CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research problems, objectives of the study, significance of the study, scope and limitation, hypothesis, definition of key terms, and theoretical framework.

A. Background of the Study

In junior high school, English is one of the required subjects. Listening, speaking, reading, and writing are the four competencies in English. Speaking ability is one of the language skills needed to learn English. One of the most crucial indicators of a student's success in learning English is their ability to speak the language.[1]There are many benefits students get by mastering good speaking skills, such asstudents can express their ideas, they are able to communicate with others and so on.

Students, on the other hand, still have some difficulties in speaking. Most English-speaking learners still find speaking to be the most difficult skill to master, and many are still unable to communicate in English.[2]Some variables make it harder for students to communicate in English. First and foremost, they are lack confidence when asked to speak English in class. They also feel uneasy when they make grammatical errors in English; in other words, they are afraid of committing grammatical errors. Furthermore, students' vocabulary mastery remains low. As a result, students are unable to express themselves verbally in class. It makes them less engaged and motivated in the class.

In language acquisition, the sex differences factor cannot be neglected because it has the potential to influence students' progress and competency. It is obvious that the students can be classified into two genders: male and

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[1]Ratnawati, S. R., Yuliasri, I., & Hartono, R. "Enhancing the Students' Speaking Skill Using Three-Step Interview and Numbered Heads Together."*Language Circle: Journal of Language and Literature*12, no. 2 (2018) : 173-181.
[2]Zhang, S. "The Role of Input, Interaction and Output in the Development of Oral Fluency."*English Language Teaching*2, no. 4(2009) :91-100.

female. Many linguists believe that there is a considerable difference between the two sex groups in the acquisition of the language. Females talk "better" (more "properly" and with more "refined" accents) than males.[3] It indicates that there is a distinction in the way in which males and females speak.

In teaching-learning process, male and female students react differently towards certain teaching media. A study shows that female students display a more positive attitude toward a certain teaching media, in thiss case digital storytelling. They enjoy the digital storytelling process and consider it as an opportunity to develop 21st-century skills. In addition, female students find the technology useful as it allow them to learn quickly and to express their creativity. [4]

One of the primary goals of most English teachers is to enable their students to effectively communicate and convey information in spoken English. Teachers should not only establish an active learning environment and improve their teaching media, but they should also consider their students' gender differences.[5] Many experts have studied the relationship between language and gender, particularly in terms of speaking ability. Male and female speakers have been seen to have various speaking styles, read in different ways, and write about different topics.

In order for the learning process to go smoothly and the learning objectives to be achieved, teachers must be able to use appropriate learning media that can be utilized to increase students' English-speaking skills. Utilizing media in teaching and learning can stimulate new desires and interests, motivate and simulate learning activities, as well as have psychological effects on students.[6] There are various teaching media, and one of the media that might be used is Digital Storytelling.

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[3]Poynton, C. *Language and gender: Making the difference*. Geelong. Victoria: Deakin University Press, 1985.

[4] Suki, N. M., & Suki, N. M. (2017). Determining students' behavioural intention to use animation and storytelling applying the UTAUT model: The moderating roles of gender and experience level. *The International Journal of Management Education*, *15*(3), 528-538.

[5]Brown, G. & Yule, G. *Teaching the Spoken Language*. Cambridge University Press, 1989.

[6] Hamalik. *Media Pendidikan*. Bandung : Citra Aditya Bakti,1994

Digital Storytelling can be described as the process of mixing images, sound, text, and video to tell something.[7] We can also say that Digital Storytelling is a new method of telling stories. A narrative is usually written and printed on a sheet of paper in storytelling, however, in digital storytelling, a story is realized in a video that includes sound, visuals, text, and animation to make it more fascinating. Furthermore, Digital Storytelling can encompass a vast range of themes, the video output can be anything, and it can use the available software.

One of the characteristics of this generation of students is that they are digital natives who have grown up with technology. Teachers should design a teaching and learning activity that incorporates technology into the knowledge transmission process based on the characteristics of their students. One of the technology that can be used as media in education is Digital Storytelling. In a short film of around 2-3 minutes, digital storytelling is presented with various topics such as places, people, interests, or inspirational stories.[8] Furthermore, Digital stories have many uses, including retelling personal stories, retelling historical events, or as a means of communication or education on a particular topic.[9] The difference between digital storytelling and traditional storytelling is how technology is used to make stories more engaging and interesting.

In the context of teaching and learning activities, Digital Storytelling is a learning approach that aims to combine different abilities, including listening, speaking, writing, and the ability to operate a computer and technology-based applications.[10]Furthermore, learning through Digital

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[7]Frazel, M. *Digital storytelling guide for educators*. Washington, D.C.: International Society for Technology in Education, 2010.

[8]Maddin, E. "Using TPCK with digital storytelling to investigate contemporary issues in educational technology."*Journal of Instructional Pedagogies*7.(2012)

[9] Robin, B. "The educational uses of digital storytelling. In Society for Information Technology & Teacher Education International Conference (pp. 709-716)". Association for the Advancement of Computing in Education (AACE), March, 2010.

[10]Muhyadi, et al. "PelatihanPembuatan Media Digital Story Telling (DST) DalamRangkaPengembangan Media Berbasis ICT untukPembelajaranKelas SBI di SMP 1 Karangmojo." File .doc. Pengabdiankepada Masyarakat PrioritasFakultas. Universitas Negeri Yogyakarta.2010.

Storytelling can increase a variety of student skills, including research, writing, technical skills, presenting skills, interviewing skills, interpersonal skills, problem-solving skills, and judgment skills.[11]

The researcher aims to use Digital Storytelling as an alternate learning strategy in this study. It will be applied in MTsN 1 Kediri. The researcher wants to know whether Digital Storytelling has an effect on the students' speaking ability at school. Through experimental research, the researcher wants to compare teaching before and after using Digital Storytelling. The reason the researcher chooses MTsN 1 Kediri is because the researcher teaches in this school, so it will be easier to conduct the research. Another reason is that the researcher has not found the previous research which discusses this yet in this school. Students in grades IX are the focus of this study. It is because, from the preliminary study, the students' average speaking ability is still low.

According to curriculum K13, there are some topics of speaking taught in JuniorHigh School, such as expressing hope and congratulation, greeting and leave-taking, offering help, asking and giving information, narrative, descriptive, recount, etc. The researcher focuses on discussing a narrative text in this study. It is because the narrative text is taught at grade IX since the objects are nine graders.

Meanwhile, role-playing, storytelling, discussion, and speech are all common speaking activities in class. The researcher focuses on the activity of storytelling in this study. Because storytelling is an activity that can be used in a narrative text. A teacher, as the class manager who plans the teaching and learning activities, should be able to make speaking in front of a large group of people enjoyable in more than one way. The teacher can take steps forward by creating a non-threatening environment in the language classroom while

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[11]Heriyana, W. "Penerapan Metode Digital Storytelling Pada Keterampilan Menceritakan Tokoh Idola Mata Pelajaran Bahasa Indonesia Siswa Kelas VII di SMP Negeri 1 Kedamean, Gresik."*Jurnal Mahasiswa Teknologi Pendidikan*5, no.2.(2014).

also supporting the students. [12]Furthermore, the teacher must examine the characteristics of the students that are directly related to the learning process, such as verbal ability, visual and audio perception skills, while selecting acceptable media.[13]

Based on the background above, the researcher is interested in conducting a study under the title "The Effectiveness of Digital Storytelling in Teaching Speaking for Students with Different Gender".

B. Research Problem

Based on the background of this research, the researcher formulates the problems as follows:

1. Is the students' speaking ability taught by using Digital Storytelling better than the students' speaking ability taught by printed text?

2. Do male students who are taught using digital story telling achieve better speaking achievement than male students who are taught by printed text?

3. Do female students who are taught using digital story telling achieve better speaking achievement than female students who are taught by printed text?

C. Objective of the Study

Based on the Research Problem, the objectives of the study are:

1. To investigate whether there is a significant differenceachievement on speaking between students taught by using the digital storytelling and printed text.

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[12]Goh, C. C., & Burns, A. *Teaching speaking: A holistic approach*. Cambridge University Press, 2012.

[13] Gerlach, Vernon. S, and Elly, Donald. P. *Teaching and media: A systematic approach*. New Jersey: Prentice-Hall, 1980

2. To investigate whether male students who are taught using digital story telling achieve better speaking achievement than male students who are taught by printed text.

3. To investigate whether female students who are taught using digital story telling achieve better speaking achievement than female students who are taught by printed text.

D. Significance of the Study

The researcher hopes that this study will benefit the teaching and learning of English. It has two major implications, namely, theoretical and practical significance.

1. Theoretical significance

There have been some previous researches that discussed the effect of digital storytelling on students' speaking ability. It is hoped that the findings of this study will help to improve some creative media for teaching speaking. Furthermore, this study is projected to have the same result as past studies, namely, an effect on improving students' speaking abilities.

2. Practical significance

The researcher explains how digital storytelling can be used in a speaking lesson in this study. The researcher hopes that teachers who are facing the same problem, namely having difficulty teaching speaking, will be able to use digital storytelling as an alternate media. Digital storytelling is intended to motivate students to engage in their learning more actively and enthusiastically. This will increase their motivation and make them more comfortable in speaking.

E. Scope and Limitation

This research is only conducted at Class IX MTsN 1 Kediri in the academic year 2021/2022.

The scope of this study is primarily on speaking ability. The researcher uses digital storytelling as an alternative learning strategy to find out its effect on speaking achievement. The material used is narrative text.

F. Hypothesis

The theoretical hypothesis of this study will be based on the theories described above. They are:

Hypothesis 1:

Ho: There is no significant difference in speaking ability between students who are taught by using digital storytelling and students who are taught by using printed text.

Ha: There is significant difference in speaking achievement between students who are taught by using digital storytelling and students who are taught by using printed text.

Hypothesis 2:

Ho: There is no significant difference in speaking ability between male students who are taught by using digital storytelling and male students who are taught by using printed text.

Ha: There is significant difference in speaking achievement between male students who are taught by using digital storytelling and male students who are taught by using printed text.

Hypothesis 3:

Ho: There is no significant difference in speaking ability between female students who are taught by using digital storytelling and female students who are taught by using printed text.

Ha: There is significant difference in speaking achievement between female students who are taught by using digital storytelling and female students who are taught by using printed text.

G. Definition of Key Terms

Digital storytelling is a media in telling the story in the form of a video that combines sound, images, text, and animation to make it more interesting. Digital storytelling, according to this study, is a 2-5-minute-long narrative story that uses attractive pictures, sounds, and songs created by technology.

Storytelling is to retell the story having read or heard by using the storytellers' own words based on their understanding of the story.