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Enhancing Fourth Grade Students' Speaking Skills through Digital Storytelling at SDN Sumodikaran 1

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Abstract—Technology is evolving rapidly, In the globalized world of education technology has a very important role with the existence of technology educators can further streamline time for study activities and practice inside the classroom and can help improve educational standards. However, there are still many shortcomings in student learning outcomes. This is an impetus to develop more innovative learning models such as Digital storytelling. The issue of this research is the deficiencies in students' english speaking skills in grade 4 at SDN Sumodikaran 1, students have difficulty in speaking practice due to limited vocabulary, In addition due to the unfavorable environment, students also have no interest in learning to speak English. With this study, the author intends to develop students' speaking ability utilizing the Digital storytelling approach. This case study is a research of classroom action and the data collection is done by mixed methods such as observation, interview, test and questionnaire. The findings of this study can help improve learning innovations that are more interactive and fun. In this study students participated directly in Digital storytelling so that students' speaking skills will be honed and students have the confidence to perform.

Keywords— Digital storytelling, Learning, Speaking ability

abstrak—Teknologi berkembang dengan cepat, Dalam dunia pendidikan global teknologi memiliki kedudukan yang sangat penting, dengan adanya teknologi para pendidik dapat lebih mengefektifkan waktu untuk kegiatan belajar dan praktek di dalam ruang kelas serta dapat membantu meningkatkan standar pendidikan. Namun, masih banyak kekurangan dalam hasil belajar siswa. Hal ini menjadi pendorong untuk mengembangkan model pembelajaran yang lebih inovatif seperti Digital storytelling. Masalah dari penelitian ini adalah adanya kekurangan dalam kemampuan berbicara bahasa Inggris siswa kelas 4 di SDN Sumodikaran 1, siswa mengalami kesulitan dalam praktek berbicara karena keterbatasan kosakata, selain itu karena lingkungan yang kurang mendukung, siswa juga tidak memiliki minat untuk belajar berbicara bahasa Inggris. Dengan penelitian ini, penulis bermaksud untuk mengembangkan kemampuan berbicara siswa dengan menggunakan pendekatan Digital storytelling. Studi kasus ini merupakan penelitian tindakan kelas dan pengumpulan data dilakukan dengan metode campuran seperti observasi, wawancara, tes dan kuesioner. Temuan dari penelitian ini dapat membantu meningkatkan inovasi pembelajaran yang lebih interaktif dan menyenangkan. Dalam penelitian ini siswa berpartisipasi langsung dalam Digital storytelling sehingga kemampuan berbicara siswa akan terasah dan siswa memiliki rasa percaya diri untuk tampil.

Kata kunci— Digital storytelling, Pembelajaran, Kemampuan berbicara

INTRODUCTION

Speaking English is a fundamental skill that students need to acquire in the process of language learning, particularly during their primary school education. In Indonesia, English language learning has been introduced from an early age, but mastering speaking skills is still a big challenge, especially in public primary schools. Many students have difficulty in expressing ideas orally due to limited vocabulary, lack of confidence, and learning methods that still focus on memorization and grammar. In today's digital era, technology-based approaches such as digital storytelling offer great potential to create more engaging, interactive and effective learning in improving students' speaking skills.

Based on initial observations at SDN Sumodikaran 1, it was found that fourth grade students tend to be passive in speaking activities in class. They rarely engage in discussions or oral presentations, and show limitations in developing sentences spontaneously. This is due to the lack of methods that encourage students to actively speak English in meaningful contexts. Therefore, it is necessary to find an approach that is able to facilitate students to speak more freely, fun, and in accordance with their world, such as digital storytelling. According to Purnama and Nurdianingsih (2019), speaking is a fundamental skill in English used for broad communication and information exchange.

Fitriana et al. (2024) revealed that digital storytelling had a positive impact on several aspects of learning, including increasing students' motivation, enhancing their engagement with technology, and fostering collaboration among peers. Hasanah et al. (2021) found that students' speaking abilities showed noticeable improvement after implementing digital storytelling. Moreover, the students reported enjoying the learning process, indicating that the activity was both effective and engaging. Smeda et al. (2014) employed a mixed-methods approach to examine the effectiveness of digital storytelling in teaching and learning. The results indicated that this method serves as an effective strategy for helping students deliver messages in a structured way within a relaxed and supportive learning environment.

Chan et al. (2017) concluded that digital storytelling enhances digital literacy skills in students, regardless of their starting proficiency levels. Additionally, the activity sparked students' interest in acquiring video production and editing skills. Liu et al. (2018) discovered that using digital storytelling not only stimulates student creativity but also improves their language output and fluency. Fitriyaningsih (2017) storytelling is an enjoyable technique that encourages students to express themselves based on the stories they have listened to.

Although various previous studies have proven that digital storytelling can improve students' motivation, collaboration, creativity, and speaking skills at the secondary and higher education levels, not many studies have specifically explored the effectiveness of digital storytelling on the speaking skills of elementary school students, especially grade IV students. In addition, most previous studies have not comprehensively integrated evaluation instruments such as observations, interviews, questionnaires, as well as pre-test and post-test to assess changes in students' speaking ability as a whole. Therefore, this study aims to fill the gap by focusing on the local context, namely at SDN Sumodikaran 1.

Knowing the extent to which digital storytelling can improve the speaking skills of fourth grade students at SDN Sumodikaran 1. Describing the responses and perceptions of students and teachers towards the application of digital storytelling in speaking learning. Analyze changes in students' speaking skills before and after the application of digital storytelling through pre-test and post-test. Based on the background and research objectives, the problem formulations in this study are: How does the use of digital storytelling enhance the speaking skills of fourth-grade students at SDN Sumodikaran 1 during the 2024/2025 academic year? How does the implementation of digital storytelling encourage fourth-grade students at SDN Sumodikaran 1 to become more motivated in speaking English throughout the 2024/2025 academic year?

Significance of the Study Theoretically, this research is expected to enrich theoretical studies in the development of English speaking learning, especially through a digital storytelling-based approach at the elementary school level. Practically For Teachers This research provides an alternative method of learning to speak that is creative and fun for students, and increases the effectiveness of the teaching and learning process. For Students: it can provide a more interesting and interactive learning experience through technology, so as to increase students' interest and speaking ability. For Further Researchers can be a reference for further research in the development of digital media for language skills at the basic education level.

METHOD

This research uses a type of mixed research conducted on February 15-25, 2025 in grade 4 of SDN Sumodikaran 1. The selection of participants was carried out using purposive sampling technique, namely determining the sample based on certain considerations that are relevant to the research objectives. In this case, class IV was chosen because it is at an active stage of language development and is suitable for the application of digital-based learning methods such as digital storytelling. The number of students in the class became the overall research participants. In describing the problem, researchers used 4 instruments, namely interviews, observations, pre-test and post-test questionnaires in collecting data on the first problem, researchers used questionnaire methods, pre-test and post-test. and to collect data from the second problem, researchers used observations and interviews.

Observation is a research method used to directly observe the situation in the field. (Jamshed, 2014). Observation is carried out by observing the entire process of teaching and learning activities in the classroom, in order to explore information on the extent of student understanding in speaking skills. Observations were carried out during the class action research, the results of observations were presented in the form of notes containing information about the teaching and learning process in the classroom such as teacher actions and student responses to classroom lessons.

Interviews are part of the data collection process to obtain data by asking questions and answers to explore the information needed. The writer conducted interviews with students and teachers before conducting class action research to find out how the teaching and learning process occurred in the classroom. Interviews include semi-structured, slightly structured, or unstructured interviews which are

more advisable in maintaining respondents' responses in the field over a longer period (Jamshed, 2014).

The questionnaire is data collected from collecting respondents' responses which are given a value or point to facilitate the data analysis process can use pseudonyms so that the data results obtained are more real. (Patten, 2016). The questionnaire is data containing several questions that are distributed to respondents in the form of handwriting or can be in the form of a link which is then answered by the respondent, the purpose of the questionnaire is to find out the size of the field situation and to find out the respondent's response to the research to be carried out as a consideration in continuing the further action.

Commonly, tests are conducted to measure students' abilities to help make decisions on the next steps to be taken. (Rahman, 2016). Test is one of the data collection methods conducted by circulating questions regarding students' comprehension of the material, tests can be conducted before and after the research session, tests can be in the form of several choice questions, filling in overlapping sentences and can take the form of oral. The following are the types of tests which are divided into 2: Pre-test is an activity of gathering scores on students at the beginning of class action to find out the initial understanding of students during the learning process in class. this research is also used as a trigger for data collection in the research to be carried out. Post-test is a data collection activity carried out at the end of the study, this assessment is conducted to determine or evaluate the extent of students' speaking.

This research is a classroom action research which was conducted in several cycles. Each cycle consists of four stages, namely: Planning: Developing learning tools, digital storytelling materials, and evaluation instruments (questionnaires, observation guidelines, interview guides, and pre-test/post-test questions). Implementation (Action): Applying digital storytelling techniques in English speaking learning activities in class IV. Observation: Observing the learning process, students' interaction, and students' response to the method used. Reflection: Analyzing the learning outcomes and evaluating the effectiveness of digital storytelling on improving students' speaking skills, to determine improvements in the next cycle if needed.

The following are the stages or steps in the implementation of the research:

Observing the ongoing learning process and identifying students' low speaking skills. Action planning develop a lesson plan using digital storytelling. Preparing research instruments (interview, observation, questionnaire, pre-test and post-test). Implementation of first cycle action teaching using digital storytelling according to the plan that has been prepared. Data collection conducting observations, interviews, and giving pre-test and post-test. Distributing questionnaires to measure student responses. Reflection of first cycle results evaluate the learning outcomes and determine if further action is needed. Second cycle implementation Make improvements and continue digital storytelling-based learning. Analysis and reporting.

analyze all data from each cycle to draw conclusions. Compile a report of the research results.

This research uses several data analysis techniques according to the type of data collected, namely: Quantitative Data (pre-test and post-test, questionnaire): Analyzed using descriptive statistics, such as calculating the average value, percentage increase in scores, and comparing pre-test and post-test results to see the improvement of students' speaking ability. Qualitative Data (observation and interview results): Analyzed using thematic analysis which identifies patterns, themes, and categories from observation data and interview transcripts to understand how students respond to the use of digital storytelling in learning to speak.

RESULT AND DISCUSSION

The writer uses 2 cycles consisting of planning, action, observation and reflection. to collect data on the formulation of the first problem the writer uses Questionnaire instruments and tests (pre-test and post-test) The following are details of the results of data collection.

Mazhar et al. (2021) explain that observation involves collecting data by directly watching activities or behaviors without the need to engage respondents in questioning. Meanwhile, interviews are carried out through direct interaction in the actual setting or field. Observation is carried out to find out the process that occurs in teaching and learning activities in the classroom. aspects of the assessment include class preparation before learning begins, motivation that the teacher fosters, presenting the indicators to be achieved, the media used, explanation of Digital storytelling, class concentration, delivery of material, implementation of Digital storytelling, student response, student opportunities to convey ideas or student activeness in asking questions and providing feedback. observation assessment categories include, Very good for perfect actions. Good defines good enough classroom action, Fair is given if it is below good, and Poor is the worst category. the average research results in each aspect are good categories, 2 very good categories for learning preparation and student response in the learning process.

Knott et al. (2022) describe an interview as a form of communication involving two or more individuals, in which a series of questions are asked to gather information. The main purpose of conducting interviews is to obtain responses that help complete the required data. Interviews were conducted with English teachers and 4th grade students of SDN Sumodikaran 1. The results of the interview showed that (1) the application of Digital storytelling is suitable for learning English, (2) The possibility of Digital storytelling sustainability will be applied but will be trialed first, (3) Students are enthusiastic in learning because the approach used is fun, (4) Student complaints regarding systematics such as noise from outside and the blackboard used as a projector screen is not comfortable when the video is played, (5) After applying Digital storytelling, students are getting more confident in learning English, (6) Students' motivation in learning English is rising, students are more enthusiastic in learning in class, (7) The strengths in applying Digital storytelling are that learning is more relaxed, fun and easier to understand, the weakness is technical problems that become obstacles in the classroom.

According to Mazhar et al. (2021), a questionnaire consists of a series of structured questions prepared in advance and distributed to participants to gather their responses. The writer used preliminary questionnaire and Questionnaire after

implementation to collect the data. The preliminary questionnaire showed the students' opinion about the English learning process in the classroom 66.6% answered very pleasant, 33.3% answered pleasant. 0% for unpleasant and very unpleasant. Students' opinions about speaking skills 30% found it very easy, 56.67% found it easy, 13.33% found it difficult, 0% found it very difficult. Students' knowledge about Digital storytelling 13.13% think they really know, 13.13% think they know, 70% think they don't know and 3.33% think they don't know. Students' opinions about the techniques used by English teachers that have been used in class. 20% answered often, 53.33% answered occasionally, 26.67% answered never and 0% answered very never. Students' enthusiasm in participating in English learning 23.33% were enthusiastic, 73.33% answered not enthusiastic, 3.33% answered very not enthusiastic and 0% were not enthusiastic.

Table 1 Test results

Students	MEAN			
	Pre-test 1	Post-test 1	Pre-test 2	Post-test 2
30	66.16	74.83	79.83	84.83

From the results of a series of tests, it shows that student learning outcomes in improving English speaking skills have improved. From the average student score in cycle 1, there were still many students whose scores did not meet the KKM in the pre-test to the post-test, the increase was 8,67%, so it is necessary to do cycle 2. In this cycle 2, the increase is 5% of the average of 30 students. Which more have exceeded the KKM from the results of this study can be considered successful in improving students' speaking skills through Digital storytelling techniques.

CONCLUSIONS

This study demonstrates that Digital storytelling is an effective method for enhancing English-speaking skills among fourth-grade students at SDN Sumodikaran 1. Through classroom action research conducted in two cycles, students showed significant improvement in their speaking abilities, confidence, and motivation. The integration of Digital storytelling made the learning process more interactive, enjoyable, and meaningful, as reflected in both qualitative (observations and interviews) and quantitative (pre-test and post-test) data. Despite initial challenges, such as technical issues and unfamiliarity with the method, students responded positively to the approach, and most were able to exceed the minimum competency criteria (KKM) by the end of the second cycle. Therefore, Digital storytelling proves to be a promising strategy for English language learning at the primary school level and can be further developed for broader classroom application. Based on the conclusions drawn from this study, the researcher offers the following recommendations for English teachers: Teachers are encouraged to create opportunities for students to practice speaking through simple daily conversations before lessons begin. Forming study groups can be an effective strategy to facilitate student discussions and peer learning. Considering the high learning enthusiasm of fourth-grade students at SDN

Sumodikaran 1, English teachers should support their interest by implementing innovative teaching methods and giving recognition or rewards to students who achieve the best performance.

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