

CHAPTER IV

FINDINGS AND DISCUSSION

In order to answer the questions, this chapter presents data analysis and a discussion of the results. Based on the theoretical review that the researcher employed in this study, the first question describes the finding by table checklist to answer question about how does the teacher use digital storytelling in teaching speaking. The second question contains a deeper explanation about what are the difficulties by the teacher when use digital storytelling in teaching speaking.

A. Findings

The researcher must respond to the study questions in this section, which concerns how the teacher uses digital storytelling to teach speaking and the difficulties by the teacher when use digital storytelling in teaching speaking.

1. Teacher Use Digital Storytelling in Teaching Speaking

In collecting data to answer how the teacher use digital storytelling to teach speaking from the learning video, the researcher used a table checklist and performed the interviews with the teacher. Then, the researcher observes all activities carried out by the teacher in the teaching and learning process about how the teacher use digital storytelling in teaching

speaking. The teacher explained what are the generic structure of the story there are orientation, complication, resolution and reorientation.

For this school is different from other schools, because students are separated between girls and boys. The first meeting, the class consists of a teacher, 20 students, and the researcher herself. In the first meeting, the class that the researcher did the students were boys, totaling 20 people. The teacher explained about the expression of obligation and prohibition using a video from YouTube.

The second meeting the group consists of a teacher, 18 students, and the researcher herself. In the second meeting, the class that the researcher did the students were girls, totaling 18 people. The teacher explained about the expression of asking and giving suggestion.

The researcher observed how use digital storytelling in teaching speaking. The teacher used a digital storytelling in teaching speaking with several steps that explained as follows:

a. Brainstorming

1) First Meeting

The brainstorming activities between the first and second meetings were the same. Before class begins, the teacher starts the class with brainstorming session. The teacher greets and asks how they are doing, and students respond to the teacher enthusiastically.

In the first meeting, the teacher explained the English lesson material about the expression of obligation and prohibition, and also gave an example for students to learn. Before continuing the lesson, the teacher asks students if there is any question or not.

After the question session, the teacher continued the lesson about the definition of obligation and prohibition and the example of obligation and prohibition. The teacher used a video learning with laptop as their media in the teaching and learning process. The teacher explained them in Indonesian.

In this step the teacher gives the brainstorming about some vocabulary that they learn on the last week.

Teacher: *“Is there anyone remember, what we learned yesterday?”*

Students: *“Ability and willingness miss, usually use the word will or can”.*

After that, the teacher gives the students a digital storytelling video from YouTube about “Expression of Obligation and Prohibition”.

2) Second Meeting

In the second meeting, the teacher explained the English lesson material about the definition of expressions asking and giving suggestion and gave an example of expressions asking and giving suggestion for students to learn.

The teacher used a video learning with laptop as their media in the teaching and learning process. The teacher explained them in Indonesian.

The first step that the teacher do is brainstorming, the teachers give the brainstorming same like the last week, that is the vocabulary that they had learn yesterday, example like:

Teacher: *“Is there anyone remember, what we learned yesterday?”*

Students: *“Obligation and prohibition miss, usually use the words must/have to and must not”*

Teacher: *“You must be silent”. What do you think about the sentence?”*

Students: *“Obligation miss”*

After the brainstorming, the teacher gives the students a digital storytelling video from YouTube about asking and giving suggestion.

b. Collecting Material

1) First Meeting

In this step, the teacher explained the students about the story line and after that the teacher asked the students about the things that are related with the story. On this meeting, the teacher let the students to watched the video learning and the students are quiet, watched and hearing the teacher explanation with carefully. After showed the video the teacher explained about the material.

2) Second Meeting

In this step, the teacher explained the students about the story line and after that the teacher asked the students about the things that are related with the story. The teacher let the students to watched the video learning and the students are quiet, watched and hearing the teacher explanation with carefully. On this meeting, the teacher explained it clearly and the students are seemed understand with the material. After the video was done, the teacher continued with the explanation.

c. Creating Digital Storytelling and Giving Feedback

1) First Meeting

The last step that the teacher do is creating digital storytelling and giving feedback. For this step, the teacher asked the students if they have a question and gives the conclusion. After that the teacher tell the students about the moral value that they can get from the story.

Teacher: *“TASK!! Make a simple video about obligations and prohibitions that you usually find in your daily activities! For example, “NO SMOKING” must have a no smoking picture. Collected via WhatsApp send the link next week on Monday.”*

“Good job, students. Thank you”.

2) Second Meeting

The last step that the teacher do is creating digital storytelling and giving feedback. For this step, the teacher asked the students if they have a question and gives the conclusion. After that the teacher tell the students about the moral value that they can get from the story.

Teacher: *“TASK!! Make a simple video dialogue with your friend (both) about suggestions that must contain 3 kinds of suggestions, namely: asking, giving and responding! Collected via WhatsApp send the link next week on Wednesday.”*

“Good job, students. Thank you”.

According to the teaching and learning by the teacher, the structure of digital storytelling technique has been used appropriately and in accordance with the theory that has been explained by the researcher.

Interviews were the other research tool that was utilized to assist the researcher during the reflecting stage. In order to get data that went deeper than what could be obtained with observation, the researcher conducted interviews. The teacher was able to share her difficulties, challenges, experiences with the teaching and learning process that utilized digital storytelling, her recommendations for how to teach and learn speaking, and any other techniques her wished to employ.

2. The Difficulties Faced by The Teacher when Use Digital Storytelling in Teaching Speaking

In support the findings of this research, the researcher made a brief explanation and provided evidence from the teacher responses. The researcher used an interview to found the difficulties that faced by the teacher when use the digital storytelling in teaching speaking. The interview consists of several questions. Based on those questions, the researcher got information about the difficulties faced by the teacher when use digital storytelling in teaching speaking.

1. The Language Aspect
 - a. Language

Language was seen as a barrier in the lesson and it was one of the main problems faced by the teacher to express within the story, and while delivering normal instruction.

Regarding the difficulties faced by the teacher when use digital storytelling in teaching speaking, there is the teacher that said *“All students admitted that the lack of language proficiency, such as vocabularies, grammar, and pronunciation, was their obstacle when learning English”*.

To facilitate students in understanding difficult words, the teacher should let them to explained the material in Indonesian. The teacher also facilitated students

to use English-Indonesian or Indonesian-English dictionary to make them easier in understanding the words.

b. Responses

In finding the challenges of using digital storytelling during the teaching, responses from students were seen as a factor to see whether students were able to comprehend the story. In applying the digital storytelling, the teacher used the communicative language strategy in learning to attract the students` responses, the teacher using YouTube video and also used the interesting story and visualization.

Another teacher answer that said *“When teaching with digital storytelling especially when using YouTube video, most of the students have shown their increased duration of attention and their vocabulary skills, the teacher asked the students to open the dictionary and find the word that they think are difficulties”*.

Responses from students were seen as a factor to see whether students were able to comprehend the story. In applying the digital storytelling, the teacher used the communicative language strategy in learning to attract the students` responses, the teacher using YouTube video and also used the interesting story and visualization.

Beside of that, most of the students still seemed to pay attention to the teacher after the video was done, they response the teacher questions, even though, they

did not all answer the questions correctly. After 30 minutes, the teacher continued the teaching learning process based on the textbook.

2. Technical Problem

Teacher also stated that “*When teaching speaking, the teacher did not use the LCD projector and that is the students` problem when they are did not seen the videos clearly, the sounds also not very audible to the students*”. Not all classes have LCD because the school only provides one LCD in a special room that is only allowed for teacher meetings or there are events that require using that room. that's why when teachers want to teach using digital storytelling techniques, teachers only use laptops and speakers.

Based on the findings, it is widely known that digital storytelling not only has many benefits for teachers and students, but also has its own shortcomings or difficulties for teachers in applying it. Addressing difficulties or problems that may occur in using digital storytelling in English learning will provide better insight for future education. It is suggested to used digital storytelling that has been proved to have various positive impacts on students` learning.

B. Discussion

After the data has been obtained and the process like the description above, the researcher has written and analyze the data at the above findings, in this aspect, the

researcher wants to explain what has been found and how it related to the expert theories about how the teacher use digital storytelling in teaching speaking to improve students speaking skill.

1. Teacher Use Digital Storytelling in Teaching Speaking

The teaching and learning process can be judged to be effective based on the findings of the research conducted through observation and documentation. Students liked digital storytelling because it was thought to be a good application. This was suitable to what Robin (2008) explained in chapter II that digital storytelling can be as an effective instructional tool for teachers and students. Digital storytelling as an effective instructional tool for teachers, educators decide to show digital stories as a way to present new material. He also explained that Digital storytelling can help students to learn a language better and improve their English proficiency. In class, teacher begun with opening activity, main activity and closing. Here, teacher also use speaker and video such as YouTube.

The teacher gave an explanation in both English and Indonesian to help the students comprehend the subject matter better. In other words, the instructor wanted to ensure that the teaching and learning process could go as planned and that no student would be distracted from the lesson. The steps the teacher used were almost the same as the steps that were used by Syafryadin et al. (2019). He explained that there are several steps in teaching speaking use digital storytelling.

The adjusted step by Syafryadin et al. (2019) was already mentioned in Chapter II as follows:

1. Brainstorming
2. Sequencing Storyboard
3. Collecting Material
4. Creating Digital Storytelling
5. Giving Feedback

Here, the teacher was almost doing the same thing as Syafryadin et al. (2019) did. The explanation will be explained as follows:

1. Brainstorming

The researcher observed how the teacher explained the material. The teacher explained the material after the learning video is finished showing. Then, the teacher explained the definition of expression obligation and prohibition in the first meeting and the definition of expression asking and giving suggestion in the second meeting. The teacher explained the material using two languages so that students can understand the material easily.

2. Sequencing Storyboard

The researcher observed that teacher did not ask the students to create the storyboard. Instead, the teacher asked them students to make a video as homework.

3. Collecting The Material

The researcher observed how the teacher explained the material technique. The teacher explained the material after the learning video is finished showing. The teacher explained the material clearly. The teacher also explained formula for making sentences in the form of obligation prohibition and suggestion. The language used was also English and Indonesian which can make students understand the material clearly.

The researcher observed how the teacher give an explanation and the example of the material. She also gave students examples that can make students more understand the material. The questions that the teacher used as an example was considered good.

4. Creating Digital Storytelling

The researcher observed how the teacher asked students to make a digital storytelling. Because the teaching and learning process uses a video, the teacher asked students to make a video as homework. The

teacher gave students about a week to do the homework and submit the homework on WhatsApp privately.

5. Giving Feedback

The researcher observed how the teacher gave feedback to the students. The teacher gave feedback while correcting students' pronunciation. The teacher also said some sentences that can encourage students while doing some mistakes.

In brief, the teacher used digital storytelling in teaching speaking by doing brainstorming, collecting material, creating digital storytelling and giving feedback.

2. The Difficulties Faced by The Teacher when Use Digital Storytelling in Teaching Speaking

To answer the second research question, the researcher used data from the interview which was about the difficulties faced by the teacher when use digital storytelling in teaching speaking. The researcher gets the data from the teacher by asking her 9 questions.

The teacher thought that when teaching with digital storytelling is kind of difficult. It is compatible with the opinion of Wang and Zhan (2010, pp. 76-87) that using digital storytelling requires a variety of skills, including creativity and

technology use, it is still challenging to help students with their speaking abilities.

So, it makes sense that the teacher would find writing paragraphs challenging.

The teacher said that he has many difficulties when teaching with digital storytelling such as language proficiency, students` responses, motivation, lack of technological facilities and how to get ideas. It is similar to what Nuruljannah et al. (2020) mention in their article titled "Teaching Challenges on The Use of Storytelling in Elementary Science Lessons". The problem that she mentioned is:

- a. The language aspect
- b. Misinterpretation of information
- c. Environment and behavior
- d. Expectation and background knowledge

The teacher believed that the teaching and learning with digital storytelling can help the students` in speaking skill. She believed that the technique can help the students` to increase students' motivation to study with technology, getting more ideas and vocabularies, making the dialogue more structured, and increase their pronunciation.

Their opinion is similar to Kim (2014, p.20-35) that said Students acknowledged that they felt more assured when giving speeches as a result of their participation in digital storytelling projects. The students benefit greatly from this because it gives them practice using the language. The ability to speak

clearly, fluently, and accurately is expected of storytellers, so it can be said that technology that uses narrative has benefited students' oral communication skills.

In conclusion, the teacher agreed that the students' speaking abilities can benefit from the use of digital storytelling techniques. She thought that the digital storytelling technique could aid them in expanding their vocabulary and ideas, improving the structure of their dialogue, and improving their pronunciation.