

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some related literature about the effectiveness of digital storytelling on students' speaking ability in narrative text. They are speaking, digital storytelling, narrative text, gender differences in speaking ability, and previous studies.

A. Speaking

1. Definition of Speaking

One of the four language abilities is speaking (reading, writing, listening, and speaking). Students use speaking to communicate with others in order to attain specific goals or to express their thoughts, intentions, hopes, and points of view. Speaking is defined as an interactive process of building meaning in which the main instrument is voice, which is produced, received, and processed.¹⁴ Speaking is also a collaborative process that needs the ability to work together in the management of speaking turns. Speaking is the act of communicating one's thoughts, ideas, and feelings by pronouncing words, arranging them into phrases or sentences, and selecting acceptable terms connected to the theme.¹⁵

Speaking English is a skill that must be learned and is a top focus for many second or foreign language students. As a result, students frequently assess their language learning achievement primarily on how much they believe their spoken language ability has improved. In language learning, oral skills are very crucial. Speaking skills are taught in a variety of ways. A direct method focuses on specific elements of spoken communication, such as turn-taking, topic management, and questioning strategies, as one example. Another strategy is to use an indirect method that uses group

¹⁴ Brown, H.D. *Principles of Language Learning and Teaching*. New York: Pearson Education, Inc, 2007

¹⁵ Thornbury, S. *How to teach speaking*. New York: Pearson Education Inc, 2005.

work, work assignments, and other strategies to create conditions for verbal interaction.¹⁶

Speaking is a process of constructing and exchanging meaning with the use of verbal and nonverbal symbols, in various circumstances.¹⁷ Verbal communication allows us to convey our thoughts with others. Speaking is a way of expressing one's emotions to another. Speaking activities allow us to connect our ideas in many aspects of life. Speaking improves our communication skills. It's because when we speak, we know what we're thinking and feeling, and when we speak, other people make assumptions about our character and what we're thinking and why.¹⁸

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.¹⁹ Speaking is a one-of-a-kind method of communication that serves as the foundation for all human connections and the major means of projecting and developing one's own personality. Making decisions is what speaking is all about. We must decide how to interact in terms of expressing ourselves and building social relationships. In a summary, speaking is an activity in which people use utterances as a means of expressing their thoughts, feelings, and opinions, as well as exchanging information.²⁰

The writer infers from the definition above that speaking is one of four English skills used to express one's opinion, idea, thought or feeling to others. People can communicate with one another through the medium of speaking. People can't explain what they want if they don't speak, which makes it tough for them to communicate with others. Because speaking is such an important skill, people, particularly students, must master it. Speaking is an oral skill that is essential for second language or

¹⁶Richards, J. C. *Teaching listening and speaking*. Cambridge: Cambridge university press, 2008.

¹⁷Chaney, A. L., & Burk, T. L. *Teaching Oral Communication in Grades K-8*. Des Moines: Allyn and Bacon, Order Processing, 1998.

¹⁸Robert Barrass. *Speaking for Yourself: A guide for students*. New York: Routledge, 2006.

¹⁹ Bailey, K. M. (2003). *Speaking. Practical English language teaching*. 2003.

²⁰Harmer, J. *How to Teach English*. Essex: Pearson Education Ltd., 2001., 39

foreign language learners as a way of communication.

2. Components of Speaking

Speaking is a way of interacting or communicating with others. Pronunciation, grammar, vocabulary, fluency, comprehension, and task are regarded to be the six components of speaking.²¹

The researcher only considers four factors in this study: pronunciation, grammar, vocabulary, and fluency. Because the sample is still in junior high, the researcher chose them.

a. Pronunciation

The way one or more sounds are formed is referred to as pronunciation. It is concerned with the phonological process, which is a branch of grammar that includes the parts and concepts that define how sounds differ and are constructed in a language. It can be quite difficult for a speaker from another linguistic community to understand a speaker who continuously mispronounces a series of phonemes. The accent is the center of pronunciation. When a speaker says something, he or she will focus on a specific term that is easy to pronounce.²²

b. Grammar

Grammar is a description of a language's structure and how linguistic components like words and sentences are integrated to form sentences.²³ In order to participate in the dialogue, the students must construct a correct sentence. Someone will speak correctly if you utilize proper grammar. If someone speaks or speaks with grammatical errors, on the other hand, their ideas will not flow readily.

c. Vocabulary

The Oxford Learner's Pocket Dictionary defines vocabulary as "all the words a person knows or uses." If students lack appropriate

²¹Brown, H. D. *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education, Inc., 2004

²² Richards, C. Jack, et al. *Longman Dictionary of Language Teaching & Applied Linguistics*. England: Longman., 1992

²³*Ibid*

vocabulary, they will be unable to communicate effectively or express their knowledge and thoughts both orally and in writing. If a person does not have enough information, he cannot provide precise information. He can also deliver incorrect information if he can't find the perfect words to describe himself. As a result, possessing a large vocabulary will assist a speaker in communicating with others. The target language's vocabulary is more than just a collection of words. Vocabulary is connected with grammar as an element of the language. Vocabulary instruction has established a respectable place as a fundamental component of language development. This is due in part to the influence of the comprehension-based language development strategy.

d. Fluency

Fluency, according to the Oxford Learner's Pocket Dictionary, is described as the ability to speak a language fluently and effectively. According to Nunan, fluency refers to how rapidly and confidently speakers utilize the language, with little hesitation or artificial pauses, false beginnings, word searches, and so on. Fluency is particularly vital in oral language since a fluent speaker allows the listener to quickly comprehend the messages.

3. Types of Speaking Performance

Speaking ability is divided into five categories. The following are the explanations for the five categories:

a. Imitative

This category includes the ability to work on intonation and focus on specific linguistic form elements. It's just a matter of copying a word, phrase, or phrase. The most important thing to remember is to concentrate on pronunciation. Drilling is used by the teacher during the teaching process. The reason for this is that using the exercise allows students to listen to and repeat particular words verbally.

b. Intensive

This is a student's oral performance in which they practice phonological and grammatical parts of the language. It typically pairs students to accomplish the activity (group work), such as reading aloud, which includes reading a paragraph, reading a dialogue with a partner in turn, and so on.

c. Responsive

Responsive speech is a type of contact that takes place at a low level, such as a brief greeting and small talk, a quick comment and a request, and so on.

d. Interactive

Students are encouraged to use their minds, vision, hearing, and talents in interactive learning. Students are encouraged to ask questions, answer, and express opinions both individually and in groups through an interactive learning process.

e. Extensive

Students are given extensive monologues in the form of oral reports, summaries, narrations/story-telling, and short speeches by their English teacher.

4. Speaking Activities in the Classroom

Learning English in junior high school is equally as crucial for a child's total language development as learning English in elementary school. Long before they can write, this is the first exit after the initial entry (listen). Teachers who work with young students understand the necessity of developing excellent speaking skills in their students. If a student has a tendency to do something wrong or behave aggressively, such as bullying friends, it may be because they cannot communicate well enough to say how they feel or what they need. That is why speaking activities are an important part of any young student's classroom.

Speaking should be taught in the context of engaging and communicative activities. Because there are numerous types of speaking activities in the classroom, an English teacher must be able to select the appropriate activities. Six classroom speaking tasks are connected with this. Acting from a script, communication games, debate, prepared talks, questionnaires, simulations, and role-play are among the activities they engage in.²⁴

a. Acting from Script

Two types of acting scripts that the teacher should consider in the teaching and learning process are playing scripts and performing dialogues. The teacher's responsibility is to help and call attention to the students' appropriate emphasis, intonation, and speed. This indicates that the lines they say are meaningful. The teacher must guarantee that the staging is both a learning exercise and a language production by allowing students to practice the dialogue before performing it in front of the class or during the final performance. We may invite our students to act out sequences from plays and/or textbooks, with the results being filmed. Students frequently perform dialogues that they have written. As a result, they frequently stand out in front of the class.

b. Communication Game

The games are intended to assist students in speaking English in a fun and engaging way. The games are designed with a lack of information in mind, requiring students to communicate in English with their partners in order to solve a puzzle, draw something, put something in the correct sequence, or find similarities and contrasts between images.

c. Discussion

The most typical activity in the speaking class is certainly discussion. In English, students are free to express their true feelings on any subject. This activity will train students to speak more English. The range of discussions is divided into different phases, ranging from very

²⁴Harmer, J. *How to Teach English*. Essex: Pearson Education Ltd., 2001.

formal events organized in a whole group to informal interactions in small groups.²⁵

d. Prepared Talk

The most popular activity in the speaking class is probably a discussion. In English, students are free to express their real feelings on any topic.

e. Questionnaires

Questionnaires are effective because both the questionnaire and the respondent have something to say to one another. Students can create quizzes on any subject, and the teacher can assist with the process design. Written assignments, discussions, and prepared presentations are all possible outcomes.

f. Simulation and Role Play

Students' speaking skills can be developed through simulation and role-playing in a given context. Students can act out or pretend to be various characters, expressing their thoughts and feelings just like they would in real life.

Teachers can use these exercises to teach speaking skills. Teachers can select an activity that is relevant to the lesson's theme and objectives. They must also consider the students' situation and condition, as well as the subjects to be taught. For example, teachers use role-playing to teach certain expressions. Teachers can ask students to have a dialogue with their partner, and then they have to perform this in front of the class. In a discussion, teachers can show a video on any topic, after which students can give their opinion about the videos and share their ideas with other students. These activities can be used to help students speak and express their ideas in English.

²⁵Harmer, J. *How to Teach English*. Essex: Pearson Education Ltd, 2001.

B. Digital Storytelling

1. The Definition of Digital Storytelling

Many people want to listen to a story over and over because it can influence their minds, challenge their beliefs, and evoke old memories. Donald Davin defines storytelling as the process of painting an image rather than shooting a photograph. The storytelling exercise integrates words and sentences in such a way that the listener's visual image is built and the listener is drawn further into the story. Storytelling is viewed as a means of passing on ideas and information from one generation to the next. It's a fantastic method to learn from people on a topic that they can identify with. People can convey information to others through storytelling. People can learn from each other in this case through telling stories.²⁶

Digital storytelling is the sharing of a narrative using a combination of spoken words, visuals, music, and new technology.²⁷ Digital storytelling is said to be the best medium for 21st-century students, who differ from 20th-century students in terms of characteristics and demands. Over the last few years, digital storytelling has become regarded as an effective teaching and learning tool that engages both students and teachers.²⁸ Furthermore, digital storytelling brings the storyteller's dreams to life by utilizing technical resources to bring personal stories to life through images, music or soundtracks, and graphics.²⁹

²⁶Behmer, S." Literature review digital storytelling: Examining the process with middle school students." *In Proceedings of the Society for Information Technology & Teacher Education International Conference*, 2005.

²⁷Normann, A. "Digital storytelling in second language learning: A qualitative study on students' reflections on potentials for learning" (Master's thesis, Norgesteknikskaturvitenskapeligeuniversitet, Fakultet for samfunnsvitenskapogteknologiledelse, Program for lærerutdanning), 2011

²⁸ Robin, B. R. (2008). "Digital storytelling: A powerful technology tool for the 21st century classroom". <http://www.digitalstorytellingclass.pbworks.com>

²⁹ Garcia, P., & Rossiter, M. "Digital storytelling as narrative pedagogy." *In proceedings of society for information technology & teacher education international conference*. (Vol. 2010. Pp. 1091-1097), March, 2010.

Digital storytelling is the modern artistic expression of the ancient art of storytelling.³⁰ Digital storytelling can be divided into three areas. First, there are personal stories, which are stories about certain aspects of a person's life. Second, there are historical documentaries, and finally, there are stories that instructor educate viewers about various concepts and practices.³¹

Digital storytelling allows the teacher to communicate complex subjects in a unique way without having to spend a lot of time explaining them to the students. Digital storytelling allows teachers to easily integrate various media into storytelling.

The power of digital storytelling is comprised of seven aspects. These are viewpoints that highlight the author's point of view, a dramatic issue that holds the audience's attention, emotional content that ties the tale to the audience, and the narrator's voice as a medium for personalizing the story and assisting the audience in understanding it. Next is the soundtrack's force brings the drama to life. Then, the economics aspect contains enough information to convey to the general audience without being overwhelming. The final component is rhythm, which controls how quickly or slowly it moves.³²

2. Benefits of Using Digital Storytelling

Digital storytelling not only helps students integrate today's high-tech development with the low-tech education system, but it also gives numerous benefits that traditional storytelling cannot provide.³³ Some of the benefits are:

- 1) Increase student motivation.

³⁰Razmi, M., Pourali, S., & Nozad, S.. "Digital storytelling in EFL classroom (oral presentation of the story): A pathway to improve oral production." *Procedia-Social and Behavioral Sciences* 98, (2014): 1541-1544.

³¹*Ibid* 25

³²*Ibid* 25

³³ Miller, E. A. "Digital storytelling". (2009) Retrieved from <http://www.uni.edu/icss/researchhelps/miller.pdf>.

- 2) Propose a new approach to presenting personal stories.
- 3) Give students the opportunity to learn 21st-century skills.
- 4) Encouraging students to organize and communicate their knowledge and ideas in meaningful ways.

Digital storytelling provides an effective pedagogy that enhances this process of stating and restating, forcing students to express themselves in the 'new language' of multimedia. Through a detailed reading of one student's work the essay proposes a taxonomy for novice uses of theory, ranging from summary to development of theoretical symbols. In case of teaching writing, as the paired of productive skill with speaking, when students' views on creative writing skills of the digital narrative were examined by gender, it was observed that both male (33%) and female students (33%) demonstrate similar opinions about the positive effects of digital storytelling on their creative writing skills. Likewise, as seen in Table 3, both female (67%) and male students (67%) stated that creating a new end to a given story has an immense impact on their creativity. On the other hand, it has been stated that it may be necessary to work within a group because digital storytelling stage takes much time and requires hard work, but it would be more appropriate and efficient to have students decide on the selection of the group members. It is also understood that in addition to the positive attitudes of some students in using digital tools in literature, some others have a negative tendency. When the attitudes toward technology and digital environments were evaluated according to gender, it was seen that female students were more negative than male students. However, in contrast to this study, in some other studies, it was observed that female students displayed a more positive attitude toward digital storytelling. In order to eliminate the negative attitudes toward the use of digital tools and environments in the field of literature as mentioned above, it may be useful to give students more detailed and practical information with specific examples about the

tools and applications that can be used in digital storytelling.³⁴

C. Narrative text

According to the 2013 Curriculum, Junior High School students learn two text genres: monologue text and functional text. A monologue text is a text that is utilized to express a concept or viewpoint through words while also discussing greater knowledge. Narrative, procedure, recount, descriptive, report, and so on are all examples. A functional text, on the other hand, is a text that is shorter than a monologue text. Invitations, announcements, greeting cards, notices, and other items are included. Reading is taught at Junior High School through the use of five different text types: descriptive, narrative, recount, procedure, and report text. The text that will be explored in this study is a narrative text that belongs to the monologue genre.

The narrative text is a text that contains a chronological sequence of events that is unusual in entertaining ways. The world is received in time, which is almost built into the way we see. Narrative is a series of events presented chronologically; we get a comprehend the world in time that is almost built in to the way we see. Narrative text can be utilized to help students improve their reading skills. A narrative text's goal is to entertain, tell a story, or provide a literary experience. There are several kinds of narrative texts. Some of them are fairy tales, myths, folktales or folklore, legend, and fable.

D. Gender Differences in Speaking Ability

Gender differences are a fascinating phenomenon in today's culture, as they are socially and culturally constructed. Their effects can be observed not just in politics, where women struggle for political rights, but also in households, where women battle to decrease domestic harassment. Discourse

³⁴ Olgahan Bakşı Yalçın and Ebru Öztürk and Biruni University, Istanbul, Turkey, "The Effects of Digital Storytelling on the Creative Writing Skills of Literature Students Based on their Gender", *Proceeding of 2nd International Conference on Gender Research ICGR 2019*, 2019, 59-65.

on gender differences can be found in the use of language for communication, emphasizing that males and females communicate in different ways and should be treated differently as a result. Females have a significant tendency to use lexical hedges or fillers, tag questions, rising intonation on declaratives, empty adjectives, precise color terms, intensifiers, hypercorrect grammar, super polite forms, avoidance of powerful swear words, and emphatic stress. Females differ from males not only in terms of vocal communication, but also in terms of nonverbal communication.³⁵

Differences in males and females in communication can be seen in the following table.³⁶

Male Style	Female Style
Focus on information	Focus on relationship
Report style of speaking	Rapport style of speaking
Goal-driven	Process-oriented
Single-task approach	Multi-task approach
Succinct language	The storytelling style of speech
Working towards a destination	On a journey
Need to know the answers	Want to ask the right questions

E. Previous Study

There are some previous studies that are similar or inline related to the use of digital storytelling in the speaking class of narrative text with different gender. The research summarizes some previous studies that can be used as guidelines for the researcher.

³⁵Lakoff, R. T. *Language and Woman's Place*. New York: Octagon Books. (1976)

³⁶Tymson, C. *Gender Games: Doing Business with the Opposite Sex*. Australia: TymsonCommunication. (1998)

The first was a study conducted by Febriyanti.³⁷ This qualitative study aims to describe the use of narrative text from digital storytelling to improve the speaking skills of grade 10 students in the 2017/2018 academic year of Sekolah Menengah Atas Negeri Bandar Lampung using some tools such as observation, questionnaire, and speaking skills. Digital storytelling is effective in improving the ability to speak. Students have gotten more confident, talk more fluently, and produce more right sentences, correct pronunciation, and vocabulary, according to research. The findings of this study suggest that employing digital storytelling to engage students in the learning process increases their responsiveness, motivation, and interest. The use of digital narrative text can improve the speaking skills of grade ten students at SMA N 2 Bandar Lampung, according to the findings. Using digital storytelling to tell stories improves the quality of the story.

Another study was conducted by Rositasari.³⁸ The participants in this classroom action research were 19 students from SMA PGRI 1 Temanggung's XI IPA 1 class. Observation checklists, speaking pre-and post-tests, questionnaires, and interviews were used as research instruments. The results revealed a considerable improvement between the pre-test and post-test results. The pre-test had a mean score of 63.7, while the post-test had a mean score of 79.3. Furthermore, the significance test's p-value was 0.05. According to the results of questionnaires and interviews, digital storytelling can motivate students to learn while also improving their speaking skills. Finally, students' speaking skills in retelling stories improved as a result of digital storytelling. Because digital storytelling is presented in such a captivating and engaging manner, it can be a useful tool for teaching public speaking. As a recommendation, digital storytelling can be used as one of the sources in learning English.

³⁷Febriyanti, M., & Susanto, S. "The Use Of Digital Storytelling Narrative Text To Improve Students Speaking Ability At Grade Ten Sman 2 Bandar Lampung." *Linguistika* 8, no.1 (2017).

³⁸Rositasari, Inggit. "The use of digital storytelling to improve students' speaking skills in retelling story." *Yogyakarta: English Language Education Study Program. Sanata Dharma University*, 2017.

The third study was conducted by Zuana.³⁹ The purpose of the study was to describe the implementation of digital storytelling, the students' responses to its use, and the students' digital storytelling works after the media was integrated into the teaching and learning process. This study used a descriptive qualitative design. Field notes, students' digital storytelling, and interviews were used to collect data by the researcher. To examine the data, the researcher employed data condensation, data display, and drawing conclusions. According to some of the study's findings, the media is quite appealing. During the video creation process, they are eager to speak English. The media has an important influence in reducing students' fear of speaking. It has given them the ability to create digital storytelling videos both in and out of the classroom. Finally, the students' abilities are diverse. The O'Malley and Pierce grading rubric's speaking standards are not met by all students.

Next is the study conducted by Silpia Rahayu.⁴⁰ She investigated the male and female students' speaking ability. Particularly, the research had several aims: to know the male and female students' speaking ability at SMAN 1 Bantarujeg, and to know the differences between them. This research was presented in qualitative approach and comparative method to identify the male and the female students' speaking ability. In collecting the data, the researcher did some steps. Those were observation and recorded spoken test. Then, the data was analyzed based on four indicators including pronunciation, grammar, vocabulary, and fluency. The researcher got the result, the average score of male is 13.5 and female is 14.8. The first indicator is pronunciation, the male students' score (35) is higher than the female students' score (34). The second is grammar, the male students' score (31) is lower than the female students' score (38). The third is vocabulary, the male students' score (33) is lower than the female students' score (41). The last is fluency, the male students' score (36) is higher than the female students' score (35). Based on the analysis, it can

³⁹Zuana, M. "Digital Storytelling: An Attractive Media to Teach Narrative Text in Speaking Class." *Alsuna: Journal of Arabic and English Language* 1, no. 1, (2018) : 27-39.

⁴⁰Rahayu, S. "The Comparison Between Male and Female Students' speaking Ability". *Eltin Journal: Journal of English Language Teaching in Indonesia* 4, no. 2, (2016): 21-32.

be concluded that there was a significant difference between the male and the female students' speaking ability. To sum up, the male students' speaking ability at the second grade of SMAN 1 Bantarujeg is lower than that of the female students speaking ability

Based on some previous studies above, the researcher applies digital storytelling to the different class levels. This research is applied to the ninth-grade students of Islamic Junior High School because the researcher wants to know the effectiveness of digital storytelling through experimental class compared with control class. The subject will be two classes of nine graders of MTsN 1 Kediri.