STUDENTS' SPEAKING SKILLS USING DIGITAL STORYTELLING MEDIA AT THE UNIVERSITY LEVEL

Darningwati 1
Universitas Baturaja, Indonesia darningwatimustakim@gmail.com

Ratih Utami Ramadhaniati 2
Universitas Baturaja, Indonesia, ratihutamiramadhaniati@gmail.com

Abstract
The purpose of this study is to describe the speaking skills of third semester students of the Indonesian Language and Literature Education Study Program using digital storytelling media. And describe what factors influence the ability of third semester students of the Indonesian Language and Literature Education Study Program using digital storytelling media. The method used in this study is a descriptive method. The population in this study were 45 third semester students of the Indonesian Language and Literature Education Study Program. The sample in this study was all 45 third semester students of the Indonesian Language and Literature Education Study Program. The research method is a descriptive method. Based on the results of the analysis of the abilities of third semester students of the Indonesian Language and Literature Education Study Program in this study, the average score was 75.66 in speaking using digital storytelling media. This can be interpreted that third semester students have the category of being able to speak using digital storytelling media.
Keywords: *Media, Digital Storytelling, Speaking Skills*

Abstrak
Tujuan dari penelitian ini untuk mendeskripsikan keterampilan berbicara mahasiswa semester III Program Studi Pendidikan Bahasa dan Sastra Indonesia menggunakan media *digital storytelling*. Dan mendeskripsikan faktor-faktor apakah yang mempengaruhi kemampuan mahasiswa semester III Program Studi Pendidikan Bahasa dan Sastra Indonesia menggunakan media *digital storytelling*. Metode yang digunakan pada penelitian ini adalah metode deskriptif. Populasi pada penelitian ini adalah mahasiswa semester III Program Studi Pendidikan Bahasa dan Sastra Indonesia yang berjumlah 45 orang.Sampel dalam penelitian ini adalah seluruh mahasiswa semester III Program Studi Pendidikan Bahasa dan Sastra Indonesia yang berjumlah 45 orang.Metode penelitian adalah metode deskriptif. Berdasarkan hasil analisis kemampuan mahasiswa semester III Program Studi Pendidikan Bahasa dan Sastra Indonesia dalam penelitian ini mendapatkan nilai rata-rata yaitu 75,66 dalam berbicara menggunakan media *digital storytelling*.Hal ini dapat diartikan bahwa mahasiswa semester III memiliki kategori mampu dalam berbicara menggunakan media *digitalstorytelling*.
Kata Kunci: Keterampilan Berbicara, *Digital Storytelling*

INTRODUCTION

Current education is geared more toward equipping students with skills that can be used as preparation for entering the workforce, both through formal and non-formal education. Students must be able to develop their potential to compete in today's era. Through educational institutions, students are expected to be more creative and innovative in developing their skills. Students in the Indonesian Language and Literature Education Study Program at Baturaja University are required to master language skills, namely listening, speaking, reading, and writing.

Speaking is a productive skill (Pradita et al., 2021; Firmaningrum et al., 2024). Therefore, students must frequently practice speaking to become effective public speakers. According to the Syllabus and Semester Lesson Plan (RPS) for Semester II of the Indonesian Language and

Literature Education Study Program, the Speaking Skills Development course is a practical course for students to develop public speaking skills.

Observations revealed that students in the Indonesian Language and Literature Education Study Program still face several obstacles in practicing speaking. This is due to several reasons, including: (1) students lack confidence in performing in public; (2) Students still use conventional media to practice speaking, such as carrying small notes.

The author's findings regarding students' lack of confidence when speaking were also found in research (Hidayati, 2021). In light of this phenomenon, the researcher conducted a study to determine students' speaking skills when using digital media.

Education in this digital era is changing how people view life in a highly sophisticated way. One approach used in education is the development of digital technology-based learning media in the form of Digital Storytelling (DST). (Fajrideani et.al 2024); (Fadillah, I., & Dini, K, 2021) state that Digital Storytelling is a way of conveying stories, whether fictional or real, that can be accompanied by images, text, audio, or video.

The type of speaking that is appropriate for digital storytelling (DST) is storytelling. Several studies have shown that digital storytelling media can improve language skills, one of which is speaking, and can be used as an alternative creative and innovative strategy so that learning becomes effective (Choo et al., 2020; Fadillah, I., & Dini, K, 2021; Rambe et al., 2021; Wahyuni et al., 2021; Solichah, N., & Hidayah, R., 2022; Fortinasari et al., 2022; Fahmi, B., & Rahmanudin, I. (2022).

Based on the results and discussions of these researchers, it can be concluded that digital storytelling is an alternative medium that can increase learning interest. Therefore, the researchers are interested in using digital storytelling in the teaching process of speaking courses to improve students' public speaking skills.

Therefore, the research question is how third-semester students in the Indonesian
 Language and Literature Education Study Program improve their speaking skills using DST and the factors that influence this.

THEORITICAL REVIEW
A. Digital Story telling

(Fahmi, 2022) states that Digital Storytelling (DST) is a combination of several skills or ancient artistic improvisations in storytelling or storytelling expression that utilizes multimedia in its digital creativity.

Digital storytelling is a combination of various multimedia features such as graphics, text, recordings, sound, songs, music, and videos with the art of storytelling to present specific material or points within a specific timeframe and packaged in an engaging digital format (Fortinasari et al., 2022; Najla et.al., 2022; Astrida et al., 2024). It can be concluded that digital storytelling is a method of storytelling that combines narrative, text, audio, images, and music, packaged in a digital format and delivered through digital multimedia. This aligns with the opinion of (Choo et al., 2020), who stated that speakers using digital storytelling must design stories utilizing multimedia, including images, audio, text, and video.

B. Digital Storytelling Categories

There are five categories of DST proposed by Fornitasari et al., 2022: (1) photo stories are digital stories that combine images and text only; (2) video stories are words or phrases combined with images to create a short film or simple video presentation; (3) presentations are not just images and text, but usually include a voice narrating the images and text displayed; (4) staging shows real-life actions, speech, and settings; and (5) video clips are the most sophisticated DST because they contain images, spoken words, voice recordings, music, animation, and other multimedia to create a meaningful story.

C. Strengths and Weaknesses of Digital Storytelling

Based on the National Educational Technology Standards (Rosadi et.al, 2023), several advantages of DST are outlined below. (1) It is engaging and suitable for use with a variety of learning styles; (2) It fosters interest, attention, motivation, creativity, and self-confidence in the classroom; (3) It enhances several skills; (4) It develops communication skills; and (5) It promotes mastery of digital technology. Meanwhile, the weaknesses of DST include less than optimal results if a person lacks understanding of how to use computers, the internet, and digital

multimedia, and is not careful in creating storyboards and scenarios, as well as selecting the right cast.

D. Speaking Skills

According to (Susanti, 2020), speaking skills are the ability to use language to convey ideas and thoughts directly. Furthermore, speaking skills can also be defined as a person's ability to express intentions and feelings verbally (Harianto, 2020). According to (Magdalena et al., 2021) and (Tarigan et al., 2023); (Santoso et.al, 2020), speaking also has the primary goal of communicating effectively so that the message conveyed is received effectively (Maisyurah, 2024). As a language skill, speaking skills cannot be acquired instantly by students but require extensive practice.

METHOD

This study used descriptive method. The population and sample were 45 third-semester students in the Indonesian Language and Literature Education Study Program.

The research techniques used were as follows:

1. Data collection used a Performance Test and Questionnaire.

2. Data analysis used a Performance Test given to third-semester students in the Indonesian Language and Literature Education Study Program. In this activity, all students were given time to create a simple digital storytelling medium. The media they created was then used to assess their speaking skills. Upon completion, the data on students' speaking skills using the digital storytelling medium in this study was analyzed.

The steps for analyzing speaking test data are as follows:

1) Test results are scored using a modified assessment rubric.

2) All test results are then assigned a score on a scale of 10-100. The scores obtained are analyzed to determine the standard score achieved by each individual using the following formula.

$$\text{Value} = \frac{\text{Raw Score}}{\text{Ideal Maximum Score}} \text{ X } 100$$

3) Determine the average student score for presenting using the following formula.

$$X = \frac{\Sigma X}{N}$$

Where:

ΣX = Total score

N = Number of research samples

4) To determine whether students are able to speak using digital storytelling media, a percentage calculation is used. The assessment criteria can be seen in Table 2 below.

Table 2. Assessment Criteria

Number	Score	Letter Grade
80 –100	A	Very capable
66 – 79	B	Capable
56 – 65	C	Fairly capable
45 – 55	D	Less capable
00 – 45	E	Not capable

Source: Sudijono (2017).

The questionnaire data analysis technique in this study was conducted with the aim of obtaining additional data on students' interests and attitudes toward speaking courses.

FINDINGS AND DISCUSSION

1. Performance Test

a. Data Description

This research was conducted at Baturaja University, Faculty of Teacher Training and Education, Indonesian Language and Literature Education Study Program, on 41 third-semester

students. The sample size was supposed to be 45 students, but four students were absent during the study. Data collection was conducted using a speaking test (performance) using digital storytelling media on Monday, Tuesday, Wednesday, and Thursday.

The test was conducted to assess the third-semester students' speaking skills using digital storytelling media. The time allocation for this test was 3 x 50 minutes for each session, and was conducted over four sessions. After the test, the author determined scores using five assessment aspects: (1) intonation; (2) pronunciation; (3) diction; (4) expression and performance; and (5) systematic speaking using digital storytelling media.

In this case, the researcher asked for help from one of his teaching colleagues in the Indonesian Language and Literature Education Study Program to be assessor 1 and the researcher himself as researcher 2.

Description of Frequency Distribution of Student Scores Based on 2 Assessors

Based on the test results data, the frequency data of third semester students' speaking ability using digital storytelling media based on two assessors is as in table 5 below.

Table 3. Percentage of Scores from Assessor 1 and Assessor 2

No	Scor	Frequency		Total	Percentage (%)
		Assessor 1	Assessor 2		
1	22	4	1	5	6.10
2	21	2	4	6	7.32
3	20	15	6	21	25.61
4	19	4	14	18	21.95
5	18	13	9	22	26.83
6	17	-	4	4	4.88
7	16	1	-	1	1.22
8	15	2	1	3	3.66
9	14	-	2	2	2.44
10	13	-	-	-	0
	Jumlah	**41**	**41**	**82**	**100**

The results of the speaking ability test of semester III students using digital storytelling media based on two assessors, the maximum score is 25. There are 5 students who get a score of 22, 6 students who get a score of 21, 21 students who get a score of 20, 18 students who get a score of 19, 22 students who get a score of 18, 4 students who get a score of 17, 1 student who gets a score of 16, 3 students who get a score of 15, and 2 students who get a score of 14.

b. Data Analysis

The results of the calculation of students' speaking ability tests using storytelling media are arranged in a distribution list and can be presented in table 4 and graph 1 below.

Table 4. Percentage of Data Analysis Results of Speaking Ability Scores of Two Assessors

No.	Predicate	Total	Percentage
1	Very capable	10	24,39
2	Capable	28	68,29
3	Fairly capable	3	7,32
4	Less capable	0	0,00
5	Not capable	0	0,00
Total		41	100

Based on table 4, students' ability to speak using digital storytelling media, as many as 10 students are classified as very capable of speaking or 24.39%, as many as 28 students or 68.29%, are classified as capable of speaking and as many as 3 students or 7.32% are classified as quite
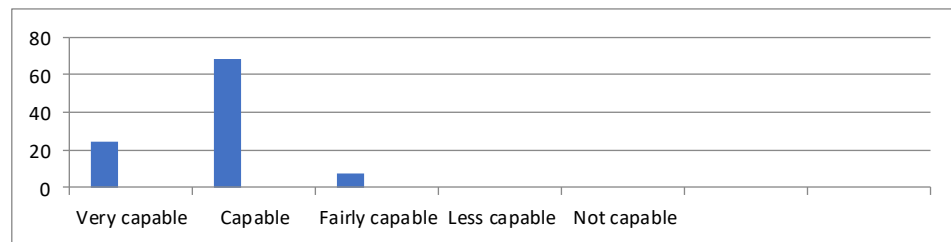
Graph 1. Percentage of Speaking Ability Scores of Semester III Students

2. Questionnaire
a. **Questionnaire Data Description**
    This questionnaire data was obtained through a questionnaire containing a sheet of questions given to 41 third-semester students in the Indonesian Language and Literature Education Study Program, Faculty of Teacher Training and Education, Universitas Baturaja (Unbara). The researcher distributed this questionnaire to obtain additional data and to determine the factors influencing third-semester students' speaking abilities, as well as to support previous student test data.

b. **Questionnaire Data Analysis**
    After administering the test, the researcher also administered a questionnaire to third-semester students in the Indonesian Language and Literature Education Study Program, Faculty of Teacher Training and Education, Unbara. The questionnaire data was analyzed using the following formula.

$$P = \frac{F}{N} \times 100\%$$

Description:
P = Percentage number
F = Frequency whose percentage is being sought
N = Number of Classes (Total frequency/number of individuals)

3. Calculation of Average Value
    The calculation of the average value can be calculated using the following formula.

$$X = \frac{\Sigma X}{N}$$

Description:
X = Total score
N = Total number of sample students

    Based on the results of the data analysis on the ability of third semester students to speak using digital storytelling media, the total score was 3102 and the number of samples was 41 students, so the following scores were obtained:

$$X = \frac{3102}{41}$$
$$X = 75{,}66$$

So the average value is 75.66

    Based on this value, it can be interpreted that third semester students of the Indonesian Language and Literature Education Study Program are categorized as being able to speak using digital storytelling media.

DISCUSSION
    The analysis of the speaking skills of third-semester students in the Indonesian Language and Literature Education Study Program in this study yielded an average score of 75.66 for speaking

using digital storytelling. This indicates that third-semester students are considered competent in speaking using digital storytelling.

Meanwhile, considering the five assessment aspects, the first aspect most students mastered when speaking using digital storytelling was the systematic delivery of information. This was evident from the scores given by assessors 1 and 2, which ranged from 3 to 5. Furthermore, the second aspect mastered by third-semester students when speaking using digital storytelling was pronunciation. This was evident from the scores given by assessors 1 and 2, which ranged from 3 to 5. The third aspect mastered by third-semester students when speaking using digital storytelling was the use of diction. This was evident from the scores given by assessors 1 and 2, which ranged from 3 to 4. The fourth aspect mastered by third-semester students when speaking using digital storytelling was the use of intonation. This can be seen from the scores given by assessors 1 and 2, which ranged from 3 to 4. The fifth and final aspect mastered by third-semester students in speaking using digital storytelling media was expression and performance. This can be seen from the scores given by assessors 1 and 2, which ranged from 2 to 4. This explanation can also be seen in graph 2 below.

Five Aspects of Speaking Assessment

- Intonation — 297
- Pronunciation — 314
- Diction — 298
- Expression/Performance — 273
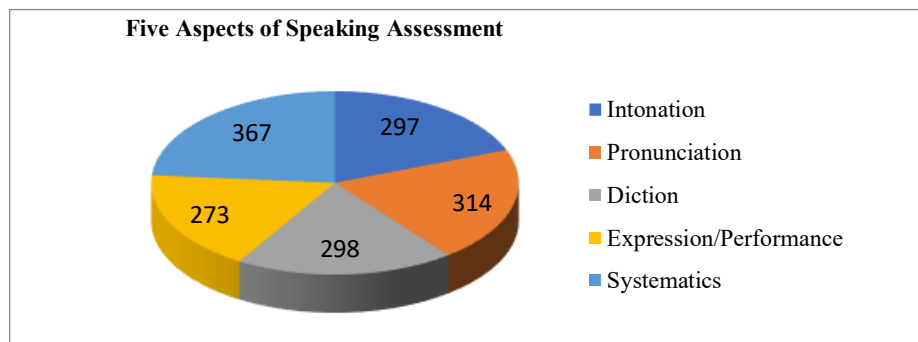- Systematics — 367

Chart 2. Total Score of Five Assessment Aspects in Speaking

Based on the graph above, it can be seen that third-semester students in the Indonesian Language and Literature Education Study Program still face several challenges, particularly in terms of expression and performance.

Expression and performance are crucial aspects of speaking. If someone speaks without expression, the speaker's message will not be conveyed optimally. The same applies to the speaker's performance. A good speaker must be able to use calm, natural, and relaxed body language and demeanor. Eye contact should also be comprehensive, directed at the audience.

This also aligns with the opinions of (Ilham et al., 2020; Shanie et al., 2021), and (Hira et.al. (2025), who state that effective speaking requires attention to both linguistic and non-linguistic factors.

Linguistic factors include: (1) accuracy of speech, (2) appropriate stress, tone, and syntax, and duration, (3) word choice (diction), and (4) accuracy of the target audience.

Non-linguistic factors include: (1) a natural, calm, and relaxed demeanor; (2) directing one's gaze toward the other person; (3) appropriate gestures and facial expressions; (4) loudness of voice; (5) fluency; (6) relevance/reasoning; (7) mastery of the topic.

Furthermore, data analysis from a questionnaire conducted with 41 students revealed that students enjoyed the Speaking Skills Development course because it aligns with its name and the learning process utilizes media and includes a lot of practice, as required. Many students also understood digital storytelling, although some still struggled. Many students understood the assessment aspects of public speaking or storytelling, although some still lacked optimal application.

Based on the discussion above, it was found that third-semester students' ability to speak using digital storytelling media fell into the "able" category, although some still struggled to speak using digital storytelling media. Factors influencing students' ability to speak using digital storytelling media included a lack of mastery of several aspects, such as the use of diction, intonation, pronunciation, and, in particular, appropriate expression during performance. However, extensive study and understanding of the material, as well as practicing public speaking, will significantly help students hone their speaking skills. This will become one of their skills, as well as their future professional teaching careers.

CONCLUSION

Based on the research results and discussion, it can be concluded that third-semester students in the Indonesian Language and Literature Education Study Program, Faculty of Teacher Training and Education, Baturaja University, are capable of speaking using digital storytelling. This is evident in the average score of 75.66. Meanwhile, based on the questionnaire data analysis and discussion, it can be concluded that students are interested in the speaking development course because it is presented, as the name suggests, using learning media and speaking practice, which can hone their speaking skills. Students also understand the use of digital storytelling as a medium to improve their speaking skills and the aspects that need to be considered when speaking, especially in front of a large audience.

Factors affecting students' speaking ability include a lack of mastery of several assessment aspects, including expression and performance. This can be minimized by more diligent and regular practice to develop the ability, even skill, to speak in public, as a skill that can support their future professional development.

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