

PENGEMBANGAN E-STORYBOOK UNTUK MENINGKATKAN KETERAMPILAN BERBICARA (The Development Of E-Storybook To Improve Speaking Skills)

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ABSTRACT

Improving speaking skills is crucial for English language learners as it enables them to effectively communicate their thoughts and emotions. However, many students struggle with speaking English due to inadequate language proficiency and lack of speaking experience. This research aimed to develop an e-storybook as a learning medium to enhance students' speaking abilities. The e-storybook was designed based on the ADDIE development model and was validated by experts. This research was implemented in an English club class at SMK Negeri 1 Purwokerto, and the results were evaluated through pre-tests and post-tests. The research results indicate that the developed e-storybook is an effective tool for enhancing students' English-speaking skills, motivating them to engage in speaking English. The e-storybook proves highly suitable for improving students' speaking abilities, offering features like hyperlinks to glossary words and integrated sound and video, contributing to better understanding and pronunciation.

Keywords : *speaking skills, e-storybook, learning media*

ABSTRAK

Meningkatkan keterampilan berbicara sangat penting bagi pelajar bahasa Inggris karena memungkinkan mereka untuk mengomunikasikan pikiran dan emosi mereka secara efektif. Namun, banyak siswa kesulitan berbicara bahasa Inggris karena kemampuan bahasa yang tidak memadai dan kurangnya pengalaman berbicara. Penelitian ini bertujuan untuk mengembangkan e-storybook sebagai media pembelajaran untuk meningkatkan kemampuan berbicara siswa. E-storybook dirancang berdasarkan model pengembangan ADDIE dan telah divalidasi oleh para ahli. Penelitian ini dilaksanakan pada kegiatan ekstrakurikuler bahasa Inggris di SMK Negeri 1 Purwokerto, dan hasilnya dievaluasi melalui pre-test dan post-test. Hasil penelitian menunjukkan bahwa e-storybook yang dikembangkan merupakan alat yang efektif untuk meningkatkan keterampilan berbahasa Inggris siswa, memotivasi mereka untuk terlibat dalam berbicara bahasa Inggris. Buku cerita elektronik terbukti sangat cocok untuk meningkatkan kemampuan berbicara siswa, menawarkan fitur seperti hyperlink ke kata-kata glosarium serta suara dan video terintegrasi, berkontribusi pada pemahaman dan pelafalan yang lebih baik.

Kata kunci : *ketrampilan berbicara, e-storybook, media pembelajaran*

INTRODUCTION

In the current era of globalization and advanced technology, mastery of English proficiency, particularly in speaking skills, holds significant importance. This is the most

important ability that English learners need to improve because they rely heavily on it when interacting with people to express their thoughts and feelings coherently and fluently (Wardhany, 2021). Effective communication, whether in business, education, or daily life,

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heavily relies on speaking as a primary means of expression. Speaking not only facilitates the exchange of information but also allows individuals to voice their opinions and thoughts. Moreover, it's essential to understand that English serves as a global lingua franca, meaning it functions as a common language for people of diverse linguistic backgrounds to communicate and collaborate effectively on a global scale. This broader context highlights the necessity of English proficiency beyond personal development, as it plays a pivotal role in international interactions and cross-cultural understanding. However, many students struggle with speaking skills due to insufficient language proficiency and lack of speaking experience (Herlisya & Wiratno, 2022). This deficiency is often compounded by factors like limited practice opportunities, low self-confidence, and minimal exposure to native speakers or peers in the target language (Maji et al., 2022). Understanding English's role as a lingua franca underscores the urgency of addressing these challenges and enhancing English language skills for both personal and global communication success.

Various challenges contribute to the difficulties in learning to speak. These encompass inadequate vocabulary and sentence structure, unfamiliarity with cultural and social contexts, and insufficient feedback and technological support. Inflexible learning approaches and limited chances to practice speaking further hinder progress (Chand, 2021). Many students hesitate to engage in speaking activities, leading to inhibited performance during practice sessions (Hamsia, 2018). Notably, during observations in educational settings, challenges like a dearth of real communication situations, restricted teacher interaction time, and students' lack of confidence in speaking were identified.

To address these challenges, the development of e-storybooks as effective learning tools offers a potential solution. Traditional learning methods, often focused on written assignments, can be complemented by interactive digital tools like e-storybooks. These tools provide engaging content with visual and auditory elements, creating a more immersive learning environment. E-storybooks expose learners to real-life language usage, aiding in vocabulary acquisition, sentence structure understanding,

and intonation recognition. Additionally, they encourage creativity and individual expression, promoting a comprehensive development of speaking skills.

In the context of teaching English speaking skills, diverse multimedia tools, including videos, audios, and interactive simulations, are available (Sinha, 2022). These tools enable students to engage with native speakers, observe proper intonation, and practice dialogues, all contributing to improved speaking abilities (Irmawati, 2019). The use of visuals and interactive features enhances engagement and motivation, making the learning process more effective and enjoyable. E-storybooks, in particular, present an innovative approach, combining narrative elements with interactive technology to enhance learning experiences (Pasaka et al., 2022).

However, despite the advantages offered by these multimedia tools, students often encounter challenges in developing their English speaking skills. To address these challenges and provide a potential solution, previous research underlines the benefits of e-storybooks for learning English, highlighting their capacity to make learning engaging, accessible, and flexible. Pujiani et al., (2022) used e-storybooks to engage young learners in English education, improving vocabulary and comprehension. Ratna Ika Sari (2019) demonstrated the effectiveness of e-storybooks in enhancing reading skills among second-grade students. van Dijken (2022) research explored using e-storybooks for kindergartners to promote early literacy skills.

These studies provide a foundation for this research, where this research aims to develop e-storybooks with enhanced features like videos, music, text, and pictures to improve speaking skills.

E-storybooks offer exposure to different language variations and accents, which is crucial for honing speaking skills in a foreign language (Prasetya & Hirashima, 2018). In light of these advantages, this research explores the development of e-storybooks as a means to enhance speaking skills. By focusing on folktales, this study aims to provide a comprehensive and engaging learning tool that addresses the challenges inhibiting speaking proficiency among students.

The research questions revolve around the nature of e-storybooks designed to improve

speaking skills. The research's primary objective is to develop effective learning media, specifically e-storybooks, to enhance English speaking abilities. It is essential to clarify that improving English speaking skills is indeed the core objective of this research. The anticipated final product is an e-storybook centered on folktales, providing students of different age groups with an interactive platform to learn and practice speaking English. This research seeks to contribute both theoretically by expanding knowledge of digital-based learning media and practically by addressing students' challenges in speaking skills development. By specifying the target audience, which includes students from diverse age groups, it aims to offer valuable insights into leveraging digital technology for effective language learning approaches.

METHODS

Research Design

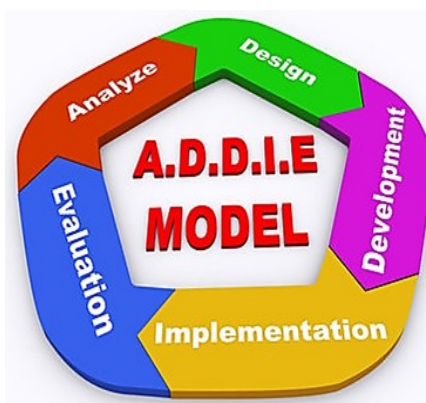
The research conducted was based on Research and Development (R&D) methodology, aiming to create specific products and assess their effectiveness. Gustiani (2019) emphasized the importance of R&D approaches in educational research to produce effective goods or services related to pedagogical and educational activities. Samsu, S.Ag., M.Pd.I. (2017) further explained that R&D involves developing research products from previous findings to ensure desired changes and progress are achieved as intended, particularly in instructional materials.

The study utilized the ADDIE development model, which stands for Analysis, Design, Development, Implementation, and Evaluation. This approach was employed to create instructional designs (learning designs) that are both efficient and effective. Following Robert Maribe Branch's (2009) procedure, the development process involved five steps to ensure the successful creation and approval of the products.

The research has yielded specific products, including a series of interactive e-storybooks designed to enhance English speaking skills. These e-storybooks incorporate engaging narratives, interactive exercises, and multimedia elements to provide an immersive learning experience. The potential impact of these e-storybooks on educational practices and learners is significant. They offer a

dynamic and accessible tool for English language learners of diverse age groups, promoting not only improved speaking abilities but also fostering a love for reading and language acquisition. By integrating technology and pedagogy effectively, these e-storybooks exemplify innovative approaches to language learning and hold promise for enhancing language education practices.

Picture 1. ADDIE model



Analysis

This analysis step aims to determine what was required for the creation of learning media, such as the viability of instructional materials and the requirements for development.

Design

At this stage, tasks including selecting learning strategies, creating frameworks for electronic storybooks, and creating evaluation worksheets were done in connection with material and media design.

Development

The media production step was used to create the intended product, such as creating an e-storybook in accordance with the preferred learning strategy. Product validation was a further phase of this step. The two stages of this validation were media validation and material validation.

Implementation

The next stage was the implementation of media or product trials with the goal of determining the level of appeal of e-story books after going through the development stage and collecting accurate findings from the assessment of material and media specialists.

Evaluation

The ADDIE model consists of five stages, with evaluation being the final one. In case any issues were identified with the e-storybook media, a revision evaluation was conducted based on observations and student reaction surveys. According to Cahyadi (2019), the evaluation of teaching material development aims to determine several aspects, including: 1) Student attitudes towards learning activities as a whole, 2) Improvements in students' abilities resulting from their participation in learning activities, and 3) The benefits perceived by the school due to enhanced student competence through the development of teaching materials in learning.

This research was conducted at SMK N 1 Purwokerto because the use of traditional worksheets was still prevalent in the learning process. However, the lack of technology-based media, especially in extracurricular English subjects, became the reason for selecting this research location. The research population consisted of students from SMKN 1 Purwokerto, with the research sample being the students of the English Club extracurricular class at the school. The sampling technique used was purposive sampling, based on specific considerations aligned with the research objectives.

The study employed two main variables: the independent variable, which was the use of e-storybook as a learning medium, and the dependent variable, which was the students' learning outcomes in speaking English influenced by the independent variable.

Research Instrument

The research instruments included a questionnaire and an interview guideline developed by the researcher. The questionnaire used a Likert scale to assess the opinions of users, material experts, and media experts regarding the e-storybook as interactive learning media. Additionally, material expert validation sheets were used to evaluate the completeness of content and its alignment with the desired competency, while media expert validation sheets assessed the suitability of the provided media for educational purposes. Observations were made to measure the media's role in education. User sheets were utilized to capture user responses, thoughts, and ideas, using four degrees of agreement: strongly

disagree, disagree, agree, and strongly agree (Schrauf, 2006).

The questionnaire results played a pivotal role in the iterative process of revising and improving the e-storybook. By analyzing respondents' agreement, valuable insights were gained, highlighting specific areas for enhancement within the e-storybook. Additionally, a comments section provided respondents with a platform to offer further feedback and valuable suggestions, contributing to the refinement of the e-storybook's overall design.

Table 1. Expert Validation Questionnaire Blueprint

Participants	Aspects	Purposes	References
Media expert	Usability	1. The accuracy of the delivery strategy so as to enable ease and speed of understanding and mastery of material, concepts or skills.	Chaeruman (2019)
		2. Accuracy of media selection compared to other media.	
	Technical feature	1. Know the attractiveness of the media packaging as a whole (typology, colour, illustration, icon, layout, etc.)	
		2. Determine suitability and quality of utilization of animation, audio, video, text, music and others.	
Students, English Teacher, and Material Expert	Content	1. To know the suitability of selected speaking and learning media input included in the program such as level of difficulty, interest, and usefulness.	Sari et al (2022), Nhung (2022), Yaumi (2017), Chaeruman (2019).

Complementing the questionnaire findings, interviews were conducted to verify and gather additional in-depth information from the participants. Serving as a direct means of communication between the researcher and respondents, the interviews offered a more personalized and nuanced understanding of the subject matter. To ensure the interviews remained focused and purposeful, an interview guide was thoughtfully prepared in advance. These interviews specifically targeted the English teacher involved in the project, aiming to glean valuable insights into various aspects, such as the learning objectives and content of the speaking English extracurricular lesson, the effective utilization of instructional media, and the teaching techniques employed. Table provides an outline of the interview guidelines, which acted as a valuable framework for the interview process, facilitating comprehensive data collection and analysis.

Table 2. Interview guidelines with English teachers

Concept	Questions
Sari et al (2022), Yaumi (2017), Nhung (2022), Chaeruman (2019)	<ul style="list-style-type: none"> ▪ What are the English learning media used by the teacher in the lesson? ▪ In your opinion, do the learning media used support the achievement of student competence? ▪ Is the learning media used relevant to the needs and characteristics of students? ▪ Is the media used in learning appropriate in learning? ▪ Do you need media in learning English for extracurricular speaking? ▪ What are the obstacles experienced by the teacher regarding the use of the learning media? ▪ What kind of learning media do you expect in supporting learning in class? ▪ Are you able to develop the expected English learning media? ▪ Is there training on making interesting learning media through applications and so on? ▪ Are the students very enthusiastic in learning speaking? ▪ What problems do students face in learning speaking? ▪ How do you help students improve speaking? ▪ Are there any difficulties in teaching students speaking? ▪ What methods are usually used to teach students to learn speaking? ▪ What components of speaking have students learned and mastered?

Data Collection

Data collection for this research and development utilized two methods: observations and interviews. Observations were conducted to understand the responses of teachers and students when using the interactive learning media e-storybook. Researchers acted as observers during the implementation of the media, employing participant observation, where they actively participated in the observed activities. Interviews were conducted to gather responses, comments, and suggestions from teachers and students after using the e-storybook learning media, providing in-depth information (Prof. Dr. A. Muri Yusuf, 2014).

Data Analysis

The data analysis consisted of qualitative and quantitative data. Qualitative data analysis began from the start of the study, involving critical examination and verification of data through ongoing credibility checks (Prof. Dr. A. Muri Yusuf, 2014). This research uses descriptive statistics to analyze qualitative data, describing the research results. product development, namely e-storybook learning media. The analysis includes an assessment sheet filled in by experts via a Google form whose contents are adjusted to the blueprint that has been created. Then a suggestion column is provided at the end of the question which produces suggestions for revision. Expert validation and users questionnaires contained four answer choices, each assigned a different score indicating the level of validation of the e-storybook learning media. The rating scores for each answer choice were provided in table 3.1 (Schrauf, 2006).

Table 3. Rating Score

Score	Answer Choices
4	Strongly Agree
3	Agree
2	Disagree
1	Strongly Disagree

In the same steps, the researcher obtained the results of validation expert and users given after learning by using e-storybook learning media based on the questionnaire that had been given. Then, analysing the questionnaire was done by calculating the average for each response. Calculating the average can use the formula below (Samsu, S.Ag., M.Pd.I., 2017):

$$\bar{X} = \frac{\sum X}{n}$$

\bar{X} = mean

$\sum X$ = number of responses

RESULT AND DISCUSSION

This research was conducted in the English Club extracurricular class at SMK Negeri 1 Purwokerto with the aim of developing an English Learning Media product known as an e-storybook. The e-storybook is presented as an e-book, intended for both classroom learning and independent study by the students.

The research utilized the Research & Development (R&D) method, employing the ADDIE Development Model by Robert Maribe Branch (2009:2). The ADDIE model's strength lies in its systematic work procedure, where each step builds upon the previous one, leading to continuous improvement for a more effective end product. The following steps were undertaken:

Analysis

The initial stage of the research and development process involved conducting a needs analysis through observations at the English Club extracurricular in SMKN 01 Purwokerto. This analysis focused on assessing the field conditions, understanding the participants, and gathering relevant reference materials for the development of interactive learning media, specifically the e-storybook. Field analysis activities were carried out by collecting information on the learning environment at the English Club through interviews and questionnaires distributed to the target users. The data obtained from these pre-research survey activities formed the basis for further development.

The Result of Need Analysis Questionnaire

The researcher distributed needs analysis questionnaires to both extracurricular English club members and teachers at SMKN 1 Purwokerto to assess the students' needs. The questionnaire focused on aspects related to speaking instruction and the learning media utilized in the class. It was designed in Indonesian and used a 4-point Likert scale,

ranging from strongly agree (4) to strongly disagree (1). The frequencies obtained from the questionnaires were transformed into average scores for descriptive statistics analysis. The student needs analysis covered two aspects: 1) Learner's Beliefs about Learning Speaking, aimed at understanding the opinions of students regarding learning to speak; and 2) Learning Speaking Strategy, which observed students' speaking learning strategies to identify any areas of improvement. The researcher also analyzed the teachers' perspectives as it was crucial for the development of learning media. The teacher's need analysis provided valuable insights that the researcher considered during the development process. This validation aspect focused on the importance of learning media for speaking instruction, aiming to understand the significance of using learning media in speaking learning. The results of the student and teacher needs analysis questionnaire are presented in the following table.

Table 4. The Result of Students' and Teachers' Analysis Questionnaire

No.	Respondent	Average
1	Students	3.1
2	Teachers	3.45

The findings indicate that many students still struggle with speaking English and rely on dictionaries or Google Translate for assistance. Additionally, they tend to avoid challenging topics. Despite this, the questionnaire shows that students have a strong interest in learning English. Moreover, in the needs analysis questionnaire for teachers, technological media received an overall average result of 3.45, suggesting that it can be beneficial in improving students' English-speaking skills. It also eases the teaching process, making teachers more confident in delivering lessons. Based on these insights, the researchers will continue developing the e-storybook learning media to facilitate the teaching and learning process for both teachers and students.

The Result of Interview

Researchers conducted interviews with English Club members, focusing on the teaching and learning process, particularly in English speaking classes. The findings revealed that some students expressed

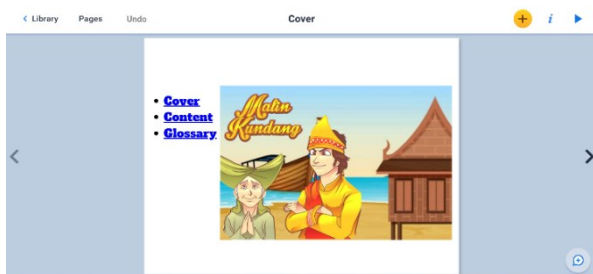
dissatisfaction with the use of conventional media, leading to a lack of understanding and boredom during classes. However, a few students remained actively engaged in the learning process. Many students felt nervous and afraid to speak English in front of the class, fearing making mistakes. The results highlight the need for learning media that can enhance students' enthusiasm and proficiency in speaking English during extracurricular activities.

The Result of Observation at School

The results of observations made by researchers in extracurricular classes, namely that the learning process was still minimal in the use of learning media, the learning media used in learning are in the form of Microsoft Office Power Point software and student worksheets, which still lacked interest in students' curiosity about learning material. Therefore, researchers thought to develop learning media that are new and more interactive and attract students' interest and curiosity about the material being taught.

Design

The design phase follows the analysis phase, where a design sketch is created to aid in developing the learning media, specifically an e-storybook. The e-storybook includes animated videos and hyperlinks to help with difficult word meanings. It consists of three parts: (1) Cover, (2) Content, and (3) Glossary. The cover design includes pictures and titles that align with the story's contents. The selection of colors and fonts is based on the legendary stories within the e-storybook prototype, as shown in Picture 2.



Picture 2. Cover of E-storybook

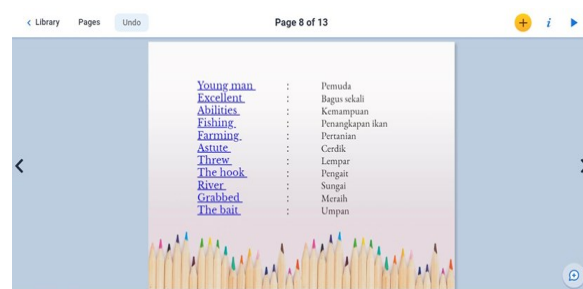
In the content section, the e-storybook was enriched with animated pictures and videos to enhance its appeal. Hyperlinks were included for foreign words, directing readers to the glossary page for their meanings. To develop the e-storybook, the researcher utilized

kinemaster, zepeto, and e-storybook websites. The media was designed in electronic format, accessible through an e-storybook link, and not in printed form. The content design was clearer, more accurate, and detailed in its delivery. The language used in the e-storybook was clear, straightforward, and easy to understand. The prototype can be viewed in Picture 3.



Picture 3. Content of E-storybook

In the e-storybook, a glossary was included at the end of the legendary story to help students understand the meanings of unfamiliar words. The glossary serves as a reference to clarify difficult words used in the stories. The prototype of the glossary can be viewed in Picture 4.2.3.



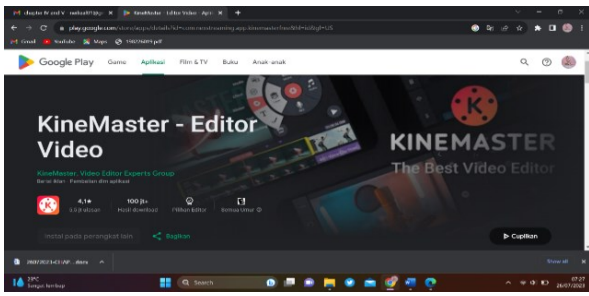
Picture 4. Glossary of E-storybook

Development

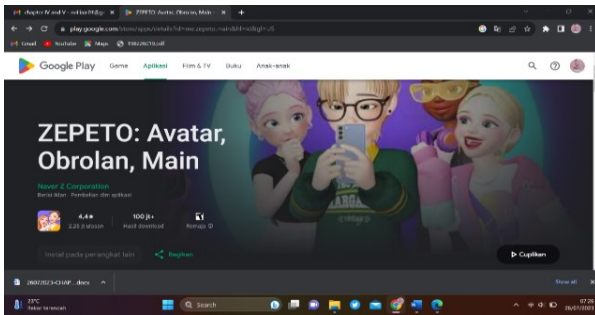
In this development stage, several things were done. This development stage includes the following steps:

1. Making Learning Media

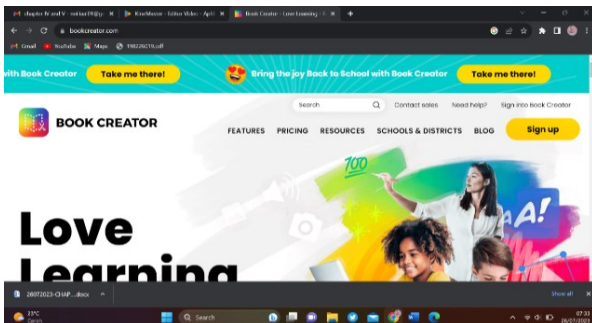
The media was designed by the researcher to produce prototype 1 then created and developed. The content of this learning media consists of legendary stories obtained from the internet. This media was developed using the kinemaster application, zepeto and the book creator application itself. Picture 5, 6, and 7 are the pictures of the application used.



Picture 5. Kinemaster



Picture 6. Zepeto



Picture 7. E-storybook website (<https://bookcreator.com/>)

2. Product Eligibility Validation

After the learning media has been made, a product feasibility validation was carried out. The validation of learning media was carried out by expert validators and asks for theoretical and practical considerations. Expert validators consist of media expert validators, material experts and users.

In this stage, the product was assessed by media experts, focusing on the appearance of the e-storybook learning media. Apart from feasibility evaluations, media experts provided valuable feedback to enhance the media's quality. They used the e-storybook learning media validation form, evaluating two key aspects: technical features and usability.

For technical features, they assessed the overall attractiveness of the media packaging, including typography, color, illustrations, icons, and layout. They also determined the suitability and quality of utilizing animation, audio, video, text, music, and other elements.

On the other hand, usability evaluation had two elements. First, they examined the accuracy of the delivery strategy to ensure ease and speed of understanding and mastering the material, concepts, or skills. Second, they focused on the accuracy of media selection compared to other alternatives, acknowledging the significant impact on student learning outcomes.

In addition to media experts, material experts also conducted validation concerning the material's relevance. They provided comments and suggestions while assessing the quality of the e-storybook using a questionnaire.

Furthermore, 2 users, English teachers from the English Club SMK 1 Purwokerto, participated in the evaluation stage. They assessed aspects like appearance, materials, and e-storybook feasibility for students. Descriptive statistical results were presented in Table 4.2

Table 3. The Result of Expert Validation

No.	Respondent	Average score
1.	Media Expert	3.7
2.	Material Expert	3.3
3.	Users	3.7

The research findings from Table 4.2 indicate positive outcomes for the implementation of e-storybooks as a learning media. The validation results further support the effectiveness of e-storybooks as good learning media.

For vocational students, the e-storybook learning media receives positive feedback from both media experts and material development experts. The media is easy to understand and its effective and efficient language usage aids in comprehension. The e-storybooks can be accessed anywhere and anytime, facilitating classroom learning.

The experts concur that e-storybooks are appropriate for vocational students. These e-storybooks help students recognize vocabulary and understand its meaning, and they also generate interest and motivation for learning.

Although the media can be implemented as a whole, there are still areas for improvement,

such as consistency in naming, attention to pronunciation, correct writing, and vocabulary usage according to its meaning, based on suggestions from material experts.

Implementation

In this stage, following the Development stage, the researcher implemented the developed e-storybooks in real classroom activities through a class experiment. The class was divided into two groups: the control group, where students used conventional learning media, and the experimental group, where students used the e-storybook learning media. The research was conducted from May to June 2023, with two meetings every week on Wednesdays and Fridays.

The implementation started with a pre-test conducted on Wednesday, May 3rd, 2023, from 15.30 to 16.15 WIB for both the Control and Experiment Classes. From May 26th to June 9th, 2023, the experimental group learned with e-storybooks, while the control group learned with conventional media. After the learning sessions, both groups were given a post-test. The results of the pre-test and post-test were compared to assess the effectiveness of the e-storybook in improving students' English speaking skills.

Overall, for appearance, material, and feasibility, e-storybook media is a valid and valuable tool for helping students improve their English speaking skills. The use of multimedia in e-storybooks enhances the learning process, making it more interesting and effective. However, it is essential to ensure the language used is easily understandable and the text is readable for optimal results.

Evaluation

The ADDIE development model's final stage is Evaluation, where the E-storybook is assessed. The evaluation includes feedback from experts and users, as well as the results of pre-tests and post-tests. Based on this evaluation, a final revision is conducted. Pre-tests and post-tests were performed in each group, and the results were recorded in tables for analysis.

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

Based on the table above, it is proven that e-storybooks can improve students' speaking skills. It can be seen in the table that there was no significant increase in the control group. However, in the experimental group there was a significant increase in students' speaking ability after being taught using the e-storybook. Students' speaking performance became more fluent and better at composing the utterances.

Similar research conducted by Ratna Ika Sari in 2019 also produces similar findings. In this research, researchers used e-storybooks in their research. The results show that there is a significant increase in students' speaking skills after using e-storybooks. In other words, this research is consistent with the findings previously described, indicating that e-storybooks can indeed improve students' speaking skills compared to conventional learning methods. However, there are some differences in the media context. In this study, researchers found different findings. First, in the development of e-storybooks, researchers combined e-books and video media into one. Second, in the content section, the researcher added a hyperlink to make it easier for students to find the meaning of the word. Third, the researcher also added a glossary, so students could find the meaning of the words in the glossary.

CONCLUSION

The research results indicate that the developed e-storybook is an effective tool for enhancing students' English-speaking skills. It is a feasible and convenient self-learning option that can be used anytime and anywhere, making it a valuable solution for improving speaking abilities. The e-storybook is well-received among English club extracurricular students at SMKN 1 Purwokerto, motivating them to engage in speaking English.

Based on the experts' validation and implementation outcomes, the e-storybook media proves to be suitable for SMK students, yielding positive interest and enthusiasm during the learning process. Using e-storybooks in speaking English classes resulted in increased speaking scores,

Table 4 The Result of Pre-test and Post-test

interest, motivation, and student activity. The e-storybook media plays a crucial role in facilitating successful teaching and learning experiences, particularly in speaking extracurricular classes. It can effectively assess students' speaking abilities.

Overall, the e-storybook proves highly suitable for improving students' speaking skills. Its features, such as hyperlinks to glossary words and integrated sound and video, contribute to better understanding and pronunciation. The engaging animation in the video further enhances its appeal, making e-storybooks an excellent aid for students' language development.

SUGGESTION

In this part, the researchers would like to give suggestions for students, English teachers and future researchers. For English teachers, it is recommended to utilize diverse learning media, including e-storybooks, to enhance students' motivation in learning speaking English. E-storybooks offer the advantage of being accessible anytime and anywhere. Students are encouraged to be more active and confident in their speaking practice, overcoming the fear of making mistakes and valuing the learning process. Consistent practice is key to developing English-speaking skills. Future research should investigate appropriate media to boost students' confidence in speaking English, considering the limitations of this research. This study can serve as a valuable reference for upcoming researchers in the field.

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