

Digital Storytelling Media to Improve Students' Speaking Skills in Elementary School

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Introduction

National education in the future has goals of building a national education system that produces a smart and highly competent generation in 2025. Both intellectual, spiritual, and communication intelligence, communication itself can be started by learning to develop skills in speaking. Speaking is a language skill that is learned since childhood and starts from listening skills (Tarigan, 2015).

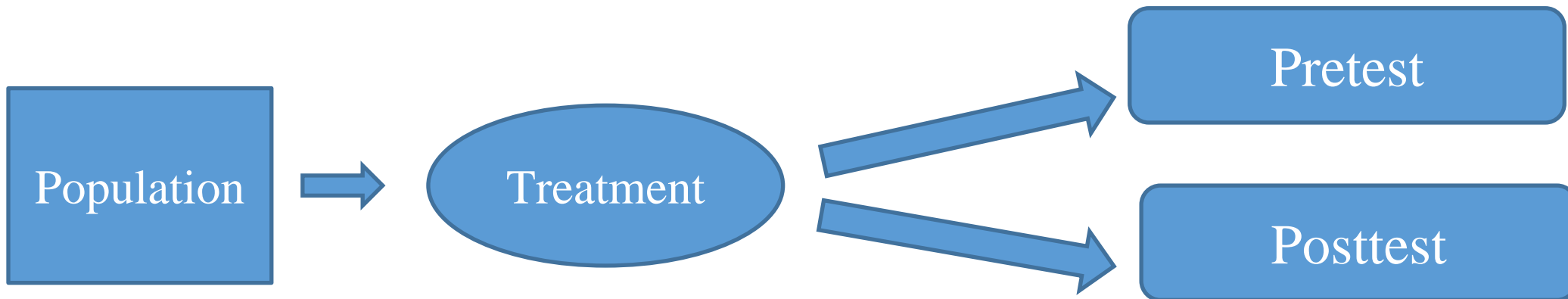
In the application of learning fifth-grade fiction stories in elementary schools, educators will previously present fiction story material with media in the form of textbooks and conventional learning models, so that students have not had the opportunity to receive sufficient learning innovations. In the research to be conducted, researchers will use learning innovations with digital story media on the speaking ability of students in grade V in elementary schools.

Research Questions (Problem Formulation)

1. Is there an increase in the application of digital based story media to the speaking skills of elementary school students ?

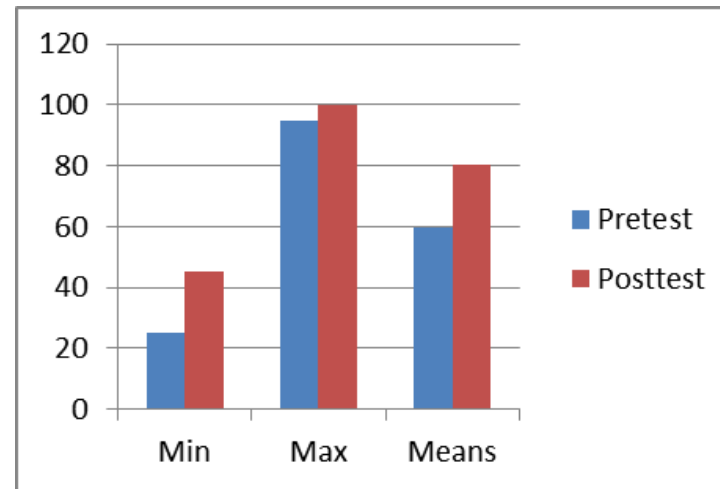
Method

This study was conducted by researchers using quantitative methods, using the One Group Pretest - Posttest Design technique. The subjects used in the study were all students in class V at the elementary school with a total of 23 students. While the object used is to use digital-based story media that will be applied to fifth-grade elementary school students. The form of experimental analysis used in the study used Pre-Experimental Design. The form of Pre - Experimental design used by researchers uses One - Group Pretest - Posttest design



Result

The graphical results of the pretest and post-test assessments show the difference between the scores of students after and before the implementation of digital-based media, the Pretest results can be seen through the graph in Figure 3.



In the initial learning process, it was found that the minimum score of students was 25 and the maximum score was 95 with an average score of 59. It is known that the average value collected is less than 70, so it is hoped that in the Posttest assessment process, the value obtained by students can be greater.

Discussion

Generally, learning that can be said to be good can be seen from the discovery of changes and learning outcomes obtained from the teacher as an educational facilitator. The criteria used in the assessment process are elements contained in the speaking skills indicators. In the findings of learning outcomes after the application of digital-based story learning media, there was an increase in the minimum score of 45 and then a maximum score of 100 with an average score of 80. Then as for the results of the research assumption test which includes the Normality test, Homogeneous test, and one Sample T-Test using the SPSS 26 application.

Important Research Findings

One Sample T- Test Result

	Means	Deviation	Means	Lower	Upper	t	df	SSig.
PPair 1 Pretest- posttest	-20,652	15,544	3,241	-27,374	-13,931	-6,372	22	0.000

Based on the results in Table 4. There is a significant value = 0.000 which is less than 0.05. So it can be said if H_0 is rejected and H_α is accepted. Then it can be concluded from the results of previous calculations, that the speaking skills of fifth-grade elementary school students increase after the application of digital-based story media.

Benefits of Research

The benefits obtained in the results of the study:

1. Digital-based stories can basically stimulate the work of students' brains,
2. Can improve children's language,
3. Can stimulate students' emotions, and through the stories presented by students can learn to interpret an event.

Thus, it is found that media and learning models are mandatory for educators to provide to students.

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