

**EMPOWERING EFL STUDENTS' SPEAKING ABILITY THROUGH
DIGITAL STORYTELLING: A QUASI EXPERIMENTAL STUDY IN
ONE PRIVATE SENIOR HIGH SCHOOL BOGOR**

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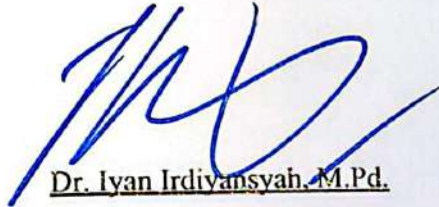
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EMPOWERING EFL STUDENTS' SPEAKING ABILITY THROUGH DIGITAL STORYTELLING: A QUASI EXPERIMENTAL STUDY IN ONE PRIVATE SENIOR HIGH SCHOOL IN BOGOR

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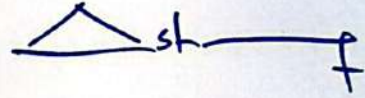
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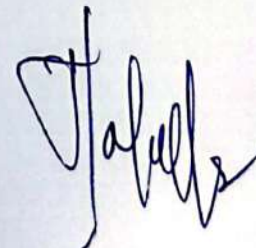
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DECLARATION

I hereby declare that the paper entitled **“Empowering EFL students’ speaking ability through digital storytelling: A quasi experimental study in one private senior high school Bogor”** is entirely my own work. I am fully aware that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the texts. Should there be any claim on the originality or ownership of this paper, I would be prepared to take any legal responsibility.

Bogor, July 2025



Risqia Azizah

PREFACE

All praise is dedicated to Allah SWT, the Almighty, for the blessings, health, and strength that have enabled the researcher to complete this thesis entitled “Empowering EFL Students’ Speaking Ability Through Digital Storytelling: A Quasi-Experimental Study in One Private Senior High School in Bogor.”. This paper is written to fulfill one of the requirements for the *Sarjana Pendidikan* degree in the English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University.

The researcher realizes that this paper is still far from perfect. Therefore, all constructive feedback and suggestions are warmly welcomed for future improvement. Hopefully, this paper will be beneficial for the researcher and for readers interested in English language education and digital storytelling as a learning tools.

Bogor, July 2025

The Researcher

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ABSTRACT

Speaking ability is essential in 21st-century education, yet many students still struggle with vocabulary, pronunciation, and comprehension. This study investigates the impact of two digital storytelling applications namely, Read to Me and Fairytale, on students' speaking ability. The research was conducted at a private senior high school in Bogor using a non-equivalent control group design. Two tenth-grade classes were selected, both classes chosen randomly by lottery system. The research focused on three speaking components and used pre-test and post-tests for data collection. An independent samples t-test showed a significant difference in post-test scores ($t = 2.32$, $df = 63$, $p < 0.05$). The experimental group using Read to Me Application showed greater improvement, likely due to interactive features such as audio narration, highlighted text, and adjustable speed. Although the control group using Fairytale Application also improved, the gains were smaller. In conclusion, digital storytelling with interactive elements effectively enhances students' speaking ability. Therefore, it is recommended that teachers incorporate digital storytelling application, especially those with engaging audio visual features, to make speaking practice more effective and interesting in the classrooms.

Keywords: Digital Storytelling Applications, Read to Me, Fairytale, Speaking Ability

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CHAPTER I

INTRODUCTION

A. Background of the study

In the current education curriculum known as *Kurikulum Merdeka*, speaking ability is essential for students to communicate meaningfully. In particular, for students in Phase E, the development of speaking ability is crucial, as they are expected to express opinions on related issues and to discuss related interests in the context of fiction text. They also give and make comparisons. At this point, students should be able to discuss the story by conveying moral lessons, expressing emotions, and explaining the characters' actions, feelings, and behaviors. In addition, they are also encouraged to share their own experiences related to the story, give opinions, and offer personal views in various contexts. This focus on speaking enhances students' ability to communicate effectively and encourages critical thinking as they reflect on the narratives they encounter. These days, the use of student learning media specifically for students' speaking ability is still dominated by printed or conventional. Fidriani et al., (2021.) pointed out that the use of conventional media, or traditional media, is still seen in the process of teaching speaking in class. However, Andra Prayudi et al., (2021) pointed out that students have more access to knowledge when technology is used to show audio and visual animation effects

naturally and efficiently. Due to the large amount of information and technology processes, students' ability and interest in learning and participation in class activities are improved. In addition, Muhammad et al., (2020) stated that audio and visual learning can make learning engaging, and students will feel interested in speaking activities and can express their ideas about what they see and hear. Students' interest in discussing stories, delivering moral lessons, expressing emotions, and explaining characters' acts, feelings, and behaviors increases when they integrate what they see and hear on audio visual media. Additionally, they may express their ideas, share experiences, and provide personal viewpoints in various contexts due to the audio visual medium.

The current curriculum requires students in phase E to use English to express opinions on related issues and to discuss related interests in the context of fiction text. They are also give and make comparisons, which aligns with the government's expectation to develop better communicators. In this digital age, students are also expected to utilize technology as an essential part of their learning process. In addition to language proficiency, they should also have academic and professional skills to prepare themselves for future challenges (Magdalena Claro, 2023). To meet these demands, the education system must adapt by incorporating digital-based teaching methods and learning media, ensuring students are equipped to

become competent 21st-century learners.

In fact, learning in the classroom, especially using learning media, is still monotonous and tends to use printed books. It is proven in the research of Fidriani et al. (2021), which also has a case where the use of conventional books or printed books makes learning tedious because the media provided mostly provides text in a dense and formal format, without any interactive elements that can stimulate students' interest in learning. Wirawan (2020) pointed out that many teachers know the purpose and advantages of using media in the classroom. However, due to various factors that teacher experiences, such as limited skills or understanding of effectively using and managing these tools, Students cannot explore multiple content, such as not knowing the voice of a native speaker, animation, and features in digital storytelling tools. It aligns with the pre-interview that the researcher has done, which shows that students have not been able to express their opinions well or exchange ideas by talking with their friends in various contexts related explicitly to morals, feelings, and expression.

In one of the previous studies, Cahyanti & Nuroh (2023) conducted a study on digital storytelling on students' speaking ability to young learners. The result is that digital storytelling using an application called folklore has a positive and successful impact on students' speaking ability compared to the use of printed materials.

However, because of previous studies have not investigated the Read To Me Application, the researcher will use it to see the impact on students' speaking ability.

Based on the above mentioned, the researcher examined students' speaking ability using digital storytelling as learning tools. As Choo et al. (2020) stated, involving students in story conversations through digital storytelling is highly beneficial, as it increases their exposure to the use of the English language by enabling them to listen to and use the language actively. Through digital storytelling applications as a learning tools, students were facilitated to read, hear, and explore digital stories' content and interactive features. It aligns with *Kurikulum Merdeka's* objectives, which highlight students' ability to interact, making comparison, and express their opinions using English. Engaging with narrative stories through digital storytelling allows students to not only connect and sequence events, but also communicate with each other to discuss ideas about the stories they read and talking their opinions on the characters, storyline, and messages delivered, also comparing character's action and behaviour.

B. Statements of the problem

Based on the background of the study, the research questions are:

1. Is there any significant impact of using Read To Me as digital storytelling tools on students' speaking ability?

2. Is there any significant impact of using Fairytales as digital storytelling tools on students' speaking ability?
3. Is there any different results gained by experimental and control class?

C. Aim of the study

This study aims to:

1. Examine whether Read To Me as digital storytelling tools impacts students' speaking ability
2. Examine whether Fairytales as digital storytelling tools impacts student' speaking ability
3. Investigate differences gained by experimental and control class.

D. Limitation of the problem

This research focuses on investigating how digital storytelling tools impact students' speaking ability. The investigation is limited towards two digital storytelling application which are Read to Me application for the experimental class and the Fairytales application for the control class. In addition, this investigation will explore the students' speaking ability to interact, making comparion, and express their views, especially in the context of storytelling, which is the focus of phase E of *Kurikulum Merdeka*. To examine student speaking, according to (Harris, 1969) cited from (Des et al., 2021), Speaking ability are measured in several areas, including grammar, vocabulary, fluency, pronunciation, and comprehension.

This research has three specific criteria: vocabulary, pronunciation, and comprehension. To deliver speaking, it is necessary to have a well-chosen vocabulary, well-approved pronunciation, and correct chunking comprehension. By practicing speaking students and teachers can evaluate whether their pronunciation is already well-approved. In addition, students can write down the vocabulary they learn while reading and listening to the story. Combining audio and visuals helps students understand the story more effectively and integrate the acquired vocabulary to meet the comprehension criteria.

E. Hypothesis

In conducting this quantitative research, the researcher uses an alternative hypothesis (*H_a*) that:

1. There is a different impact of the use of Read to Me Application as digital storytelling tools on students' speaking ability.
2. There is a different impact of the use of Fairytales Application as digital storytelling tools on students' speaking ability.
3. There is a different result gained by experimental and control classes.

F. Operational Definition

The following are the operational definitions used in this study:

1. Digital Storytelling

Digital storytelling is a form of storytelling that uses digital

material, such as text, images, audio, video, and graphics, to tell a story (Nair &Yunus, 2021). In this research, students will use digital storytelling applications as a learning tools, allowing them to watch, listen to, and read stories with interactive features in digital storytelling applications.

2. Read To Me Application

Read to Me is an application that has many interactive features. Students will see, read, and listen to stories in the application. This app has a singing feature, listening only, and a flashcard feature for learning vocabulary. There are many stories, not only narratives but also histories of historical buildings, and the stories have been grouped by category (e.g., colors, animals, fairy tales, history, etc.,) so that students can use this app according to their needs. The app also has reading categories according to their level such as easy, intermediate or advanced. The interactive features in this app are very much in line with Computer Assisted Language Learning (CALL) principles, as they provide multimodal language input and practice.

3. Fairytale Application

Fairytale is application that is equipped with a pop-up feature so that the page is not only full of writing but also many moving images. It is just that this application does not have flashcard features, sing-along, or features that Read To Me has,

so this application only focuses on audio and visual stories. It focuses solely on storytelling, providing high-quality visual and auditory content. In addition, it has visual and audio support, which helps students with pronunciation and comprehension.

4. Speaking Ability

Speaking ability refers to a student's capacity to communicate verbally while paying attention to comprehension, vocabulary, and pronunciation (Sartipa, 2019.) In this study, speaking ability refers to students ability to interact and exchange ideas and express their views, especially in the context of storytelling. Students must be able to connect the events of a story, explain the character's feelings and behaviour, and retell the story with the student's point of view. However, students also will pay attention to their vocabulary, comprehension and pronunciation.

G. Research significances

This study's results are expected to contribute significantly to theory and practice in students' speaking learning. Theoretically, this research is expected to support or complement existing theories about digital storytelling on students' speaking ability. Students will not only be able to speak confidently and clearly but also be adept at utilizing the latest technology. By utilizing digital storytelling's dynamic and interactive nature, the students will develop a forward-

thinking approach to education, preparing them to prosper in a world where technology and communication cross in all aspects of life—academically, professionally, and socially.

Practically, the results of this study can be used as a reference for students to enhance students' speaking ability and provide them with an innovative English language learning experience through the use of digital storytelling as learning tools. This research can especially be helpful for teachers as a consideration for using digital storytelling as learning tools in the learning process. In addition, this research is expected to provide additional information for other researchers who want to do research in the same field especially further research can use digital storytelling for students to create their digital storytelling.

For the institution, this research is expected to inspire students taking TEFL, TEYL, Microteaching and TLS courses to create digital storytelling media for learning. It is hoped that digital storytelling will be used as an alternative tools for teaching methods with the use of digital storytelling.

CHAPTER II

THEORETICAL FOUNDATION

A. Speaking Ability

1. Definition of Speaking Ability

Speaking is one activity involved in interacting with others. People engage in conversation and use language to convey thoughts, feelings, and ideas. Additionally, speaking is the act of producing words using the mouth to produce sounds (Wati & Rozimela, 2019). Speaking clearly can be considered essential to effective interpersonal communication and a means of arguing, sharing information, and occasionally exchanging ideas. (Maryam, 2020) stated that sharing with others such as knowledge, interests, opinions, and ideas is a kind of speaking. The ability to speak takes essential places for people to understand what is being talked when interacting with each other.

Ability has emerged as the most important skill for foreign languages since it is an individual's potential and someone who can speak a language can understand it automatically (Harris, 1969). It is means that a person's natural understanding of a language is often determined by the capacity to speak it, thus when someone can communicate verbally, understanding happens automatically. According to Harmer (2001) the capability to process information

and language also becomes the ability to speak. In addition, the process of conveying and generating meaning through spoken and non spoken codes is known as speaking ability (Idayani, 2019).

Speaking ability indicate a student's capacity for expressing their ideas through spoken or nonverbal representations. In addition, speaking ability is a social behavior form and a tool that can be used to facilitate natural communication between individuals. (Idayani, 2019). The ability to speak becomes the most important because as a human, we need and are able to communicate with other people well. Additionally, Brown & Yule (2000) stated that students studying foreign languages need to understand speaking since speaking involves important aspects such as pronunciation, vocabulary, and comprehension, which are the basis for effective communication, speaking ability includes talking about and exchanging information, asking for something, expressing feelings, and discussing about material that students learning. To achieve this ability, students need clear pronunciation to ensure that their words can be well approved, well-chosen vocabulary to express their thoughts accurately, and strong comprehension to process and respond effectively to the conversation or material being discussed. Nurdin (2020) pointed out that it is possible that a student's understanding of the language they are learning can be determined by how well they speak. In this

way, speaking is the ability of a person to communicate verbally with another individual.

In sum, speaking is one of the essential elements in linking with people, sharing information, and expressing oneself. It consists of the occurrence of sounds or words that have meaning. Knowledge of language and its use in expression can be considered as its two interrelated aspects. Students who are learning a foreign language should be able to enhance their speaking abilities to be able to communicate as intended. These include retelling story, discussing the material, exchanging ideas and expressing opinions.

2. Elements of Speaking Ability

Brown (2004) stated that speaking consists of five elements, which includes vocabulary, grammar, fluency, comprehension and pronunciation. In this research, the elements focused on pronunciation, vocabulary and comprehension.

a. Pronunciation

The process of turning a sound into a meaningful word is called pronunciation. It deals with well approved pronunciation that does not require the person to speak every word accurately, instead, it focuses on the person's ability to pronounce story-related words clearly and properly while paying attention to basic stress and intonation patterns that fit the story's context. In addition, well approved pronunciation that supports speech organs (Des et al.,

2021).

b. Vocabulary

The proper diction that is employed in communication is referred to as vocabulary, choosing the right words enhances communication and helps articulate thoughts clearly (Satriawan et al., 2023). A well-chosen vocabulary consists of commonly used and new words learned by reading and hearing stories. People can communicate clearly and contextually by using this new vocabulary in the way they speak to express themselves more effectively and appropriately to the context.

c. Comprehension

Comprehension is the last element that is used to understand the meaning that is being conveyed, comprehension enables speakers to engage meaningfully in conversations and respond appropriately (Satriawan et al., 2023). It is indicated that comprehension enables a person to comprehend the story as they are familiar with it. This familiarity enables them to tell the story effectively, ensuring that the listener follows the plot and comprehends the speaker's main points. With proper and accurate comprehension when conveying and capturing information, students will have better speaking ability, especially when exchanging information, asking for something, expressing feelings, and discussing materials that students learn.

Speaking elements are essential for assessing speaking ability. With pronunciation, vocabulary, comprehension individuals can become effective communicators and build strong relationship.

3. Assessing Speaking Ability

Brown (2004) explained how to assess the five components of speaking ability. Pronunciation, grammar, vocabulary, fluency, and comprehension are five components that can be scored between 1 and 5. For this research, three particular criteria were selected: comprehension, pronunciation, and vocabulary.

a. Pronunciation

The process of turning a sound into a meaningful word is called pronunciation. It deals with well approved pronunciation that does not require the person to speak every word accurately, instead, it focuses on the person's ability to pronounce related words clearly and properly while paying attention to basic stress and intonation patterns and it deals with speech organs (Des et al., 2021). Students can listen to native speakers who speak in context to the story to practice pronouncing the word and the clause. Furthermore, with language and hearing audio from native speakers, they can pronounce words and clauses well-approved.

b. Vocabulary

The proper diction that is employed in communication is referred to as vocabulary, choosing the right words enhances communication and helps articulate thoughts clearly (Satriawan et al., 2023). Students need a vocabulary to convey messages, respond to many contexts, and express their thoughts about topics of interest. In addition, students will get new vocabulary from the stories that students have heard and read.

c. Comprehension

Comprehension enables speakers to engage meaningfully in conversations and respond appropriately (Satriawan et al., 2023). It is indicated that comprehension enables a person to comprehend the story as they are familiar with it. In addition, if the vocabulary is well-chosen and the pronunciation is well-approved, students can convey stories so that the audience understands what the speaker is saying.

B. Digital Storytelling as Learning Tools

1. Learning Tools

An essential aspect of effective teaching is engaging students through explicit and impactful instruction. Andriani (2022) stated that one component of a competent teacher's ability to demonstrate skills in front of the class is the ability to provide lessons to students. Teachers need to be knowledgeable

about a wide range of learning tools to deliver courses effectively and quickly. This will make learning more engaging and stimulate students' interests.

In teaching and learning English, the use of tools is essential. Technology-enhanced tools for learning have become highly successful in the field of English language instruction, offering a variety of dynamic and varied methods for language acquisition (Zulfikhar et al., 2024). Interactive software and mobile apps are examples of learning tools designed to keep students interested and assist in their language development. The emergence of these technologies has opened up opportunities for more personalized and flexible learning experiences that accommodate a variety of learning styles.

Digital tools, such as language learning apps and multimedia content, have made English language education more accessible and interactive. This allows 21st-century learners to take advantage of technology to prepare themselves for an increasingly technology- oriented future. Additionally, Franchisca et al., (2024) pointed out that visuals, sound, and animation are frequently used in technology enhanced learning tools, which may enhance student motivation and engagement by making the learning experience enjoyable. Thus, using learning tools can help make learning more exciting and

accessible.

2. Digital Storytelling

The process of digital storytelling has been around for a very long time. Digital storytelling can use a broad variety of software tools, cover a large range of topics outside the classic story, and take many various formats. Brown (2004) stated that digital storytelling had become a vital instrument for the classroom, teacher, and student. Puteri Elyani et al., (2022.) explain that digital storytelling is a tools that convey information or tell a story in a number of ways by combining audio, video, and graphics, likewise a narration might be put on top of it, and there might occasionally be associated music. Therefore, digital storytelling is multimodal because it has various features or methods to apply, including images, sounds, and interactive features. As stated by Shamim & Riaz (2023) text, speech, visuals, music, audio, and other modes are defined as a multimodal principle.

Digital storytelling offers fun and engaging learning resources with a variety of stories and stunning images in each scene. The lessons are simple for students to understand because such stories have a lot of material (Syafriyadin et al., 2019). Ohler (2007) cited from (Astuti & Chakim, 2023) provided findings to support this claim, demonstrating that

digital storytelling has become widely used as an engaging teaching tool. The field of education needs to make effective use of technological advancements. Digital storytelling is one of the best technological advancements that have been beneficial to education. It has been demonstrated that digital storytelling inspires, involves, and piques learners' interest in the learning process (Davis, 2004).

In summary, digital storytelling is a learning tools that can attract students in various forms and subjects. Using digital storytelling as a learning tools may encourage student engagement, understanding and active learning. Through digital storytelling tools, students are facilitated to read, hear, and explore digital stories' content and interactive features. Students' pronunciation will be better through the digital storytelling feature's audio, allowing them to hear the words expressed aloud, imitate the proper tone, and correct their pronunciation errors. The digital storytelling feature's visuals will enhance students' vocabulary and comprehension abilities, making it easier for them to comprehend the story's context, identify new terms, and apply them to daily situations.

3. Potentials of Digital Storytelling in Teaching and Learning Activities

Teachers' subject-matter expertise could grow with the use of digital storytelling. Choo et al., (2020) pointed out that teachers choose stories based on the digital story's design, which helps them build their critical comprehension of the cultural, social, and historical contexts of the content knowledge, these criteria include the storyline, characters, theme, and moral values. Teachers could use the digital stories to introduce material to their students as a hook or anticipation set to draw their attention while introducing new ideas.

Teachers could engage students in enjoyable and meaningful activities by using digital storytelling. Choo et al.,(2020)stated that teachers that use digital storytelling can discover that getting their students involved in the story's conversation is really beneficial. Students get increased exposure to the use of the English language since they can hear and use the language through digital storytelling. Thus, in order to engage students, teachers might incorporate digital storytelling into their lessons.

Since digital storytelling accommodates various intelligences, it is also beneficial for student learning.

Visual learners might see the pictures, music, could hear the music, and language learners might pick up new terminology or words. Students' perspectives expressed through conversation and their comprehension of themselves after hearing the story also appeal to their intrapersonal and interpersonal skills (Choo et al., 2020). Teachers now have the chance to encourage their students to learn about a variety of interests and potentials.

Digital storytelling enables teachers to improve their subject matter knowledge by employing critical, creative, and reflective thinking to use digital media as teaching and learning activities. Students benefit from an increased understanding of English and participation in meaningful digital technology-based activities. Digital storytelling's dynamic nature supports a range of learning styles, encouraging student comprehension and reflection on those styles.

4. Read To Me Application as a Learning Tools for Digital Storytelling

Nowadays, mobile phones allow users to learn languages through specific applications. This type of language learning that uses mobile phones and can be accessed anywhere is called Mobile Assisted Language Learning (MALL).

According to Satya (2022) MALL is a part of Computer Assisted Language Learning (CALL) for language and mobile learning (mlearning). Egbert Joy (2005) pointed out that MALL operates on a few multimodal principles.

The first is student-centered, which means that technology should meet the individual needs of each student, allowing them to learn at their own pace and in their style. Another principle is motivation, which suggests that fun and engaging tools, such as using pictures and providing audio, should be used to spark students' interest in learning. Finally, interaction means that students should be able to practice the language by interacting with others and using the technology itself.

Read to Me is an application that has many interactive features. Students will watch, read, and listen to stories in the application. This app has a singing feature, listening only, and a flashcard feature for learning vocabulary. There are many stories, not only narratives but also histories of historical buildings, and the stories have been grouped by category (e.g., colors, animals, fairy tales, history, etc.) so that students can use this app according to their needs. The app also has reading categories according to their level, i.e. easy, intermediate or advanced. This application is equipped with a highlight feature

in each story. When the storyteller talks, each vocabulary word is highlighted so that students can more clearly understand it. Each page is equipped with pictures that relate to the story sequence. The interactive features in this app are very much in line with MALL principles, as they provide multimodal language input and practice.

5. Fairytale Application as a Learning Tools for Digital Storytelling

Fairytale is an app with a popup feature so that the page is not only full of text but also many moving images when the storyteller only reads the popup narration. However, English is not the first language in Indonesia, so students may struggle and need subtitles when the narration is speak and the popup appears. In addition, this app does not have flashcards, sing-alongs, or features that Read To Me has, so this app only focuses on audio and visual stories.

C. Related Research

In recent years, researchers have investigated the use of digital storytelling to improve speaking skills. Several researchers have done research like this, and almost the same. The first researcher is (Cahyanti & Nuroh, 2023) this research discusses digital storytelling as a learning tools for elementary schools to

improve students' speaking skills, the digital storytelling application used is folklore, and in this study, there are results that the use of digital storytelling as a learning media can improve students' speaking skills. Digital storytelling media can help improve language skills and hone students' psychology and knowledge of information technology in the application of material delivered by educators in elementary schools. This research contributes to current research by considering the implementation of digital storytelling to improve grade 10 students' speaking ability in a senior high school context. It examines how interactive digital storytelling influences abilities such as retelling stories, applying new vocabulary, understanding stories, and pronouncing words well using the Read to Me and Fairytale apps. The research also examined how digital storytelling helped students connect and sequence events while explaining characters' feelings, actions, and behaviours.

Another researcher is (Haroon, 2021) this research is the same as the previous one, which uses digital storytelling as a learning tool for teaching students' speaking ability in elementary school. However, this study does not mention what digital storytelling application is used, it is noted that students' speaking ability increases after applying digital storytelling as a learning media. By examining the impact of Read to Me and Fairytale apps

on tenth-grade students' speaking ability in a senior high school context, this research contributes to the existing research. This study focused on measurable elements, including pronunciation, vocabulary, story comprehension, and the capacity to sequence and connect events, whereas Haroon (2021) focused on improving the speaking skills of primary school students in general without mentioning the apps used. This research aims to provide insight into how digital storytelling can be successfully adapted to different educational levels and situations by concentrating on narrative texts.

The last researcher is (Syafryadin et al., 2019) this research is different from previous research, it uses a classroom action research method where digital storytelling is used as a learning technique for students' speaking skills. Students are asked to create their own digital storytelling, such as composing stories, making videos, recording audio, and editing them into digital storytelling. By using digital storytelling, students' speaking and storytelling skills are improved. Digital storytelling makes students more critical, creative, and confident as a digital generation. By considering the use of existing digital storytelling apps, such as Read to Me and Fairytales, rather than requiring students to create their own digital stories, this study contributes to the current research. This study highlights interactive

storytelling tools to improve specific speaking abilities, such as pronunciation, vocabulary use, and story comprehension. In contrast, Syafryadin et al. (2019) focused on developing students' creativity and technical skills through digital story production. This study examined how organized digital stories can improve speaking ability in a guided learning environment.

The three research above contribute significantly to designing digital story based educational materials that focus on improving students' speaking skills. Research by Cahyanti & Nuroh (2023) shows how well folklore-based digital stories can improve the speaking skills of elementary school students. While not mentioning specific uses, Haroon (2021) highlights that digital stories can improve students' speaking skills. Syafryadin et al. (2019) provided a more creative method that enhanced students' confidence, creativity and critical thinking alongside their speaking ability by engaging students in digital storytelling. Using the Read to Me and Fairytales apps as digital storytelling tools, this research builds on previous contributions by improving tenth graders' speaking ability in measurable elements, such as pronunciation, vocabulary and comprehension.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

This research used a quantitative research approach to achieve the goal stated in chapter one. Herawati & Irdiyansyah (2022) elaborated a quasi-experimental method provides a helpful balance between conducting an actual experiment and investigating language use in authentic settings. It supports this research since it employs a quasi-experimental method to examine the impacts of digital storytelling on students' speaking abilities, focusing on how they use language in the classroom to discuss narrative material, retell stories, and convey ideas, also to find out any different impact of the use of digital storytelling using Read to Me application and digital storytelling using Fairytales application. Experimental group consisted of participants who received treatment using digital storytelling using Read to Me application, while the control group consisted of participants who received the treatment using Fairytales application. The aim was to compare and contrast the results between the control and experimental groups. For this reason, the scores of students' speaking ability could be seen between two classes. The formula of nonequivalent pre-test and post-test control group design cited from Sugiyono (2024) of the research design could be seen as

follows:

Table 3.1 Non Equivalent Pre-Test and Post-Test Control Group Design

Groups	Pre-Test	Treatment	Post-Test
Experimental class	O1	X	O2
Control class	O3	Y	O4

Notes:

O1 Pre-test in experimental class

O2: Post-test in control class

O3: Pre-test in control class

O4: Post-test in control classes

X: Treatment for experimental group using Read to Me

Applications

Y: Treatment for control class using Fairytales Applications

B. Population and Sample

In quantitative research, terms such as population and sample are frequently used. In research, a population consists of all people, objects, or situations with at least one characteristic (Herawati & Irdiyansyah, 2022). In this research, all tenth-grade students at SMA BOASH who took English classes and studied narrative texts were the research's population. The samples were taken from 10th-grade classes randomly selected using a random sampling technique. Random sampling was the technique of choosing a person in the population who has an equal chance of being selected

for the sample (Herawati & Irdiyansyah, 2022). To determine which class was the experimental and control groups it was used a lottery system.

C. Data Collection Technique

The research employed a test and lesson plan instruments to collect quantitative data. The following was an explanation of the instruments that researchers used:

1. Test

Researcher used tests as instruments; the tests were in the form of oral test for pre-tests and post-tests that had been validated by an expert. In this research the test was a diagnostic test. Diagnostic tests identified or understand the characteristics, competency conditions, strengths, and weaknesses of students' learning comprehension (Hanif, 2023). In this study, the diagnostic test identified students' strengths and weaknesses in speaking ability before joining the learning session with digital storytelling. The researcher held five meetings for the control class and also five meetings for the experimental class. The first meeting was a pre-test, followed by the second, third, and fourth meetings using digital storytelling treatment. The last meeting, namely the fifth, was a post-test.

After completing the lesson plans for the experimental and

control classes, the researcher conducted research in the two classes. Still, before the treatment, the researcher conducted a pre-test, namely the same oral test for the experimental and control classes. Students were asked to tell orally a narrative story that they have read (legends, fables, fiction, etc.) so that the researcher can assess their speaking ability. After conducting the pre-test and knowing the results, the researcher conducted treatment in the two classes implemented different digital storytelling but with the same material three times treatment. The treatment that researchers used in the experimental class was Read to Me application as digital storytelling. Students were asked to read, listen and explore stories. In the first treatment, students were introduced about digital storytelling, especially the Read to Me application. Next, after the introduction, students listened to, read, and explored one of the stories by trying the slow feature on the application. Students were also learned new vocabulary, practiced pronouncing it, and worked with groups to retell the story.

In the second treatment, students read a story different from the previous one. In the middle of learning, they practiced pronunciation for vocabulary that looks new to them and is tricky to pronounce. Next, students were asked to worked in groups to arrange the story according to the plot that had been

comprehended. With the group, students also practiced the ability to discuss and express opinions about the story and characters in the stories. In the third or final treatment, students were asked questions about the characters and expressions of the two stories that have been read. Afterward, students were in groups to choose one of the stories from the two stories that had been discussed for them to practice storytelling in front of the class, not only storytelling; other students were exchange opinions about the moral of the story if it is related to real life.

The same treatment was applied in the control class. The difference was that students in the control class used the Fairytale application for digital storytelling. After that, the researcher conducted a post-test to see the difference in results from the pre-test, but the post-test questions were the same as the pre-test.

2. Lesson Plan

The researcher used the lesson plan as an instrument. The lesson plan was designed according to the curriculum material that the school uses. The material used is a narrative text, so the researcher created 3 lesson plans for the experimental class and 3 for the control class with the same lesson plan that consists of treatment activities.

3. Data Analysis

In analyzing the data, the students' pre-test and post-test scores were analyzed by calculating the variant, calculating the mean, standard deviation, t-test and degree of freedom. Homogeneity and normality test were used determine whether the data homogenous and normally distributed.

1. Normality Test

The normality test was conducted to determine whether or not the data is distributed normally (Supardi, 2013). The normality test helped ensure that the results of statistical analyses on the data were accurate and represent reality. In SPSS, the researcher used *Kolmogrov-Smirnov* to examine the normal distributions of the scores.

2. Homogeneity Test

The researcher also used the homogeneity test to determine whether the sample of data originates from populations with the same or homogenous variance (Supardi, 2013). A homogeneity test will ensure the data's variance is the same for the experimental and control groups. It is crucial to ensure the validity of the comparison between the two study groups and the accuracy of the findings. In this step the researcher was used the *Levene Test* in SPSS.

3. Calculating the Variant

This step use to calculate the variant of control group and experimental group (Supardi, 2013). The amount of variation in a group of data is defined by calculating variance. The researcher was determined how much the data in the experimental and control groups deviate from the mean by calculating the variance.

$$S_c^2 = \frac{\sum X_1^2 - \left(\frac{\sum X_1}{n}\right)^2}{n-1} \quad S_e^2 = \frac{\sum X_2^2 - \left(\frac{\sum X_2}{n}\right)^2}{n-1}$$

S_c^2 = Variant Control Group

S_e^2 = Variant Experimental Group

$\sum X_1^2$ = Total Score of Control Group

$\sum X_2^2$ = Total Score of Experimental Group

n = Number of Students

4. Calculating the mean

The mean gain was calculated to determine the average score from the pre test and post test of the experimental and control group. The mean were calculated to determine how the mean results for the experimental and control groups changed from the pre-test to the post-test. It also helped determined how much students' speaking abilities are impacted by digital storytelling. According to Supardi (2013) , the mean is determined using the following formula:

$$\bar{X}_c = \frac{\sum X_1}{n} \quad \bar{X}_e = \frac{\sum X_2}{n}$$

$\bar{X}_e$ = Mean of Experimental Group

$\bar{X}_c$ = Mean of Control Group

$\sum X_1^2$ = Total Score of Experimental Group

$\sum X_2^2$ = Total Score of Control Group

n = Number of Student

5. Calculating standard deviation

It measures how much the data deviates from the mean. The amount to which student scores deviate from the mean were determined by calculating the standard deviation. It is to determine whether the two groups' progress in the ability to speak is consistent or different. (Supardi, 2013).

$$S_{gab} = \sqrt{\frac{(n_A - 1)S_A^2 + (n_B - 1)S_B^2}{n_A + n_B - 2}}$$

S_{gab} = Standard Deviation

n_A = The Number of Students (Experimental Group)

n_B = The Number of Students (Control Group)

S_A^2 = The Variant of Experimental Group

S_B^2 = The Variant Control Group

6. Calculating t-test

The t-test is used to determine whether the students' average scores change after treatment (Supardi, 2013). The t-test in this research were test whether there was a significant difference between the students' speaking ability in the experimental group using the Read to Me app and the control group using the Fairytales app. Paired t-test also used in this research for answering the hypothesis 1 and 2.

$$t = \frac{\bar{X}A - \bar{X}B}{S_D \left(\frac{1}{n_A} + \frac{1}{n_B} \right)}$$

t = T-test

S_D = Standard Deviation

$\bar{X}A$ = Mean of Control Group

$\bar{X}B$ = Mean of Control Group

n_A = The Number of Sample Experimental Group

7. Determining the degree of freedom

To determine the value of the t-table value is find out. The difference in speaking ability between the experimental and control groups is statistically significant, meaning that the treatment had an actual impact if the computed t-value is higher than the t-table value.

$$d.f = n_1 + n_2 - 2$$

df = Degree of Freedom

n_1 = Number of Students (Experimental Group)

n_2 = Number of Students (Control Group)

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Finding

This study used a quantitative approach with a quasi-experimental method. It was conducted from April 14 to May 19, 2025, at a private senior high school in Bogor. The experimental group was Class 10 *Kurikulum Merdeka (re: KM)* 15 with 34 students, and the control group was another Class 10 *Kurikulum Merdeka (re:KM)* 14 with 31 students. Both groups studied narrative text as the learning material during the study.

The study was carried out over five meetings: the first meeting for the pre-test, second until fourth meetings for the treatment, and the fifth meeting for the post-test. At the first meeting in both classes experimental and control class, students took a pre-test in the form of an oral test. The next three meetings assigned were used for treatment sessions, in which both the experimental and control classes utilized a digital storytelling application. These sessions were designed to facilitate students' learning of narrative texts, with a particular emphasis on enhancing their speaking ability through listening activities integrated into the digital storytelling applications. At the final meeting, students took a post-test, which was the same oral test used in the pre-test. The collected data were analyzed to determine whether the use of a digital storytelling application, specifically the Read to Me and Fairytales, had a significant impact on the speaking abilities especially pronunciation, vocabulary, comprehension of students

in the experimental class and control class.

From the first meeting to the last treatment. Students were engaged in a series of learning activities focused on narrative texts through the use of the digital storytelling applications. These activities included identifying and analyzing the generic structure of narrative texts, sequencing story plots to understand the logical flow of events, and comparing the traits, behaviors, and development of characters within different stories to enhance their comprehension. In the last meeting, the post-test, students are asked to tell a story about any fictional story they want to tell. The researcher took the data from the pre-test and post-test scores. After the data were collected, the results were calculated using the t-test formula to determine whether the use of digital storytelling applications, namely, Read To Me and Fairytale had an impact on students' speaking skills. The result of the data analysis is as follows:

1. Result of Pre test and post test of Experimental group

Data were collected from students' scores on pre-tests and post-tests in the experimental group. The pre-test was given to students in the form of oral test with the topic of re-telling any fictional story according to the generic structure of narrative text. The data on students' learning outcomes in the experimental group were analyzed using IBM SPSS 26 to calculate the mean, maximum score, minimum score, and standard deviation. The data details are as follows:

Table 4.1 The Result of the pre-test and post-test of Experimental Group

Experimental Group	Mean Score	Minimum Score	Maximum Score	Standard Deviation
Pre-Test	59,56	40	80	11.439
Post-Test	85,00	50	95	11.214

Based on Table 4.1, the pre-test results of the experimental group show that the average score of the students is 59.56, with the highest score being 80 and the lowest score being 40. These scores were obtained from the students' speaking performance during the pre-test, which focused on aspects such as pronunciation, vocabulary, and comprehension. The data were analyzed using SPSS through descriptive statistical analysis. The standard deviation on the pre-test is 11.439, indicating the extent to which students' scores varied from the average.

The pre-test scores indicate that the students' speaking ability before the intervention was still relatively low, with an average score of around 40. The average score had not yet reached the Minimum Competency Criteria typically set by schools, which is 78. It suggests that most students were still struggling to express ideas verbally, comprehending the stories, and pronounce words clearly and accurately.

Following three treatment sessions using the digital storytelling application Read to Me, the experimental group's post-test average scores not only increased substantially compared to the pre-test but also surpassed the school's minimum competency standard, which is set at 95. The average score increased to 85.00, with the highest score being

95 and the lowest being 50. The standard deviation was 11.214, indicating that while there was some variation in individual scores, most students showed an improvement in their speaking ability.

The difference between pre-test and post-test scores indicates that the use of the "Read to Me" application as a digital storytelling tool has a positive impact on improving students' speaking ability. Students became more capable of understanding story structure, retelling stories coherently, and using more appropriate vocabulary and pronunciation.

2. Result of Pre test and post test of Control group

Data were collected from students' scores on pre-tests and post-tests in the control group. The pre-test was given to students in the form of oral test with the topic of re-telling any fictional story according to the generic structure of narrative text. Based on the data on student learning outcomes in the control group, the mean, maximum score, minimum score, and standard deviation were calculated using IBM SPSS 26. The data details are as follows:

Table 4.2 The Result of the pre-test and post-test of Control Group

Control Group	Mean Score	Minimum Score	Maximum Score	Standard Deviation
Pre-Test	54,35	40	75	11.086
Post-Test	78,55	60	95	11.045

Based on Table 4.2, the pre-test results of the control group show that the average score of the students is 54.35, with the highest score being 75 and the lowest being 40. These scores were obtained from the students' speaking performance during the pre-test, which focused on

aspects such as pronunciation, vocabulary, and comprehension and were calculated using SPSS through descriptive statistics analysis. The standard deviation in the pre-test is 11.086, indicating a variation in the students' speaking abilities before the treatment. This average score suggests that most students had not yet reached the minimum proficiency standard, particularly in pronunciation, story organization, and vocabulary use.

Following three treatment sessions using the digital storytelling application Fairytale, the control group's post-test average scores not only increased substantially compared to the pre-test but also surpassed the school's minimum competency standard, which is set at 95. These scores were also taken from the students' speaking performance and analyzed using SPSS descriptive statistics. The average score increased to 78.55, with the highest score being 95 and the lowest 60. The standard deviation in the post-test was 11.045, showing that the spread of scores remained relatively consistent, while overall speaking ability improved.

Although there was an improvement in the control group, this improvement was not as significant as that in the experimental group, which used the Read to Me application. While the Fairytale application has an impact on improving speaking ability, the more comprehensive interactive and oral learning support features in Read to Me may lead to more optimal results.

3. Normality Test

The normality test results were obtained using Kolmogorov-Smirnov with IBM SPSS 26. The normality test was conducted as a prerequisite for testing the hypothesis. The normality test was used to determine whether the data was normally distributed or not. The formula is as follows: if $\text{sig} > 0.05$, then the data is normally distributed; if $\text{sig} < 0.05$, then it can be said that the data is not normally distributed.

Table 4.3 The Result of Normality Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		31
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	10.33651200
Most Extreme Differences	Absolute	.140
	Positive	.140
	Negative	-.112
Test Statistic		.140
Asymp. Sig. (2-tailed)		.124 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on Table 4.3, the results of the normality test using the One-Sample Kolmogorov-Smirnov Test show that the Asymp. Sig. (2-tailed) value is 0.124, which is higher than the significance level of 0.05. It indicates that the residual data is normally distributed.

Thus, the pre-test and post-test data in this research meet the assumption of normality. This normality test was conducted as an initial step to examine the impact of using the Read to Me application as a digital storytelling application on students' speaking ability. Since the

data distribution is normal, the subsequent statistical analysis results can provide a valid picture of the impact of the treatment given in this research.

4. Homogeneity Test

A homogeneity test was conducted to determine the degree of variance similarity between the two groups. This test aimed to ensure that the experimental and control groups had similar characteristics in terms of their initial speaking ability, including aspects such as pronunciation, vocabulary, and comprehension. Moreover, neither group had previously been exposed to learning narrative text through digital storytelling applications, ensuring that the treatment was a new experience for all participants. In this research, the homogeneity test was calculated using the Levene Test in IBM SPSS 26.

Table 4.4 The Result of Homogeneity Test

		Test of Homogeneity of Variances			
		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	.571	1	63	.453
	Based on Median	.377	1	63	.541
	Based on Median and with adjusted df	.377	1	61.338	.541
	Based on trimmed mean	.565	1	63	.455

Based on Table 4.4, the Levene Test results shows a significance value (Sig.) of 0.455 in the Based on Mean category. This value is higher than 0.05, indicating that the data have homogeneous variance between

the experimental group and the control group.

5. Calculating the variant

Calculating variance is used to determine the degree of spread of scores in each group and serves as the basis for the t-test. After verifying that the data from the experimental group and control group were normally distributed and had homogeneous variance, the next step was to calculate the variance for each group. Here are the calculated:

a. Experimental group

$$\begin{aligned}
 S_e^2 &= \frac{\Sigma x_1^2 - \left(\frac{\Sigma x_1}{n}\right)^2}{n - 1} \\
 &= \frac{8.352.100 - \left(\frac{2890}{34}\right)^2}{34 - 1} \\
 &= \frac{8.352.100 - \left(\frac{8.352.100}{34}\right)^2}{33} \\
 &= \frac{8.352.100 - 245.650}{33} \\
 &= \frac{8.106.450}{33} \\
 &= 245.650
 \end{aligned}$$

b. Control group

$$\begin{aligned}
 S_e^2 &= \frac{\Sigma x_1^2 - \left(\frac{\Sigma x_1}{n}\right)^2}{n - 1} \\
 &= \frac{5.929.225 - \left(\frac{2435}{31}\right)^2}{31 - 1}
 \end{aligned}$$

$$\begin{aligned}
&= \frac{5.929.225 - \left(\frac{5.929.225}{31}\right)^2}{30} \\
&= \frac{5.929.225 - 191.265}{30} \\
&= \frac{5.737.960}{30} \\
&= 191.265
\end{aligned}$$

In this research, the variance of the experimental group was 245,650, while the variance of the control group was 191,265. These variance values indicate the level of distribution of posttest scores in each group. These relatively similar variances reinforce the results of the previous homogeneity test, suggesting that both groups had comparable initial conditions, which allows for more valid relationships between the treatment received and the learning outcomes.

6. Calculating mean

Calculating mean used to determine the difference in learning outcomes between the two groups after they have received different treatments. After calculating the variance, the next step is to calculate the mean value of the posttest results for both groups: the experimental group and the control group.

a. Experimental group

$$\begin{aligned}\bar{x}_e &= \frac{\Sigma x_2}{n} \\ &= \frac{2890}{34} \\ &= 85\end{aligned}$$

b. Control group

$$\begin{aligned}\bar{x}_c &= \frac{\Sigma x_1}{n} \\ &= \frac{2435}{31} \\ &= 78.54\end{aligned}$$

The results show that the average learning outcome of students in the experimental group was 85, while that of the control group was 78.54. The higher average score in the experimental group suggests that using digital storytelling media through the Read to Me application had a positive impact on improving students' speaking skills compared to the Fairytale application used in the control group. This difference reinforces the assumption that the interactive and multimodal features in the Read to Me app contribute more significantly to supporting the learning process of speaking.

7. Calculating standard deviation

Calculating standard deviation is necessary to see how much the values of both groups deviate from the mean value. After determining

the mean value of each group, the next step is to calculate the combined standard deviation.

$$\begin{aligned}
 S_{gab} &= \sqrt{\frac{(n_A - 1)S_A^2 + (n_B - 1)S_B^2}{n_A + n_B - 2}} \\
 &= \sqrt{\frac{(34 - 1)245.650 + (31 - 1)191.265}{34 + 31 - 2}} \\
 &= \sqrt{\frac{(33)245.650 + (30)191.265}{65 - 2}} \\
 &= \sqrt{\frac{8.106.450 + 5.738}{63}} \\
 &= \sqrt{\frac{8.100.7}{63}} \\
 &= \sqrt{128.58} \\
 &= 11.33
 \end{aligned}$$

From the above calculations, a combined standard deviation of 11.33 was obtained. This value demonstrates that there is significant variation or distribution of data from the mean in both groups. The lower the standard deviation value, the more homogeneous the data of the participants in a group.

8. Calculating t test

To determine the effectiveness of the treatments, two types of statistical tests were used. The paired t-test was conducted to see

whether there were significant differences in students' speaking scores before and after the treatment within each group. Meanwhile, the independent t-test was used to compare the post-test scores between the experimental and control groups to find out whether the different treatments led to significantly different outcomes.

a. Paired t-test

Before conducting an independent t-test between groups, a paired t-test was first conducted to determine whether there were significant differences between the pre-test and posttest results in each group, both the experimental class and the control class. A paired t-test was used because the measurements were taken on the same group before and after the treatment, allowing for the assessment of the treatment's impact on each group.

Table 4.5 Result of Paired t-test Experiment Class

		Paired Samples Test							
		Paired Differences		95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Pre Test - Post Test	-25.441	10.615	1.820	-29.145	-21.737	-13.975	33	.000

Table 4.6 Result of Paired t-test Control Class

		Paired Samples Test							
		Paired Differences		95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Pre Test - Post Test	-24.194	9.495	1.705	-27.676	-20.711	-14.186	30	.000

The results of the paired t-test show that the Sig. (2-tailed) value for the experimental class and the control class are both 0.000, which is less than 0.05. It indicates that there is a significant difference between the pre-test and posttest scores in both the experimental

class and the control class. Thus, the first and second hypotheses are accepted, which means:

- 1) Hypothesis 1 is accepted: The use of the Read to Me application as a digital storytelling tool has a significant impact on students' speaking ability.
- 2) Hypothesis 2 is accepted: The use of the Fairytale application as a digital storytelling tool also has a significant impact on students' speaking ability.

b. Independent t-test

After conducting a paired t-test on each class, the next step is to conduct an independent t-test. This test is used to determine whether there is a statistically significant difference between the experimental class and the control class after having received different treatments.

$$\begin{aligned}
 t &= \frac{\bar{x}_A - \bar{x}_B}{S_D \left(\frac{1}{n_A} - \frac{1}{n_B} \right)} \\
 &= \frac{85 - 78.54}{11.33 \left(\frac{1}{34} - \frac{1}{31} \right)} \\
 &= \frac{6.46}{11.33 \sqrt{0.029 + 0.032}} \\
 &= \frac{6.46}{11.33 \sqrt{0.061}} \\
 &= \frac{6.46}{11.33 \times 0.246} \\
 &= 2.32
 \end{aligned}$$

Based on these results, the t-value obtained is 2.32, while the t-table value at a degree of freedom (df) of 63 and a significance level of 0.05 is 1.998. Since the t-value obtained (2.32) > t-table (1.998), it can be concluded that there is a significant difference between the results of the experimental class and the control class after treatment. Therefore, the third hypothesis is accepted indicating that there is different results gained by experimental and control class

9. Determining degree of freedom

Next, the degree of freedom is used to determine the t-table value, which is used as a reference in making hypothesis decisions.

$$\begin{aligned} d.f &= n_1 + n_2 - 2 \\ d.f &= 34 + 31 - 2 \\ &= 63 \end{aligned}$$

With a degree of freedom of 63 and a significance level of 0.05 (5%), the t-table value is 1.998. From the previous calculation, the t-value is 2.32. Since $2.32 > 1.998$, it can be concluded that there is a significant difference between the experimental class and the control class after the treatment.

B. Discussions

In this research, the speaking test refers to an oral assessment where students were asked to retell a narrative story in their own words. It is in line with Nurdin (2020), who stated that oral assessment is a form of speaking, and a student's language understanding can be measured through how well they speak, as speaking reflects the ability to communicate

verbally and meaningfully especially in pronunciation, comprehension and vocabulary.

The test was designed to evaluate several aspects of their speaking ability, including pronunciation, vocabulary and comprehension. This oral test allowed the researcher to measure students' ability to communicate ideas clearly and coherently in English. The test was conducted twice: a pre-test to assess the students' initial speaking ability, and a post-test to evaluate any improvements resulting from the use of digital storytelling applications. This follows the nonequivalent control group design as stated by Sugiyono (2024), which involves administering both a pre-test and a post-test to measure the effect of treatment on the experimental and control groups.

During treatment in the experimental class there were three steps done by the teacher, on the first meeting, students listened to and read the story of Little Red Riding Hood using digital storytelling applications namely Read To Me. This step follows the initial stage of digital storytelling proposed by Cahyanti and Nuroh (2023), which emphasizes reading and listening to the story first in order to help students understand the content before moving on to speaking activities. The teacher trained students in identifying vocabulary in the story and practicing pronunciation, which students found difficult. Students were given a storymap task of the little red riding hood using the storymap as a guide

The next step on the second meeting students read and listen to the story of goldilocks and the three bears at this meeting the teacher trains

students to give their opinions about the characters and the moral of the story, and to compare two characters in the story. This activity aligns with the CP for Phase E, which expects students to express opinions and make judgments in familiar contexts, and with the learning objectives for narrative text at the senior high school level grade 10, which encourages students to compare characters, events presented in the story. The teacher is given the task of sorting the events of the story that are randomized in the correct order.

The last step in the final treatment involved asking students to perform storytelling based on one of the stories Little Red Riding Hood or Goldilocks and the Three Bears. This activity was aimed at giving students the opportunity to apply their understanding of the story, practice organizing ideas coherently, and demonstrate their speaking ability in terms of, vocabulary use, pronunciation, and comprehension. Based on the results of the data analysis, the researcher answered the research questions as follows:

1. Is there any significant impact of using Read To Me as digital storytelling tools on students' speaking ability?

The calculation results come from processing the students' speaking test scores, including the mean scores of the pre-test and post-test, the mean difference that shows students' improvement, and the standard deviation and t-test. Based on the calculation results, the average score in the experimental class increased after being taught using the Read To Me application. The average difference between the

pre-test and posttest was 22.5, with a total deviation of 3527.5. After calculating the variance and standard deviation, further analysis was conducted using a paired sample t-test. The results showed a significance value of 0.000, which is smaller than the significance level of 0.05. It indicates that there is a significant difference between students' speaking ability scores before and after using the Read to Me application. Therefore, the alternative hypothesis (H_1) is accepted, and the null hypothesis (H_0) is rejected, meaning that the use of Read to Me has a significant effect on students' speaking ability.

The use of the Read to Me digital application has been proven to have a significant impact on students' speaking ability, particularly in terms of pronunciation, vocabulary, and comprehension. Through this app, students listen to native speakers narrating stories in context, enabling them to imitate the correct pronunciation of words and sentences. The slow-speed feature also helps students hear more clearly how a word is pronounced.

Additionally, from the stories they read and listen to, students acquire new vocabulary that can be used in daily life. As their vocabulary and pronunciation improve, students' ability to tell stories also improves, enabling the messages they convey to be understood by listeners. Digital storytelling has also received positive feedback in teaching and learning activities, as students appear to enjoy the process more, and learning becomes more interactive. Franchisca et al. (2024)

have demonstrated that visuals, sounds, and animation, collectively referred to as digital storytelling, which are often incorporated into technology-enhanced learning tools, can enhance student motivation and engagement by making learning experiences more enjoyable.

2. Is there any significant impact of using Fairytales as digital storytelling tools on students' speaking ability?

In the control class that used the Fairytales application, the results of the paired sample t-test also showed a significance value of 0.000, which is less than the significance level of 0.05. This indicates that there was an increase in students' speaking ability scores after using the Fairytales application. Thus, the alternative hypothesis is accepted, and it can be concluded that the use of Fairytales also has a significant effect on students' speaking ability. However, the increase is not as significant as that experienced by students in the experimental class because there are fewer features available in the read-to-me app.

3. Is there any different results gained by experimental and control class?

An independent sample t-test was conducted to compare the posttest results between the experimental class and the control class. The analysis results showed that the t-value was 2.32, while the t-table value at a degree of freedom (d.f) of 63 and a significance level of 0.05 was 1.998. Because $t\text{-count} > t\text{-table}$ ($2.32 > 1.998$), it can be concluded that there is a significant difference between the posttest

results of the experimental class and the control class. Therefore, the third hypothesis is accepted, and it can be confirmed that students who learn using the Read to Me application show a more significant improvement in speaking ability compared to students who learn using the Fairytale application.

The results of statistical analysis and hypothesis testing show that the use of digital storytelling, particularly through the Read to Me app, has a significant positive impact on students' speaking abilities. Both apps Read to Me and Fairytale showed an increase in speaking ability, as indicated by a paired sample t-test with a significance value of 0.000, suggesting a significant improvement after treatment.

However, the difference in effectiveness in the features offered. Read to Me offers comprehensive and consistent audiovisual features, including voice narration, visual illustrations, and speed control, enabling students to listen to stories at their preferred pace. In contrast, Fairy Tales is less consistent in its audiovisual presentation and includes interactive elements, such as pop-ups and games, which can be distracting for some students. According to Karshen (2024) theory of comprehensible input, comprehensible input facilitates second language acquisition. In this context, visual elements such as images, animations, or movements in audio-visual media play an important role because they help learners understand the meaning of words or sentences without having to be translated directly.

Visualizations that support the language content make the input more straightforward to understand and more engaging, thereby strengthening learners' comprehension and memory retention. It is evidenced by Widagdo (2021), who found that the lack of visuals and focus only on audio makes it difficult for students to understand expressions or situations that often aid in comprehending meaning fully, leading students to struggle with context, especially if vocabulary, sentence structure, or accent differ significantly from their native language. Therefore, although both are beneficial, Read to Me has proven to be more effective in providing a focused, structured learning experience that meets the needs of students as foreign language learners.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher conducted a quantitative study to investigate the impact of digital storytelling applications on students' speaking ability. This research was guided by three research questions: (1) Is there a significant impact of using Read To Me applications as a digital storytelling tool on students' speaking ability? (2) Is there a significant impact of using Fairytale applications as a digital storytelling tool on students' speaking ability? and (3) Is there any significant differences in speaking outcomes between the experimental class and the control class? The study involved two tenth-grade classes at one private senior high school, with a total of 65 students. The experimental group used the Read To Me application, while the control group used the Fairytale application. To gather data, students in both groups were given a pre-test and a post-test. The results were then analyzed using statistical analysis, and t-test, to determine the effectiveness of the digital storytelling tools on enhancing students' speaking ability.

These conclusions are based on the findings and discussion shown in the previous chapter. The research supports previous studies that emphasize the role of digital storytelling applications in enhancing speaking ability. Specifically, it was found that using the Read to Me applications significantly effects students' speaking ability in terms of pronunciation, vocabulary, and comprehension. The findings are evidenced by the increase

in average scores from the pre-test to the post-test, as well as the results of the paired t-test, which showed a significance value of 0.000. Meanwhile, the use of Fairytale applications in the control group also showed increased score of the students. However, it is not as much as the use of the Read to Me applications, as reflected by the lower average post-test score of 78.55 compared to 85.00 in the experimental group, and supported by the independent t-test result showing a significant difference between the two groups.

In conclusion, there was a difference in students' speaking ability between the experimental group taught using the Read to Me applications and the control group taught using Fairytale applications. The difference was evident in the higher average post-test score achieved by the experimental group, which was supported by the results of an independent t-test. These findings indicate that digital storytelling, particularly through the Read to Me applications, has a positive impact on students' speaking ability. In addition, the use of interactive and multimedia learning tools not only improves students' speaking ability but also increases the overall effectiveness of the learning process.

B. Suggestions

The results of this research provide suggestions on two aspects, including time management and the use of digital storytelling among students, such as creating their own digital storytelling. The first, both classes had afternoon schedules and the lessons were often disrupted by

rain, which made students go home early and reduced the learning time. This limited the chance for students to practice speaking more. In addition, this research only introduced students to the use of digital storytelling applications as learning tools, they were not yet involved in creating their own digital stories. Allowing students to create their own digital storytelling in future research may help improve their creativity, engagement, and language skills more actively. Therefore, based on the result of this research and the weaknesses experienced, the researcher has suggestions for teachers, students and the next researcher.

1. Teachers

Teachers are advised to utilize digital storytelling tools as a way of teaching English, especially in developing students' speaking abilities. The use of digital applications can help students become more active and confident in using spoken English, as they provide interesting audio and visual elements when studied in class. In addition, integrating speaking activities and consistently using English in the learning process will be very beneficial in accustoming students to communicate in English.

2. Students

For students, it is recommended that they use digital storytelling tools not only during class but also as a way to practice independently outside of class. By regularly practicing retelling stories they have heard or read, students can improve their fluency and enrich their vocabulary, as

consistent repetition and exposure help them understand the structure of language. Being active and consistent in their practice will enhance their overall speaking ability, allowing them to speak more naturally and confidently.

3. The Further Researcher

It is suggested to further develop this research by allowing students to not only use digital storytelling applications as a learning tool but also to create their digital storytelling. This is expected to enhance students' creativity, engagement, and English language skills more deeply, as students will be more active in composing stories, choosing vocabulary, and arranging storylines independently. Further research using this approach can provide a more comprehensive picture of the impact of digital storytelling on speaking ability and other aspects of language.

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APPENDIX

Appendix 1. Lesson Plan

Experimental Class

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Nama Penyusun	Risqia Azizah
Nama Sekolah	SMA BOASH
Jenjang Sekolah	SMA
Fase	E
Kelas	X
Materi Pembelajaran	Narrative Text
Elemen	Speaking
Capaian Pembelajaran	Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.
Alokasi Waktu	3 JP x 30 menit

B. KOMPETENSI AWAL	
1. Peserta didik mengetahui struktur teks naratif (orientation, complication, resolution). 2. Peserta didik mengetahui kosakata yang sering digunakan dalam teks naratif. 3. Peserta didik mengetahui cara menyusun cerita secara runtut berdasarkan urutan kejadian.	
C. SARANA DAN PRASARANA	
Media	LKPD (Lembar Kerja Peserta Didik), Mobile Phone
Sumber Belajar/Sumber Materi	Digital Storytelling: Read to Me Application
D.. PROFIL PELAJAR PANCASILA	
Gotong Royong	Memiliki kemampuan untuk melakukan kegiatan secara bersama-sama agar kegiatan pembelajaran berjalan dengan lancar.
Mandiri	Memiliki kemampuan bertanggung jawab atas proses dan hasil kegiatan pembelajaran
Kreatif	Mengolah cerita fiksi secara imajinatif, menghubungkannya dengan pengalaman nyata, dan menyampaikan cerita menggunakan bahasa serta ekspresi yang variatif dan menarik.
Berpikir Kritis	Memiliki kemampuan untuk berpikir kritis dalam mengemukakan pendapat.
F. MODEL PEMBELAJARAN	
Cooperative Learning	
KOMPETENSI INTI	
A. TUJUAN PEMBELAJARAN	
1. Siswa memahami ide utama cerita. 2. Siswa mengidentifikasi dan mempraktikkan kosakata kunci dari cerita. 3. Siswa berbicara untuk bertukar pendapat tentang character's actions and choices	

B. PEMAHAMAN BERMAKNA	
A narrative text is a fictional story intended to amuse and stimulate the reader's or listener's imagination. Characters, setting, and the story's moral are all interconnected throughout the sequence of events, which frequently include action, conflict, and resolution.	
C. PERTANYAAN PEMANTIK	
Have you ever heard the story of Little Red Riding Hood? What do you remember about it?	
D. PERSIAPAN PEMBELAJARAN	
1. Guru menyusun LKPD 2. Siswa mengunduh aplikasi Read to Me	
E. KEGIATAN PEMBELAJARAN	
Treatment 1	
Pendahuluan (10 Menit)	1. Guru memberi salam pembuka dan mengajak peserta didik berdoa sebelum memulai pembelajaran. 2. Guru menanyakan kondisi kesehatan dan kabar peserta didik. 3. Guru melakukan pengecekan kehadiran peserta didik. 4. Guru menerangkan mengenai tujuan pembelajaran kepada peserta didik. <i>"Today, we will listen to a story and learn new words to retell it."</i> 5. Guru memberikan pertanyaan pemantik disertai dengan gambar <i>"Have you ever heard the story of Little Red Riding Hood? What do you remember about it?"</i> 6. Guru meminta siswa untuk mengunduh aplikasi Read to Me pada mobile phone siswa, untuk membaca cerita dari aplikasi tersebut. 7. Guru dan siswa mengeksplor fitur-fitur yang ada pada aplikasi tersebut seperti fitur searching books, speed fitur saat membaca cerita, dan fitur memilih lembaran buku.
Kegiatan Inti (70 Menit)	1. Siswa mendengarkan cerita "The Little Red Riding Hood" di aplikasi Read to Me sebanyak 2 kali dalam waktu 10 menit. 2. Guru berhenti sejenak di bagian penting untuk mengajukan pertanyaan pemahaman (misalnya, "Apa yang dilakukan serigala?").

	3. Guru menunjukkan 5-7 kata kunci dari cerita (misalnya, “forest”, “cautious”, “wicked”, “hunter”). 4. Siswa berlatih pengucapan secara berpasangan dan membuat kalimat dengan menggunakan kata-kata tersebut. (LKPD 1) 5. Guru membagi siswa menjadi 6 kelompok 6. Guru menyediakan peta cerita (Who, what, when, where, how). (LKPD 2) 7. Siswa menceritakan kembali cerita tersebut secara berkelompok dengan menggunakan peta cerita sebagai panduan. 8. Setelah menceritakan kembali, siswa berdiskusi dengan kelompoknya: <i>“What do you think of Little Red Riding Hood’s decision to talk to the wolf? Was it a good choice?”</i> 9. Guru mendorong siswa untuk berbagi pendapat dengan seluruh siswa.
Kegiatan Penutup (10 Menit)	1. Guru memberikan apresiasi atas usaha siswa 2. Siswa meringkas poin-poin penting dari kegiatan pembelajaran yang telah dilakukan. 3. Siswa melakukan refleksi mengenai perasaan saat belajar dan kendala yang dihadapi dalam mengikuti proses pembelajaran. 4. Guru menyampaikan agenda pertemuan berikutnya. 5. Peserta didik dan guru melakukan do’a bersama untuk menutup pertemuan.
F. ASESMEN	
Asesmen Awal	Awal Pembelajaran Peserta didik melakukan asesmen awal pembelajaran berbentuk: • Asesmen kognitif yang berbentuk pertanyaan terbuka untuk melatih critical thinking siswa dan mengukur kesiapan belajar dalam pemahaman teks narrative. • Diskusi ringan mengenai materi yang akan dibahas.
Asesmen Formatif (Proses)	• LKPD 1: Building Vocabulary and pronunciation Mengidentifikasi kosa kata dalam cerita dan praktik mengucapkan kata dan kalimat. • LKPD 2: Comprehension Menguraikan elemen-elemen cerita (who, what, when, where, how) dan menceritakan kembali cerita secara berkelompok menggunakan peta cerita sebagai panduan.

Asesmen non-kognitif	1. How do you feel about today's learning activity? 2. What difficulties do you currently face?
LAMPIRAN	
A. LEMBAR KERJA PESERTA DIDIK	
Terlampir	
B. BAHAN BACAAN GURU DAN PESERTA DIDIK	
Lembar Kerja Peserta Didik Read to Me Applications	
D. GLOSARIUM	
<i>Narrative Text</i>	A narrative text is a fictional story intended to amuse and stimulate the reader's or listener's imagination. Characters, setting, and the story's moral are all interconnected throughout the sequence of events, which frequently include action, conflict, and resolution.

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Nama Penyusun	Risqia Azizah
Nama Sekolah	SMA BOASH
Jenjang Sekolah	SMA
Fase	E
Kelas	X
Materi Pembelajaran	Narrative Text
Elemen	Speaking
Capaian Pembelajaran	Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.
Alokasi Waktu	3 JP x 30 menit
B. KOMPETENSI AWAL	
1. Peserta didik mengetahui struktur teks naratif (orientation, complication, resolution). 2. Peserta didik mengetahui kosakata yang sering digunakan dalam teks naratif. 3. Peserta didik mengetahui cara menyusun cerita secara runtut berdasarkan urutan kejadian.	

C. SARANA DAN PRASARANA	
Media	LKPD (Lembar Kerja Peserta Didik), Mobile Phone
Sumber Belajar/Sumber Materi	Digital Storytelling: Read to Me Application
D.. PROFIL PELAJAR PANCASILA	
Gotong Royong	Memiliki kemampuan untuk melakukan kegiatan secara bersama-sama agar kegiatan pembelajaran berjalan dengan lancar.
Mandiri	Memiliki kemampuan bertanggung jawab atas proses dan hasil kegiatan pembelajaran
Kreatif	Mengolah cerita fiksi secara imajinatif, menghubungkannya dengan pengalaman nyata, dan menyampaikan cerita menggunakan bahasa serta ekspresi yang variatif dan menarik.
Berpikir Kritis	Memiliki kemampuan untuk berpikir kritis dalam mengemukakan pendapat.
F. MODEL PEMBELAJARAN	
Cooperative Learning	
KOMPETENSI INTI	
A. TUJUAN PEMBELAJARAN	
1. Siswa melafalkan kata-kata dan frasa dari cerita dengan benar melalui pengulangan dan latihan yang dipandu oleh guru. 2. Siswa mengidentifikasi kejadian utama dalam cerita dan menyusun kejadian tersebut dalam urutan yang logis secara lisan maupun tertulis. 3. Siswa berdiskusi dalam kelompok kecil untuk menyampaikan pendapat tentang character choice and expression, dan membandingkan character feelings serta mengemukakan alasan yang mendukung pendapat mereka.	
B. PEMAHAMAN BERMAKNA	
A narrative text is a fictional story intended to amuse and stimulate the reader's or listener's imagination. Characters, setting, and the story's moral are all	

interconnected throughout the sequence of events, which frequently include action, conflict, and resolution.	
C. PERTANYAAN PEMANTIK	
“What do you think the story is about?”	
D. PERSIAPAN PEMBELAJARAN	
1. Guru menyusun LKPD	
E. KEGIATAN PEMBELAJARAN	
Treatment 2	
Pendahuluan (10 Menit)	1. Guru memberi salam pembuka dan mengajak peserta didik berdoa sebelum memulai pembelajaran. 2. Guru menanyakan kondisi kesehatan dan kabar peserta didik. 3. Guru melakukan pengecekan kehadiran peserta didik. 4. Guru menerangkan mengenai tujuan pembelajaran kepada peserta didik. 5. Guru mengulas kembali pelajaran sebelumnya “<i>What story did we listen to last time? Can you share one new word you learned?</i>” 6. Guru menunjukkan sebuah gambar dari cerita Goldilocks and the Three Bears dan bertanya: “<i>What do you think the story is about?</i>”
Kegiatan Inti (70 Menit)	1. Siswa mendengarkan cerita Goldilocks and the Three Bears di aplikasi Read to Me sebanyak 2 kali dalam waktu 10 menit. 2. Guru berhenti sejenak untuk menekankan kalimat dengan kosakata yang rumit atau pengucapan yang sulit. 3. Guru memilih kalimat dan kata-kata yang menantang (misalnya, “cozy”, “ajar”, “tired”, “upset”, “crumpled”). 4. Siswa mengikuti apa yang diucapkan oleh guru dan berlatih mengucapkan kalimat dengan lantang. 5. Guru membagi siswa menjadi 6 kelompok 6. Siswa menyusun peristiwa cerita yang diacak ke dalam urutan yang benar. (LKPD 3) 7. Setelah mengurutkan, siswa dengan kelompok nya masing-masing mendiskusikan “<i>What do you think goldilocks did wrong or right? What is the moral you get from this story?</i>” “<i>Compare the two characters.</i>

	<i>Who is braver? Who is more hardworking? Explain your reasons."</i> 8. Guru meminta siswa untuk menggunakan kosakata baru dalam pendapat mereka.
Kegiatan Penutup (10 Menit)	1. Guru memberikan apresiasi atas usaha siswa 2. Siswa meringkas poin-poin penting dari kegiatan pembelajaran yang telah dilakukan. 3. Siswa melakukan refleksi mengenai perasaan saat belajar dan kendala yang dihadapi dalam mengikuti proses pembelajaran. 4. Guru menyampaikan agenda pertemuan berikutnya. 5. Peserta didik dan guru melakukan do'a bersama untuk menutup pertemuan.
F. ASESMEN	
Asesmen Awal	Awal Pembelajaran Peserta didik melakukan asesmen awal pembelajaran berbentuk: • Asesmen kognitif yang berbentuk pertanyaan terbuka untuk melatih critical thinking siswa dan mengukur kesiapan belajar dalam pemahaman teks descriptive. • Diskusi ringan mengenai materi yang akan dibahas.
Asesmen Formatif (Proses)	• LKPD 3: Story Sequences Mengurutkan peristiwa cerita yang diacak ke dalam urutan yang benar.
Asesmen non-kognitif	1. How do you feel about today's learning activity? 2. What difficulties do you currently face?
LAMPIRAN	
A. LEMBAR KERJA PESERTA DIDIK	
Terlampir	
B. BAHAN BACAAN GURU DAN PESERTA DIDIK	
Lembar Kerja Peserta Didik Read to Me Applications	
D. GLOSARIUM	
<i>Narrative text</i>	A narrative text is a fictional story intended to amuse and stimulate the reader's or listener's imagination. Characters,

	setting, and the story's moral are all interconnected throughout the sequence of events, which frequently include action, conflict, and resolution.
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INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Nama Penyusun	Risqia Azizah
Nama Sekolah	SMA BOASH
Jenjang Sekolah	SMA
Fase	E
Kelas	X
Materi Pembelajaran	Narrative Text
Elemen	Speaking
Capaian Pembelajaran	Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.
Alokasi Waktu	3 JP x 30 menit
B. KOMPETENSI AWAL	
1. Peserta didik mengetahui struktur teks naratif (orientation, complication, resolution). 2. Peserta didik mengetahui kosakata yang sering digunakan dalam teks naratif. 3. Peserta didik mengetahui cara menyusun cerita secara runtut berdasarkan urutan kejadian.	

C. SARANA DAN PRASARANA	
Media	LKPD (Lembar Kerja Peserta Didik), Mobile Phone
Sumber Belajar/Sumber Materi	Digital Storytelling: Read to Me Application
D.. PROFIL PELAJAR PANCASILA	
Gotong Royong	Memiliki kemampuan untuk melakukan kegiatan secara bersama-sama agar kegiatan pembelajaran berjalan dengan lancar.
Mandiri	Memiliki kemampuan bertanggung jawab atas proses dan hasil kegiatan pembelajaran
Kreatif	Mengolah cerita fiksi secara imajinatif, menghubungkannya dengan pengalaman nyata, dan menyampaikan cerita menggunakan bahasa serta ekspresi yang variatif dan menarik.
Berpikir Kritis	Memiliki kemampuan untuk berpikir kritis dalam mengemukakan pendapat.
F. MODEL PEMBELAJARAN	
Cooperative Learning	
KOMPETENSI INTI	
A. TUJUAN PEMBELAJARAN	
1. Siswa menceritakan kembali cerita dengan kata-kata mereka sendiri dengan menggunakan gesture. 2. Siswa menunjukkan pemahaman dengan menjawab pertanyaan-pertanyaan rinci. 3. Siswa bertukar ide dan pendapat tentang story's lessons dari cerita tersebut.	
B. PEMAHAMAN BERMAKNA	
A narrative text is a fictional story intended to amuse and stimulate the reader's or listener's imagination. Characters, setting, and the story's moral are all	

interconnected throughout the sequence of events, which frequently include action, conflict, and resolution.	
C. PERTANYAAN PEMANTIK	
“Which story did you like more, Goldilocks and Three Bears or Little Red Riding Hood? Why?”	
D. PERSIAPAN PEMBELAJARAN	
1. Guru menyusun LKPD.	
E. KEGIATAN PEMBELAJARAN	
Treatment 3	
Pendahuluan (10 Menit)	1. Guru memberi salam pembuka dan mengajak peserta didik berdoa sebelum memulai pembelajaran. 2. Guru menanyakan kondisi kesehatan dan kabar peserta didik. 3. Guru melakukan pengecekan kehadiran peserta didik. 4. Guru menerangkan mengenai tujuan pembelajaran kepada peserta didik. 5. Guru mengulas kedua cerita tersebut: <i>“Which story did you like more, Goldilocks and Three Bears or Little Red Riding Hood? Why?”</i> 6. Objective sharing <i>“Today, you will retell a story and answer questions about it.”</i>
Kegiatan Inti (70 Menit)	1. Siswa mendengarkan cerita Goldilocks and the Three Bears di aplikasi Read to Me. 2. Siswa mendengarkan kembali bagian-bagian penting dari The Little Red Riding Hood dan Goldilocks and Three Bears di aplikasi. 3. Guru mengajukan pertanyaan tentang characters' actions and feelings (e.g., <i>“Why did the wolf want to eat Little Red Riding Hood and grandmother?”</i> dan <i>“Why goldilocks can get into the bears' house and eat porridge”).</i> 4. Guru membagi siswa menjadi 10 kelompok 5. Setiap grup menceritakan kembali salah satu cerita yang dipilih tersebut kepada teman teman sekelas dan memperhatikan penggunaan gesture seperti gerakan tubuh dan intonasi bercerita. 6. Guru menilai pronunciation, vocabulary, dan comprehension dengan menggunakan rubrik.

	- Setelah menceritakan kembali, siswa mendiskusikan moral dari cerita tersebut dan bagaimana hal itu berhubungan dengan kehidupan nyata. (LKPD 4) - Guru mendorong siswa untuk saling bertukar dan memberikan alasan atas pendapat mereka.
Kegiatan Penutup (10 Menit)	- Guru memberikan apresiasi atas usaha siswa - Siswa meringkas poin-poin penting dari kegiatan pembelajaran yang telah dilakukan. - Siswa melakukan refleksi mengenai perasaan saat belajar dan kendala yang dihadapi dalam mengikuti proses pembelajaran. - Guru menyampaikan agenda pertemuan berikutnya. - Peserta didik dan guru melakukan do'a bersama untuk menutup pertemuan.
F. ASESMEN	
Asesmen Awal	Awal Pembelajaran Peserta didik melakukan asesmen awal pembelajaran berbentuk: - Asesmen kognitif yang berbentuk pertanyaan terbuka untuk melatih critical thinking siswa dan mengukur kesiapan belajar dalam pemahaman teks descriptive. - Diskusi ringan mengenai materi yang akan dibahas.
Asesmen Formatif (Proses)	LKPD 4: <i>Storytelling</i> Siswa menceritakan kembali, dan mendiskusikan moral dari cerita tersebut dan bagaimana hal itu berhubungan dengan kehidupan nyata.
Asesmen non-kognitif	- How do you feel about today's learning activity? - What difficulties do you currently face?
LAMPIRAN	
A. LEMBAR KERJA PESERTA DIDIK	
Terlampir	
B. BAHAN BACAAN GURU DAN PESERTA DIDIK	
Lembar Kerja Peserta Didik Read to Me	
D. GLOSARIUM	

<i>Narrative Text</i>	A narrative text is a fictional story intended to amuse and stimulate the reader's or listener's imagination. Characters, setting, and the story's moral are all interconnected throughout the sequence of events, which frequently include action, conflict, and resolution.
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Control Class

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Nama Penyusun	Risqia Azizah
Nama Sekolah	SMA BOASH
Jenjang Sekolah	SMA
Fase	E
Kelas	X
Materi Pembelajaran	Narrative Text
Elemen	Speaking
Capaian Pembelajaran	Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.
Alokasi Waktu	3 JP x 30 Menit
B. KOMPETENSI AWAL	
1. Peserta didik mengetahui struktur teks naratif (orientation, complication, resolution). 2. Peserta didik mengetahui kosakata yang sering digunakan dalam teks naratif.	

3. Peserta didik mengetahui cara menyusun cerita secara runtut berdasarkan urutan kejadian.	
C. SARANA DAN PRASARANA	
Media	LKPD (Lembar Kerja Peserta Didik), Mobile Phone
Sumber Belajar/Sumber Materi	Digital Storytelling: Fairytale Applications
D. PROFIL PELAJAR PANCASILA	
Gotong Royong	Memiliki kemampuan untuk melakukan kegiatan secara bersama-sama agar kegiatan pembelajaran berjalan dengan lancar.
Mandiri	Memiliki kemampuan bertanggung jawab atas proses dan hasil kegiatan pembelajaran
Kreatif	Mengolah cerita fiksi secara imajinatif, menghubungkannya dengan pengalaman nyata, dan menyampaikan cerita menggunakan bahasa serta ekspresi yang variatif dan menarik.
Berpikir Kritis	Memiliki kemampuan untuk berpikir kritis dalam mengemukakan pendapat.
F. MODEL PEMBELAJARAN	
Cooperative Learning	
KOMPETENSI INTI	
A. TUJUAN PEMBELAJARAN	
1. Siswa memahami ide utama cerita. 2. Siswa mengidentifikasi dan mempraktikkan kosakata kunci dari cerita. 3. Siswa berbicara untuk bertukar pendapat tentang character's actions and choices	
B. PEMAHAMAN BERMAKNA	
A narrative text is a fictional story intended to amuse and stimulate the reader's or listener's imagination. Characters, setting, and the story's moral are all	

interconnected throughout the sequence of events, which frequently include action, conflict, and resolution.	
C. PERTANYAAN PEMANTIK	
“Have you ever heard the story of Puss in Boots?”	
D. PERSIAPAN PEMBELAJARAN	
1. Guru menyusun LKPD. 2. Siswa mengunduh aplikasi Fairytale	
E. KEGIATAN PEMBELAJARAN	
Treatment 1	
Pendahuluan (10 Menit)	1. Guru memberi salam pembuka dan mengajak peserta didik berdoa sebelum memulai pembelajaran. 2. Guru menanyakan kondisi kesehatan dan kabar peserta didik. 3. Guru melakukan pengecekan kehadiran peserta didik. 4. Guru menerangkan mengenai tujuan pembelajaran kepada peserta didik. <i>“Today, we will listen to a story and learn new words to retell it.”</i> 5. Guru memberikan pertanyaan pemantik disertai dengan gambar <i>“Have you ever heard the story of Puss in Boots?”</i> 6. Guru meminta siswa untuk mengunduh aplikasi Fairytale pada mobile phone siswa, untuk membaca cerita dari aplikasi tersebut. 7. Guru dan siswa mengeksplor aplikasi tersebut untuk mengetahui cara penggunaannya.
Kegiatan Inti (70 Menit)	1. Siswa mendengarkan cerita "Puss in Boots" di aplikasi Fairytale sebanyak 2 kali dalam waktu 10 menit. 2. Guru berhenti sejenak di bagian penting untuk mengajukan pertanyaan pemahaman (misalnya, “Apa yang dilakukan puss?”). 3. Guru menunjukkan 5-7 kata kunci dari cerita (misalnya, “sack”, “leapt”, “plumper”, “grinned”). 4. Siswa berlatih pengucapan secara berpasangan dan membuat kalimat dengan menggunakan kata-kata tersebut. (LKPD 1) 5. Guru membagi siswa menjadi 6 kelompok 6. Guru menyediakan peta cerita (Who, what, when, where, how). (LKPD 2)

	7. Siswa menceritakan kembali cerita tersebut secara berkelompok dengan menggunakan peta cerita sebagai panduan. 8. Setelah menceritakan kembali, siswa berdiskusi dengan kelompoknya: <i>"If you were in Puss's place, would you have helped your master in the same way? Why?"</i> 9. Guru mendorong siswa untuk berbagi pendapat dengan seluruh siswa.
Kegiatan Penutup (10 Menit)	1. Guru memberikan apresiasi atas usaha siswa 2. Siswa meringkas poin-poin penting dari kegiatan pembelajaran yang telah dilakukan. 3. Siswa melakukan refleksi mengenai perasaan saat belajar dan kendala yang dihadapi dalam mengikuti proses pembelajaran. 4. Guru menyampaikan agenda pertemuan berikutnya. 5. Peserta didik dan guru melakukan do'a bersama untuk menutup pertemuan.
F. ASESMEN	
Asesmen Awal	Awal Pembelajaran Peserta didik melakukan asesmen awal pembelajaran berbentuk: • Asesmen kognitif yang berbentuk pertanyaan terbuka untuk melatih critical thinking siswa dan mengukur kesiapan belajar dalam pemahaman teks descriptive. • Diskusi ringan mengenai materi yang akan dibahas.
Asesmen Formatif (Proses)	• LKPD 1: Building Vocabulary and pronunciation Mengidentifikasi kosa kata dalam cerita dan praktik mengucapkan kata dan kalimat. • LKPD 2: Comprehension Menguraikan elemen-elemen cerita (who, what, when, where, how) dan menceritakan kembali cerita secara berkelompok menggunakan peta cerita sebagai panduan.
Asesmen non-kognitif	3. How do you feel about today's learning activity? 4. What difficulties do you currently face?
LAMPIRAN	
A. LEMBAR KERJA PESERTA DIDIK	
Terlampir	

B. BAHAN BACAAN GURU DAN PESERTA DIDIK	
Lembar Kerja Peserta Didik Fairytales Application	
D. GLOSARIUM	
<i>Narrative text</i>	A narrative text is a fictional story intended to amuse and stimulate the reader's or listener's imagination. Characters, setting, and the story's moral are all interconnected throughout the sequence of events, which frequently include action, conflict, and resolution.

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Nama Penyusun	Risqia Azizah
Nama Sekolah	SMA BOASH
Jenjang Sekolah	SMA
Fase	E
Kelas	X
Materi Pembelajaran	Narrative Text
Elemen	Speaking
Capaian Pembelajaran	Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.
Alokasi Waktu	3 JP x 30 Menit
B. KOMPETENSI AWAL	
1. Peserta didik mengetahui struktur teks naratif (orientation, complication, resolution). 2. Peserta didik mengetahui kosakata yang sering digunakan dalam teks naratif. 3. Peserta didik mengetahui cara menyusun cerita secara runtut berdasarkan urutan kejadian.	

C. SARANA DAN PRASARANA	
Media	LKPD (Lembar Kerja Peserta Didik), Mobile Phone
Sumber Belajar/Sumber Materi	Digital Storytelling: Fairytale Applications
E. PROFIL PELAJAR PANCASILA	
Gotong Royong	Memiliki kemampuan untuk melakukan kegiatan secara bersama-sama agar kegiatan pembelajaran berjalan dengan lancar.
Mandiri	Memiliki kemampuan bertanggung jawab atas proses dan hasil kegiatan pembelajaran
Kreatif	Mengolah cerita fiksi secara imajinatif, menghubungkannya dengan pengalaman nyata, dan menyampaikan cerita menggunakan bahasa serta ekspresi yang variatif dan menarik.
Berpikir Kritis	Memiliki kemampuan untuk berpikir kritis dalam mengemukakan pendapat.
F. MODEL PEMBELAJARAN	
Cooperative Learning	
KOMPETENSI INTI	
A. TUJUAN PEMBELAJARAN	
1. Siswa melafalkan kata-kata dan frasa dari cerita dengan benar melalui pengulangan dan latihan yang dipandu oleh guru. 2. Siswa mengidentifikasi kejadian utama dalam cerita dan menyusun kejadian tersebut dalam urutan yang logis secara lisan maupun tertulis. 3. Siswa berdiskusi dalam kelompok kecil untuk menyampaikan pendapat tentang character choice and expression, dan membandingkan character feelings serta mengemukakan alasan yang mendukung pendapat mereka.	
B. PEMAHAMAN BERMAKNA	
A narrative text is a fictional story intended to amuse and stimulate the reader's or listener's	

imagination. Characters, setting, and the story's moral are all interconnected throughout the sequence of events, which frequently include action, conflict, and resolution.	
C. PERTANYAAN PEMANTIK	
“What do you think the story is about?”	
D. PERSIAPAN PEMBELAJARAN	
3. Guru menyusun LKPD. 4. Guru menyusun Pre-Test.	
E. KEGIATAN PEMBELAJARAN	
Treatment 2	
Pendahuluan (10 Menit)	1. Guru memberi salam pembuka dan mengajak peserta didik berdoa sebelum memulai pembelajaran. 2. Guru menanyakan kondisi kesehatan dan kabar peserta didik. 3. Guru melakukan pengecekan kehadiran peserta didik. 4. Guru menerangkan mengenai tujuan pembelajaran kepada peserta didik. 5. Guru mengulas kembali pelajaran sebelumnya ““<i>What story did we listen to last time? Can you share one new word you learned?</i>”” 6. Guru menunjukkan sebuah gambar dari cerita The Princess and The Pea dan bertanya: “<i>What do you think the story is about?</i>”
Kegiatan Inti (70 Menit)	1. Siswa mendengarkan cerita The Princess and The Pea di aplikasi Fairytale sebanyak 2 kali dalam waktu 10 menit. 2. Guru berhenti sejenak untuk menekankan kalimat dengan kosakata yang rumit atau pengucapan yang sulit. 3. Guru memilih kalimat dan kata-kata yang menantang (misalnya, “blew”, “terrible”, “dripping”, “bruised”) 4. Siswa mengikuti apa yang diucapkan oleh guru dan berlatih mengucapkan kalimat dengan lantang. 5. Guru membagi siswa menjadi 6 kelompok 6. Siswa menyusun peristiwa cerita yang diacak ke dalam urutan yang benar. (LKPD 3) 9. Setelah mengurutkan, siswa dengan kelompok nya masing-masing mendiskusikan “<i>Do you think what</i>

	<i>the princess did to come to the castle was right? What lessons can you learn from this story?" "Compare the two characters. Who is braver? Who is more hardworking? Explain your reasons."</i> 7. Guru meminta siswa untuk menggunakan kosakata baru dalam pendapat mereka.
Kegiatan Penutup (10 Menit)	1. Guru memberikan apresiasi atas usaha siswa 2. Siswa meringkas poin-poin penting dari kegiatan pembelajaran yang telah dilakukan. 3. Siswa melakukan refleksi mengenai perasaan saat belajar dan kendala yang dihadapi dalam mengikuti proses pembelajaran. 4. Guru menyampaikan agenda pertemuan berikutnya. 5. Peserta didik dan guru melakukan do'a bersama untuk menutup pertemuan.
F. ASESMEN	
Asesmen Awal	Awal Pembelajaran Peserta didik melakukan asesmen awal pembelajaran berbentuk: • Asesmen kognitif yang berbentuk pertanyaan terbuka untuk melatih critical thinking siswa dan mengukur kesiapan belajar dalam pemahaman teks descriptive. • Diskusi ringan mengenai materi yang akan dibahas.
Asesmen Formatif (Proses)	• LKPD 3: Story Sequences Mengurutkan peristiwa cerita yang diacak ke dalam urutan yang benar.
Asesmen non-kognitif	1. How do you feel about today's learning activity? 2. What difficulties do you currently face?
LAMPIRAN	
A. LEMBAR KERJA PESERTA DIDIK	
Terlampir	
B. BAHAN BACAAN GURU DAN PESERTA DIDIK	
Lembar Kerja Peserta Didik Fairytales Application	
D. GLOSARIUM	

<i>Narrative text</i>	A narrative text is a fictional story intended to amuse and stimulate the reader's or listener's imagination. Characters, setting, and the story's moral are all interconnected throughout the sequence of events, which frequently include action, conflict, and resolution.
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INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Nama Penyusun	Risqia Azizah
Nama Sekolah	SMA BOASH
Jenjang Sekolah	SMA
Fase	E
Kelas	X
Materi Pembelajaran	Narrative Text
Elemen	Speaking
Capaian Pembelajaran	Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.
Alokasi Waktu	3 JP x 30 Menit
B. KOMPETENSI AWAL	
1. Peserta didik mengetahui struktur teks naratif (orientation, complication, resolution). 2. Peserta didik mengetahui kosakata yang sering digunakan dalam teks naratif.	

3. Peserta didik mengetahui cara menyusun cerita secara runtut berdasarkan urutan kejadian.	
C. SARANA DAN PRASARANA	
Media	LKPD (Lembar Kerja Peserta Didik), Mobile Phone
Sumber Belajar/Sumber Materi	Digital Storytelling: Fairytale Applications
D. PROFIL PELAJAR PANCASILA	
Gotong Royong	Memiliki kemampuan untuk melakukan kegiatan secara bersama-sama agar kegiatan pembelajaran berjalan dengan lancar.
Mandiri	Memiliki kemampuan bertanggung jawab atas proses dan hasil kegiatan pembelajaran
Kreatif	Mengolah cerita fiksi secara imajinatif, menghubungkannya dengan pengalaman nyata, dan menyampaikan cerita menggunakan bahasa serta ekspresi yang variatif dan menarik.
Berpikir Kritis	Memiliki kemampuan untuk berpikir kritis dalam mengemukakan pendapat.
F. MODEL PEMBELAJARAN	
Cooperative Learning	
KOMPETENSI INTI	
A. TUJUAN PEMBELAJARAN	
1. Siswa berbicara untuk menceritakan kembali cerita dengan kata-kata mereka sendiri dengan menggunakan gesture. 2. Siswa menunjukkan pemahaman dengan menjawab pertanyaan-pertanyaan rinci. 3. Siswa bertukar ide dan pendapat tentang story's lessons dari cerita tersebut.	
B. PEMAHAMAN BERMAKNA	

A narrative text is a fictional story intended to amuse and stimulate the reader's or listener's imagination. Characters, setting, and the story's moral are all interconnected throughout the sequence of events, which frequently include action, conflict, and resolution.	
C. PERTANYAAN PEMANTIK	
“Which story did you like more, Puss in Boots or The Princess and The Pea? Why?”	
D. PERSIAPAN PEMBELAJARAN	
1. Guru menyusun LKPD.	
E. KEGIATAN PEMBELAJARAN	
Treatment 3	
Pendahuluan (10 Menit)	1. Guru memberi salam pembuka dan mengajak peserta didik berdoa sebelum memulai pembelajaran. 2. Guru menanyakan kondisi kesehatan dan kabar peserta didik. 3. Guru melakukan pengecekan kehadiran peserta didik. 4. Guru menerangkan mengenai tujuan pembelajaran kepada peserta didik. 5. Guru mengulas kedua cerita tersebut: <i>“Which story did you like more, Puss in Boots or The Princess and The Pea? Why?”</i> 6. Objective sharing <i>“Today, you will retell a story and answer questions about it.”</i>
Kegiatan Inti (70 Menit)	1. Siswa mendengarkan kembali 2 cerita tersebut di aplikasi Fairytale. 2. Siswa mendengarkan kembali bagian-bagian penting dari Puss in Boots dan The Princess and The Pea di aplikasi. 3. Guru mengajukan pertanyaan tentang characters' actions and feelings <i>“Why did Puss decide to trick the king about his master's identity?”</i> dan <i>“Why did the queen put a pea under so many mattresses?”</i> 4. Guru membagi siswa menjadi 10 kelompok 5. Setiap grup menceritakan kembali salah satu cerita yang dipilih tersebut kepada teman teman sekelas dan memperhatikan penggunaan gesture seperti gerakan tubuh dan intonasi bercerita.

	6. Guru menilai pronunciation, vocabulary, dan comprehension dengan menggunakan rubrik. 7. Setelah menceritakan kembali, siswa mendiskusikan moral dari cerita tersebut dan bagaimana hal itu berhubungan dengan kehidupan nyata dapat dituliskan (LKPD 4) 8. Guru mendorong siswa untuk saling bertukar dan memberikan alasan atas pendapat mereka.
Kegiatan Penutup (10 Menit)	1. Guru memberikan apresiasi atas usaha siswa 2. Siswa meringkas poin-poin penting dari kegiatan pembelajaran yang telah dilakukan. 3. Siswa melakukan refleksi mengenai perasaan saat belajar dan kendala yang dihadapi dalam mengikuti proses pembelajaran. 4. Guru menyampaikan agenda pertemuan berikutnya. 5. Peserta didik dan guru melakukan do'a bersama untuk menutup pertemuan.
F. ASESMEN	
Asesmen Awal	Awal Pembelajaran Peserta didik melakukan asesmen awal pembelajaran berbentuk: • Asesmen kognitif yang berbentuk pertanyaan terbuka untuk melatih critical thinking siswa dan mengukur kesiapan belajar dalam pemahaman teks descriptive. • Diskusi ringan mengenai materi yang akan dibahas.
Asesmen Formatif (Proses)	• LKPD 4: Storytelling Siswa menceritakan kembali, dan mendiskusikan moral dari cerita tersebut dan bagaimana hal itu berhubungan dengan kehidupan nyata.
Asesmen non-kognitif	1. How do you feel about today's learning activity? 2. What difficulties do you currently face?
LAMPIRAN	
A. LEMBAR KERJA PESERTA DIDIK	
Terlampir	
B. BAHAN BACAAN GURU DAN PESERTA DIDIK	
Lembar Kerja Peserta Didik	

Fairytales Application	
D. GLOSARIUM	
<i>Narrative text</i>	A narrative text is a fictional story intended to amuse and stimulate the reader's or listener's imagination. Characters, setting, and the story's moral are all interconnected throughout the sequence of events, which frequently include action, conflict, and resolution.

Appendix 2. Research Instrument (Pre-Test and Post-Test)

Speaking Elements: Vocabulary, pronunciation and comprehension

Personal data

Name:

Class:

Oral Test Instructions

Topic: Retelling a Story (Fable, Legend, or Fairy Tale)

Instructions for students:

You will be asked to speak in front of the class for 2-5 minutes. Choose a fable, legend, or fairy tale that you are familiar with or have read before. Retell the story in your own words, using the following structure:

A. Opening (Orientation):

- a) state the title of the story.
- b) describe when and where the story takes place.
- c) introduce the main characters in the story.

B. Beginning of the Story:

- a) explain how the story starts.
- b) describe what happens to the main characters at the beginning of the story.

C. Main Event or Conflict (Complication):

- a) share the most important or interesting event in the story.
- b) explain the problem, challenge, or conflict faced by the characters.

Resolution:

- a) tell how the story ends.
- b) explain what happens to the main characters and how the problem or conflict is resolved.

Moral or Lesson:

If the story has a moral or a lesson, share what you think it is.

Example Questions to Guide Your Retelling:

- a) Who are the main characters, and what do they do?
- b) What is the main problem or challenge in the story?
- c) How is the problem solved?
- d) What lesson can you learn from this story?

Appendix 3. Speaking Ability Scoring Rubric

The scoring rubric is adopted and adapted from Brown (2004), (Des et al., 2021) and (Satriawan et al., 2023) serving as the primary reference.

Point	Pronunciation	Vocabulary	Comprehension
1	Pronunciation is uncertain with significant errors in stress and intonation that make the speech difficult to comprehend.	Vocabulary is quite limited, making it difficult to express the story's main idea effectively.	Explains no or little comprehension, unable to tell a clear or meaningful story.
2	Pronunciation errors are prevalent, giving the flow of the story and generating significant comprehension issues.	The vocabulary is limited with many errors or unsuitable word choices making it difficult to express the story.	Shows inadequate comprehension, with repeated misconceptions or partial delivery of the story, which interrupts the flow.
3	The pronunciation is clear, yet there are occasional problems in word focus and intonation that disrupt the flow and comprehension of the text.	Vocabulary is suitable, but restricted word choice and occasional errors affect the story's clarity and emotional effect.	Demonstrates quite a bit of comprehension, yet sometimes misconceptions or a lack of clear sequence have a little impact on the storytelling.
4	Pronunciation is generally	Vocabulary used is adequate and various,	Demonstrates strong comprehension, with

	understandable, with slight errors in stress or intonation that are not distracting the story.	with minor issues that do not interfere with the story's clarity or impact.	just slight gaps in clarity or coherence that do not break the main story.
5	Pronunciation is clear, with proper stress patterns and intonation, which enhances the storytelling experience.	Vocabulary is rich and well-chosen, effectively complementing the story and introducing new words from the content.	Shows adequate comprehension by telling the story clearly and logically, with well-connected events.

Total aspect: 3 X 5= 15

Total score: total correct aspect x 100

15

Skor penilaian

No	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	kurang dari 55

Appendix 4. Validation Sheets

VALIDATION SHEET

Pre-Test and Post-Test Speaking Ability

Research Title: EMPOWERING EFL STUDENTS' SPEAKING ABILITY THROUGH DIGITAL STORYTELLING: A QUASI EXPERIMENTAL STUDY IN ONE PRIVATE SENIOR HIGH SCHOOL IN BOGOR

Researcher: Risqia Azizah

Expert Validator: Dr. Istiqoliah Nurul Hidayati, M.Pd.

Institution: Pakuan University

Date: March 18, 2025

INSTRUCTIONS

Dear Expert Validator, This validation sheet aims to evaluate the content validity of the pre-test instrument used to measure students' speaking ability. Kindly assess the relevance, clarity, and appropriateness of the test based on the criteria below. Please provide comments or suggestions for improvement.

PRE-TEST AND POST-TEST DESCRIPTION

Test Type: Oral Test

Speaking Elements Assessed: Vocabulary, Pronunciation, and Comprehension

Task: Retelling a Story (Fable, Legend, or Fairy Tale)

Duration: 3-5 minutes

Assessment Criteria: Students are evaluated on their ability to narrate a story coherently using appropriate vocabulary, pronunciation, and comprehension.

CONTENT VALIDITY EVALUATION

No	Evaluation Criteria	Description	Comments/suggestion
1	Clarity of instructions	Are the instructions clear and understandable?	Yes, they are

2	Appropriate with learning objectives	Is the test appropriate with the learning objectives in English subject class?	Yes, it is
3	Appropriate with learners level	Is the test suitable for senior high school students grade 10 (upper beginner level)?	Yes, it is
4	Coverage of speaking elements	Does the test adequately assess vocabulary, pronunciation, and comprehension?	Yes, it does
5	Relevance of assessment criteria	Are the scoring criteria appropriate and clear?	Yes, they are
6	Feasibility in classroom setting	Is the test practical and feasible within a 4X30 minute session?	I Am not sure

FINAL COMMENTS AND SUGGESTIONS

(Please provide any additional feedback to improve the test)

Make sure that there are two assessors

Validator

Dr. Istiqoliah Nurul Hidayati, M.Pd.

Appendix 5. Experimental Group Score

Experimental Class			
No	Name	Pre-Test	Post-Test
1	AANH	60	95
2	AQR	70	85
3	AK	70	80
4	AMF	50	70
5	AHB	80	95
6	ASQ	65	80
7	ARV	60	95
8	BR	70	90
9	CSS	70	95
10	ESPS	50	80
11	EABY	50	80
12	FAFY	50	85
13	FIA	60	90
14	GAL	60	85
15	HAS	70	90
16	JAQ	50	80
17	MS	50	90
18	MR	40	60
19	MSR	50	80
20	NAR	50	85

21	NZ	60	95
22	NA	40	50
23	PK	75	95
24	RNA	75	95
25	RAP	50	60
26	RH DU	60	80
27	RAP	45	95
28	RNA	60	80
29	SM	50	95
30	SI	80	95
31	SSAT	65	85
32	SMS	80	90
33	ZWRS	50	90
34	ZLE	60	95

Appendix 6. Control Group Score

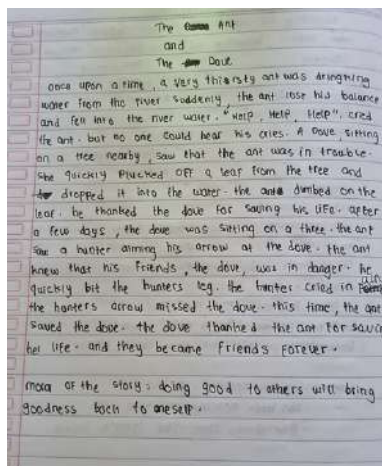
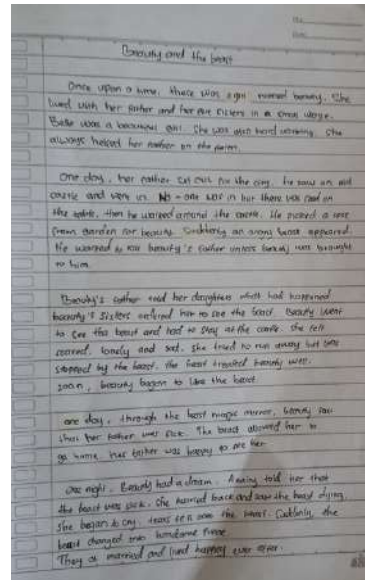
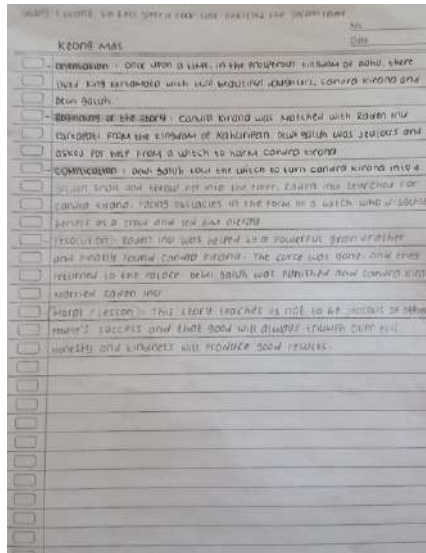
Control Class			
No	Name	Pre-Test	Post-Test
1	ACDPB	75	95
2	A	50	90
3	ACP	75	90
4	ARNN	40	60
5	AJR	70	95
6	ADS	45	70
7	AHR	45	70
8	API	50	75
9	AR	50	85
10	AA	55	95
11	AJ	75	75
12	CPKA	60	80
13	DA	60	85
14	IPBS	75	85
15	JSF	65	90
16	KFR	45	75
17	KNH	50	90
18	KM	55	85
19	MA	60	90
20	MDR	60	85

21	MRZH	60	75
22	MAF	55	65
23	MFJ	40	70
24	MSG	40	75
25	MZZ	40	60
26	NBP	40	60
27	SAA	50	75
28	SS	50	70
29	SA	50	85
30	SN	50	75
31	VADN	50	60

Appendix 7. Pre-test and Post-test activities



Appendix 8. Students' Preparation Worksheets.



Appendix 9. SK Pembimbing

YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian
Jalan Pakuan Kota No. 423, E-mail: skp@pakuan.ac.id, Telp. (0251) 877568 Bogor

SKUT KEPURUBAN
SKUT KEPURUBAN KEGIATAN KEMAHASISWAAN UNIVERSITAS PAKUAN
Nomor : SP/DAK/KEP/IV/2025

TERBUKA
PENGANGKATAN POKEREMBO (SKIP)

Membina :

1. Bahwa demi kepentingan peningkatan akademik, perlu adanya lembaga untuk membantu dalam menyusun karya sesuai dengan peraturan yang berlaku.
2. Bahwa perlu memfasilitasi pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
3. Untuk memfasilitasi skripsi untuk mahasiswa untuk menyelesaikan skripsi.
4. Untuk mempermudah dalam pengangkatan.

Mengingat :

1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.
2. Peraturan Pemerintah Nomor 32 Tahun 2003 tentang Pelaksanaan dari Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan.
3. Peraturan Menteri Nomor 12 Tahun 2004 tentang Penyelenggaraan dan Penyelenggaraan Pendidikan.
4. Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi.
5. Keputusan Rektor Universitas Pakuan Nomor 150/K/2020/2021, tentang Pemberitahuan dan Pengangkatan Dosen Tetap dan Dosen Tidak Tetap dan Dosen Tidak Tetap Universitas Pakuan (Mak. 2021-2022).

Mengingat :

Adapun dan peraturan tentang Program Studi Pendidikan Bahasa Inggris dalam rangka staf akademik Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.

MEMUTUSKAN

Mendeklarasikan :

Partners :

Mengangkat Sekretaris	
Dr. Iyan Indrayanti, M.Pd.	Pembimbing Utama
Ash Wahyuni, M.Pd.	Pembimbing Pendamping

Nama : Riqia Azizah

NPM : 031121015

Program Studi : PENDIDIKAN BAHASA INGGRIS

Judul Skripsi : EMPOWERING EFL STUDENTS' SPEAKING ABILITY THROUGH DIGITAL STORYTELLING: A QUASI EXPERIMENTAL STUDY IN ONE PRIVATE SENIOR HIGH SCHOOL BOGOR

Kelas : Kelas yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.

Kalimat : Kalimat ini berlaku sejak tanggal ditetapkan selanjutnya 1 (satu) tahun, dan apabila di kemudian hari terdapat perubahan dalam keputusan ini akan diadakan pembatalan.


Riqia Azizah, M.Pd.
NPM. 031121015

Terselenggara :

1. Rektor Universitas Pakuan
2. Wakil Rektor I, II, dan III Universitas Pakuan

Appendix 10. Surat Izin Penelitian

YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian
Jalan Pakuan Kota No. 423, E-mail: skp@pakuan.ac.id, Telp. (0251) 877568 Bogor

Nomor : 9543/WADEK/IFKIP/III/2025 06 Maret 2025

Perihal : Izin Penelitian

Yth. Kepala SMA Boreas Ashokah Hajar
di
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadirkan mahasiswa :

Nama : Riqia Azizah
NPM : 031121015
Program Studi : PENDIDIKAN BAHASA INGGRIS
Semester : Delapan

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 10 April s.d 20 Mei 2025 mengenai: EMPOWERING EFL STUDENTS' SPEAKING ABILITY THROUGH DIGITAL STORYTELLING: A QUASI EXPERIMENTAL STUDY IN ONE PRIVATE SENIOR HIGH SCHOOL BOGOR

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.


Riqia Azizah, M.Pd.
NPM. 031121015

Appendix 11. Surat Balasan dari Sekolah

 **YAYASAN BI ASHOKAL HAJAR**
SMA BOASH
(Borcess Ashokal Hajar)
TERAKREDITASI "A"

Jl. Raya Semplak Salabenda Blok Telkom Desa Parakan Jaya Kecamatan Kemang Kabupaten Bogor,
Jawa Barat 16310 ■ Telp : (0251) 7542504 ■ Website : <https://boash.sch.id>
Akte Notaris Pendirian Awal Nomor : 10 Tanggal 24 September 1999, Ny. Husna Darwis, S.H.,
Akte Notaris Penyatutan Rapot Gabungan No : 01, Tanggal 24 November 2023, Haezhinda Prasetyu, S.H.,
Izin Pendirian Awal Nomor : 421.3/2675/Kep.Dasdik/2002, Izin Pendirian Perubahan Nomor 4/011051/DP/MP/TP/XII/2023
NSS : 302020512057 NPSN : 20232403

Nomor : 421.3/921/SMA BOASH/V/ 2025
Lampiran : -
Perihal : Balasan Surat

Bogor, 20 Mei 2025

Kepada Yang Terhormat :
Pimpinan Universitas Pakuan
Fakultas Keguruan Dan Keilmuan Pendidikan
Di
Tempat

Assalamu'allaikum, Warohmatullahi Wabarakaatuh,

Menindaklanjuti surat saudara nomor : 9543/WADEK1/FKIP/III/2025 tanggal 06 Maret 2025 perihal Surat Permohonan Izin Penelitian, bersama ini di sampaikan bahwa kami bersedia menerima Mahasiswa Universitas Pakuan untuk melaksanakan Penelitian di tempat kami.

Demikian untuk diketahui, atas perhatiannya diucapkan terima kasih.

 Kepala SMA Boash
Nurdiniah, M.Pd

Appendix 12. Documentation during research



Appendix 13. Buku Proses Konsultasi Penulisan Skripsi

No.	Tanggal	Materi yang dikonsultasikan	Saran Pembimbing / Hasil	Tanda Tangan
1	1/24/10	- Variable Penelitian - Spelling - Keaslian kelas koreksi	- Korus Koreksi - aspek/ komponen dari Spelling - analisis penelitian ulang	
2	4/24/10	- Judul - Pembukaan Bab 1	- Penggantian Judul	
3	7/24/10	- Bimbingan - Format	- Perbaikan Cakupan - Paragraf, Cel dan - Mubali semi Cakupan	
4	8/24/10	- Variable - Operational definition	- Penjelasan variable - DST - Redefinisi dari DST - Sebagai media pembelajaran	
5	10/24/10	- Bab 1 - Penemuan variable	- Revisi bab 1 - menggunakan DST (variable)	
6	15/24/10		- Go on to chapter 2	

7	15/24/10	- Outline Penelitian - Pre-Interview - Bab 1	- Pre interview dengan guru - terdapat nilai SLA - Submit bab 1	
8	22/24/10	- Bab 1	- Perjas dan background of the study, limitation, Operational definitions	
9	23/24/10	- Bab 2	- Also jadi "in addition" - 21st Century - Lanjut bab 3	
10	28/24/10	- Bab 2 - Bab 3	- Tambahan Synthesis - Cari Rumus untuk Data analysis	
11	29/24/10	- Bab 1 - Bab 2	- Perjas (imitation) (pronunciation, vocab, comprehension) - Lanjut Bab 2	
12	5/24/11	- Bab 2, Bab 11	- Jawaban - Mubali Bab 11	
13	15/24/11	- Bab 1 - Bab 2	- Teori multimodal - Active speaker "SLA" - Perbaikan read home & long - Jawaban Penelitian terdahulu	
14	19/24/11	- Bab 2 - Bab 3	- Elements pada speaking - b. l. a. t. instrumen & bab 3 - DST hubungannya dengan element speaking	

15	22/24 11	Bab 1 akhir	akhir But input	
16	23/24 11	Bab 2 Bab 3	- Elements of speaking ability - Teori Perbandingan & sample - Data analysis → Alasannya - Jenis tes yg digunakan	
17	2/24 12	input	input & jenis cekl.	
18	3/24 12	- Comprehension	- Jumlah kata yg akan dibicarakan siswa - Proposal approved	
19	4/24 12	Ammal		
20	5/24 12	Approved		
21	6/25 3			
22	11/25 3	input	- Review revisi sheet	

23	21/25 5	- Bab III - Bab IV	- Alokasi hasil pembelajaran - Review proses pembelajaran - Alokasi data & analisis	
24	26/25 5	Pengantar Buku	pengantar kita	
25	27/25 5	- Bab IV	- Penjelasan pada data analysis dan discussions	
26	4/25 6	- Bab IV	- Teori pada discussion - Check format cover, tabel - Penjelasan pada data analysis	
27	10/25 6	akhir, pengantar akhir		
28	11/25 6	- Bab IV	- tambahkan "narrative text" di materi yg diberikan - Kegunaan media, variabel	
29	18/25 6	- Bab V	- Impacts → effects - tambahkan 1 paragraph mengenai inti penelitian	
30	20/25 6	- Bab V	- ACC bab V	