

THE USE OF SCAFFOLDED DIGITAL STORYTELLING TO IMPROVE SECONDARY LEVEL EFL LEARNERS' SPEAKING SKILLS

DELFIA HERWANIS

SULTAN IDRIS EDUCATION UNIVERSITY

2023

THE USE OF SCAFFOLDED DIGITAL STORYTELLING TO IMPROVE
SECONDARY LEVEL EFL LEARNERS' SPEAKING SKILLS

DELFA HERWANIS

THESIS PRESENTED TO QUALIFY FOR A DOCTOR OF PHILOSOPHY

FACULTY OF LANGUAGES AND COMMUNICATION
SULTAN IDRIS EDUCATION UNIVERSITY

2023



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SENIOR LECTURER DEAN
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
FACULTY OF HUMANITIES AND COMMUNICATION
UNIVERSITI PENDIDIKAN SULTAN IDRIS
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ACKNOWLEDGEMENT

First, I would like to thank Allah SWT for all His provisions to me until I arrived at the final process in this doctoral program.

Several people are very supportive and helpful in the process of completing my education, and I will mention their names one by one. First of all I would like to thank Dr. Zulkarnain, M. Ag, and Dr. Al Musanna, M. Ag is the Chancellor and Vice-Chancellor at IAIN Takengon, who gave me a chance to join the Ph.D. program in University Pendidikan Sultan Idris (UPSI).

Next, I would like to thank my supervisor, Dr. Noor Alhusna Madzlan, for her patience, perseverance, and seriousness in guiding me, and thanks also to my co-supervisor Dr. Farah Natchiar Mohd Khaja for her assistance in completing my thesis.

Another person I would like to thank is Associate Professor Dr. Napisah binti Kepol, who was the first supervisor when I am enrolled in UPSI, who has also guided me and led me to the proposal seminar, and this day, she still encourages me.

Next, I would like to thank Dr. Wan Mazlini Othman for all her input and suggestions to improve this thesis.

Then thanks especially to my beloved husband, my supermom Emiwarti. K and my almarhum Father Muzahar Wahid, my daughter, my sons, my sister, my brothers. Hope you will be proud of my achievement. Without your unconditional love and encouragement, this thesis would not have been possible.

I want to thank my relatives and friends that I cannot mention one by one on this page, who continuously supported me. May Allah reward all the kindness of anyone involved in the completion of my doctoral program.

Finally, I would like to thank you for all the good and bad things I have gone through these eight years. I have survived because, in life, there will be things that come up by themselves. But there will be things that we also need to struggle to get it.

Nothing is impossible. Anything can happen if we believe.

ABSTRACT

The objectives of study are to: (1) determine how scaffolded digital storytelling improves learners' speaking skills in an English as a Foreign Language (EFL) context; (2) determine the factors that influence the use of scaffolded digital storytelling in English-speaking classroom; (3) examine the students' views of scaffolded digital storytelling in the English-speaking classroom. The mixed-method design was used which combined a one-group post-test only design and the removed-treatment design from quasi-experimental research. The data were collected using observation, tests, interviews and survey. The number of participants was 23 students. The quantitative data was analyzed using the interactive model, a t-test and parametric statistical tests. The findings confirmed that Hypothesis 1 (H1) is accepted. This is evident from the paired samples test, the sig value. (2- tailed) is 0.000, which means that if the sig. (2-tailed) is lower than 0.05, H_a is accepted and H_o is rejected. The use of scaffolding digital storytelling has improved the speaking skills among EFL learners as evidenced from the triangulation of data from the observation data as well as the questionnaire results. According to the findings from the students' interviews, the process of repeating and pronouncing words accompanied by pictures was the strength of the scaffolded digital storytelling. The implications of the study suggest that teachers must not be dominant and provide assistance only when necessary to enable students to work independently. Instructions should also remain within the zone of proximal development while still challenging students to develop their knowledge reflecting a proper way to minimize anxiety in their learning. Finally, teachers must adhere to scientific concepts when instructing students to prevent them from reverting to the traditional method of gaining knowledge.

PENGUNAAN PENCERITAAN DIGITAL PERANCAH UNTUK MENINGKATKAN KEMAHIRAN BERTUTUR PELAJAR EFL PERINGKATMENENGAH

ABSTRAK

Objektif kajian adalah untuk: (1) menentukan bagaimana penceritaan digital perancah meningkatkan kemahiran bertutur pelajar dalam konteks Bahasa Inggeris sebagai Bahasa Asing (EFL); (2) menentukan faktor yang mempengaruhi penggunaan penceritaan digital perancah dalam kelas Bahasa Inggeris; (3) meneliti pandangan pelajar tentang penceritaan digital perancah dalam kelas Bahasa Inggeris. Reka bentuk kaedah campuran telah digunakan yang menggabungkan reka bentuk pasca-ujian satu kumpulan sahaja dan reka bentuk 'removed-treatment' penyelidikan kuasi eksperimen. Data dikumpul menggunakan pemerhatian, ujian, temu bual dan tinjauan. Jumlah peserta adalah seramai 23 pelajar. Data kuantitatif dianalisis menggunakan model interaktif, ujian dan ujian statistik parametrik. Dapatan kajian mengesahkan bahawa Hipotesis 1 (H1) diterima. Ini terbukti daripada ujian sampel berpasangan, nilai sig. (2- tailed) ialah 0.000, bermakna jika sig. (2-tailed) lebih rendah daripada 0.05, Ha diterima dan Ho ditolak. Penggunaan penceritaan digital perancah telah meningkatkan kemahiran bertutur dalam kalangan pelajar EFL dan ini terbukti daripada data pemerhatian. Dan keputusan soal selidik. Mengikut dapatan temu bual pelajar, proses mengulang dan menyebut perkataan yang disertakan dengan gambar merupakan kekuatan penceritaan digital perancah. Beberapa implikasi daripada kajian ini mencadangkan guru mesti sedar untuk tidak mendominasi bantuan untuk tempoh yang panjang bagi membolehkan pelajar bekerja secara berdikari. Arahan juga harus berada dalam zon perkembangan proksimal sambil mencabar pelajar untuk mengembangkan pengetahuan mereka yang mencerminkan cara yang betul dengan meminimumkan tekanan. Akhir sekali, guru mesti mematuhi konsep saintifik apabila mengarahkan pelajar untuk menghalang mereka daripada kembali kepada kaedah tradisional untuk menimba ilmu.

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LIST OF ABBREVIATIONS

AM	Ante Meridiem
BNSP	Badan Nasional Sertifikasi Profesi
CAR	Classroom Action Research
COVID 19	Corona Virus Disease 19
EFL	English Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
GTM	Grammar Translation Method
IBM	International Business Machines
IQ	Intelligence Quotient
K13	Kurikulum 2013
KTSP	Kurikulum Tingkat Satuan Pembelajaran
MPR	Majelis Permusyawaratan Rakyat
Mts	Madrasah Tsanawiyah
PhD	Doctor of Philosophy
PM	Post Meridiem
PPP	Presentation, Practice and Production
SD	Sekolah Dasar
SLTP	Sekolah Lanjutan Tingkat Pertama
SMA	Sekolah Menengah Atas
SMK	Sekolah Menengah Kejuruan
SMPN	Sekolah Menengah Pertama Negeri
SMU	Sekolah Menengah Umum

STKIP	Sekolah Tinggi Keguruan dan Ilmu Pendidikan
STP	Segmenting, Targeting, and Positioning
TOEFL	Test of English as a Foreign Language
TV	Television
USD	The United States Dollars
UUD	Undang- Undang Dasar
YPUP	Yayasan Pendidikan Ujung Pandang
ZPD	Zone of Proximal Development



APPENDIX LIST

- B. 1 Observation Sheet
- B. 2 Questionnaire
- B. 3 Semi-structured Interview Question



CHAPTER 1

INTRODUCTION

This chapter elaborates on an overview of the study. It begins with some background information about the teaching of speaking in the intermediate schools of modern Islamic boarding schools and a description of the problem. Next, the aims and objectives of the study are presented and followed with the research questions. Then the research hypotheses, significance of the study, limitations of the study, conceptual framework, and the operational definitions are discussed. Finally, the organization of the thesis is also provided.

1.2 Background of Study

The current status of English as an international or global language is underpinned by its wide use in a range of fields such as politics, diplomacy, international trade and industry, commerce, science and technology, information technology, education, media, and popular culture (Criystal, 2003; Jenkins, 2003; Huda, 2020).

The education system is ultimately shaped by legislation, which in Indonesia today, comes in a potentially bewildering number of forms. In an effort to clarify their status, in August 2000, the supreme state body, the 700 member of People's Consultative Assembly (*Majelis Permusyawaratan Rakyat or MPR*) issued the following official hierarchy of legislation:

- 1945 Constitution (*Undang-Undang Dasar 1945*)
- MPR Resolution (*Ketetapan MPR*)
- Law (*Undang-Undang*)
- Government Regulation Substituting a Law (*Peraturan Pemerintah Pengganti Undang-Undang*)
- Government Regulation (*Peraturan Pemerintah*)
- Presidential Decree (*Keputusan Presiden*)
- Regional Regulation (*Peraturan Daerah*)

In practice, other legislative instruments are currently used. They include Presidential Instructions (*Instruksi Presiden*), Ministerial Decrees (*Keputusan Menteri*) and Circular Letter (*Surat Edaran*) (Tabalajun, 2002). Education has been



governed primarily by laws and Ministerial Decrees.

The first law to specifically deal with education was Law 2 of 1989 on the National System (*UU RI Nomor 2 1989*, 1989). However, according to Komaria, (1998), law number 4 of 1950 (*Undang-Undang 1950 No.4 - Undang Undang Tentang Dasar Dasar Pendidikan dan Pengajaran Disekolah*, 1950) mentioned Indonesia and the regional languages. However, English was not mentioned. The 1950 law helped lay the foundation for future legislation in distinguishing kindergarten, primary, general and vocational secondary and higher education and was effective until the 1989 Law on Education was issued.

English was first made formal in 1955 at a conference for teacher trainers, when Mr. Wachendorff, the first head of the Central Inspectorate of English Language Instruction in the Ministry of Education, stated that English could never be widely used in daily life in Indonesia, or even the second official language, rather it should be “the first foreign language” (Komaria, 1998).

Law 2 of 1989 on the National Education System (*Undang-Undang Republik Indonesia Nomor 2*, 1989) stated the overall purposes of education at the national level, describe the growth of an individual in terms of spiritually, ethical responsibility, physical skills and mental health, self-sufficiency and capability in contributing to national development. The law distinguished education at schools from extramural education. It considered the compulsory education to be the six years of primary school (*Sekolah Dasar or SD*) and three years of Junior High school (*Sekolah Lanjutan Tingkat Pertama or SLTP*). In addition, three further years at Senior





High School (*Sekolah Menengah Atas or SMA or Sekolah Menengah Umum or SMU*) was seen as the path to higher education. This can be pursued at polytechnics, academies, institutes or universities. In addition to specifying the overall purposes, levels and institutions in which education can be gained, it also stated general terms of the qualifications and duties of teachers. Finally, it gave the government an important say in the process of writing and selection for schools textbooks. The 1989 law put English as the first foreign language and made it one of the compulsory subjects to be taught at the secondary level, and to be taught from Primary Four. It also allowed the possibility of teaching foreign languages other than English (Komaria, 1998).

In the 1989 law, Chapter IX, Section 39, Verse 3, English is specified as a compulsory subject, part of the basic curriculum. This is supported by the Government Regulation (Pemerintah Republik Indonesia, 1990), that states English is to be taught from the first year of Junior High School. However, it may also be taught as early as Primary Four depending on a school's discretion. The Government Regulation Number 27 on Kindergarten Education, does not mention English may be taught. A debate has been going on among educators about the appropriate age to start teaching. The legal framework allows the possibility of an early start. English is now quite commonly taught in some form or other in primary schools.

In addition, the 1989 Law on Education, Chapter XI, Section 42, Verse 2 also allows for the possibility of using English as the medium of instruction, with the provision that this is needed for developing knowledge of a particular subject or vocational skill. The purpose of teaching English has been primarily to develop





reading ability as a means of helping students to gain access to information, to read references. However, the legislation also provides a place for other skills. Ministerial Decrees (*Keputusan Menteri*) of 1967 and 1994 both gave priority to reading in English. However, the overall order of priority was changed from reading, listening, writing and speaking in 1967, to reading, listening, speaking and writing 1994 (Komaria, 1998).

Learning English in primary schools serves two purposes. First, students need to be prepared to read English texts in their college years. Second, competence in the English language is still used as a determining factor to secure a favorable position and remuneration in the job market. Many job advertisements list good command of English as one of the top requirements, hence the popularity of private English courses or schools. The academic year is divided into two semesters. Starting from Grade 4, English is officially taught for two to four hours a week. In high school, students are streamed into three divisions: The Natural Sciences Stream, the Social Studies Stream, and the Language Stream. For all three streams, English is compulsory and allocated at least four-hour class per-week. For the Language Stream, the time allocated for English is 11 hours per-week. At university level, many non-English departments require students to take one or two semesters of English for two hours per- week.

Even though English is officially taught throughout secondary schools and at the university level in Indonesia, competence in this foreign language among high school and university graduates is generally low. Only students who come from middle and upper socio-economic classes have an easy access and opportunities to



enhance their English proficiency compared to their peers through other means such as private courses, computer-aided language instruction, and exposure through Western-influenced TV channels, foreign movies, and networks with expatriate communities. To provide a picture of the limited access, the cost of an eight-session English course ranges from USD20 to 100 per- person while the standard minimum wage is approximately USD 60 to 100 per-month.

It is obvious that English has played a significant role in perpetuating the social stratification in Indonesia. Since its independence in 1945, Indonesia has changed its English curriculum six times, using four different approaches (see Table 1.1). These policies need to be made easier for students to understand in English.

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Table 1.1

Curriculum in Indonesia from 1945-2013

Starting Year	Name of curriculum	Approach
1945	Unknown	Grammar Translation
1968	Oral Approach	Audio Lingual
1975	Oral Approach	Audio Lingual
1984	Communicative Approach	Communicative
1994	Meaning-Based Curriculum	Communicative
2004	Competency-Based Curriculum	Communicative
2006	KTSP	Communicative
2013	K13	Scientific

1.3 English in Intermediate Schools in Indonesia

Education in Indonesia has constitutionally been guaranteed by the Indonesia Constitution of 1945, in which Paragraph Four stated that “then to form an Indonesian state government and to advance public welfare, educate the nation’s life, and participate in carrying out world order based on freedom, eternal peace, and social

justice.” (*Undang- Undang Dasar Republik Indonesia Tahun, 1945*). In Chapter XIII Point 31 stated that:

- 1) every citizen has the right to education,
- 2) every citizen is obliged to attend basic education and the government is obliged to finance it,
- 3) Government efforts and makes a national education system,
- 4) Country prioritizes the education budget which is minimal 20% of all the regional budget, and
- 5) government enrich science and technology while upholding the values of religion and the unity of the nation for the advancement of civilization and the welfare of mankind (Ropi, 2017).

Indonesia), the standard competency of speaking skills among the students are expected to be based on the Badan Nasional Sertifikasi Profesi (2006):

1. Have substantive clear transactional communication (to get things done) and interpersonal interactions (socialization) correctly and fluently and acceptably, to communicate with those involved in close surroundings; to ask for and provide services, to ask for things and to ask for and provide details (facts).
2. Express meaning in simple transactional communication (to get things done) and interpersonal interaction (socialization) using various spoken languages accurately and fluently, and to communicate closely with each other; to ask for and give opinions, to express likes and dislikes, to ask for clarification and to respond interpersonally.



It is required that junior high school students be able to communicate in transactional and relational manners or spoken monologues and conversation in such genres as story, process, parody, recap, and explanation using a range of spoken languages to connect correctly, fluently, and acceptably in daily life (*Pembentukan Badan Koordinasi Sertifikasi Profesi - BKSP*, 2006).

In Indonesia, English is taught as a second language or foreign language. English is one of the compulsory education subjects from the intermediate level to university. Besides that, English is one of the subjects included in every test of a government officer or civil servant. Even though the students studied English from the intermediate level until university, most of the students suffer in practicing oral English.



English is one of the subjects assessed in the National Examination. The National Examination measures the student's abilities after they finish studying at one level and before continuing to another level. The questions in the examination are composed by the government team.

English is taught in most primary schools in Indonesia. This decision is not that students need it and are interested in learning English, but because of parental pressure and a desire to increase schools' prestige. English in Indonesia's primary schools is currently an optional subject in the primary school program. As English is a local content subject, there is no centrally developed curriculum. The responsibility for developing the primary school English subject curriculum is often left to individual teachers in schools.





For the secondary level, especially students of Modern Islamic Boarding School, they have their individual roles. These roles include developing reference book that they have composed based on the other curriculum to enrich the foreign languages mainly English and Arabic. The expectation of this policy is to produce graduates who are more efficient and competent in foreign languages. For example, the students get extra materials out of class in addition to English materials referring to the National Curriculum of English. This means the students in modern Islamic boarding schools follow the learning process in two learning sessions: the formal and informal learning. The formal learning begins from 08.00 a.m. to 1.00 p.m. and the students learn some subjects based on the National Curriculum.

The informal learning is divided into 3 sessions. The first session starts after Shubuh time (about 05.30 a.m. to 06.30 a.m.) where the students memorize the Al-Qur'an. The second session starts from 14.30 p.m. to 16.00 p.m. when the students learn the religious subjects. The third session starts from 16.00 p.m. to 17.30 p.m. when the students memorize 5 to 10 new words and practice them in group conversations.

From the Minister Regulation of National Education of the Republic of Indonesia Number 22 (*Peraturan Menteri Pendidikan Republik Indonesia Nomor 22, 2006*) Chapter II Basic Frame and Curriculum Structure, the number of lessons allocated for every subject at the level is stated below:



Table 1.2

Intermediate Curriculum Structure in Indonesia

A. Subjects	Grade and time allocation per week (hours)		
	VII	VIII	IX
1. Theology Education	2	2	2
2. Civic Education	2	2	4
3. Indonesia Language	4	4	4
4. English Language	4	4	4
5. Mathematics	4	4	4
6. (Peraturan Menteri Pendidikan Republik Indonesia Nomor 22, 2006) Physical Science	4	4	4
7. Social Science	4	4	2
8. Literature and Art	2	2	2
9. Sports Physical Education and Health	2	2	2
10. Communication and Information Technology Skills	2	2	2
B. Local Content	2	2	2
C. Self Improvement	2 [*]	2 [*]	2 [*]
Total	32	32	32

*Equivalent 2 Hours in Learning= 45 minutes x 2 = 90 minutes

Based on Table 1.2, all the intermediate schools in Indonesia follow this regulation, and modern Islamic boarding schools added the other subjects which are relevant to Islam and automatically, the time allocated for learning is added.

In Indonesia, Islamic Boarding Schools are divided into two types: traditional Islamic boarding schools and modern Islamic boarding schools. Students in the traditional Islamic boarding schools only study about Islamic religion, whereas the modern Islamic boarding schools implement the traditional boarding school system and combines it with the modern school system. For example, a modern Islamic boarding school uses Arabic and English as daily languages.

The modern Islamic boarding school curriculum integrates the government curriculum with its own curriculum. English and Arabic are studied within the



informal and non-formal curriculums. For example, before the students go to their classroom, they must memorize 5 to 10 English and Arabic words in the morning and then, they make a group to do Conversation/*Muhadatsah* outside their classrooms after *Ashar* time.

Most modern Islamic boarding schools in Indonesia require students to master Arabic and English and require them to use both languages in their daily lives. But there are exceptions for new students, whereby they are allowed to use Indonesian in a period of 3-4 months. After that period, they are required to use the two foreign languages. If they are not able to fully use both languages, they are allowed to mix the two languages in communication. After the trial period in one semester, all students are required to speak Arabic and English on the days determined to use the languages, the language use changes every week. If in one week, the rules specify the use of Arabic, then all learning activities in class, lectures, announcements, extra-curricular activities must use the Arabic language.

To facilitate the practice of foreign languages in Islamic boarding schools, a regulation was made using the '*Jasus*' method to monitor the use of both languages among students. This '*spy*' collects information about the students who violate the rules of using the language.

There are two kinds of *Jasus* in the modern Islamic boarding schools. The first *Jasus* takes care of general discipline, for instance, eating and drinking while sitting, drinking with the left hand, not wearing shoes, and not washing the floor. The second *Jasus* observes the use of two foreign languages, to ensure that all students speak



Englishor Arabic.

Ur, (2013) suggested that good speaking classrooms are when the learning condition is fun. The learners take turns participating in speaking because the learners have high motivation. In addition, Harmer, (2001) reported that since there are stimulation activities in the classroom for motivating the students, there will be an increase of self- confidence from being part of the class through answering questions, sharing ideas and also presentations.

In language teaching, the conversation is an enigma. There are language programs where trained language teachers are available. The teachers must be creative and prepare a variety of material in order to provide practice in both 'accuracy and fluency'. For example, when a teacher's primary stress is on problem-solving, students can communicate using games and do tasks in pairs or small groups based on the teacher's suggestions. There are many ways that teachers must think of to make teaching of speaking skills interesting. Teaching of speaking for second or foreign languages is currently much based on educational psycholinguistics or cognitive and social psychology.

As Armstrong, (2003) confirmed, computers, digital cameras, editing software, and other technologies are becoming more accessible in classrooms providing learners and teachers with more tools than ever before to create digital stories. It is an effective pedagogical tool that increases learners' motivation and fosters story construction through collaboration, reflection, and interpersonal communication. Students can create digital stories based on educational issues by utilizing multimedia



software tools and other technology skills.

There are many different learning styles when it comes to language learning, with most people choosing one specific predominating style. These styles, as mentioned by (Aarons et al., (1979) are frequently referred to as:

- a. Visual/Spatial. It is a style when learners gain information from sight, for example, they benefit from illustration and presentations, and especially those in color (Foster, 2007).
- b. Auditory. It is a style when learners depend on listening in getting information, for example, reading out loud in classrooms (Pourhosein Gilakjani, 2011).
- c. Kinesthetic. It is a style when learners combine visuals and auditory in getting information, for example, using hands when talking (Boneva & Mihova, 2012).

Several studies in the English as a Foreign Language (EFL) context are conducted to find ways to help students to solve their speech problems. According to Anjaniputra, (2013); Pearson et al., (2013); Rusdiningsih, (2012)); Basic, (2011); Doğruer et al., (2010); Boonkit, (2010); Khan & Ali, (2010); Elftorp, (2007); Miguel et al., (2006) some examples of problems are lack of multimedia projector that relates to the visual learning style, students' difficulty in listening to English and in pronouncing English words that relates to auditory style, and difficulty in finding the correct words that relates to the kinaesthetic learning style (Dilshad & Ahmed, 2019; Allo & Priawan, 2019; Menggo et al., 2019; Chou, 2018; Listyani & Kristie, 2018; Hossain, 2018; Saeed et al., 2016; Marriam Bashir et al., 2016; Derakhshan et al.,





2016; Isman, 2014; Adriana et al., 2014; Tokoz-Goktepe, 2014). Speaking skills, similarly, require a combination of learning styles such as visual and auditory. Hence, this study attempts to investigate students' speaking skills through scaffolded digital storytelling.

1.4 Problem Statement

Improving speaking skills in Indonesia, however, is not an easy thing to do, as Indonesians do not use English as their mother tongue. Jahbel, (2017) study indicated that students encounter several speaking problems and that different factors affect their learning of the skills, such as psychological and linguistic factors. Haidara, (2016) discovered that the psychological factor influences students' English-speaking performances. Although most students thought they had a strong level of English vocabulary and grammar when they speak English, they were uncomfortable. Most problems were fear of making mistakes, sense of shyness, feeling hesitant, and lack of confidence while speaking. Ariyanti, (2016) observation and interview findings indicated that students had the tendency to feel nervous while speaking, because they were afraid of making mistakes. Feeling of fear in making mistakes was somehow linked to students' lack of self-esteem in using English, often resulted in mixing their speaking with their mother tongue. There were also psychological obstacles in the discussion session, where some students did not want to participate because they were also afraid of making mistakes and suffered lack of self-esteem and motivation, therefore they preferred to remain silent in the class. It can be concluded based on the natural phenomenon in speaking classes that psychological factors hinder students from





speaking and are possibly caused by feeling of too worried about making mistakes and lack of self-esteem related to shyness and level of anxiety.

Speaking problems include inhibition, lack of topical knowledge, low involvement, and use of the mother tongue (Leong & Ahmadi, 2017a). Littlewood, (2011) said a language classroom can also build inhibitions and apprehension for students. In addition, according to Harmer, (2001), there are several explanations why learners use their mother tongue in their speaking lessons. The first explanation is that when teachers ask their students to address a subject that they do not have sufficient knowledge, they may want to use their language. The second is that it is very common for learners to use their mother tongue. If teachers do not encourage their learners to speak English, learners may naturally use their first language to convey something to their classmates.

The final explanation is that if teachers use their learners' mother tongue on a regular basis, their students would feel comfortable doing so in their speaking class. The other problem often faced by language learners is they accumulate 'up-in-the-head' information (i.e., they can know grammar rules and vocabulary element lists), but then encounter failure in using the language to communicate when they want to. There seems to be some difficulty in transferring language from information 'up-to-there' to active language. For many learners, they have a much greater 'passive' awareness than their 'active' language. Before language practice, learners may appear to be worried about trying to say the wrong things; and so on. Besides these, it may actually take a long time to 'put the pieces' of a conversation together, leading to long embarrassed delays while learners try to find out how to express what they want to



say (Scrivener, 2005).

In line with these findings, several other studies have also reported some students' problems in speaking English. For instance, Abda, (2017) stated that students did not practice speaking skills in and out of classes because of lack of motivation, fear of errors, lack of self-confidence, poor knowledge of grammar, lack of vocabulary, lack of exposure and poor background experience.s Hosni, (2016) discovered that some students' speaking difficulties were due to reasons such as fear of mistakes, shyness, anxiety and lack of confidence. Similarly, other researchers also identified similar problems (Dilshad & Ahmed, 2019; Januarty et al., 2018; Asakereh & Afshar, 2016; Anandari, 2015; Clifford et al., 2014; Asassfeh et al., 2011; Aleksandrzak, 2011; Strand et al., 2011; Sarudin et al., 2009; Khan, 2007).

Speaking in social life and career prospects are unavoidable. The mastery of language for use in a society is the key in effective communication. Students in modern Islamic boarding schools are required to use two foreign languages in their daily spoken language, but most of them avoid using English. This is based on the results of observations made by the researcher among Eighth Grade students in August 2019 and was recorded on the observation form.

Students' avoidance in using English had encouraged an investigation on the causes. A simple questionnaire was distributed to thirty seven students of school A. The questionnaire involved 9 questions with yes/no answers. These questions are inspired by the results of a research conducted by Hadijah, (2014) about the problems of English speaking among the students of an Islamic boarding school program.



Hadijah's research showed that two kinds of problems faced by students in speaking English were knowledge of the speaking skills components and personal reasons. The students' problems in the components of speaking skills were grammar (42.20%), pronunciation (36.60%), vocabulary (35.20%), fluency (36%) and comprehension (34.40 %).

The students' problems related to personal reasons were shy to speak, lack of confidence, lack of speaking practice, limited time given for preparation on English speaking test, the difficulties and understanding the speaking material found in the English textbook, the environment (dormitory) did not support them to acquire and use English as a medium of daily interaction and preferred to study the Islamic knowledge and Arabic than English.



In modern Islamic boarding schools, English is one of the languages used beside Arabic. The problem identified was students use more Arabic than English, although the time for using the languages was divided into the same number of days, for example three days for English and three days for Arabic. The problem is that most students choose to use Arabic every day and they are silent during English lessons. The questionnaire was distributed to students to identify the reasons for using English and Arabic and why most of them didn't use English during English lessons. Besides, the modern Islamic boarding schools' students also get the formal English Class.

One class of Islamic Boarding School was observed with thirty-seven students and the questionnaire was distributed. The results from the survey are illustrated in Table 1.3:



Table. 1.3

The Preliminary Study

Questions	Yes	No
Do you like to speak English?		25% (10)
Do you like to speak Arabic?		19% (7)
Are you shy to speak English?		22% (9)
Are you shy to speak Arabic?	12% (4)	88% (33)
Is it difficult to pronounce English words?		12% (4)
Is it difficult to pronounce Arabic words?		92% (35)
Do you think English is easier than Arabic?		92% (35)
Are the method of English teaching and learning interesting?		30% (11)
Do teachers help when you face difficulties in speaking English?		27% (9)

Table 1.3 describes 75% students like to speak English, 78% students are shyto speak English, 88% students difficult in pronouncing English words, only 8% students answered that English is easier than Arabic, 70% students answered the method used for teaching and learning English are not interesting, and 73% students answered the teachershelp them when they face difficulties in speaking English.

From the results in Table 1.3, it can be summarized that most students liked to speak English, but their problems were shyness and pronunciation. Therefore, an interview was conducted to investigate why they were shy and why the pronunciation was difficult to them. Most students responded to the concerns of why they were shy to speak English because they were afraid of making mistakes and they were afraid of being laughed at by their friends. As for why the pronunciation is difficult for them, three students answered because there were similar words with the same pronunciation. Most of them answered because it was so different from Indonesian pronunciation, although there were also similarities with Arabic pronunciation.

Referring to types of problems in the study above, according to (Leong & Ahmadi, 2017b), students who have higher motivation and lower anxiety can speak



easily and effectively. This statement has motivated to investigate solutions on how to build students confidence in oral English, and how to teach pronunciation better. This study proposes scaffolded storytelling using pictures in developing students' interests to use English daily to improve their speaking skills.

Storytelling has been used widely in EFL teaching and learning, but digital storytelling and scaffolded digital storytelling has not been widely used as a stimulus to improve EFL learners' speaking skills.

In short, the problems that Indonesian EFL learners face in developing their speaking performance are related not only to their linguistics and personality, but also types of classroom learning strategies and methods. For this, teachers need to choose interesting strategies to improve students' performance in their speaking skills.

Therefore, this study proposes scaffolded digital storytelling as an option to solve this problem. In this study, digital storytelling makes use of student-made recordings that provide participants the chance to tell stories privately, away from the teacher and their friends, allowing them to grow as people without feeling self-conscious.

1.5 Justification/ Rationale

The number of modern Islamic boarding schools is increasing in Indonesia, but the right solution to overcome the problem of English-speaking skills is not discovered yet.





The use of scaffolded in the speaking class assists students in solving learning problems. This learning model heavily involves the activities of both students and teachers. Now that digital storytelling is the process of combining images, sound, text, and video to tell or describe something, it is considered a suitable method to improve speaking skills among students (Frazel, 2010).

1.6 Research Objectives

The objectives of the study are to:

1. determine whether scaffolded digital storytelling improves the EFL learners' speaking skills
2. determine the factors that influence the use of scaffolded digital storytelling in an English-speaking classroom
3. examine the students' views of scaffolded digital storytelling in an English-speaking classroom

1.7 Research Questions

The research questions are as follows:

1. Does scaffolded digital storytelling improve the EFL learners' speaking skills?
2. What are the factors that influence the use of scaffolded digital storytelling in the English-speaking classroom?



3. What are the learners' views of scaffolded digital storytelling in the English-speaking classroom?

1.8 Research Hypotheses

The research hypotheses for the third research question are:

H0:

There is no significant difference in the scores of the students after treatment using the scaffolded digital storytelling to improve the EFL learners' speaking skills.

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H1:

There is a significant difference in the scores of the students after treatment using the scaffolded digital storytelling to improve the EFL learners' speaking skills.

1.9 Significance of the Study

This research is significant for the teaching and learning process at the intermediate students' level especially for the Eighth-Grade students of a modern Islamic boarding school. In many ways, this will help students in several ways. Firstly, students are going to be more mindful of the storytelling they need to communicate; they can eventually reduce their reliance on teachers and will be able to speak on their own. The speaking experience could be more rewarding because they have learned to use

the picture as scaffolding to speak.

As for teachers, it is important to study the use of storytelling and pictures as scaffolding techniques to help students in their daily speech. It is hoped, the teaching technique can be used by teachers as a reference in using the varied method in speaking class especially and the learning becomes fun. The study will be documented and will help other teachers in their teaching practices to be more effective. The findings from this study will hopefully contribute important insights for Indonesian teachers to improve their classroom practices especially in relation to the use of storytelling to develop students' speaking skills.

Finally, this thesis can be considered as one of the first few studies to use scaffolded digital storytelling in Indonesia to improve students' speaking skills. It would provide an insight into the effects of this technique in a school context in the enforcement of using dual languages. This study may, therefore, benefit other educators who wish to conduct future studies on this topic.

1.10 Conceptual Framework

The following conceptual framework is constructed as the basis of this study. English speaking skills is the main factor in this study. Key terms related to the speaking and language teaching method, and how to improve the students' speaking ability are outlined as illustrated in Figure 1.1:

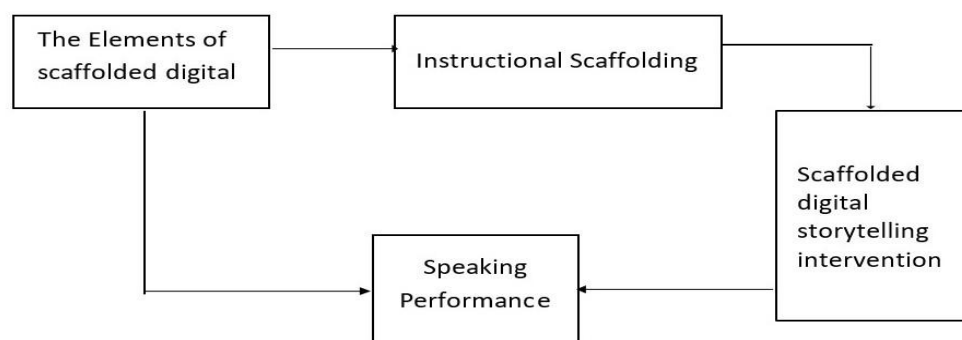


Figure 1.1. Conceptual Framework

The term scaffolding is one of the main concepts embedded in the sociocultural theory and mind (Torres-Velásquez, 2000; Wood, 1998). The study by Razaghi et al., (2019) and, Abadikhah & Valipour, (2018) showed that some pedagogical consequences for using scaffolding techniques in EFL contexts increase oral performance and overall accuracy. In addition, An & Cao, (2014) and, Bean & Stevens, (2002) revealed that scaffolding helped students to formulate and express their personal belief system.

One main advantage of scaffolded teaching is its provision of a positive learning environment. Students are free to ask questions in a scaffolded learning environment that provides input and inspire their peers to learn a new content. While scaffolding is often done between a teacher and a student, scaffolding can also be used effectively for a whole class (Hsu et al., 2015; Northern Illinois University, 2008; Bliss et al., 1996).

An extended scaffolding definition with four key elements are stated by Smagorinsky et al., (2015) and Holton & Clarke (2006). They mentioned about

scaffolding organization-expert, reciprocal, and self-scaffolding; scaffolding domain - conceptual and heuristic scaffolding; Self-scaffolding recognition with metacognition; and the identification of six zones of scaffolding activity; each zone differentiated by the topic under construction and the relative location of the individual in the scaffolding act. Empirical findings from a number of studies highlight these key elements. Scaffolding, thus brings together several theoretical areas, and by putting metacognition within a context derived from the social activity of scaffolding, a connection is created between teachers' educational support and learners' self-control over the learning process. Referring to instruction and the position of an instructor, Smagorinsky (2018) and Holton & Clarke (2006) argued that a major object of instruction is the progressive relocation of the scaffolding organization towards learners with the long-term objective of equipping them to take

One way to implement scaffolding is by story. The story helps to navigate and position students while interacting with others as they strive to create ideal living conditions (Zipes, 2004). According to Nairne & Thren, (2017) stories are how people know who they were, who they are, and potentially, who they will be. On top of that, not all stories are the same. True, most adhere to some form of presentation of the narrative – chronology provides a ready format. And they are based on information collected from at least some sources of narrative: memoirs, diaries, letters and the like (Scott, 2011).

In this study students' experiences were used to scaffold. The relationship among the linguistic schemata, content schemata, story and scaffolding are a strong

relationship. Conducting the elements of storytelling is done by investigating students' linguistic schemata and content schemata. So, scaffolding takes the right position in assisting students' problem in speaking using digital storytelling.

1.11 Operational Definition

There are some operational definitions that should be explained in this thesis to avoid bias as used in this study.

1.11.1 Scaffolding

According to Vygotsky (1978), scaffolding refers to sociocultural theory, particularly to his zone of proximal development (ZPD). ZPD is the difference between what learners can do on their own and what they can do when they are given support. The scaffolding in this study is the pictures and English pronunciation. The picture is preferred by the teacher and students. The kind of pictures in this study is the digital pictures, and there are the examples of pictures related to memorable experience expression pictures, the building pictures, the people character pictures, and the profession pictures.



1.11.2 Digital Storytelling

According to Abrahamson (1998) stories were the earliest form of human memory and storage. All across human and social development, storytelling has been used to transmit and share knowledge and values, as it is a natural and yet powerful method of communication and exchange. Its application in the classroom is also not new. Behmer (2005) stated, "Storytelling is a process through which students personalize what they learn and construct their own meaning and knowledge from the stories they hear and tell." In the late 1980s, the Center for Digital Storytelling in California developed digital storytelling as a method for community theatre workers to record, produce, and distribute stories (Lambert et al., 1993).



their imaginations to tell stories about their daily activities. The teacher created image videos with recorded sounds and projected them into the classroom. Each video lasts between three and five minutes. The video is played repeatedly based on the students' mastery and students record their story about daily activities on video at another time.

As Signes (2010) argued in favor of introducing digital storytelling as part of the ePortfolio for several reasons. Firstly, Artifacts referring to by recalling images, movies, and animations, students will develop their technological and visual literacy, a necessary first step towards a new educational system. Secondly, Experience record referring to our degree including a practical component in which students complete a job placement in the real world and receive training from various companies and schools. Digital storytelling would allow teachers to understand better student's work,



atmosphere, and workplace better, among other things.

1.11.3 Speaking Skills

Speaking is how people produce and refers to receptive information that becomes an interactive process of building up thought (Burns & Joyce, 1997). Harmer (2001) also explained speaking as a complete sentence, the sentence comes from constructing words and phrases, speaking produces them into sounds while making pitch change, intonation, and stress to convey different meanings. He explained that speaking is more complete; starts from the small item, make meaning of it and make someone understands what kindsof sentences that are produced.

Speaking is characterized operationally in this study as the ability of language learners to express themselves orally and follow the practices of the spoken language usingscaffolded digital storytelling.

1.12 Organization of the Thesis

The thesis will be organized into five chapters. The chapters are briefly described below.

Chapter 1 of the study discusses the position of English for Intermediate students' level in Indonesia and curriculum in Indonesia. There are some topics



discussed in this chapter, which include background of study, the problem statement, justification/rationale, research objectives, research questions, research hypotheses, significance of the study, limitation of the study, conceptual framework, operational definition, scaffolding, storytelling, speaking skills, organization of theses, and summary.

Chapter 2 provides a review of related literature concerning the current conceptions of storytelling, digital storytelling and teaching speaking for EFL learners.

Chapter 3 focuses on the research methodology employed for the study. It begins with the discussion underlying the research designs which is then followed by a description of the data collection and analytical methods. A description of the pilot study conducted prior to the main study has been included in this chapter. Issues of validity and reliability, limitations of the study and ethical implications are also discussed here.

Chapter 4 reports on the findings of the study and discussion of the findings. This chapter covers the results, discussion on findings and summaries related to the five research objectives related to the research questions.

The final chapter is Chapter 5. This chapter discusses the five research questions in Chapter 1 and includes the implications of the research.



1.13 Summary

This chapter discusses the background of research, the objectives and the research questions of study. Then the conceptual framework is organized as a guide to this study. Then to avoid misunderstanding in the use of terms, the definition of terms explains all the terms used in this study. In sum, this chapter consists of Introduction, English in Junior High Schools in Indonesia, problem statement, justification, research objective, research questions, research hypotheses, significance of study, limitations of study, conceptual framework, research design, operational definition, organization of thesis, and summary.