Enhancing Students' Speaking ability through Selected Digital Storytelling of *Saijah Adinda* Tragic love

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Abstract

The aim of this research is to investigate the use of digital storytelling narrative text to tell the story of Saijah Adinda, a tragic love story from Lebak Banten. The researchers believed that student's ability to speak will be improved through the use of Selected Digital Storytelling of Saijah Adinda Tragic love by using observation, surveys, and speaking examinations. The findings of the research, there has been an increase in the responses, motivation, and interest shown by students in the process of digital learning. Using digital storytelling narrative texts helps students be more engaged, motivated, responsive, and interested in the learning process. Students gained confidence, spoke more fluently, and used more correct sentences, correct pronunciation, and a wider range of words. Based on the results of the research, it can be concluded that using digital storytelling narrative texts helps students be more engaged, motivated, responsive, and interested in the learning process. Students gained confidence, spoke more fluently, and used more correct sentences, correct pronunciation, and a wider range of words. Therefore, we can conclude that digital storytelling can significantly enhance the speaking skills of grade XI students at SMA Al Farhan Islamic Boarding School, leading to noticeable improvements when they engage with digital stories.

Keywords: digital storytelling; speaking ability; Saijah Adinda.

Introduction

In this current day, the teacher must be creative in providing learning materials to students by using appropriate teaching media that may pique students' attention and help them quickly absorb learning contents. Digital storytelling is an example of good media. It is more intriguing because it makes use of technology (Riani et al., 2021).

Stories that are primarily used to enlighten or instruct, personal narratives, and stories that investigate historical events are examples of these types of stories, based

on (B. Robin, 2019), are the three types of digital stories. He went on to clarify that digital storytelling (DST) is the combination of the art of storytelling with a variety of digital media, such as recorded audio narration, music, and videos, as well as texts and photos. Finally, digital storytelling is the art of telling stories using various digital media to make them more reassuring and appealing to students. Digital storytelling is frequently promoted as a popular, technology-based learning strategy (Placencia-Enriquez, 2021).

This means that digital storytelling is very appealing for use in explaining concepts to students. Students will pay more attention to the teachers' explanations because of using digital storytelling, they won't become bored. This is a form of digital storytelling in which students create visual narratives to illustrate both their knowledge of the course topic and their grasp of the social intricacies in which they live. They found that digital storytelling can engage students and viewers in debates regarding the nature of representation, meaning, and authority encoded in images and narratives when utilized as a pedagogical tool for learning (Sunderland et al., 2021).

To demonstrate how the instructor uses digital storytelling to help students better understand the narrative material, the researcher will provide the explanation. The lecturer will go over the narrative text in general terms. An example of digital storytelling is used by the instructor to get students excited about learning and understanding narrative information, such as "Saijah Adinda", the tragic love story from Lebak Banten. Narrative and visual elements are used in digital stories together, their voices add depth to characters, situations, and experiences insights.

Many researchers define digital storytelling as a process that allows students and educators to improve their information gathering and problem-solving skills, as well as their ability to work in a collaborative team; a narrative told in the digital format that shares a point of view; similar to traditional storytelling, most digital stories focus on a specific topic and contain a specific point of view. When kids may construct their own digital stories, they develop crucial reading skills (B. R. Robin, 2016).

As one of the linguistic abilities, speaking is commonly viewed as an activity that comes naturally to a person (Khoiroh, 2024). Speaking is also the hardest language-learning skill to acquire. Consequently, the researcher is enthusiastic about the potential to perform action research to enhance students' speaking abilities.

Due to their lack of interest in the media used, the students grew easily bored during the investigation. Based on the research topic, the goal of this study is to

determine how digital storytelling narrative text improves the students' speaking ability of SMA Al Farhan Islamic Boarding School.

Literature review

Digital storytelling, students are empowered in multiple ways, including intellectually, culturally, and creatively, (Benmayor, 2008). Thus, digital storytelling can help students develop their creativity and intellect.The potential of digital storytelling to tailor the learning experiences of students promoted student diversity, boosted student confidence, and enhanced their social and psychological skills. The researcher assumes that digital storytelling is a tool for study that blends digital visuals, graphics, music, and sound with the author's tale voice, (Smeda et al., 2013).

Digital storytelling instructs and supports students in rapidly acquiring new knowledge. Students have richer and more meaningful educational experiences. It was easy to use and helped the instructor communicate topics to the pupils. It indicates that digital storytelling was effective in enhancing students' speaking skills, (Ullah et al., 2020). Literature contains a variety of narrative story genres, yet they share many characteristics. It is crucial that the teacher consider the types of narrative stories that correspond to the desired audience when picking the stories to be given. There are a variety of narrative story types.

A traditional tale including fantastical or supernatural characters, expressing the early beliefs of a people and frequently explaining natural events and the origins of significant people, places, and things (Feez & Joyce, 1998). A story for children about fairies, or about magic and enchantment (Feez & Joyce, 1998). A legend is a narrative passed down from the past that lacks accurate historical proof but has been widely considered as factual and may continue to be so (Feez & Joyce, 1998).

Literature encompasses a variety of story types that share common characteristics. When selecting a story for presentation, teachers should consider which genre aligns best with the audience. In English language learning, numerous genres exist, among which is the narrative. Narrative text refers to a type of writing that presents a sequence of connected events in chronological order, often imaginative or fictional, created primarily to entertain the reader (Rosa et al., 2021). Another view defines narrative text as a format designed to engage and amuse readers with a storyline. It conveys a tale that aims to entertain or inform its audience (Anderson & Macleroy, 2016). Furthermore, narrative text depicts situations where characters encounter problems or crises they must navigate. Generally, narrative texts consist of

structures such as orientation, complication, and resolution, with the primary goal of entertaining readers or listeners, (Goestina et al., 2022).

Narrative texts typically include three main structural elements: orientation, complication, and resolution, which are essential for crafting the narrative. Several types of narrative stories can be identified, including:

1) Myth

A traditional narrative that features extraordinary or supernatural beings, reflecting early societal beliefs and often explaining natural occurrences and the origins of significant entities,(Storr, 2020). Myths typically contain character flaws, challenges, and conflicts, culminating in a clever twist that elucidates a natural phenomenon. However, they can be lengthy, requiring students to isolate a segment that can stand alone and convey essential character details. When concise myths are used, they can offer valuable insights into human nature across cultures, employing symbolic language, (Sherman, 2015). A well-known example is the myth of The Gods and Goddesses of Olympus.

2) Fairy Tales

Stories aimed at children, often involving fairies, magic, and enchantment,(Storr, 2020). These tales usually feature significant danger, a swift pace, and opportunities for straightforward character development (which may be lacking in student-friendly versions). Although entertaining, they can be too lengthy without substantial editing, which might reduce them to mere plot summaries. Finding a shorter version can enhance their effectiveness,(Phanphai et al., 2019). Classic examples include Cinderella, Snow White, Aladdin, The Frog Prince, Sleeping Beauty, and Beauty and the Beast.

3) Legend

A narrative from the past, accepted as truth despite an absence of historical evidence,(Storr, 2020). Legends often resemble real-life events, incorporating truths absent in myths and fairy tales. They typically feature well-defined characters and goals,(Yulsilviana & Ekawati, 2019). However, some legends contain numerous side characters and historical locations that only marginally contribute to the story. These elements can often be trimmed for presentation, but such legends can also be too lengthy and challenging to shorten. When appropriately concise, legends can be effective narratives, as seen in Indonesian legends like Lake Toba and Tangkuban Parahu.

4) Fable

Fables are tales featuring animal characters that exhibit human-like traits and behaviors,(Humpherys & Babb, 2020). As a form of fictional storytelling, fables are often referred to as moral stories due to their messages that closely relate to human experiences,(Rosa et al., 2021). A well-known example is The Hare and the Tortoise.
5) Folklore

Similar to fairytales, folklore consists of traditional tales passed down through generations,(Humpherys & Babb, 2020). Typically conveyed orally, these stories evolve over time, becoming integral to the community's cultural heritage,(Yuliani et al., 2021). An example of such a tale is Malin Kundang.

In summary, stories can serve as valuable tools for teaching a foreign language, such as English, by providing language instruction, entertainment, and cultural insights. When incorporating stories into the classroom, educators should be mindful of the significance of storytelling, the traits of effective narratives, and the types of stories appropriate for their students. While stories offer a framework for language learning, not all narratives are suitable for instructional purposes. Therefore, teachers should select stories with desirable characteristics to enhance the objectives of English language education. There are various story types available for teachers to utilize to meet learning goals through storytelling.

The world of colonialism was shaken at the beginning of the 20th century, thanks to the publication of Max Havelaar, a work that first publicly exposed the plight of the indigenous population under the rule of the Dutch East Indies government. This work was written by an assistant Resident in Lebak in 1860. Using the pen name Multatuli, Eduard Douwes Dekker reveals the suffering of the people of Banten which was not only caused by colonialism, but also because of the arbitrariness of the Regent of Lebak, Raden Adipati Karta Natanegara, and Demang Pajangkujang, Raden Wira. Kusuma. Because the book was born in the land of Lebak, the land of the Indies (Indonesia) underwent many changes, ranging from ethical politics, the birth of intellectuals, national awakening to independence.

Saijah-Adinda is a portrait of how bad the colonial system and poverty in Banten in 1860 were depicted in a love story that cannot be united in Max Havelaar. Saidjah is the son of a poor farmer, like other families in Lebak, Saijah's family is burdened with high taxes, and extortion by Demang and the Regent of Lebak. Saidjah's mother was sick and suffering until she died, while her father left never to return for fear of not being able to pay taxes. In the woes of colonialism, Saidjah grew up to be a tough young man and fell in love with Adinda, his childhood friend.

Saijah decided to migrate to Batavia, becoming a horse caretaker and a servant of a Dutchman. He wants to raise money to propose to Adinda. However, upon Saijah's return after many years in Batavia, Adinda had left his hometown. Andinda and her father went and joined the fighters against the Dutch army in Lampung. Saidjah also crossed the ocean and followed their footsteps. Apparently, Adinda had died with a body full of wounds after being raped by Dutch soldiers in battle. Saidjah rebelled until a Dutch army bayonet made him follow Adinda. The love that was once promised has also become one of the victims of foreign colonialism and the greed of the nation's own officials (Havelaar Max, 2021).

The story of Saidjah and Adinda written in Multatuli's work has stirred many souls to this day, including the owner of the colonial system in the Dutch East Indies at the beginning of the IX century. The tragic love story image is presented in Figure 1.

Figure 1. *Saijah Adinda* (http://kebudayaan.kemdikbud.go.id/mkn/saijah-adinda-kisah-cinta-tanah-banten-yang-mengguncangkan-kolonialisme/)

Speaking is seen as a crucial part of foreign language acquisition. A second or foreign language is commonly regarded as the most difficult of the four abilities, (Bailey & Nunan, 2023).

Speaking is a productive talent that allows someone to produce words or communicate orally. This skill is directly related to the job of receptive skills. Productive skill is frequently paired with the practice of receptive skills. Conversation between two or more individuals is a combination of listening and speaking, where comprehension of what has been said is required for the following statement, (Harmer, 2008).

Instructors at all grade levels and in the majority of subject areas can use digital storytelling in a number of ways to assist students' learning by encouraging them to

organize and express their ideas and knowledge in a unique and meaningful way. As stated previously, digital storytelling fulfills three functions, (B. Robin, 2006),

To begin with, they can serve as models for concepts or principles taught by direct instruction. They can also be utilized as problem cases for students to solve. Thirdly, stories can be used to teach pupils how to solve difficulties and provide them guidance. As performed by other researchers: In her research, Arroba and Accosta stated that digital storytelling is one form of educational media (Arroba & Acosta, 2021). In digital storytelling, the material or stories given might range from personal lives to historical events to other brief narratives. Digital storytelling inspires and motivates students to develop their communication or speaking skills.

The results of this research show that when students were taught the digital storytelling technique instead of the traditional technique, their average speaking scores were much higher than when they were taught the traditional technique. Since this research's results were less than the significant level, motivation also didn't make a big difference in how well students spoke (0,05). In other words, the conclusion of this research was that the null hypothesis was wrong and the alternative hypothesis was right, and that the digital storytelling technique works for both teachers and students.

The researcher discovered a similarity between this research and the related research mentioned above. Digital storytelling is also used as a form of media in these theses to help teach and learn. On the other hand, the difference was found by the researcher in this research. This research used digital storytelling to improve students' speaking skills, while that thesis only used it to get students interested and motivated.

Method

Qualitative research is a method that uses analysis to describe things. The person doing the research is at the center of the process. The researcher not only has to deal with the steps of gathering data, but also with the steps of analyzing and figuring out what the data means. The research was conducted at SMA Al Farhan Islamic Boarding School in Cipanas Lebak, Banten. In more detail, the research focused on students in grade XI at SMA Al Farhan. This method of data collection is anticipated to yield accurate information about the subject of the research. In this research, the following instruments were utilized to collect data.

During the process of gathering data, the researcher watched. The process of observing was based on what the students did. The researcher took notes on what students did while they were learning to find out how teachers and students interacted

with each other and what drove students to learn narrative through digital storytelling. When the researcher was in the classroom, a lot of information was expected to come out of it. The researcher also found supporting evidence to back up the research results.

Findings

There are many ways to look into how to improve one's speaking skills. So that the results of the research are correct. Questions about two goals helped with the questionnaire process. The first goal was to find out about the students and where they came from. The second goal was to find out how students felt about digital storytelling and if they were interested in using it to learn how to tell stories. The researcher had the students fill out a questionnaire so that the process of gathering information would go smoothly.

The teacher gave the students a speaking test to see how far they had come with their speaking skills. In this research, the teacher asks the students to write a conversation based on a folklore about *Saija Adinda* Tragic Love that was acted out through drama. This research didn't look at interactional strategies because the students didn't talk on the spot but rather based on what they had said before.

Table 1

Specification of Assessing Aspect

Variable Skill	Aspect
Speaking Skill	Fluency
	Pronunciation
	Vocabulary
	Grammar

(Source: modified from Weir ,2005)

In assessing the students speaking ability, the teacher asks the students to write a conversation based on a folklore about *Saija Adinda* Tragic Love that was acted out through drama using the description indicators as follow.

Table 2

Specification of Speaking Skill Aspect

No.	Aspect	Description	Score
1.	Fluency	There is no hesitation in saying the sentence	3
		There is little hesitation in pronouncing the sentence, but not much	2
		There are many pauses and doubts	1

2.	Pronunciation	No mispronunciation, every word pronounced with correct pronunciation	3
		There are a few misspellings or inaccurate pronunciation	2
		There are many mistakes in the pronunciation of words	1
3.	Vocabulary	Using the right vocabulary and easy to understand	3
		Using vocabulary that is less precise and a little difficult to understand	2
		Do not use vocabulary that matches the given text	1
4.	Grammar/ Structure	There are no errors in the spoken sentence structure	3
		Using a different sentence structure and there are not many mistakes	2
		There are many mistakes in the sentence structure, but it is still understandable as a whole	1

(Source: modified from Weir, 2005)

There are some ways to measure how well students are doing that can be used to see how well they are getting at speaking. Some of the skills that students must learn are vocabulary, pronunciation, fluency, correct grammar, and how to interact with others. The first test showed that the students still didn't know enough words, especially when they were used together. It's because the students have trouble coming up with and remembering the dialogue. Because of this, many students still say words wrong. Because the students were afraid to open their mouths when they spoke, it was hard to understand what they were saying. In their speaking performance, the students used a lot of filler words and pauses, like "eemm..." and "eeee...!" The students didn't do a good job of learning the lines. The correct use of grammar is the next thing to think about. The researcher found mistakes in how some students used tenses. Even though narrative stories must be written in the past tense, the students kept writing in the present tense.

Table 3

The results of the first test

Participant	Speaking Skill Aspect			
	Fluency	Pronunciation	Vocabulary	Grammar
Student 1	1	2	2	1
Student 2	1	1	1	2
Student 3	2	1	2	2

Student 4	1	1	2	1
Student 5	2	2	3	2
Student 6	2	2	2	2
Student 7	2	2	1	1
Student 8	1	1	1	2
Student 9	1	1	2	1
Student 10	2	2	1	1

For the second test, the results had improved, the students had an interactive activity because they had to act out the dialogue after learning the digital storytelling material about *Saija Adinda* Tragic Love.
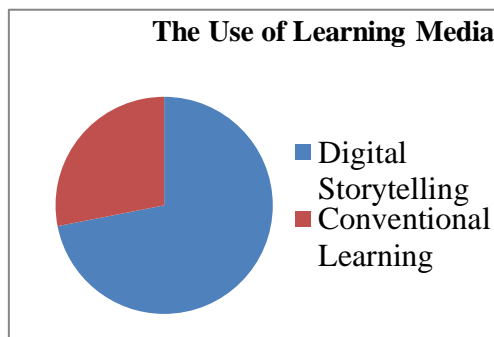
Table 4

The results of the second test

Participant	Speaking Skill Aspect			
	Fluency	Pronunciation	Vocabulary	Grammar
Student 1	3	2	2	3
Student 2	3	2	3	2
Student 3	2	3	2	2
Student 4	3	3	2	2
Student 5	2	2	3	2
Student 6	2	3	3	2
Student 7	2	2	3	3
Student 8	3	2	3	2
Student 9	3	2	2	3
Student 10	2	2	3	3

The results of the observations, surveys, and speaking tests show that digital storytelling helps students learn, especially when it comes to their speaking activities. In digital storytelling, the students had an interactive activity because they had to act

out the dialogue after learning the material. Also, it is more interesting to students because it has more interesting and interactive videos.

Figure 2

The results of using Digital Storytelling

Discussion

The findings of this research provide empirical evidence that instructing students in the use of digital storytelling can improve their speaking abilities. The terms "affective," "intellectual," "educational," "technical," and "linguistic" findings are used to categorize the six different kinds of results that can be obtained. The first type of outcome is called affective outcomes, and it refers to the learners' perceptions and attitudes that were gleaned from the questionnaires and observations. This includes having an interest in learning English, being motivated to do so, and being confident in one's ability to speak English. The use of digital storytelling effectively helped to foster the development of students to become proficient English speakers and creative thinkers, (Yang et al., 2020). A study in which found that the majority of students reported that digital storytelling improved both their ability to speak English and their confidence in their ability to speak English (Nuriyah & Al-Farhan, 2023).

The second set of findings or outcomes pertain to the repercussions of intellectual activities, including critical thinking and creative thinking, among others. Digital storytelling had a beneficial impact on both the creative thinking skills and the critical

thinking skills of the participants. Barsch found the same thing, (Chen & Chuang, 2021).

The production of research abilities or academic achievements is the third type of educational outcome. The participants improved their creative thinking. Inventive thinking is a higher order learning skill in which the participants learned adaptability and self-direction while attempting to locate and place pictures, music, and narration for their digital stories, (Belda-Medina, 2022).

After that, we have the technical outcomes, which include skills in compute media and transmedia. This can be seen in studies carried out by them, (Schiller, 2018; Shen et al., 2022), which allowed students to fully utilize their information and communications technology (ICT) knowledge on a variety of social media platforms and tools.

The linguistic outcome is the fifth one to be considered. The development of language skills, specifically speaking skills, will be the primary focus of this research. All of the research that were included in this review made a positive contribution to the growth of learners' speaking abilities, (Jannah & Trilestari, 2020; Juniardi et al., 2020).

Last but not least, the term "communal findings or outcomes" refers to the abilities of working together, coordinating efforts, and communicating effectively. The Digital Storytelling task encouraged students to collaborate with one another, either in pairs or in groups, in order to develop their digital stories, which in turn fostered students' engagement skills (Mulyati et al., 2022; Saripudin et al., 2021).

Conclusion

English is commonly regarded as one of the most difficult subjects in schools. This perception occasionally allowed students to lose interest in learning English. This creates limited opportunities for students to practice English speaking activities, as the classroom is the only possible setting in which they can do so. The affective filter consists of the attitudes of language learners that may influence their success in acquiring a second language,(Krashen, 2018).

Numerous techniques, such as digital storytelling, have emerged to facilitate the teaching and learning process as a result of the development of technology. Preparing digital stories appears to be an engaging activity that can help low-proficient students learn English in an engaging manner. This may lower their affective filter, igniting their desire to learn and practice the English language. Learners will be able to seize opportunities and platforms to practice English communicative activity if they have a burning desire. This will improve the English language skills of learners, particularly

their speaking abilities. With this, students can develop a wide range of vocabulary, grammatical structure, and pronunciation correction; consequently, they can cultivate confidence in their English-speaking abilities and become proficient English speakers over time. Learners can shape and prepare themselves for 21st century skills that are deemed essential for students with a deeper understanding, extensive practice, great passion, and the aid of remarkable media.

Based on the results of the research, it can be concluded that using digital storytelling narrative texts helps students be more engaged, motivated, responsive, and interested in the learning process. Students gained confidence, spoke more fluently, and used more correct sentences, correct pronunciation, and a wider range of words.

The findings of this study also indicate that the enhancement of speaking skills among grade XI students at SMA Al Farhan, particularly regarding the narrative text on folklore titled "Saijah Adinda: A Tragic Story," conveys an important moral lesson about the importance of striving for worthy causes. It is hoped that students will incorporate this oral message into their daily lives, equipping them not only with well-structured speaking abilities but also with a deeper understanding of conversational context, which is essential for critical thinking in the 21st century skill. Therefore, we can conclude that digital storytelling can significantly enhance the speaking skills of grade XI students at SMA Al Farhan Islamic Boarding School, leading to noticeable improvements when they engage with digital stories.

Acknowledgements

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