DARLING (DIGITAL STORYTELLING) BASED ON DAYAKNESE FOLKLORE TO BOOST STUDENTS' SPEAKING ABILITY

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Abstract

Keywords:
Digital Storytelling, Speaking ability, Dayaknese Folklore

This research was conducted to find out whether Digital Storytelling - based Dayaknese folklore boost student participation in speaking ability. The method used was classroom action research. The population of this research was 22 students of the English education study program in the third semester. There are some aspects of speaking which focused on in this research; those aspects are pronunciation, vocabulary, fluency, comprehension, and grammatical accuracy. Based on the observation sheet, the overall activity ran well. Both of students and the lecturer played their roles well. The students were coming to be active in the classroom, discussing digital storytelling and the mechanism of publishing the video. The average score on the student test was 83,61, categorized as very good, it can be concluded that the Digital Storytelling is effective to boost students' speaking ability. Digital storytelling involves active participation of students in speaking and also the ability of students to master aspects of speaking.

Kata Kunci:
Digital Storytelling, Kemampuan berbicara, Cerita Rakyat suku Dayak.

Abstrak
Penelitian ini dilakukan untuk mengetahui apakah cerita rakyat suku Dayak berbasis Digital Storytelling dapat meningkatkan partisipasi siswa dalam kemampuan berbicara. Metode yang digunakan adalah penelitian Tindakan kelas. Populasi penelitian ini adalah 22 mahasiswa program studi Pendidikan Bahasa Inggris pada semester ketiga. Ada beberapa aspek berbicara yang menjadi focus dalam penelitian ini, beberapa aspek tersebut adalah pengucapan, kosa kata, kelancaran, pemahaman, dan ketepatan tata bahasa. Berdasarkan lembar observasi, keseluruhan kegiatan berjalan dengan baik. Baik mahasiswa maupun dosen melakukan perannya dengan baik. Para siswa mulai aktif di dalam kelas dan berdiskusi tentang digital storytelling dan mekanisme penerbitan videonya. Nilai rata-rata pada tes siswa adalah 83,61, dikategorikan sangat baik, dapat dikatakan digital storytelling efektif dan dapat menaikkan motivasi siswa.

INTRODUCTION

Speaking is an activity to transfer ideas, information, and opinion from the speaker to the listener. Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal cords, tongue, teeth, and lips. Speaking is the intelligence of humans to make sounds and convey opinions from their minds. Speaking is the language skill that most language learners wish to perfect as soon as possible. It used to be the only language skill that was difficult to practice online. This is no longer the case. English learners can practice speaking online using voice or video chat and services like Skype. They can also record and upload their voices for others to listen to. In other words, speaking is not only about oral performance, but it can be done online with media assistance that can support speaking skills.

Speaking is a productive skill. It was separate from listening. When we speak, we produce the text, which should be meaningful. Like communication, we can find the speaker, the listener, the message, and the feedback. Speaking cannot be separated from pronunciation as it encourages learners to learn English sounds. According to Gert and Hans in Efrizal (2012: 127), speaking is speech or utterances produced by the speaker with an intention of being known and then, the listener processes the sayings in order to know the speaker's intention. Motivated behavior is energized, directed, and sustained behavior. Speaking is not just output but a process of an effort to generate ideas, then put those ideas into the form of sound production with a certain meaning.

Speaking is an important activity for communication, thingking and learning. Spoken language is a powerfull learning tool. Kirlanf and Petterson cited in (Noviand, 2017:5) Spoken language is the basic of all language development and basis for most learning. In line with that, Bahrain, as cited in (Guterres, Pereira & Lurdes, 2019: 2) Speaking is an essential productive skill. To produce ideas and opinions and deliver information, the speakers need to motivate themselves to be able to speak. The function of media or technology is also playing an important role in this skill. In this case, the appropriate media to support speaking skill is very crucial. The media or technology which involving

the creativity, providing motivation and supporting ability in mastering the speaking skill is needed.

Speaking is not only dealing with producing sounds and generating ideas, but speaking is another skill to be learned by students. Speaking aims at giving talk a voice, to highlight and give the attention, it deserves (Grugeon, Hubbard, Smith & Dawesw, 2014: 1). The researchers found that the students' motivation to learn speaking need to be encountered either from the method of learning speaking or the media to learn speaking. The students tend to be inactive in speaking subjects and not involved actively in speaking activities. Besides, the students could not be better at speaking because of the limitation of vocabulary, producing inappropriate sounds, and misunderstanding the grammatical accuracy. Thus, the students' participation in the classroom and the students' speaking ability are the main issues to be explored in the research.

Referring to speaking activities in class, Harmer (2001) explains that the speaking assignment should encourage students to use every language in its comments to encourage them to do the task. The speaking assignment should include three basic activities: rehearsals, feedback, and engagement. Rehearsal is to invite students to discuss freely by allowing them to practice discussion outside the classroom. Feedback is a speaking task in which students try to use all and whatever language they are good at, completing feedback for both lecturers and students. In engagement, good speaking can and should be very motivating. In this case, the lecturer and students must become a package of in-class activities to motivate and achieve language goals. According to Richard (2008), mastery of speaking skills in English is primary for many foreign and second language learners. In line with that, Ur (2012) states that communicating orally and fluently in both formal and informal interactions is the main goal of many language learners. For this reason, lecturers must be more creative in designing classroom activities to improve students' abilities in promoting oral fluency.

What is speaking? In line with this question, some experts proposed the definition of speaking as follows; Speaking is an activity to deliver information through words or sentences. Some experts proposed the definition of speaking.

Speaking is a piece of conveying information through words or sentences. Speaking is also a part of daily life activity one takes for granted. Brown & Yule cited in Soraya (2017:1) define that speaking is something that is needed in commucation since commucation is connected with oral interaction, it an crucial components in daily life in building the relationships.

Aspect of Speaking Skill

There are some aspects of speaking which focused in this research. Those aspects are pronunciation, vocabulary, fluency, comprehension, and grammatical accuracy.

a. Pronunciation

Szyszka (2017:6) States that the process to pronounce a word in order to create a particular sound which it is depended on the use of a phonetic in a language is known as pronunciation.

b. Vocabulary

According to Jackson, as cited in (Almunawaroh, 2016:27) stated that some words that used by a person in a particular activity is known as the vocabulary.

c. Fluency

Fluency is provided by producing interesting classroom activities in which students have to generate the idea, negotiate to mean, use communications tricks, have proper understanding and keep the conversation going.

d. Comprehension

Comprehension comes from the context in which the language occurs and from extra-linguistic information.

e. Grammatical Accuracy

It means the speakers can combine the vocabulary, grammar, and pronunciation in appropriate order and function. For Accuracy, the attention is at the ratio of correct to incorrect tense use or word order.

f.   Students' Task

The students' task was referred to the digital storytelling–based Dayaknese folklore. In this case, the students prepared the story from the Dayaknese culture. The researchers chose Dayaknese culture because most of the students in the A5 class are from the Dayaknese. It is done to explore more knowledge and also cultural experiences.

Digital Storytelling

One of the techniques used to help students to find ideas to speak more easily is storytelling. According to Anwar (2016:106), storytelling involves the act of 'retelling'a story verbally to audience, often by improvisation or establishment, as a means of entertainment, education, cultural preservation, and instilling moral values. Students can learn to listen and communicate with others through storytelling. Storytelling is a technique for assisting pupils in expressing their ideas, developing stories, and concluding them. Students study what the speaker said, consider what the speaker meant, and comprehend the tale's content before providing information based on what they learned from the story. They can work on their English skills. Storytelling allows kids to learn new experiences while also allowing them to create relationships with their classmates. They may socialize and establish characters based on the stories they are told. Storytelling is an effective approach to exchanging information, shaping experiences, and understanding you in connection to others. Students will improve their ability to communicate communication and thoughts and feelings.

Storytelling is one of the approaches widely utilized in language learning. Cameron (2016), storytelling makes students more active in learning English because they get more impression and give an active soul. Storytelling is an oral activity, and stories have a shape because they are intended to be heard and feature various settings and participation. This suggests that storytelling is an oral activity with its form, as it is performed in various settings and with audience participation. In line with that, Ling in Julia (2015: 14), storytelling as a learner-centered method helps the students to use the information and delivers the

messages to others. Thus, it can be said that storytelling is a teaching method in which the students are asked to retell the content of the stories in different word constructions by involving a certain interaction between the storyteller and the listener.

Therefore, this research focuses on Applying digital storytelling–based Dayaknese folklore to boost students speaking skills. The research aims to explore the student's participation and improvement in speaking skills by applying digital storytelling–based Dayaknese Folklore. By applying digital storytelling–based on Dayaknese folklore, it is hoped that the students will engage in all speaking activities actively and enthusiastically because they can be more active in designing the media or tools for storytelling. Referring to the above problems, the researchers intend to conduct Classroom Action Research. In this research, the researchers will apply some cycles that consider the student's problems and respond to the learning process.

METHOD

The method describes the theory of how the investigation should precede that engages analysis of the principles and mechanism in a particular field of investigation. Referring to the problem found, the most appropriate method to be used is Classroom Action Research (CAR). Classroom Action Research is an action research which is occurred in order to improve the quality of teaching and learning process, Suhardjono as cited in (Erfiani, 2017:2). In line with that, in conducting the classroom action research, the researcher used Kemmis & Mc Taggart (as cited in Abrahan, et al. 2018:2) in which each cycle consists of four steps: plan of action, implanting of action, observing and evaluation analysis, and reflection. In this research, the researchers applied one cycle. It considers the student's problems and responds to the learning process.

Researchers conducted this research on the third-semester English Education Study Program students in STKIP Persada Khatulistiwa Sintang. The students of class A5 are selected as the subjects of the study. The class consists of 4 males and 18 females. The students of class A5 were used as research subjects

because based on the researcher's observation, their ability to speak needs to be improved. The researchers used an observation sheet, field note, interview, and speaking assessment task to collect the data. The observation sheet provided close-ended questions for every meeting so the collaborator could directly choose the response option (Cresswell, 2012). It was about the student's involvement during speaking class through digital storytelling-based Dayaknese Folklore.

There were two kinds of data. Qualitative data and quantitaive data. Qualitative data was taken from observation, fieldnote, and interview. Then, for quantitative data was taken from the students speaking test. The researchers referred to some steps proposed in analyzing the qualitative data. The first step was assembling the data. In this step, the researcher collected all data that had been obtained, reviewed the initial or revised questions, and started to look for broad patterns, ideas, or trends that seemed to answer the questions. The second step was coding the data. In this step, the data is grouped into more specific patterns or categories, identifying the data sources that might be coded as qualitative or quantitative. The third step was comparing the data, where the researchers compared the data to see whether the data said the same thing or contradiction. The next step was building meaning and interpretations. Here, the researcher analyzed the data several times to pose questions, rethought connections, and develop an explanation of the situation. Finally, the last step was reporting the outcomes. In this step, the researcher described the context of the research, outlined the findings, and how the researcher organized the whole research. For the quantitaive data, the reseachers analized the students' speaking score by using speaking rubric.

FINDING AND DISCUSSION

The research was conducted in only one cycle. It referred to the student's involvement and improvement in speaking ability. The research subject is the third-semester students of the English Language Education Study Program of STKIP Persada Khatulistiwa Sintang, which consisted of 22 students. The cycle

consisted of two meetings; the first meeting was for an explanation of the application of digital storytelling, things the students have to do, and the procedure to submit the video of the story to their social media accounts. The second meeting for the digital storytelling application included making a video of the story and publishing it on their social media account. Referring to the problems found, the students were weak at speaking because of the lack of motivation and media to support the speaking activities, so the students tended to be inactive in speaking class. The researchers applied digital storytelling techniques to solve the students' problems in teaching speaking. It is the appropriate technique to motivate and stimulate students to participate in a speaking activity. Besides that, the students also work hard to create a digital storytelling product in the video.

1. The Implementation of Digital Storytelling – Based Dayaknese Folklore.

    The research was conducted on Tuesday and Wednesday, 21 - 22 September 2022. The credit for speaking subject was 6 credit semester. The researchers did the procedures of teaching learning process based on the lesson plan in which the teaching – learning process was divided into three activities: pre-activity, main-activity and post-activity.

Table 1. The Implementation of cycle 1

Planning Phase	Lecturers as Researchers planned some activities of teaching and targets the students' behavior.
Acting Phase	Lecturers' activities in teaching **Pre-Activity** 1. Lecturer delivers greeting 2. Lecturer checks the students' attendance 3. Lecturer tells students the objectives of learning 4. Lecturer introduces Digital storytelling technique to the students **Main- activity** Applying Digital Storytelling technique: 1. Lecturer explains the digital storytelling technique. 2. Lecturer shows the videos of the digital storytelling. 3. The lecturer invites the students to discuss the issues surrounding the digital storytelling. 4. Lecturer works with the students to discuss on speaking rubric for digital storytelling, which is consists of vocabulary, pronunciation, fluency, grammatical accuracy, and performance. 5. Lecturer asks the students to prepare folklore based Dayaknese.

	6. Lecturer asks the students to make a video of Digital Storytelling – Based Dayaknese Folklore and publish it in their social media account. **Post activity** 1. Lecturer works with students to take the conclusion.
Acting Phase	Lecturer implemented the procedures of teaching speaking by using Digital Storytelling technique based on the planning.
Observing Phase	The collaborators did the observation both to lecturer's teaching practice and students' process of learning. The collaborators wrote notes for the reflecting phase.
Reflecting Phase	Both lecturer and collaborator reflected and evaluated the action phase.

In the teaching learning process, the student's involvement is very important. The researchers used observation sheets and fieldnote to recognize the students' involvement in the learning process. Those instruments were used to explore the students' participation and involvement in the speaking activity in the classroom. The findings were taken from the observation sheet field notes. The findings were described as follows; based on the observation sheet, the overall activity ran well. Both of students and the lecturer played their roles well. The students were coming to be active in the classroom, discussing digital storytelling, and the mechanism of publishing the video. They were motivated to follow the teaching-learning process; the students were enthusiastic in asking about making videos and also finding folklore. The students could work cooperatively. The researchers used an observation sheet with seven items to be scored to assess the student's involvement in the classroom. The percentage of students involved was 88%, which was considered very good.

Based on the field notes, the findings consisted of two parts, the first was for the lecturer's performance in teaching speaking by applying digital storytelling technique, and the last was the students' behavior in the learning process. The observer noted some findings based on the process of teaching-learning. Firstly, the lecturer triggered the students very well. However, the lecturer could prepare more interesting and tricky questions so that the students could be more triggered later. Then the lecturer was calm in delivering the material, giving instructions, and motivating the students. Secondly, the students looked

very enthusiastic to begin the teaching learning process. It had prepared the learning aids, and most of them also prepared a dictionary. Thirdly, the students were enthusiastic about following the teaching learning process and serious about learning about digital storytelling.

Based on the interview, the students mentioned they were involved in the digital storytelling technique. They also were motivated to speak through digital storytelling techniques. The students were excited to find something new in the manual storytelling. In digital storytelling, they have to have technical skills in designing the video, combining it with the music and picture, determining the character in the story, and publishing the video of digital storytelling on their social media account. The students were enthusiastic about finding the dayaknese folklore from their village, area, or tribe. This technique challenges the student's ability to speak and also technology. In speaking itself, the students have to be concerned about the speaking aspects, such as vocabulary, pronunciation, fluency, grammatical accuracy, and students' performance.

7. Students' Speaking Test

The quantitative data were collected by using a test. The lecturer gave the test to the students to assess the student's ability to speak. In the test, the lecturer assessed the student's test using a scoring rubric. The scoring rubric of speaking skills used in this research was adapted from the speaking rubric of Maulany (2013: 35). The rubric accommodates speaking skills, including vocabulary, pronunciation, fluency, grammatical accuracy, and student tasks. The average score on the student test was 83,61, categorized as very good. The exact percentage of the student's score can be seen from the data below.

Table 2. The percentage of student's score in speaking aspects

| Speaking Aspects	Number of Students Percentage	Scale / percentage				
		1	2	3	4	5
Vocabulary	Number of Students	-	-	-	17	4
	Percentage	-	-	-	80,95%	19%
Pronunciation	Number of Students	-	-	4	14	3
	Percentage	-	-	19%	66,66%	14,28%
Fluency	Number of Students	-	-	-	17	4
	Percentage	-	-	-	80,95%	19%
Grammatical Accuracy	Number of Students	-	-	6	15	
	Percentage	-	-	28,57%	71,42%	0,00%
Task	Number of Students	-	-	-	3	18
	Percentage	-			14,28%	85,72%

From the table above, students' scores assessed five categories for speaking aspects in the test. Those categories referred to the aspect of speaking skills. Vocabulary aspects deal with the appropriate words used related to the topic. Pronunciation is related to the student's ability to pronounce the right sound concerning spelling, intonation, stress, and phone. Fluency is the student's ability to speak without any disturbance while speaking. Grammatical accuracy is the student's ability to construct the grammatical sentence; the last is Task, which is related to the student's product. It considered the process of students making a digital storytelling video, designing and compiling the pictures with different effects and characters, and publishing the digital storytelling video to their social account. There were five scales or percentages in determining the student's achievement. Those scales are derived from the level of the student's ability (poor (1), average (2), good (3), very good (4), and excellent (5)). From those aspects of speaking, the students score mostly on a scale of 4 and 5 for each of the aspects.
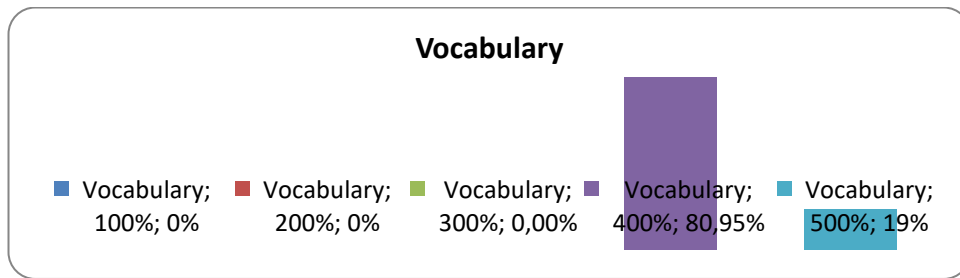
Graph 1: Students' Vocabulary Result

There were five scales or percentages in determining the students' achievement. Those scales are derived from the level of students' ability (poor (1), average (2), good (3) very good (4), and excellent (5)).

From those aspects of speaking, the students score mostly on scales of 4 and 5 for each aspect. For vocabulary, 17 students got very good, four got excellent, and the percentage was 80.95%, and 19%.
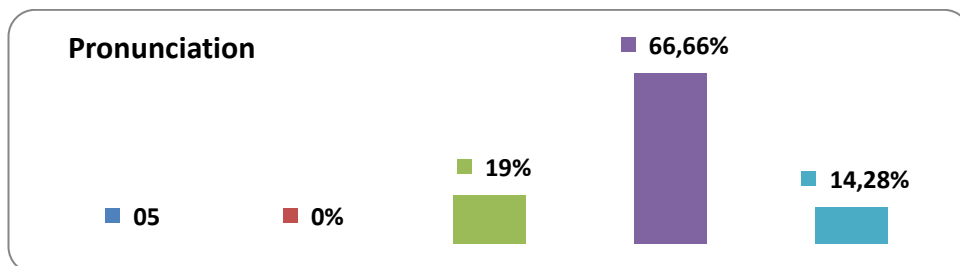

Graph 2: Students' Pronunciation Result

From the data above, it can be seen that, for pronunciation, four students got average, 14 students got good, and three students got excellent, and the percentage was 19% for the average category, 66.66% for the good category, and 14.28% for the excellent category.
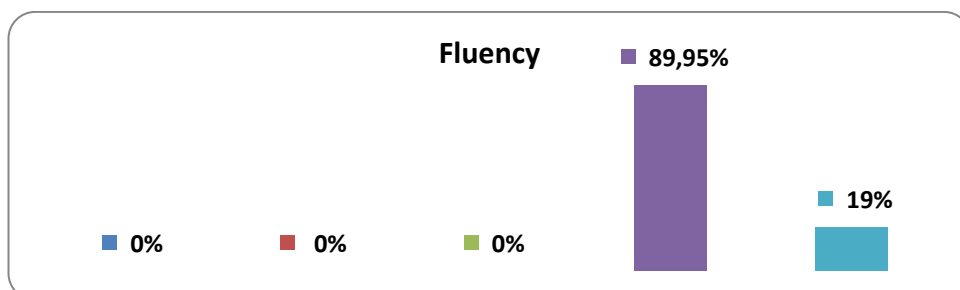

Graph 3: Students' Fluency Result

Almost all students are fluent in speaking, which can be seen from the acquired percentage and the number of students who place the level. There were 17 students (89.95%) for very good level and four (19%) who got excellent. There was no big difference with others, and grammatical accuracy was considered good with the student's achievement, with six students (28.57 %) for good level and 15 students (71.42 %) for very good. The graphic for grammatical accuracy can be seen below;
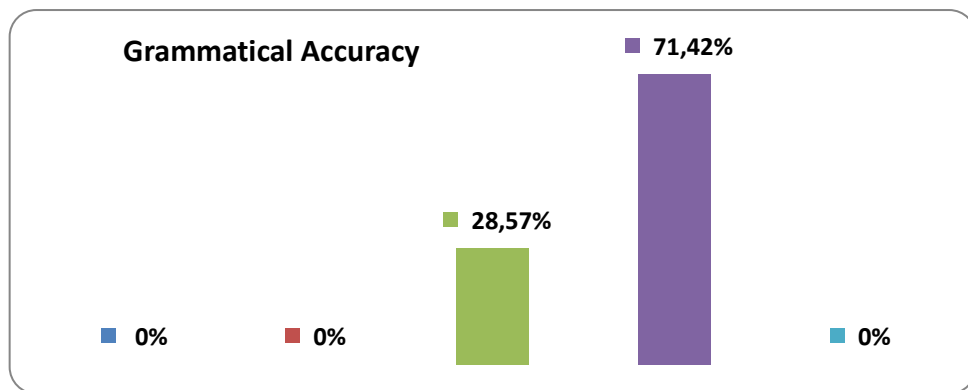
Graph 4: Students' Grammatical Accuracy Result

The last speaking aspect used in this research was a task, and all the students could follow and do the task given by the researcher. The task result can be seen in graphic below:
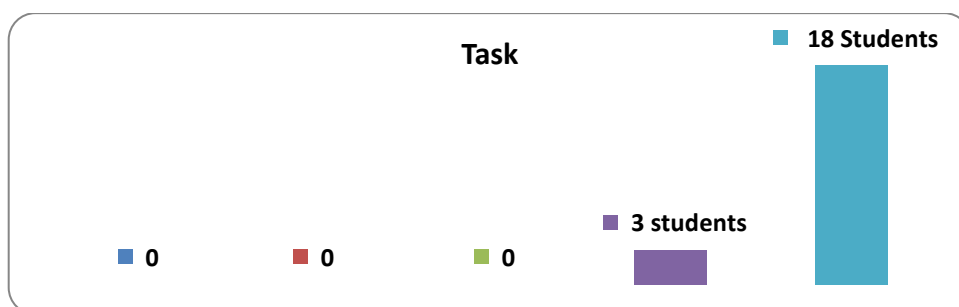
Graph 5 : Students' Task Result

From the graph above, the results can be explained that as many as 21 students have succeeded in fulfilling the speaking assessment (vocabulary, pronunciation, fluency, and grammatical accuracy) that have been determined by the researcher with excellents category for 18 students and very good category for three students.

From the finding, researchers found that digital storytelling based on dayaknese folklore when it is used in the classroom during English subject help students to improve their English speaking ability. Storytelling allows kids to study new experiences while also letting them create relationships with their classmates. They socialize and establish characters primarily based on the tales they're informed. Storytelling is an effective method to exchange information, form experiences, and understand yourself in connection to others. Students improved their ability to articulate communication, thoughts, and feelings.

In this research, the researcher implemented the digital storytelling to peer the effect of the students in speaking. In this look, the lecturer explained the digital storytelling to prepare the students for this technique. Afterward, the lecturer asked the students to prepare their memories, and they needed to tell their friends. The digital storytelling allows the students to share their ideas, should make students energetic in gaining knowledge of the process, and make the class more exciting.

As the result in students' task, it showed that 14.28% or three students in very good categorized and 85.72% or 18 students in excellent categorized. The digital storytelling technique can utilized in English speaking as it stimulated the students be more energetic in speaking.

CONCLUSION

The implementation of digital storytelling used by the researcher was appropriate for students because they were more active in speaking up in class. Digital storytelling promoted students who were still confused when they wanted to speak up and lacked confidence. They can develop their pronunciation. Their enthusiasm was high, and they were confident in improving their speaking skill. Students should actively speak in English. They can practice with their friends and also do English day in the class. It can increase their ability to speak, and then they can feel more confident when practicing speaking daily. In another way, digital storytelling could preserve regional culture because it uses stories based on local wisdom around students. Based on the research result of digital storytelling

based on dayaknese folklore to boost students' speaking ability, the researcher gives a conclusion that the research went well, as can be seen from the student's task that 14.28% of three students in very good categorized and 85.72% or 18 students in excellent categorized

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