

DEVELOPMENT OF ENGLISH SPEAKING BASED ON STORYTELLING TO OVERCOME THE DIFFICULTIES

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ABSTRACT: *This study aims to determine the development, validity and effectiveness of English speaking by storytelling to overcome the difficulties. This research is a research and development (R&D) using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The instruments used in this research are test, Lesson Plan assessment questionnaire (Very Bad, Not Good, Not So Good, Good, and Very Good), digital storytelling assessment questionnaire by media expert, and Student response questionnaire analyzed qualitatively based on their answers in the form of Agree and Disagree. Hasil uji dari validator melalui desain media secara keseluruhan mendapatkan kriteria sangat layak (88,33%) sehingga Bahan Ajar dapat digunakan sebagai bahan ajar peserta didik dalam proses pembelajaran. Material validation results are 93.3% and media validation results are 98.3%. Based on the two validity criteria that have been explained, the results of the material and media designed are Very Valid with descriptions that can be used without revision. The results of the effectiveness of the test are 75% of these results indicate that storytelling materials and media are effectively used in learning English, especially in speaking.*

Keyword: *English Speaking, Development, Storytelling.*

INTRODUCTION

Speaking is one of the crucial things in English Skills. In learning English, speaking is one of the skills that students must master. Nowadays, it becomes a benchmark for someone who has learned English. If their language is bad, they may not have good communication with others or do not perform well in class. In the school, students who can speak English will be considered smart by their friends.

In 2013 Curriculum for Junior High School, students are expected to be able to develop communicating competence orally. With the existence of English subjects, they are expected to be motivated to apply it in their daily life and to identify the social function of each material. It means that they should have the ability to speak English and develop it through something that can be described. Digital storytelling is one of the interesting methods to attract students' attention in class. It has affected information about gathering skills, problem solving and attitude toward collaboration of education stakeholders. (Cetin, 2021). Storytelling itself is a high telling act which needs more exercise. It is an important activity in learning process because it creates motivation to observe the story-more deeply.

By applying digital storytelling, teacher and students are expected to be able to teach and to learn several skills besides speaking, such as listening, presenting, researching, solving problems, and assessing something. Through this method, teachers can explore their own way to teach in class. Besides, students also get the opportunity to speak and tell something they want to tell in the class by the previous teachers's guidance.

Based on the background and the problems of the research, the purpose of this development is:

1. To describe the development of English speaking by storytelling to overcome the difficulties.
2. To describe the validity of English speaking by storytelling to overcome the difficulties.
3. To describe the effectiveness of English speaking by storytelling to overcome the difficulties.

THEORY

Research and development method is defined as a research method used to produce certain products and test the effectiveness of these products. (Sugiyono, 2011).

Richey and Klein (2007) states that development is the process of translating design specifications into real/physical forms related to systematic learning designs, development and evaluation are carried out with the aim of establishing a

scientific/empirical basis for creating new learning and non-learning products or improving existing development models. Therefore, the notion of research and development (Research & Development) can be defined as a type of research that focuses on the purpose of developing, expanding, and exploring further a theory in a particular discipline.

Richard (2008) states that "learning English is a priority for many second and foreign language learners." On the other hand, a common problem with foreign language learners is that after most students in the classroom hear a foreign language, they are afraid to make mistakes and hesitate to be the focus of attention. (Tuan & Mai, 2015).

Based on some of the above conditions, can be concluded that speaking skills are the ability to process information and speak about it. Speaking is a priority for those who have learned English. However, those who have learned English have problems with restraint, such as being embarrassed to say something or being afraid of making mistakes when speaking.

Heriansyah (2012) states that there are three factors that make it difficult for students to speak:

1. Inhibition

Students are often forbidden to say things in a foreign language in class, afraid of making mistakes, being criticized or losing their faces.

2. Nothing to say

Even if the learner is unrestrained, he often complains that he cannot say anything and has no incentive to express himself beyond the guilt to speak.

3. Mother Tongue

In class, where all or more learners have the same native language, they tend to use it. It is easy and unnatural to speak in a foreign language, and there is less exposure when speaking your native language.

Susilawati (2017) also found that language problems related to the condition of students with a lack of vocabulary made them difficult to speak during class and were not confident in speaking English. When it comes to pronunciation issues, students are afraid that their pronunciation is not as good as

native speakers, and they will speak more in their native or native language. The following are non-linguistic problems faced by students:

1.Lack of Confidence

It is kind of a feeling when students explain that they are reluctant to participate in all the presentations and class discussions. Disrupting these feelings can negatively affect a student's speech or presentation. These negative thoughts negatively affect their ability to 'seize learning opportunities' and affect their ability to see themselves as successful learners. It is a complex emotional assessment of potential and perceived threats inherent in a particular situation.

2.Fear of making mistakes

Some people avoid verbal communication and even fear it. The existence of this sensation is intuitively recognized by students. These factors are thought to be factors that weaken their speaking ability. Language problems and communication skills clearly play a major role in learning a foreign language. Those who speak horribly may have more problems with it.

Together with the above results, can be concluded that student speech problems can be divided into two aspects: the linguistic and non-verbal aspects. In the field of linguistics, there are two problems that students face when speaking: (pronunciation and vocabulary), and in the field of non-linguistics, there are two problems: (lack of self-confidence, fear of criticism and the fear of making mistakes).

Types of Learning Media according Wagiran, et al.(2009) and Angkowo and Kosasih (2007) can be concluded that definitions of specialists associated with the forms of getting to know media, it could be concluded that there are classes of media, particularly conventional media consisting of photo media, print media and modern era media consisting of computer systems, VCDs. Traditional media and modern era have one-of-a-kind blessings and drawbacks however have the equal function, particularly to help the getting to know process.

Multimedia learning comes in many forms, this method can be used to create learning materials that are tailored to the characteristics of students in schools. The multimedia types provided in Anitah (2010) classify multimedia as follows.

1. Multimedia Kit

A media set is a collection of documents containing more than one media type organized for a single topic. These categories include CD-ROMs, slides, audio tapes, video tapes, still images, models, print media, sheets, pictures, graphics, and objects. Some multimedia kits are designed for use by individual learners or small groups.

2. Hypermedia

Hypermedia is media with an out-of-order material composition. Hypermedia refers to computer software that uses linked text, graphics, video, and audio in a way that facilitates the transmission of information by users. Hypermedia is based on the cognitive theory of how a person structures their knowledge and how they learn.

3. Interactive media

Interactive media are media that ask students to practice a skill and receive feedback. Computer-based interactive media creates a multimedia learning environment with the characteristics of video and computer-based learning. It is a lesson presentation system with visual, audio and video material, presented with computer control, so that students not only hear and see pictures and sounds but also give feedback. positive response.

4. Virtual reality

This medium involves multi-sensory experiences and interactions with phenomena as they exist in the real world. Virtual reality is a relatively new application of computer technology.

5. Expert system

An expert system is a software package that teaches students how to solve complex problems by collectively applying the policies of experts in the field. After computers became a reality, experts were moved by what were seen as parallels to how the human brain works and how computers can learn, repeat, and organize information. The experiments of these experts produce computer games, which eventually become known as an expert system.

Digital Storytelling at its core is a process of combining images, sound, text, and video to tell or describe something (Frazel, 2010). A journal, *Digital*

Storytelling in Education: A Systematic Review of the Literature that published by Canadian Center of Science and Education in 2021, shows that there is a growing interest in the development of lines of research that focus on digital story telling as a privileged vehicle for exploring digital stories. It has several advantages. This method can be applied because it accommodates a variety of learning styles, arouses students' interest, attention, and motivation towards learning material taught in class. In addition, making Digital Storytelling requires creative talent students themselves so that it can be used to increase students' self-confidence. This method too can develop students' communication skills, improve skills in carrying out computer, and can improve several skills such as solving problems or problem solving and working with groups or groups team work. Robin (2009) mentions that Teacher-created virtual memories will also be used to decorate modern-day classes inside a bigger unit, as a manner to facilitate dialogue approximately the subjects supplied a tale and as a manner of creating summary or conceptual content material greater understandable.

The use of virtual storytelling could be very capability for use in facilitating mastering, virtual storytelling additionally has a very good have an impact on on college students. With using virtual storytelling, it could be an appealing coaching technique and hold college students' interest to learn, due to the fact virtual storytelling could be very effective to apply withinside the mastering procedure. This is proven via way of means of numerous professional evaluations as follows:

Hibbing and Erikson (2003) and Boster, Meyer, Toberto, & Inge (2002) (in Robin 2009) provide an explanation for have proven that using multimedia in coaching enables college students hold new statistics in addition to aids within side the comprehension of hard fabric. And Digital Storytelling can offer educators with a effective device to apply of their lecture rooms.

According to analyze carried out via way of means of Small (Ambarwati et al :2009) stated that statistics examine thru the display screen will final longer in memory. In addition, analyzing thru a display screen will growth the procedure of connecting neurons withinside the brain. This is one of the motives that virtual multimedia storytelling is suitable for use as a mastering device. In line with the

above opinion, Park & Baek (2011) explains that virtual storytelling has the capability to facilitate coaching and mastering within side the study room. Consequently, a lot of instructors intend to make use of the generation in lecture rooms in any respect ranges of schools, from K-12 to better education. Digital storytelling, while it's miles incorporated into the study room setting, may be a compelling coaching technique to benefit and keep college students' interest. At the identical time, it gives a innovative and open-ended environment.

RESEARCH METHODS

The type of research used is research and development (R&D) research methods. The model used is the ADDIE Model. The ADDIE model stands for the five stages of the development process, namely Analysis, Design, Develop, Implement, and Evaluate.

The subject of this development research is Grade 7 students of Junior High School of SMPIT Al Fauzi Medan. The stages that must be carried out in research in the ADDIE model as described by Mulyatiningsih (2011) are as follows:

1. Analysis

At this stage, the main activity is to analyze the need to develop new learning models/methods and the feasibility and requirements for developing new learning models/methods. The development of new learning methods begins with a problem in the learning model/method that has been applied. Problems can occur because the existing learning models/methods are no longer relevant to the needs of the target, learning environment, technology, student characteristics, etc. After analyzing the problem of the need to develop new learning models/methods, researchers also need to analyze the feasibility and requirements for developing these new learning models/methods. The analysis process, for example, is carried out by answering the following questions: (1) whether the new model/method is able to overcome the learning problems encountered, (2) whether the new model/method is supported by facilities to be implemented; (3) whether the lecturer or teacher is able to apply the new learning model/method. In this analysis, it should not happen that there is a good model/method design that

cannot be applied due to some limitations,; for example, there are no tools or the teacher is not able to implement it. Analysis of the new learning method needs to be done to determine the feasibility if the learning method is applied.

2. Design

In designing learning models/methods, the design stage is similar to designing teaching and learning activities. This activity is a systematic process that starts from setting learning objectives, designing scenarios or teaching and learning activities, designing learning tools, designing learning materials, and evaluating learning outcomes. The design of this learning model/method is still conceptual and will underlie the next development process.

3. Development

Development in the ADDIE model contains the realization of product design activities. In the design stage, a conceptual framework for the application of new learning models/methods has been developed. In the development stage, the conceptual framework is realized into a product that is ready to be implemented. For example, if at the design stage the use of a new conceptual model/method has been designed, then at the development stage, learning tools are prepared or made with the new model/method such as lesson plans, media and subject matter.

4. Implementation

In this phase, the developed concepts and methods are implemented in the real world, the classroom. In the implementation, the developed design model / method is applied to the actual conditions. Materials are delivered according to newly developed models / processes. After applying the method, an initial evaluation is made to provide feedback on applying the next model / method.

5. Evaluation

In this phase, the developed concepts and methods are implemented in the real world, the classroom. At the time of implementation, the developed design model / method is applied to the actual conditions. Materials are delivered according to newly developed models / processes. After applying the method, an initial evaluation is made to provide feedback on applying the next model / method.

The instruments used in this research are test, Lesson Plan assessment questionnaire (Very Bad, Not Good, Not So Good, Good, and Very Good), digital

storytelling assessment questionnaire by media expert, and Student response questionnaire analyzed qualitatively based on their answers in the form of Agree and Disagree. Technique of data analysis used qualitative and quantitative data. According to Akbar (2013) in descriptive validity analysis can use the following formula:

$$V = \frac{\sum T_{se}}{\sum T_{sm}} \times 100\%$$

Description:

V = Validation of the validator

Tse = Total empirical score (validation result from validator)

Tsm = Total maximum expected score

To find out the final result of device validation from the validator then calculated using the average formula (mean). The formula of final validation is as follows:

$$V = \frac{V1 + V2}{2}$$

Description:

V = Final Validity

V1 = Validator 1

V2 = Validator 2

Furthermore, the result value of the total validation referred to the criteria below.

No.	Criteria	Validity Level	Description
1.	85,01 % - 100 %	Very Valid	Can be used without revision
2.	70,01 % - 85,00 %	Quite Valid	Can be used but needs revision
3.	50,01 % - 70,00 %	Not So Valid	Recommended not to used because need major revision
4.	01,00 % - 50,00 %	Not Valid	Should not used

a. Effectiveness Analysis

Assessment of the effectiveness of the competency is carried out by following the steps below.

- 1) Calculate the average value of each student's assessment competence.
- 2) Count the number of students who pass the competency KKM (The lowest criteria for declaring students to achieve completeness).
- 3) Percentage the completeness of each competency by using this formula:

$$p = \frac{L}{n} \times 100\%$$

Where:

p: the percentage of students passing

L: the number of students who passed the KKM (minimum pass criteria)

n: the number of all students.

Based on these data, the following is assessment classifications validity of the learning competency:

1. 10 – 39 = not effective
2. 40 – 69 = quite effective
3. 70 – 100 = effective

RESULTS AND DISCUSSION

Material validation results are 93.3% and media validation results are 98.3%. Based on the two validity criteria that have been explained, the results of the material and media designed are Very Valid with descriptions that can be used without revision.

The results of the effectiveness of the test are 75% of these results indicate that storytelling materials and media are effectively used in learning English, especially in speaking.

The questionnaire in this research consisted of 12 statements and was filled out by 12 students at the last meeting. They marked in the Agree or Disagree column based on the statements provided. The following is the results.

No.	The Statements	Agree	Disagree
1.	Kosa kata saya sudah cukup banyak untuk bisa berbicara Inggris	7	5
2.	Pengucapan saya sudah bagus dalam berbicara Bahasa Inggris	3	9
3.	Saya merasa cukup percaya diri dalam berbicara Bahasa Inggris	11	1
4.	Saya takut salah ketika berbicara Bahasa Inggris	8	4
5.	Saya berani menerima kritik ketika salah dalam berbicara Bahasa Inggris	12	0
6.	Saya lebih suka belajar di kelas menggunakan media video	8	4
7.	Saya suka membaca teks Bahasa Inggris	8	4
8.	Saya suka mendengar Bahasa Inggris	10	2
9.	Setelah melihat video storytelling, saya lebih percaya diri berbahasa Inggris di kelas	10	2
10.	Dengan belajar menggunakan video, saya bisa melatih pengucapan saya dengan mengulang putar video storytelling	9	3
11.	Saya mengingat lebih banyak kosa kata melalui video storytelling	7	5
12.	Saya tidak malu lagi ketika teman-teman sering menertawakan saya ketika berbicara Bahasa Inggris.	9	3

Above is the results of students data who answered in each column Agree or Disagree on each statement. The following is a description of each statement. The first statement aimed to find out how far they measure they themselves in English vocabularies. Out of 12 students, 7 of them marked the Agree column, which means they believe they have enough vocabularies to speak English after following this learning method. It shows that they remember some new words in English after following the applied learning method, although it is not significant.

CONCLUSION

Based on the results of the research and development carried out, it can be concluded that:

1. The development of the Lesson Plans and the Media designed by the researcher have shown the development of the students in terms of self-confidence, vocabulary and pronunciation. With the video learning model, they can read, view pictures and listen at the same time.

2. The results of the development of digital multimedia storytelling according to the ADDIE model show that Lesson Plans and storytelling media are seen as suitable means of supporting learning. It is said to be feasible after the researchers validated the media experts and materials experts with the results 93,3% and conducted tests with students.
3. The results of the development of digital multimedia storytelling show that lesson plans and storytelling media are said to be used effectively as a means of supporting learning. The calculation to measure the effectiveness of this learning shows that the results 75 % are effective to be applied in the learning process in the classroom.

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