

CHAPTER I

INTRODUCTION

The research background, problem, objectives, hypotheses, scope and limitations, significance, and definitions are discussed here.

A. Background of Study

Acquiring a new language is a complex process that requires learners to systematically build essential skills in order to communicate effectively. In English language learning there are four basic skills; there are listening, speaking, reading, and writing. As claimed by Akhter (2021), speaking is essential to communicate directly and interact well in English. With good speaking skills, one can convey thoughts, feelings, and ideas clearly and precisely. Speaking also involves using correct grammar, vocabulary and pronunciations. These skills are very important in everyday situations.

Speaking skill is important in communication, especially in the context of foreign languages, because this skill is an effective competence in interacting directly with other speakers. According to Brown (2014), speaking is the process of creating and conveying meaning through the use verbal and nonverbal symbols. This opinion emphasizes that speaking is more than just producing words, understanding what topics you want to convey to others, and how those words are communicated. Along with the development of technology at this time, speaking skills have become very important in the world of work and education. Therefore, speaking skills are now the most important and sought-after asset by all companies and educational institutions.

Teaching and learning speaking focuses on developing students' skills to communicate orally in an effective and meaningful way. Teachers act as facilitators who guide students in using language to express ideas, opinions, and feelings through activities such as discussions, role-plays, and presentations. According to Brown (2014), teaching speaking aims to help students communicate confidently in real-life situations by balancing fluency and accuracy. Teachers should provide interactive and meaningful activities, give constructive feedback, and encourage students to initiate conversations and use communication strategies. Integrating speaking with listening also makes learning more natural and supports students in becoming more fluent and confident speakers of English.

Teaching and learning speaking based on the Merdeka Curriculum for grade X focuses on developing students' oral communication skills in real and meaningful contexts. Speaking skills as part of productive skills aim to help students express ideas, opinions, and information clearly and confidently. Teachers act as facilitators who create interactive and communicative learning through activities such as discussions, presentations, and role plays that are relevant to everyday life. According to research conducted by Laia (2026), the Group Discussion method significantly improved the speaking skills of tenth-grade MIPA 1 students at SMA Negeri 1 Lolowau. In cycle I, the students' average score was 56.5, whereas in cycle II, there was a significant increase to an average of 71. This indicates that the Group Discussion method can improve students' speaking skills.

In its implementation, teachers guide students to improve their fluency and accuracy and provide constructive feedback. This curriculum also encourages a Project-Based Learning and Communicative Language Teaching approach to make learning more interesting and meaningful. Project-based learning has a positive impact on students' speaking skills (Purnami & Widiadnya, 2024). The mean post-test score of 84.70 and the difference of 9.52 between the mean scores of cycles 1 and 2 indicate that project-based learning has a significant impact on student learning outcomes, and a positive correlation was found between project-based learning and improved speaking skills. Assessment is carried out through performance tasks such as conversations, presentations, or role-playing to measure students' real communication skills.

In educational institutions, English speaking skills are essential for international communication. However, many students still have difficulties in mastering English, especially in the speaking aspect. There are several factors that influence these difficulties, such as a less supportive environment, lack of awareness of the importance of English, and unbalanced teaching quality. As stated by Dalai and Hadi (2023), students experience difficulties due to limited vocabulary, which makes it difficult for them to express themselves. In addition, many students experience pronunciation problems, which affect their clarity and confidence. High levels of anxiety and fear of mistakes are also barriers for students to learn to speak in front of the class. Finally, the lack of a supportive environment affects when they practice speaking. All of these factors significantly affect students' English speaking skills.

Therefore, teaching speaking with the help of media is important in language learning because it can make students more enthusiastic, more active, and more confident when communicating. Media such as videos, voice recordings, digital applications and images help students learn the language in an interactive and understandable way. The incorporation of multimedia tools in speaking classes improves students' speaking fluency, pronunciation and confidence significantly. The media creates a more lively learning environment, where students can practice real-life conversations, receive immediate feedback, and develop critical thinking skills. Based on Lestari, *et al.*, (2024), multimedia that includes animations, audiovisual materials, and interactive buttons can capture students' interest and help them develop their speaking skills. By using media, teachers can create a more interesting learning atmosphere, which helps students focus and understand the material more easily. This approach also encourages students to convey their ideas more clearly and confidently, so they can better connect with the material learned. In addition, the media provides a variety of learning styles, ensuring that auditory, visual and kinesthetic learners all benefit equally.

In the context of optimizing technology-based and creative teaching practices, digital storytelling emerges as an innovative approach that can help improve students' speaking skills. Research result conducted by Syafryadin, *et al.*, (2019), showed that the application of digital storytelling can significantly improve students' speaking skills, with an average increase in fluency scores reaching 25% from the beginning of the study to the end of the study. Digital storytelling combines traditional methods with digital media tools to create a more

interesting and interactive learning experience. Through the use of multimedia elements such as images, music and videos, this method gives students the opportunity to express their ideas creatively and independently, which can increase their motivation and engagement in the learning process. In an increasingly globally-connected world of education, English language proficiency is of paramount importance which becomes a bridge to deepen students' communicative competence. In addition, this method allows teachers to structure a curriculum that is more adaptive and responsive to students' individual needs, so that the learning atmosphere becomes more open and supportive for all students. Therefore, the application of digital storytelling is expected to make a significant contribution in improving students' speaking skills, in line with previous research that has proven the effectiveness of various digital technologies in the educational context.

In addition, through the creation and presentation of stories, students are required to plan, organize and articulate their thoughts in a structured and clear way, which can have implications for improving critical and analytical thinking skills. This potential is further reinforced by the results of previous research showing that digital technology tools, including digital storytelling, can positively influence students' motivation and engagement in speaking skills, as well as enrich the overall learning experience. According to Adara and Haqiyyah (2020), students' interest and enthusiasm are increase in learning because digital storytelling. It is considered more creative, besides the use of technology also makes the class more interesting, creative and not monotonous. The interactive nature of digital storytelling also allows for a more holistic learning environment,

where every student has an equal opportunity to actively participate and develop. Therefore, the implementation of digital storytelling is expected to not only improve speaking skill, but also contribute thoroughly to students' intellectual quality and social skills, which are indispensable in an increasingly globalized and connected world of education.

Turning to the use of technology, it is a fact that many students are more interested in learning through applications or digital platforms compared to traditional methods. According to a study by Nuraeni and Yanthi (2020), using the Cake app in learning improved lessons and students' speaking skills, motivation, and confidence and fostered a positive outlook. This was demonstrated by the mean score for each advantage. Furthermore, Fhonna *et al.*, (2024) conducted a study using the Duolingo app. The sample consisted of one class of students at SMP 8 Banda Aceh. They found that students' speaking skills improved, with the hypothesis being that the t-score > the table ($0.967 > 0.678$). After using this method, progress was visible, indicating that the Duolingo app has a good level of effectiveness.

In addition, the research conducted by Şan and Aykaç (2020), found that the use of Khan Academy videos in teaching grammar (tenses) significantly improved student learning outcomes compared to conventional methods. Teachers used the videos as a teaching aid, accompanied by worksheets and additional explanations. The results showed that Khan Academy video-based learning made the learning process more interesting and effective for students. The last research is conducted by Ukhra and Aini (2024) who examined the effectiveness of the Khan Academy Kids application in English language learning at SDN 4

Peusangan Bireuen using a mixed method approach. The results showed a significant improvement in student abilities, from an mean score of 63 (pre-test) to 78 (post-test) with $t = 3.291$. Observations and interviews also revealed that students were more enthusiastic, active, and motivated because of the application's attractive appearance and support for understanding. This study concluded that Khan Academy Kids is effective in improving student learning outcomes and motivation in English language learning.

The use of digital stories in learning has great potential to improve students' speaking skills. This method allows students to engage deeply with the learning material through the use of media, which contributes to the development of comprehensive language skills. Multimedia support in digital stories is not only presented in visual and auditory forms, but also provides space for students to explore their ideas in depth, which ultimately improves their fluency in speaking. Meanwhile, not many people have applied Khan Academy Kids technology in narrative text learning for senior high school students. In narrative text learning, it is necessary to develop students' ideas to create stories or retell the content of the text. Therefore, the researcher decided to use Khan Academy Kids application to teach speaking skills in narrative text material. Narrative texts are chosen because they are more interesting, easier for students to understand, and provide many opportunities to tell stories in a coherent and varied manner, thereby developing speaking skills compared to other types of texts. The use of the Khan Academy Kids application in English language learning at Senior High School level has a number of advantages that support the improvement of language skills, especially in the aspect of speaking. This application applies a digital storytelling approach

that allows students to learn through interactive stories with a combination of text, images, and audio. In the context of speaking learning, activities such as retelling or recounting the content of stories from the application help students practice pronunciation, fluency, and the ability to organize ideas in a structured manner. In addition, the audio feature in Khan Academy Kids provides examples of correct pronunciation, thereby helping students improve their pronunciation and intonation skills (Harmer, 2007). This application also has an attractive and interactive visual display, which can increase student motivation and create a fun learning atmosphere.

This research focuses on the use of Khan Academy Kids application teaching media to see the effectiveness in improving speaking skill in senior high school, at the tenth grade student with narrative text material. The researcher chose SMAN 1 Kandat as the research location based on preliminary observations indicating that tenth-grade students there struggled with confidence, limited vocabulary and speaking engagement due to conventional teaching methods. Furthermore, the school's supportive environment for digital literacy integration made it an ideal setting for testing innovative media. As the result the researcher performs research entitled *“The Effectiveness of Khan Academy Kids as Digital Storytelling Application in Improving Students Speaking Skill at the Tenth Grader of SMAN 1 Kandat”*.

B. Research Questions

The research question as follow “Is there any significant difference in speaking skill between students taught using Khan Academy Kids as digital storytelling and those taught using PowerPoint as learning media?”.

C. Research Objective

This research aims to examine the differences between students taught using Khan Academy Kids as digital storytelling and those taught using PowerPoint as learning media in their speaking skill.

D. Hypothesis

The following hypotheses are developed in order to address the research questions:

1. H₀: There is no significant difference on speaking skill between students' taught using Khan Academy Kids and those taught using PowerPoint.
2. H_a: There is significant difference on speaking skill between students' taught using Khan Academy Kids and those taught using PowerPoint.

E. Research Significance

This part describe the significant of the research for students, teachers, and the next researcher.

1. For students

This research use Khan Academy Kids application as digital storytelling, it can increase motivation and confidence in speaking English because they learn through fun and interactive activities.

2. For teachers

This research provides a reference on how to utilize digital learning applications to create an engaging and learner-centered learning environment, thereby increasing student participation in speaking activities.

3. Next researcher

The benefits of this research for other researcher can be reference, source of information and reference material for further research so that it can be further developed related to the same topic.

F. Scope and Limitation of the Research

The focus of the study was the effect of Khan Academy Kids as digital storytelling in improving student speaking skill. Tenth-grade students from SMAN 1 Kandat, consisting of two classes, participated in the study. The research observes the improvement in speaking performance based on five aspects there are grammar, vocabulary, comprehension, fluency, and pronunciation, as adapted from Brown's speaking assessment criteria. The participants of this study consist of two classes there are one experimental class taught using Khan Academy Kids and one control class taught using PowerPoint. Meanwhile, the limitations of this study include the small sample size, limited to two classes, and the short duration of implementation, which consists of only five meetings. Furthermore, this study focuses only on speaking skills and does not evaluate other English language skills such as reading, listening, or writing.

G. Definition Of Key Terms

This section aims to clarify and prevent misunderstandings regarding the key terms used in this study and its content. The following are definitions of the terms used in this study:

1. Speaking skill

A person's ability to communicate verbally with others.

2. Teaching Speaking

It is a teaching method that focuses on improving students' ability to communicate well orally.

3. Learning Application

A digital storytelling application is a digital-based application designed to help users create and present stories by combining various multimedia elements.

4. Khan Academy Kids

It is a free digital application that makes it easier for teachers to convey certain topics and makes it easier for students to receive information from teachers.

5. PowerPoint

PowerPoint is a presentation application developed by Microsoft, which was used in this research as a conventional learning media in the control class.