texts are characterized by their structured format, which typically includes a clear sequence of Orientation, Complication, Resolution, Re-orientation. Narrative text is not only about telling a story but also about engaging the reader's imagination and emotions. By presenting a sample of narrative text, we can explore the essential components and techniques that make a narrative compelling and effective. This will provide insights into the elements of narrative structure, character development, and thematic expression, illustrating how stories can captivate and convey deeper meanings. The following is an example of narrative t

Alladin And The Magic Lamp

Once upon a time, there lived a handsome boy in Baghdad. The name was Aladdin. He was a clever boy, but he didn't like to work.

One day Aladin's mother sent him to the market place to look for a job. In the market he met a magician. The magician asked him to work together with him. If Aladdin could do, he would get a lot of gold coins and jewellery. The magician asked Aladdin to go inside the cave and find a magical lamp there. So Aladdin went into the cave. Inside the cave, Aladdin was surprised by what he saw. Every corner was full of gold and treasures. A few minutes later, he found the lamp and quickly returned to the entrance of the cave.

But, Aladdin did not trust the magician and the magician became very angry. When Aladdin was walking to the entrance, the magician pushed a huge rock over the entrance of the cave and left Aladdin and the lamp behind. Aladdin tried to move the rock all by himself, but it was too big and heavy. And suddenly, he remembered the magic ring. He rubbed it with the palm of his hand. To his surprise, a genie appeared before him and in a powerful voice said, "Master, I am the Genie of the ring. How can I help you?"

Aladdin was frightened, but he soon found the courage to ask, "Could you please send me back to my house?" In no time at all Aladdin was back home.

When he was in his home, Aladdin took out the lamp. He wondered what would happen if he rubbed it. As Aladdin was rubbing it, the genie stood before him. The genie of the lamp said, "Master, your wish is my command."

"Genie, I want bags full of gold and a palace" Aladdin was very excited.

"it's very easy" said the genie. in a few seconds, Aladin was in a palace then he realized it was his palace.

One day, the sultan's daughter, jasmine was passing by Aladdin's palace. She stopped talking to Aladdin. "Hello Alladin" said Prince Jasmine, "Hi Prince Jasmine" answered Alladin. and soon they became good friends. Before long, Aladdin and Jasmine fell in love with each other. Aladdin asked permission to marry the princess, and the Sultan gave his blessing. Aladin and Jasmine were very happy.

One day, the magician tried to steal the magic lamp to harm Aladin and his wife. Aladin trying to maintain the magic lamp in his hand when the magician tried to grab it, and there was a fight between aladian and the magician. Aladdin jumped for the lamp and got hold of it. As soon as he had the lamp, Aladdin rubbed it.

The genie appeared and said, "My master, Aladdin, it is indeed good to serve you again. What is it that you wish?" "I want you to send this magician to another world so that he never harms anybody," said Aladdin. Aladdin's wish was carried out the evil magician disappeared forever.

The genie stayed with Aladdin for the rest of his life.

This tale is part of the "Arabian Nights" collection, a group of Middle Eastern and South Asian folk tales. The version most people know today was adapted by Antoine Galland in the 18th century. The story of "Aladdin and the Magic Lamp" follows the typical narrative structure, which includes several key components:

1. Orientation:

The orientation introduces the main character, Aladdin, and sets the scene in Baghdad. In this section, readers are introduced to Aladdin's personality as a clever but lazy boy, as well as the initial situation involving his encounter with the magician. The purpose of this section is to provide background information and prepare the audience for the events that follow.

2. Complication:

The complication arises when Aladdin is tricked by the magician into retrieving the magical lamp from a cave. This section introduces the main conflict of the story—Aladdin being trapped in the cave by the magician. This builds tension and creates a problem that needs to be solved.

3. Resolution:

The resolution occurs when Aladdin discovers the power of the magic ring and the lamp, which contain genies that help him escape the cave and transform his life. Aladdin's success in using the genie's power to build a palace and win Princess Jasmine's heart resolves the conflict. This section shows how the protagonist overcomes challenges and achieves success.

4. Re-orientation:

The re-orientation provides closure to the story. After defeating the magician, Aladdin secures his place with Princess Jasmine, and the genie remains loyal to him for life. This final section wraps up the narrative, showing the characters' happy ending and reinforcing the moral of the story: that bravery, honesty, and the right use of power lead to positive outcomes.

2.2.8 Teaching Narrative Speaking Through Digital Storytelling

The teaching process includes: pre teaching, treatment and post teaching. Use the term procedure to encompass the actual moment by moment techniques, practices, and behaviours operated in teaching a language. Based on the observation in SMK Negeri 1 Terbanggi Besar, the teaching process consists of three stages, namely: pre teaching, treatment and post teaching.

a. Pre teaching

In this session, the teacher opened the meeting by praying and greeting the students. After that the teacher asked the students to prepare the material.

b. treatment

In this session, before the teacher started teaching the students, the teacher reviewed the previous material to the students and the progress of students. In this section, the teacher also motivated the students so that they were motivated in the teaching and learning activities.

The motivation was given by giving advice. The advice was given to those who were lazy in learning. The teacher sometimes also played joke in order to make students more interested in learning.

Teaching narrative speaking through digital storytelling using the task-based learning (TBL) method can be an effective and engaging approach for language learners. By integrating technology, authentic tasks, and meaningful communication, students can develop their narrative skills while fostering creativity, collaboration, and critical thinking.

The material can be effectively developed through digital storytelling, which emphasizes real-life tasks and meaningful communication. The teacher explained

the material before giving exercises. The teacher wrote the material in the whiteboard then explained what was on the whiteboard. The students were not permitted to write. The students allowed write after the teacher finished writing. Practicing After explaining the material, the teacher asked them to do the exercise or practiced their speaking skill.

3) Post teaching

Post teaching is the last activity in teaching learning process. In the class, the activity of post teachings is closing.

2.3 Hypothesis

The hypotheses of this research are as follows:

Ha: There is a significant effect in developing students' speaking skills through digital storytelling at the eleventh grade of SMK Negeri 1 Terbanggi Besar.

H0: There is no significant effect in developing students' speaking skills through digital storytelling at the eleventh grade of SMK Negeri 1 Terbanggi Besar.