# CHAPTER 1 INTRODUCTION

## Background of the Study

Nowadays, technology is critical in the field of education. One of the alternative approaches for making learning English more engaging is to use a digital story. It allows pupils to improve their knowledge, abilities, and educational standards (Rosyidah & Putri, 2019). An example of digital stories that can be used as English learning media is Youtube. Furthermore, digital story, which includes text, images, audio, music, and video, has been studied to improve oral and speaking abilities in foreign language acquisition and increase learners' motivation, autonomy, and engagement (Kallinikou & Nicolaidou, 2019). Moreover (Abdelmageed & El-Naggar, 2018) argue that Students' language abilities, particularly listening and speaking, are improved through digital storytelling. As a result, Digital story is a fun exercise that gives students a stimulating and appropriate way to learn a language.

Nonetheless, learning to speak is difficult, and it has some problems. One of the issues is that speaking is one of the most difficult parts for pupils to grasp. The reason why students struggle with speaking is due to a lack of exposure to English (environmental factor), infrequent English speaking practice in daily life (they might talk in their mother tongue instead of English), and feelings of shyness and laziness in learning English (Kurniati & Eliwarti, 2015). To be more active in their capacity to speak English, students must have personality openness in learning English in the classroom. Many factors influence people's capacity to learn English, particularly their speaking ability. These can originate from both the outside and the inside of the learner. Motivation, personality, environment, culture, instructional materials, tactics, Teacher, and curriculum are a few. The importance of character in improving speaking skills cannot be overstated.

Several studies are related to the impact of students' extroversion on their capacity to communicate in Indonesia or another nation. One study found Digital Comic: An Innovation of Using Toondoo as Media Technology for Teaching English Short Story. For an English instructor in a classroom, a digital short story can provide a very helpful learning technique (Fatimah et al., 2019). According to the findings, the digital short story can help students improve their speaking skills by facilitating students' imagination, improving their speaking ability, and generating a positive classroom environment. Other studies have found that Using Digital Story Telling Improve Students’ Speaking Ability in Senior High School. This study defines digital stories as "digital storytelling," which refers to video-based storytelling (Rambe, 2019). According to the findings, students should be able to improve their speaking skills in English by using this strategy.

Furthermore, other studies found that digital storytelling enhances students' speaking skills at Zewail university of science and technology in Egypt (Abdelmageed & El-Naggar, 2018). To verify the first hypothesis, “There is no statistically significant difference between the mean scores of the treatment group on the pre-post speaking test regarding speaking as a whole,” the scores of the pre-post administrations of the speaking proficiency test were analyzed. The mean scores of the pre-post-test were transformed 4 into mean ranks to employ the Wilcoxon Signed-Ranks Test, the non-parametric equivalent of the paired t-test because the sample size was small and the data were not normally distributed. To verify the second hypothesis, “There are no statistically significant differences between the mean scores of the treatment group on the pre-post speaking test in each speaking subskill (fluency, pronunciation, grammar, vocabulary, and comprehensibility),” the mean scores of each speaking subskill on the speaking pre-post-test were analyzed.

This study will be analyzed digital stories' influence on students’ speaking achievement. Based on the explanation above, this study attempts to determine the effect of digital levels on speaking ability. This research entitles The Role of English Digital stories in Developing Students’ Speaking Skills. This research will be conducted in one of the Senior High Schools in Bayongbong-Garut. The lesson plans for learning in this school, especially for teaching speaking class XI, have the aim that students can retell a dialogue with the theme of daily activities that the Teacher has provided. In addition, learning English at this school, the Teacher enters for 2 hours of lessons in one week. Then the source of books teachers uses in learning are books printed by Viva Pakarindo publishing company. For additional knowledge, take from the *Ruang Guru* application with the theme expression of asking for and giving opinions, showing obligation, and showing prohibition.

## Reason for Choosing the Topic

The researchers took the title because it has several reasons. There are some reasons for choosing the topic, as follows:

1. The development of the era requires online or digital learning media.
2. Choose learning media that are more interactive to students.
3. Speaking is one of the most challenging aspects of the English language for pupils to grasp. Because many Senior High School students still struggle with English, they are rarely involved in expressing their opinions in the classroom.
4. The limited number of vocabularies owned by students.
5. When it comes to speaking English, many students lack confidence.

## The Research Question

To develop students’ speaking skills, innovative strategies need to be carried out so that students are interested in the learning process. One of the strategies used to develop speaking skills by using digital stories. As that consideration, this study poses the question:

“How is digital stories' role in developing speaking skills?”

## The Purpose of the Study

From the research problem above, the researcher formulated the study's objective to discover digital stories' role in developing students’ speaking skills.

## The Significance of the Study

This research is expected to provide benefits to:

### Teachers

To give information to English teachers, particularly to improve speaking skills using digital stories.

### Students

The findings of this research are expected that digital stories can help improve students' speaking skills.

## Research Methodology

This research will use action research. According to (Santrock, 2018), action research is an analysis used to solve a specific classroom or school problem, improve teaching and other educational practices, or make a particular choice.

## Research Design

The type of experiment that uses is action research. In-action research has several stages. According to (Wallace, 2010, the steps of action research include planning, acting, observing, and reflecting.

## Definition of Terminology

### Speaking Skill

In language education and learning, the ability to speak is the most important skill. According to (Lestari, 2019), speaking skill is a skill that needs to be learned and practiced. Furthermore, (Gunada & Wayan, 2017) state that the six dimensions of speaking skill are (1) understanding, (2) vocabulary, (3) pronunciation, (4) fluency, (5) grammar, and (6) intonation or emotion; therefore, in terms of comprehension, people should be able to understand the interlocutor's spoken words, regardless of grammatical or other faults.

### Digital Stories

A digital story is a multimodal object that combines images, words, and sound to promote a report by highlighting its most interesting aspects. It's similar to what a movie trailer does for a film (Al-Munawwarah et al., 2021).