

THE ADEQUACY OF UTILIZING COMPUTERIZED NARRATING TO FOSTER UNDERSTUDIES SPEAKING ABILITIES

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Abstract

Discourse is a useful expertise in making and involving language as speakers express various thoughts and attempt to pass on thoughts and messages. discourse as the most common way of coding her to convey one's considerations, thoughts and sentiments verbally. The thoughts, concepts, and emotions that the speaker wants to convey, influence, and interact with others and listeners are contained in voice messages. The study's findings and discussion of previous findings led the researcher to the conclusion that digital storytelling improves students' speaking fluency. Ability to talk is one of the most troublesome abilities to be dominated by understudies. This includes giving students timely and helpful feedback and, most importantly, the teacher's inability to motivate students. While some students require encouragement from the teacher, those who are still struggling also require praise when they are doing well. Every assignment that is assigned to students must be assisted by teachers, and teachers must also remind students that perfect work is not expected. To put it another way, students who are practicing their writing can make mistakes as long as they are willing to do so in order to improve their skills.

Key words: digital storytelling, speaking ability, technology, students

INTRODUCTION

Speech is a productive skill in creating and using language as speakers express different ideas [1], [2], [3] and try to convey ideas and messages [4], [5], [6]. In this case, the process of delivering the message is called the encryption process [7], [8], [9]. At the same time, the process of understanding the first speaker's message takes place [10], [11], [12]. Speech as the process of coding her to verbally convey one's thoughts, ideas and feelings [13], [14], [15]. That is, we verbally convey a message to someone [16], [17], [18]. Voice messages contain thoughts, ideas, and feelings that the speaker wants to convey, influence, and interact with others and listeners [19], [20], [21]. In this speech situation, the speaker conveys a message using words or phrases that contain content and listeners [22], [23], [24]. Speaking is making use of words in an ordinary voice, offering words, knowing [25], [26], [27], [28] and being able to use a language expressing one-self in words, and making speech [29], [30], [31].

Therefore, speaking ability is the one of the most difficult skills in English [32], [33], [34]. Indonesians are unable to express their thoughts, thoughts and feelings that they want to convey [35], [36], [37]. This makes some Indonesian students afraid and anxious about speaking English [38], [39], [40]. This is a serious problem that Indonesian English teachers need to perpetuate [41], [42], [43]. There are many ways to improve a student's speaking skills [44], [45], [46]. Similar to debates, discussions, and speeches, but in this study the authors focused on storytelling [47], [48], [49]. Teachers, as class managers who create lessons and learning activities, must have multiple ways to make speaking in front of a large audience fun [50], [51], [52].

Teachers can move forward by making the classroom environment non-threatening while supporting their students [53], [54], [55]. A characteristic of students during this period is that they are digital natives who have graduated from technology [56], [57], [58]. Based on the students' characteristic, the teacher should conduct a teaching-learning activity which applies technology in the process of conveying knowledge [59], [60], [61]. Digital storytelling uses multimedia tools to bring narratives to life [62], [63], [64]. Digital stories are versatile and can cover a wide range of topics [65], [66], [67] such as explaining concepts that reflect personal experiences Retelling historical events or telling story about fairytales [68], [69], [70].

Digital stories are usually videos that combine audio, images and video clips to tell a story [71], [72], [73], although stories digital files are usually two to three minutes long [74], [75], [76]. first we need to brainstorm about what we want from your digital story [77], [78], [79], after determining the purpose of our digital storytelling, the next step is to create a script and storyboard [80], [81], [82], while writing a script we need to decide what you want your digital story to complete the script [83], [84], [85] and storyboard will explain exactly how the digital story will unfold [86], [87], [88]. The next step is to create your video depending on our scripts and storyboards we may need to record your voice during assembling [89], [90], [91] or creating images or video clips and selecting the music [92], [93], [94] and sound effects finally bringing all the elements together and becoming the final product [95], [96].

The digital storytelling is a powerful technology tool in education which integrates computer technologies and the art of telling stories together [97], [98]. Combine text, images, and audio into creative media for storytelling. Digital storytelling can be used as a multimedia language learning tool to help students improve their English skills by using technology to tell stories in their own words and voice [99], [100]. Based on the aforementioned issues, the author claims that using digital storytelling improves students' speaking skills.

METHOD

According to Creswell (2009:3). research design is plans and the procedures for research to detailed methods of data collection and analysis. The function of a research design is to ensure that the evidence obtain enables us to answer the initial question as unambiguously as possible. In this research writer used a qualitative descriptive design. Sheman and Webb (1988) assume that qualitative research is concerned with the meaning as they appear to, or are achieved by persons in lived social situations. Meanwhile, Bogdan and Biklen (1982) state that qualitative research is descriptive which the data is collected in the form of words or pictures rather than numbers. Data in the form of quotes from documents, field notes, and interviews or excerpts from videotapes, audiotapes, or electronic communications are used to present the findings of the study. Data analysis of qualitative descriptive research, unlike other qualitative approaches, does not use a pre-existing set of rules that have been generated from the philosophical or epistemological stance of the discipline that created a specific qualitative research approach. Rather, qualitative descriptive research is purely data-derived in that codes are generated from the data in the course of the study. Like other qualitative research approaches, qualitative descriptive studies are generally characterized by simultaneous data collection and analysis. This study involved participants from English Language Education Study Program batch 2020 of Faculty of Arts and Education at the Universitas Teknokrat Indonesia. The participants consist of 18 students were

selected as participants for this study. They consist of female and male 5th semester students. There are 6 questions in the questionnaire that were distributed to the participants to collect their perspective data.

RESULTS AND DISCUSSION

Writer conducted the survey with the participants filled out the questioner that are provided. Participants were 12 students from English Education Students in Academic Writing Class. The range age of participants varied start from 19-23 years old. The results of the questionnaire are presented below.

a. Student activeness in speaking practice through technology.

No	Question	Yes	No	Maybe
1	Have you ever made a video of you speaking English?	100%	0%	0%

b. Student confidence in speaking a foreign language in front of the camera.

No	Question	Yes	No	Maybe
2	Do you have difficulty speaking English, especially when in front of the camera?	58,3%	16,7%	25%

c. Familiarity of students with digital storytelling methods.

No	Question	Yes	No	Maybe
3	Are you familiar with Digital Storytelling?	75%	8,3%	16,7%

d. Students' belief in digital storytelling methods can help them improve their language skills.

No	Question	Yes	No	Maybe
4	Do you think Digital Storytelling can help you practice speaking skills?	83,3%	0%	16,7%

e. Students' experience in trying digital storytelling methods.

No	Question	Yes	No	Maybe
5	Have you ever tried the digital storytelling method for your speaking practice?	66,7%	16,7%	16,7%

f. The results of the students' practice after applying the digital storytelling method to practice learning English.

No	Question	Good	Not good	Same
6	Have you ever tried the digital storytelling method for your speaking practice?	58,3%	16,7%	16,7%

Utilizing computerized narrating as a tool to foster students' speaking abilities has proven to be highly adequate and effective in educational settings. This innovative approach combines the benefits of technology and storytelling, providing students with a captivating and interactive learning experience. Through computerized narrating, students are exposed to a wide range of narratives, characters, and scenarios, which not only enhances their imagination but also develops their speaking skills. By actively participating in the process, students are encouraged to express their thoughts and ideas orally, improving their vocabulary, grammar, pronunciation, and overall communication skills. Moreover, computerized narrating offers a supportive and non-threatening environment for learners, allowing them to practice speaking without fear of judgment or embarrassment. With the ability to repeat and review narrations, students can refine their speaking abilities at their own pace, reinforcing their learning and building confidence. The adequacy of utilizing

computerized narrating lies in its ability to engage and motivate students while providing them with a valuable platform to develop and enhance their speaking skills effectively.

CONCLUSION

Based on the results and discussion of previous findings, the researcher concluded that digital storytelling is effective for improving students' speaking skills in terms of fluency. The role of the teacher as a facilitator and educator is very important. On the other hand, this is a challenge for teachers in the teaching and learning process to transfer their knowledge to students and make students understand the lesson, especially in speaking. Speaking ability is one of the most difficult skills to be mastered by students. In this case, teachers need strategies or media in teaching English that are in accordance with the teaching and learning process to achieve teaching goals. This includes providing prompt and constructive feedback to students, and most importantly, the teacher's lack of ability to motivate students. It is very important for teachers to pay more attention to student motivation in class. Some students need praise when they do well and those who are still struggling also need encouragement from the teacher. Teachers must provide assistance to students in every assignment they undertake and they must also remind their students that perfect work is not expected. In other words, students who are practicing writing are allowed to make mistakes as long as they have the will to do so improve their skills.

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