

**AN ANALYSIS OF TEACHER USE DIGITAL STORYTELLING IN  
TEACHING SPEAKING**

**By  
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**ANTASARI STATE ISLAMIC UNIVERSITY  
BANJARMASIN  
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**AN ANALYSIS OF TEACHER USE DIGITAL STORYTELLING IN TEACHING  
SPEAKING**

**Undergraduate Thesis**

Presented to Faculty of Tarbiyah and Teacher Training  
in partial fulfillment of the requirements for the degree of  
*Sarjana Pendidikan*

by  
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I, the undersigned, **Ananda Afrianti**, declare that this undergraduate thesis is my original work, gathered and utilized to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, November, 24<sup>th</sup>, 2022

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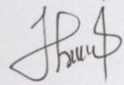
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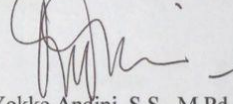
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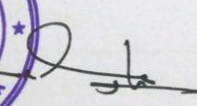
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## ABSTRACT

**Ananda Afrianti.** 2022. An Analysis of Teacher Use Digital Storytelling in Teaching Speaking. Thesis. English Education Department., Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: (I) Hj. Nani Hizriani, S. Pd., MA, (II) Yokke Andini, SS, M. Pd.

**Keywords:** Digital Storytelling, Speaking Skill, Teaching Speaking.

One of the crucial skills that students need to possess is the ability to speak. Some students still dislike speaking skill. Since learning is uninteresting, many students lack motivation to practice their speaking. Students require an efficient method as well as encouragement to develop their public speaking abilities. Digital storytelling is therefore thought to be a good method for honing speaking abilities. The used of spoken narration, digital visuals, soundtracks, and storytelling technologies is known as "Digital Storytelling." Therefore, the purpose of this research is to describe the technique that teachers use in teaching speaking.

This research was conducted with qualitative descriptive method. The data were collected through observation and interview with the English teacher of MTsN 03 Banjarmasin. The data was analyzed in five steps: brainstorming, sequencing storyboard, collecting the material, creating digital storytelling, and giving feedback.

The results showed that the teacher used digital storytelling in teaching speaking that was implemented used contains five steps; brainstorming, sequencing storyboard, collecting the material, creating digital storytelling, giving feedback and focused on students' speaking skills as well as on the moral values obtained from stories. The difficulties faced by the teacher when used digital storytelling was the lack of language, the responses from students` and the technical problem such as LCD projectors. The teacher agreed that the digital storytelling technique could help the students in speaking skill.

## ***ABSTRAK***

**Ananda Afrianti.** 2022. *An Analysis of Teacher Use Digital Storytelling in Teaching Speaking.* Skripsi. Jurusan Tadris Bahasa Inggris., Fakultas Trabiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: (I) Hj. Nani Hizriani, S. Pd., MA, (II) Yokke Andini, SS, M. Pd

**Kata Kunci:** Digital Storytelling, Kemampuan Berbicara, Mengajar Kemampuan Berbicara.

Salah satu keterampilan penting yang perlu dimiliki siswa adalah kemampuan berbicara. Beberapa siswa masih kurang menyukai keterampilan berbicara. Karena pembelajaran tidak menarik, banyak siswa yang merasa tidak semangat dalam belajar kemampuan berbicara. Siswa membutuhkan metode yang efektif serta dorongan untuk mengembangkan kemampuan berbicara di depan umum. Oleh karena itu, digital storytelling dianggap sebagai metode yang baik untuk mengasah kemampuan berbicara. Penggunaan narasi lisan, visual digital, soundtrack, dan teknologi bercerita dikenal sebagai "Digital Storytelling." Oleh karena itu, tujuan dari penelitian ini adalah untuk mendeskripsikan metode yang digunakan guru untuk mengajarkan keterampilan berbicara.

Penelitian ini dilakukan dengan metode deskriptif kualitatif. Pengumpulan data dilakukan melalui observasi dan wawancara dengan guru Bahasa Inggris MTsN 03 Banjarmasin. Data dianalisis dalam lima langkah: brainstorming, mengurutkan storyboard, mengumpulkan materi, membuat cerita digital, dan memberikan umpan balik.

Hasil penelitian menunjukkan bahwa guru menggunakan digital storytelling dalam pengajaran berbicara yang dilaksanakan dengan menggunakan lima langkah; brainstorming, mengurutkan storyboard, mengumpulkan materi, membuat cerita digital, memberikan masukan dan fokus pada keterampilan berbicara siswa serta nilai-nilai moral yang diperoleh dari cerita. Kesulitan yang dihadapi guru ketika menggunakan teknik mendongeng digital adalah kurangnya bahasa, respon dari murid dan masalah teknis seperti LCD proyektor. Guru setuju bahwa teknik mendongeng digital dapat membantu siswa dalam keterampilan berbicara.



## **MOTTO**

“It’s Okay. Live it, Enjoy it”

“Allowing myself to grow and love the process of becoming a better self”.

## **DEDICATION**

I dedicate this thesis for:

1. Allah SWT
2. A special feeling of gratitude to my loving parents, Zainuddin, S. Ag and Herawati whose words of encouragement, always give me endless love and push for tenacity ring in my ears.
3. My sisters Nailatul Gina and my brother M. Yassir Gulam have never left my side and are very special.
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Praise to Allah the Almighty who has been giving me guidance till the writer finished this thesis entitled “An Analysis of Teacher Use Digital Storytelling in Teaching Speaking”. Peace and salutation always be upon Prophet Muhammad P.B.U.H I and all his friends who struggle for Allah. The writer like to express appreciation and gratitude to:

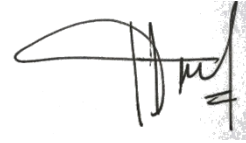
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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Rabi`ul Akhir, 29<sup>th</sup>, 1444 A.H

November, 24<sup>th</sup>, 2022 A.D

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Ananda Afrianti

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