THE DIGITAL STORY TELLING DEVELOPMENT AND ITS APPLICATION FOR THE PGSD STUDENTS SPEAKING ABILITY

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Abstract

The objective of this research was the development and the application of Digital Story Telling media to PGSD (Elementary School Teacher candidate) speaking ability. This research aimed to describe how the development Digital Story Telling media to PGSD students. This research also finds out the effect the use of this media to PGSD student English speaking skill.

This research is Borg and Gall development research. This research simplifies from 10 development steps to be 5 primary steps i.e. (1) product analysis that will be developed (2) develop prototype (3) expert validation and revision (4) testing in a small scale and product revision (5) testing in big scale and finalization. Result of product development and result assessment was concluded Digital Story Telling media that has been designed was eligible and meet the requirements for media for improving Elementary School Teacher candidate's speaking skill. It was based on the results of validation English media expert and based on experiment in evaluating on the students speaking skill improvement. There is also improvement significance result of the use of Digital Story Telling.

Keywords: digital story telling, speaking, R & D research method

INTRODUCTION

English is used widespread in science, technology, economy, education and many others. Considering the importance of English, The language experts have opinion the instruction of English must be conducted as early as possible to gain maximum result. Some language expert like McLaughlin support that opinion the sooner children foreign language the better children master that language. Genesee said that children are quicker in acquiring language without any difficulties compared with adults.

The same opinion is also stated by Eric H. Lennenberg, he stated that before adult, the children's way of thinking is more flexible, so it makes children easier to learn language. In contrast, adult's brain capability is less than children are so their achievement is maximum or not good as the children.

PGSD students or Candidate Elementary School Teacher will have heavy duty in the future, be or not to be they must master English to be taught in Elementary School. The Role of English Teacher in Elementary School become vital consider the age of children experiencing golden age at that time. It will make a bad problem for English in Indonesia if the children have a bad input in English lesson because children can imitate and learn well.

The ability of most of Elementary Scholl Teacher Education student is still poor because it can be proven from early

observation. It caused by lack of bravery in speaking English. In other words the students do not have confidence in speaking so they cannot develop their ability in themselves. The using of Digital Story Telling hoped can stimulate the students' ability and their confidence to brave speaks English.

Based on the problem found above, the researcher tries to conduct a Research and Development research. He tries to use Digital Story Telling to improve students speaking ability. The reason behind the use Digital Story Telling it is a one new strategy on teaching speaking by using media. Media is a means of motivating the students. According to Davies (2000:193) media attract and hold attention. It supplements verbal information and illustrate relationship in a way that is not possible with words. Brown (2002:25) also states that media activate students and as they learn actively, the teacher can enjoy the evidence of progress. One of the media in teaching is Digital Story Telling because it hoped help and improves their ability to speak English. With the clear pictures series that lead to certain topic in Digital Story Telling, it will motivate the students emotionally to state all their feeling so all their ability and their confidence can be expressed maximally. Moreover based on the observation in learning and teaching Elementary School

Teacher Education Department in Education Faculty UNESA, the number of lecturer using learning media with Multimedia based like Digital Story Telling are really few. In other words the lecturer in Education Faculty in UNESA most of them used conventional learning media because they only used text book (printed media).

Based on the background, the researcher formulates the research question as below: 1) How to develop Digital Story Telling for PGSD students speaking ability, 2) How is the effect using Digital Story Telling to PGSD students speaking ability.

This study is primarily focused on investigating the development of Digital Story Telling and its application to the students' speaking ability. This study is conducted to second semester grade in Elementary School Teacher Education Students in Education Faculty UNESA. This research uses Digital Story Telling that is made by the lecturer. The Subject that is used for research is English. Digital Story Telling is chosen because it is assumed can increase their speaking ability and motivate them in speaking English.

Digital: a recording technique in which sounds or images are converted into groups of electronic bits and stored on a magnetic medium. The groups of bits are read electronically, as by a laser beam, for

reproduction. Digital Storytelling: enhancing student literacy through Digital Video Digital Storytelling is the modern expression of the ancient art of storytelling. Digital stories derive their power by weaving images, music, narrative and voice together, thereby giving deep dimension and vivid color to characters, situations, experiences, and insights. (Leslie Rule, Digital Storytelling Association)

The process of induction is intended to help students make social networks and develop skills within their discipline groups, and beyond, to help them with their transition to becoming independent learners. The intent is to "embed[s] students in a rich learning community built around a practice" (Brown, 2005:25) where students can share artefacts and enthusiasms enabling the early formation of communities and the beginnings of 'learning-to-be' alongside 'learning-about' (Brown, 2005: 26). Digital storytelling was introduced as a technique to encourage and embed student reflection on the activities in which they were engaged, recognizing that reflection can be enhanced as a collaborative process (McDrury & Alterio, 2003).

Jenkins, M. & Lonsdale, J. (2007) say that, Digital storytelling is the practice of combining narrative with digital content, including images, sound, and video, to create a short movie, typically with a strong

emotional component. Sophisticated digital stories can be interactive movies that include highly produced audio and visual effects, but a set of slides with corresponding narration or music constitutes a basic digital story. Digital stories can be instructional, persuasive, historical, or reflective. The resources available to incorporate into a digital story are virtually limitless, giving the storyteller enormous creative latitude. Some learning theorists believe that as a pedagogical technique, storytelling can be effectively applied to nearly any subject.

Digital Storytelling as its name, it contains pictures or images, text, sounds and web publishing combine together. The main purpose of Digital Story Telling gives the maker (students) to express emotional power so the motivation to speak English more powerful.

There are three principles for teaching speaking to students: (1) provide something for learners to talk, (2) create opportunities for students to interact by using group-work or pair-work, and (3) manipulate physical arrangements to promote speaking practice, (Bailey, K. M., 2005: 36).

a. Provide something for learners to talk about Pennington in Bailey, K. M., (2005: 36) cited that teachers should attend to the communicative needs and purposes of language learners. It means

that teacher's talk should be based on the learners' needs and what the teacher talks is about learners' goal in every classroom speaking practice. Traditional English teachers in language classroom sometimes forget the natural joy and enthusiasm of talking about something interesting, or accomplishing a genuine purposes for communicating with others. English language teachers should provide something for learners to talk about. Interesting talking in teaching speaking can be in the form of students' hobbies and/or their world.

b. Create opportunities for students to interact with other students by using group-work or pair-work.

As an English teacher, the researcher of this study feels that most of Indonesian students are shy students and they are often afraid of making mistakes and also they are anxious about speaking out in class. To solve these problems, the researcher uses group-work or pair-work. According to Pennington in Bailey (2005: 38), using group-work and pair-work can improve learners' motivation to be independent, creative, and realistic.

c. Manipulate physical arrangements to promote speaking practice

Seating and other aspects of environment is said to be influential during the teaching and learning, and students' anxious and their reticent cause them nothing to talk. One of the ways to solve this problem is by changing the arrangement of desks. Dealing with students speaking ability, the arrangement of the desks can be inside-outside circle, that is, a technique for giving students the chance to repeat a conversation or interview with several new people, in order to build fluency and confidence; tango seating, is a simple seating arrangement designed to force people to use oral communication during information gap tasks that involves drawing pictures, following maps, or creating designs or structures from verbal description; or cocktail party technique, is a quick way to get students talking to new partners and to break up the routine of sitting during language lesson. In using the cocktail party technique, the teacher sets a brief speaking task first. It can be on chalkboard or overhead transparency. In this procedure, the learners talk briefly with different people and then move on to talk to someone new, as if they were at social gathering (Bailey 2005: 39-40).

Burn and Joyce (1999) define speaking as active process of negotiating meaning and using social knowledge of situation, the topic and other speakers. It is an interactive process constructing meaning that involves producing, receiving and processing information orally. The speaker succeeds in conveying his message if the hearer can catch the message well.

Chaney (1998:13) states speaking as a process of building and sharing meaning through the use of verbal and non verbal symbol, in variety of context. It means that speaking is a complete process. In order that the hearer understands what the speaker say, a speaker must organize his thought and consider his voice including pronunciation and intonation.

There are three assumptions underlying how people learn under cognitive approach: (1) humans use one "channel" for processing visual information and a second one for processing auditory information; (2) there is a limit to how much information can be processed in each channel at a time; and (3) humans are active processors of information, not passive receptors (Kinnamon, 2003). Thus, cognitive approach is closely related to information processing and problem solving to interface design in multimedia environment.

In an attempt to design effective multimedia instructional practices, Sorden (2005) combines five principles based on cognitive theory—theory of perceiving and knowing, thinking, remembering, under-standing language, and learning. These principles are: (1) Baddeley's model of Working Memory, Sweller's Theory of Cognitive Load, and Mayer's Cognitive Theory of Multimedia Learning for effects of presenting multimedia learning; and (2) Anderson's ACT-R Cognitive Architecture and Paivio's Dual Coding Theory for levels of processing that can occur within or between the visual and verbal systems.

The cognitive theory model of multimedia consists of five modes of knowledge representation. Physical representations represent words or pictures that are presented to the student, while sensory representations represent the ears or eyes of the student. The shallow or short-term memory representations represents sounds or images attended to by the student, and deep working memory representations represent verbal and pictorial models constructed by the student. Moreover, long-term memory representations represent the student's relevant prior knowledge. Figure 1 shows this cognitive theory model of multimedia learning.
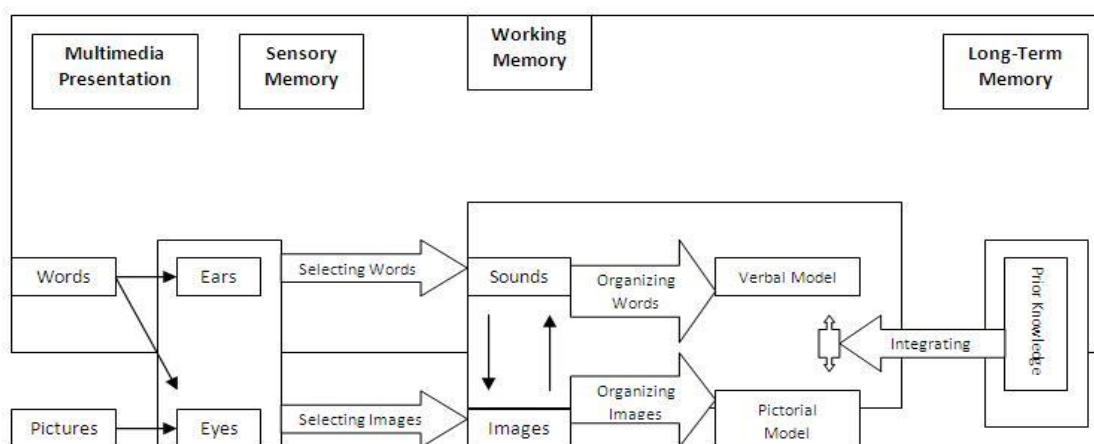
Figure 1 The Cognitive Theory Model of Multimedia Learning (Jones and Plass, 2002; Mayer and Moreno, 2003).

Digital Story Telling is Integrative approaches to CALL (Computer Assisted Language Learning) are based on two important technological developments of the last decade -- multimedia computers and the Internet. Digital Story Telling as Multimedia technology allows a variety of media (text, graphics, sound, animation, and video) to be accessed on a single machine. What makes it even more powerful is that digital story telling also entails *hypermedia*. That means that the digital story telling resources are all linked together and that learners can navigate their own path simply by pointing and clicking a mouse.

Hypermedia provides a number of advantages for language learning.

1. First of all, a more authentic learning environment is created, since speaking is combined with seeing, just like in the real world.

2. Secondly, skills are easily integrated, since the variety of media make it natural to combine reading, writing, speaking and listening in a single activity.

3. Third, students have great control over their learning, since they can not only go at their own pace but even on their own individual path, going forward and backwards to different parts of the program, honing in on particular aspects and skipping other aspects altogether.

4. Finally, a major advantage of hypermedia is that it facilitates a principle focus on the content, without sacrificing a secondary focus on language form or learning strategies.

Digital Story Telling as its name, it contain pictures or images, text, sounds and

web publishing combine together. The main purpose of Digital Story Telling gives the maker (students) to express emotional power so the motivation to speak English more powerful. Based on the definition above The Digital Story Telling also contain pictures whereas one images worth as 1000 words, so it will enhance the students to express their ideas effectively.

Pictures or photographs —on paper or screen— can help students learn speaking interestingly and easily attract them to speak since most students feel exciting and enjoyable when they are showed some pictures in learning English that was originally made by them, besides interesting, the pictures can bring students into the reality of a particular contextual setting and situation they are speaking or discussing, and the teaching would be more interesting when the reality is concerning particular topic they most like and choose by themselves.

In a simple way Digital Story Telling is a combination between movie and picture, so Digital Story Telling is not only stand still picture but one kind of audiovisual which can capture visually the particular topic made by the students. There are many reasons for using pictures in language lesson. Bailey, (2005: 57) contributes English language teachers ten reasons using pictures in teaching speaking:

1. Pictures provide something to talk about. They can take the focus off the language learner and put it on the picture being discussed.

2. Pictures can introduce and illustrate topics of interest to the class which are not dealt with in the text book, as well as topics beyond the teacher's own expertise (e.g., engineering problems, computer technology, soccer, agriculture)

3. Pictures provide visual support for learning, as they activate mental images that can help the language learner remember a particular structure or vocabulary item.

4. Pictures are more convenient than some realia to bring into classroom (e.g., pictures of animals, burning buildings, outdoor activities, etc.)

5. Pictures add color and interest to discussions and writing exercises without being expensive or technologically top-heavy

6. Pictures can be used in many ways by different teachers for various lessons. They are not tied to a particular teaching method, class size, or proficiency level. The same photograph can evoke many different kinds of language use in different contexts.

7. Pictures are convenient. They are easily transportable, lightweight, flat, and long-lasting (if properly mounted or laminated)

8. Pictures are very adaptable to the technology of the teaching environment (e.g., they can be scanned in, reworked and projected, or used where even electricity is unavailable.

9. Pictures can promote creative and critical thinking (for instance, in describing an every object photographed from an unusual angle, or clouds which appear to be different things to different people).

10. Finally, pictures are not limited to use with a particular language. Hence a picture file can be a valuable departmental resource in a context where several languages are taught. Bailey (2005: 57).

The advantages of movie aspect in Digital Story Telling, stated by Jolly (1998:5) that a movie is an art medium that appeals to all no matter their background and previous education. Even students with low level proficiency feel confident watching movie. Tomalin (1990) says that movie is motivating to children and adults alike because it is the best thing to experiencing real life.

Central to the use of digital storytelling in both cases was the desire to encourage and capture student reflection in Jenkins, M. & Lonsdale, J. (2007). The process of induction is intended to help students make social networks and develop skills within their discipline groups, and beyond, to help them with their transition to becoming independent learners. The intent is to "embed[s] students in a rich … learning community built around a practice" (Brown, 2005:25) where students can share artefacts and enthusiasms enabling the early formation of communities and the beginnings of 'learning-to-be' alongside 'learning-about' (Brown, 2005: 26). Digital storytelling was introduced as a technique to encourage and embed student reflection on the activities in which they were engaged, recognizing that reflection can be enhanced as a collaborative process (McDrury & Alterio,2003).

RESEARCH METHOD

This research is Borg and Gall development research. This research simplified from 10 development steps to be 5 primary steps i.e. (1) product analysis that will be developed (2) develop prototype (3) expert validation and revision (4) testing in a small scale and product revision (5) testing in big scale and finalization

The Data Collection Technique uses pre experimental quantitative approaches using the "one group pretest posttest design" that is an experiment which is carried out in

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one group without using a control or comparison group.

According to Arikunto (2002: 85), the design of one group pre test post test is 01x02 where the observation is done twice before the experiment and after the experiment. Experiments conducted before intervention (01) are called pre tests and experiments conducted after intervention (02) is called post test. The difference between (01) and (02) is assumed to be the effect of the experiments which is performed or the treatment.

RESULT AND DISCUSSION
Product Development Specification

Digital Story Telling Media in the of application that has been programmed as a tool to improve students to tell stories. This media can be operated on all computers and laptops either based on Windows, Linux or Apple. Not only can be applied on the computer but also on all smart phones both based on Andriod, Windows Mobile or Apple. Media do need a big RAM or processor so copmputerized tool which has minimum specification can comply with it and will not complicate the user.

Preparation for Digital Story Telling Development

1. Preparation of research instruments for needs analysis and constraint analysis of speaking difficulties. Survey and observation of needs analysis, observation constraints analysis related speaking classroom at PGSD, conducting interviews with lecturers and Students in FIP. Student interviews are related to the activities they undertake in lectures, and efforts to optimize student competence by using innovative learning media. Constraint analysis is illustrated in the problems faced by lecturers in improving their professional ability, especially in developing student competence, compiling media usage.

2. Prepare an images on Digital Story Telling in accordance with the teaching materials

Product Development Process

After testing the product on a small group, there is input that Digital Story Telling media must be equipped with a complete reference to the standard of improvement of speaking. The results of these trials are used to refine the final product before the Product Development Research ends.

Product Revisions with the progress and improvement that has been achieved to be the final report of research activities from the third month untill the last is

1. There has been media development from media experts and material experts

associated with the development of Digital Story Telling media from the concept stage to the design stage. After that through the stages of material gathering which includes the development of speaking material.

2. Design (prototype) designing media Digital Story Telling has produced series images to improve speaking ability.

3. Series Images that become main material in Digital Story Telling becomes hard and harder because they are must be comply with speaking material. However, frequent additions or changes in the display or Digital Story Telling sections are omitted or added to this design.

4. Giving instructions How to Use Digital Story Telling Program is on display before running further applications.

5. Appears sound automatically if the user switches on another part of Digital Story Telling

Results of the analysis showed that the use of the Digital Story Telling really had significant results against English speaking ability students. This can be seen from the better results in continuous steps and most of the students were eager to do the speaking from the last experiment group. The pre- test the class gets average score 67 but after got treatment the post-test gets average score 83. Use of the Digital Story Telling proved to be useful and interesting to the students than in the teaching of speaking that used traditional ways which dominated by teachers and some intelligent students in speaking. In the Digital Story Telling all students were required to speaking not as in traditional teaching dominated some students because most of the students who are reluctant to do speaking with embarrassment must perform speaking. It was also proven that the Digital Story Telling make students to be active and motivated to speak English.

Involving Digital Story Telling in learning activity made authentic and meaningful interactions with learners worldwide via media and also promote motivation for learners to keep learning; this motivation of learning can often support learners to become more responsible and willing to engage in their own learning, which is defined as learner autonomy (Blin, 1999; Lightbown & Spada, 1999; Toyoda, 2001). For example, during the process of learning through Digital Story Telling where learners focus on meaning exchange, they may actively utilize their language knowledge learned in classroom and check their language output before sending out their speaking. The process of checking language output from resources can often cause learning to take place. Teachers are no longer responsible for learners' learning; rather, they

act as facilitators to help and shorten the distance between learners and the outside world.

Conclusion

From the results of this study can be concluded that the Digital Story Telling is very useful for the development of PGSD students speak moreover and developed with combination blended learning that makes students independent. This makes Digital Story Telling become one of the media to improve student's speaking ability PGSD UNESA.

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