

# ENHANCING STUDENTS' SPEAKING SKILLS USING AN INTERACTIVE E-STORYBOOK

(An Experimental Research at English Club of SMK N 1 Purwokerto  
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## ABSTRACT

*Speaking is one of the productive skills in English. People are considered to master English if they can speak fluently in English. However, speaking can be challenging for non-native speakers. This research is Quasi Experimental research that aimed to determine the effect of E-storybook media in improving students' speaking skills. Members of the English Club at SMK N 1 Purwokerto participated in this study. This research was divided into 2 classes, namely control class and experimental class, within each class consist of 15 students. The pre-test, post-test, questionnaire and interview were the data-gathering methods employed in this study. The qualitative data obtained was analyzed through several steps: classification, reduction, description, and analysis. Meanwhile, for quantitative data which are the speaking test results, it was analyzed by using paired t-test. The result score of pre-test control class was 50.33 and post-test was 50.67, it can be concluded that there is no significant increase. Meanwhile, in the result score of pre-test experimental class was 49.66 and post-test was 69.33. However, it means that there was significant increase in experiment class. The results are proven by the paired sample t-test which is  $0,00$  or  $< 0,05$ ,  $H_0$  is rejected and  $H_a$  accepted. Therefore, it can be concluded that the use of E-storybook is effective to improving the students' speaking skills.*

**Keywords : E-Storybook, Speaking Skills, English Club.**

## INTRODUCTION

In the context of Indonesian education, learning speaking is challenging for the students. This is due to a variety of issues, including students are embarrassed to speak English in class and that there is a shortage of time to learn English. According to Bangun (Bangun, 2018) the students' inability to speak English is frequently a result of their infrequent participation in class. Non-native speakers of English, such as Indonesian, struggle to communicate in English for a variety of reasons, including: fear, low self-confidence, and worry about making mistakes (Rifah & Sabilah, 2022).

As foreign language or second language, English especially speaking skills is necessary for students. According to current research conducted by Lestari (Lestari, 2019) speaking skills enable us to communicate with individuals around the world. The ability to communicate in English also makes it easier for us to deal with people and work in the modern and future workplaces (Putra, 2020).

Considering the benefits of speaking skills for students, teachers must use technique that can deepen student engagement and give all students more chances to be engaged (Hayati, Kayyis, & Tristiana, 2020). One of effective teaching techniques to improve speaking skills is storytelling. Through

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storytelling students can tell a story using English. Moreover, they can improve their ability when they speak in English. Indeed, the students have to remember content of the story and then try speak to other students (Kosanke, 2019).

Students' speaking skills can be enhanced through the use of storytelling technique. Based on the research conducted by Megawati (Megawati, 2018) entitled "Improving the Students' Speaking Skill through Storytelling Technique", storytelling technique has a considerable positive impact on students' speaking skill.

Besides the teaching method, the use of learning media can help students develop their speaking skills. Based on the research conducted by Zuhriyah (Zuhriyah, 2017) entitled "Student Needs for Developing E-Book for Teaching Speaking Skills for Young Learners", using an e-book while learning English is an excellent way to motivate students and is also a more effective method of instruction.

Regarding the research above, students speaking skills may be improved by storytelling using e-storybook. It is a digital format book created by an internet website called a "book creator". Students can acquire new words by using the e-storybook because of the context provided. The book is completed with automatic reading, allowing students to read it while enjoying the pictures and listening to the narrative. Thus, the students can practice both listening and reading at the same time.

To be good in speaking, learning English in the classroom is not enough. Students need a community as a place for them to practice their English skills further than in the classroom. The Extracurricular English Club is one such community that students need in order to enhance their speaking skills. According to Herpratiwi and Purnomo in (Sari, 2018) the purpose of the English Club is useful to help students improve their English skills.

Considering the benefits of e-storybook in increasing the students' speaking skills and the needs of English mastery for students, the researcher conducted research entitled "Enhancing Students' Speaking Skills Using an Interactive E-Storybook." This research was conducted at SMK N 1 Purwokerto because there is storytelling extracurricular aiming to improve the students' speaking skills. This research aims to know the

effectiveness of the use of e-storybook in improving the students' speaking skills.

## **METHOD**

This research was designed as Quasi Experimental research. Quasi-experiment is an experiment that includes a treatment, assesses the effect, and does not employ random assignment to make comparisons in order to draw conclusions about the effects of the treatment (Thomas, Donald, & Hastjarjo, 2008). The samples of these studies are 30 students of the English Club members. The students were classified into two groups, each of them consist of 15 students.

Speaking test with a pretest on the first meeting and a posttest on the last meeting, questionnaire, interview guidelines, and speaking test scoring rubric are the instruments employed in these studies. To get this research result, all data had been gathered. Data classification, reduction, description, and analysis were used to analyze the qualitative data, such as interview and survey results. The descriptive statistics was used to assess quantitative data, including the results of the speaking test. The means derived from the treatments are compared using statistical significance tests, such as the t-test (Cresswell, 2014).

## **RESULT AND DISCUSSION**

### **Before Implementation the experiment**

#### ***The Result of Observation***

Before implementing the experimental research, the researcher observed teaching and learning process handled by English teacher. It was held on Thursday, January 31<sup>st</sup>, 2023 at English Club Extracurricular SMK Negeri 1 Purwokerto at 15.30 p.m until 16.30 p.m. The class consisted of 35 students. On that meeting the teacher taught speaking skill. The teacher used drilling and repetition techniques. The teacher spoke out loud and then asked the students to repeat her words. Nevertheless, there were only some students who repeated the teacher's speech. After that, the teacher asked students to read aloud a short conversation consisted the expression which had been written in the whiteboard consisted the expression which had been written in whiteboard in front of the class. But there were only some students who were brave to come to front of the class and did the task. Most of them were less confidence about

their speaking and they were embaraced to show up. Therefore, their speaking ability needs to be enhanced.

### **The Finding of Pre-Interview**

The interview was held on Thursday, May 3<sup>rd</sup>, 2023. The researcher interviewed the members of English Club with some questions about the process of English teaching and learning especially in teaching and learning speaking in the class. The students' speaking ability was quite low. One of the factors was that they were less motivated on studying English, especially speaking. However, some of them were active during the learning process. Furthermore, the students' said that they felt nervous and afraid when they had to speak in English in front of the class. Indeed, the students also afraid of making mistake while speak in English.

### **The Finding of Pre-Test**

The pre-test was conducted before conducting this experimental research. It aimed that the research could find students' initial speaking ability. Pre-test in Control Class and Experiment Class was held on Wednesday, May 3<sup>rd</sup>, 2023 at 15.30-16.15 p.m. There are 15 students in each class, control class and experimental class, who had done the pre-test. The researcher as a teacher asked the student to retell the story about Indonesian legend in front of the class by using their own words, within 3 minutes for each student. After giving students the pre-test, the researcher calculated the score. To get the result of the pre-test, the writer calculated the mean of pre-test score control class as follows:

$$\begin{aligned} Mx &= \sum X / N \\ Mx &= 755/15 \\ Mx &= 50.33 \end{aligned}$$

The mean of pre-test score experimental class as follows:

$$\begin{aligned} Mx &= \sum X / N \\ Mx &= 745/15 \\ Mx &= 49.66 \end{aligned}$$

Mx = Mean

$\sum X$  = The amount of students' score

N = Number of students

Based on the result of the pre-test above, the data show that the mean of the pre-test

control class was 50.33. Then, experiment class was 49.66.

### **The Implementation of Experimental Research**

Based on the data, It was recognized that the students had issues with their speaking abilities collected during the pre-research survey (observation, questionnaire, interview, and pre-test). As a result, the researcher used storytelling as a method to improve students' speaking abilities. Following are the schedules of the research implementation on both groups, control class and experimental class

Table 1. Control Class & Experiment Class Research Implementation

No	Research Implementation	
	Agenda	Time
1.	Pre-test	Wednesday, May 3 <sup>rd</sup> , 2023 at 15.30-16.40 p.m.
2.	Research Implementation	Wednesday, May 26 <sup>th</sup> 2023 at 15.30 – 16.30 p.m.
3.	Research Implementation	Wednesday, May 31 <sup>st</sup> 2023 at 15.30– 16.30 p.m.
4.	Research Implementation	Wednesday, June 7 <sup>th</sup> 2023 at 15.30 – 16.30 p.m.
5.	Research Implementation	Friday, June 9 <sup>th</sup> 2023 at 13.00 – 15.00 p.m.
6.	Post-test	Friday, June 9 <sup>th</sup> 2023 at 13.00 – 15.00 p.m.

According to the data above, the Experimental Research implementation took place in the English Club Extracurricular of SMK N 1 Purwokerto from May 3<sup>rd</sup> through June 9<sup>th</sup> of 2023 which is 30 students from SMK Negeri 1 Purwokerto who were members of the English Club participated in this study. The researcher divided the participants into two groups, a control group and an experimental group, each group had 15 students. In six meetings over the course of this research, the researcher used storytelling as a teaching method to teach English. The study took place over the course of a month and was divided into two groups: the control group and the experimental group. Every week, these groups had two meetings with the researcher, on a Wednesday and a Friday.

### **Finding after Implementing Experimental Research**

Following the implementation of the study, the researcher gathered information through a post-interview, post-questionnaire, and post-test. These are the descriptions:

### The Result of Post-Interview

The interview was conducted on Friday, June 9<sup>th</sup>, 2023. The researcher interviewed the participants after doing experimental research. The researcher interviewed English Club members by giving some questions about the process of learning English using conventional media and using e-storybook. The students explained about the real condition of the class using conventional method and e-storybook. Most of the students said that they felt difficult to understand the story and got bored when learning speaking using conventional media. On the other hand, they said that learning English using e-storybook were very enjoyable because it was completed with text, sound, picture, and glossary that made them understood the story easier.

Most of students (80%) said that learning English is challenging. Moreover, they said that the use of e-storybook are good to help them in learning speaking. However, many students said that many facilities in e-storybook that can improve their speaking skill and (80%) most of them said that e-storybook media is more effective to learn English especially speaking. Indeed, (80%) the majority of students said that e-storybook can helped them in speaking skill.

### The Result of Post Questionnaire

Questionnaire was used to find out students' responses about learning speaking using e-storybook. There were some questions asked in the questionnaire. The questions are classified into two categories namely speaking skills and e-storybook. Speaking skills category contains questions related to the effectiveness of this method to improve the students' speaking skills. Meanwhile, the e-storybook category contains questions related to the quality of the e-storybook.

Based on the result of post questionnaire, most students stated that learning speaking by using e-storybook is effective because of several factors. The students could read and listen to the story simultaneously, which allowed them to master word pronunciation. The audio component also improved the students listening abilities. Third, the glossary at the end of the narrative made it simple for the students to comprehend the meaning of unfamiliar terms. The dictionary is connected to a few words in the text so students can check it back and forth. Fourthly, the vivid

illustrations piqued the students' interest in the tale.

### The Result of Pre-test and Post Test

Table 2. Pre-test and Post-test

No	Treatment	Control Class	Experiment Class
1.	Pre-test	50.33	49.66
2.	Post-test	50.67	69.33

According to the table above, there is no improvement in students' speaking skills in the control control class before or after the research was implemented. However, it was evident in the experimental class that after using an e-storybook to teach them, the students speaking abilities had significantly improved.

### Pre-requisite Test

#### 1) Normality Test

Table 3. Normality Test

		Tests of Normality					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	Df	Sig.
The Result of Student Speaking	Pre-test Control Class (Conventional)	.212	15	.068	.817	15	.006
	Post-test Control Class (Conventional)	.316	15	.000	.790	15	.006
	Pre-test Experiment Class (E-storybook)	.212	15	.068	.817	15	.006
	Post-test Experiment Class (E-storybook)	.251	15	.012	.799	15	.008

Based on the data, the result of test of normality between control class and experiment class is  $> 0, 05$ . It could be said that the data was normally distributed.

#### 2) Homogeneity Test

Table 4. Homogeneity Test

		Test of Homogeneity of Variance				
		Levene Statistic				
		Statistic	df1	df2	Sig.	
The Result of Speaking Test	Based on Mean	2.221	1	28	.147	
	Based on Median	2.154	1	28	.153	
	Based on Median and with adjusted df	2.154	1	27.959	.153	
	Based on trimmed mean	2.212	1	28	.148	

Based on the data, the result of homogeneity test between control class and experiment class is  $0, 147$  or  $> 0, 05$ . It could be said that the data was homogeneous.

### Comparison Between Post-Test of Control Class and experiment class.

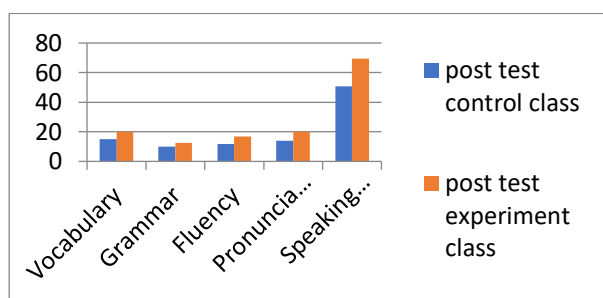


Figure 1. Comparison Between Post-Test of Control Class and Experiment Class

Based on the data above, the blue color is the control class and the red color is experiment class. It could be seen that there was a significant increase in the experimental class in all the components of speaking skills. According to Brown in (Masyi'ah, 2014) speaking skills include 4 components, they are vocabulary, grammar, fluency, and pronunciation. Figure 1 shows that the use of storytelling using e-storybook improved all those components.

### Paired Sample T-test

Table 5. Paired Sample T-test Result

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Pair 1	Post-test Control Class – Post-test Experiment Class	-18.667	4.419	1.141	Lower	Upper			
					-21.114	-16.220	-16.362	14	.000

that could help them learn to speak such as; videos, link words, and a glossary.

### CONCLUSION

Based on the result of this experimental research, it could be concluded that the use of storytelling using e-storybook could enhance the students' speaking skills. There is an increase on the students speaking score before and after the research implementation. Additionally, there was no significant increase in control class with the conventional method. Therefore, the treatment used in the experimental class is effective to improve students' speaking skills. Proven by the results of the t-test which compares post-test experimental class and control class.

According to the data, the result of paired sample test or t-test between control class and experiment class is 0, 00 or < 0, 05. It means that Ho is rejected and Ha accepted.

According to the discussion above, the students speaking skills improved as a result of being taught through storytelling utilizing an e-storybook. After implementing storytelling technique, the students' speaking test scores improved from an average of 49.33 on the pre-test to 69.33 on the post-test. This result proved the statement from Kosanke (Kosanke, 2019) that storytelling could stimulate the students in learning speaking.

Improving students' speaking skills by using e-storybook is more effective than the use of conventional media. According to (Huang, Chen, Leou, & Huang, 2011) the students of experimental groups in which they were taught by using e-storybook instruction module expressed higher motivation than those taught using conventional media. Moreover, this study was in line with by the previous studies conducted by Kurniasih (Kurniasih, 2015) in that the media could enhance students' speaking skill as shown by the students' increased scores in post-test. However in previous studies it is challenging for students to access, because of the students have to download alternative media and then required registration in order to read the stories. Indeed, in this study students could use the e-storybook easily because students only opened the link provided, and also the e-storybook provides many features

Moreover, the use of e-storybook also increases the students' interest, motivation, activeness, and self-confidence. These are a few things influencing the success of teaching and learning process. Particullary, in speaking classes, these factors are very crucial in determining the students' speaking performance.

### SUGGESTION

As concluded above, the researcher would like to offer suggestions related with enhancing the students' speaking skills. For the next researchers, this study may still have a lot of limitation, this research just focuses on the use of e-storybook to improve speaking skills. As a result, the researcher indicates that the further researchers should be able to investigate the other ways of teaching

speaking or the other use of e-storybook in the teaching and learning process. Since there are many factors influencing speaking skills such as students' interest, motivation, activeness, and self-confidence, it is suggested for the next research to dig up these factors in order to improve students' speaking performance.

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