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DIGITAL STORYTELLING IMPLEMENTATION WITH CODE MIXING (ENGLISH-INDONESIA) FOR ENHANCING STUDENTS' SPEAKING ABILITY AT THE EIGHT GRADERS

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Abstract. One alternate way for making English more attractive is digital storytelling. Cooperative learning is essential when dealing with youngsters of varying levels and intellect. The method used in this study is experimental to study the cause-effect relationship. The population in this study was students of SMP SMPIT Asy-Syukriyyah grade 8 which amounted to 60 children. Nonprobability sampling using the saturated sample approach is the sampling strategy used in this investigation. A statistical analysis utilizing a non-equivalent control-group pre-test post-test design was used to examine the data. This test is carried out by previously conducting classical assumption tests, namely normality tests and homogeneity tests. Based on the outcomes of the initial presentation, it was found that the difference in the average pretest and posttest scores from the implementation of digital Storytelling With Code Mixing (English-Indonesian) improved the speaking ability of eighth-grade students. The average score attained, known by the posttest, is higher than the average score on the pretest. Because of sig. (2-tailed) is a little less to = 0.05 (sig. 2-tailed = 0.002 0.05), H₀ is rejected. So it can be concluded that there has been an increase in the speaking ability of eighth-grade students after implementing digital Storytelling With Code Mixing (English-Indonesian). It shows that the existence of a digital Storytelling With Code Mixing (English-Indonesian) program will enhance the speaking skills.

Keywords: Digital Storytelling; Code Mixing; Enhancing Students; Speaking Ability

I. INTRODUCTION

Nowadays, the integration of technology in the sphere of education is critical in the current era, which develops many recent technology systems that make it more exciting to employ new approaches to motivate students to learn English (La Rose and Detlor 2021). One alternate way for making English more attractive is digital storytelling (Gürsoy 2021). It allows students to increase their knowledge, abilities, and educational standards. The narrative is supposed to be the heritage of future generations (Girmen, Özkanal, and Dayan 2019). Many individuals now use digital technologies to continue their stories (de Jager et al. 2017). A digital tale may be thought of as a conventional and multimedia link. *Digital storytelling* is a modern art form derived from the old art of

storytelling (Razmi, Pourali, and Nozad 2014). Students videotape themselves telling scripts of their stories.

This content is combined with other forms of multimedia, such as computer-generated text, computer-based graphics, video clips, photographs, and music, to produce digital tales ranging in length from 2 to 10 minutes that may be viewed on displays using a computer or other video-playing device. Yuksel-Arslan et al., (2016) distinguish three types of digital storytelling. The first is a personal narrative of a story that includes excerpts from the author's life. Second, there are historical documentaries, and finally, there are tales that enlighten or instruct the spectator about concepts and behaviors. (Grimbacher et al., 2018), code-mixing happens when speakers employ both languages simultaneously to switch from one language to another in a single sentence (Vizcaíno-Verdú, Aguaded, and Contreras-Pulido 2021). In

multilingual countries, the ability to switch from one language to another is accepted as entirely usual, and the linguistic situation offers those who live many choices among languages. People are then frequently prompted to select a certain code each time they talk, and they can also opt to blend one code with another (Purnama et al. 2022).

In addition, Ismail, (2019) claims that storytelling is a language teaching technique that emphasizes the importance of practical activities as a tool for social education, motivation, and language within learning circumstances. Furthermore, storytelling is a high-level act that takes more excellent practice (Yafie, Giavarini, and Qaddoura 2020). Storytelling is an essential activity in the learning process because it motivates students to pay closer attention to the narrative, according to Mustakim et al., (2014). According to the preceding statement, storytelling may offer delight, boost pupils' understanding, and pass along a cultural legacy from one generation to the following. Students may feel each set of events in the novel using their emotions, intelligence, and creativity (Yafie et al. 2021). The notion is that storytelling may influence students' attitudes toward the negative and positive aspects of every event in the tale. Speaking, in contrast, is a crucial element of learning another language (Niah and Pahmi 2019).

According to Ulfa, (2019) , practically all language courses aim to mix spoken and written language. However, speaking is more significant since it relies on the student's requirements and the material's aims. Furthermore, according to Tosuncuoglu (2018), most language learners investigate English to improve their speaking skills. Furthermore, speaking ability is always contextually related (Ulfa 2019). When we utilize it, we use a wide range of languages to carry out diverse social functions and select language forms that are culturally and socially meaningful. When teachers urge the students to be fluently competent in English as a wide range of languages, speaking plays an important role (Fadila, Silfia, and Praja Dinata 2022).

According to Sowell, (2017), speaking is the most important talent of the four. Oral communication in which the communicator and listener interchange information and communicate messages is referred to as speaking. As a result, when we communicate, we not only convey a remark but also accomplish the aim of communicative communication. As a result, English topics have been implemented in Indonesia beginning in preschool, primary school, highschool, and continuing through college. However, many pupils still struggle with English. Because English is still a foreign language across Indonesia, students studying the language find it challenging to communicate orally. Students do not utilize English in regular contact because it is not their first language.

Research conducted by Martínez-Álvarez (2019) found that bilingual children have a higher risk of experiencing speech difficulties. The study involved 200 bilingual children aged 8-10 years. The results showed that bilingual children had lower speaking scores than monolingual children. Meanwhile, Polamarachetty and Riget (2023) involving 100 seventh grade junior high school students in Kuala Lumpur, Malaysia, found

that the percentage of weak speaking ability of children with mixed coding (English and Indonesian) was 65%. This means that 65% of the students studied had weak speaking skills, especially in terms of vocabulary and grammar. This is because the factors that cause weak speaking skills with mixed coding are common in Indonesia, such as students' lack of understanding of English vocabulary and grammar, students' lack of practice in speaking English, and students' difficulty in distinguishing between English and Indonesian. Lingga, Simanjuntak, and Sembiring (2020) mentions students who have difficulty speaking in front of the class because students feel lack of confidence, lack of preparation, lack of motivation, and lack of speaking skills. As a result, the teacher must establish an active speaking classroom environment to stimulate students' motivation and curiosity, establish students' skills in learning English, and be creative enough to apply appropriate techniques to make students enjoy and feel comfortable with classroom activities.

Cooperative learning is essential when dealing with youngsters of varying levels and intellect (Anwar Sewang & Mustafa T, 2020). This learning method allows students to look for and discover the best way to learn a subject independently. Students are allowed to say whatever they wish to finish the courses taught during speaking classes. Students have more opportunities to practice expressing themselves in front of the class in this situation. This study aims to assess grade 8 students' capacity to communicate through digital storytelling using a combination of codes (English-Indonesian).

II. THEORETICAL STUDIES

Digital Storytelling Implementation with Code Mixing

The code mixing phenomenon occurs in everyday situations, between Indonesian and regional languages, as well as between regional languages, Indonesian and English. Digital Storytelling is a process-based methodology consisting of three elements (a) individual processes; (b) a process that is co-mediated by the researcher, workshop facilitator, and other workshop participants; and (c) group processes (Gürsoy, 2021). Participants in the individual process write narratives about significant times, events, or experiences; gather photographs to illustrate the narrative; learn the fundamentals of digital editing tools to create the final video. Workshop participants participate in story circles and screenings as part of the group process (Wu & Chen, 2020). On the first day of the workshop, participants shared stories they planned to write in a group setting (i.e., story circles) and received structured feedback from group members and facilitators. Participants discussed the stories they intended to write in a group environment (i.e., story circles) on the first day of the workshop and received structured comments from other participants and the facilitators. On the final day of the workshop, the facilitator led a group conversation about the substance of each participant's tale and the final digital story after each participant had introduced and screened it. Researchers, facilitators, and other group members assist each participant with script editing and image gathering during the collaborative mediation process, resulting in an iterative

narrative process that incorporates the production of shared knowledge (Gubrium, Krause, and Lucey 2018). The researchers applied the digital storytelling technique to students in several ways. Brainstorming, storyboarding, gathering information, producing digital storytelling, providing feedback, and editing are some of the phases. Steps merged the teacher and student roles in order to accomplish the aim.

Step 1: Brainstorming. This step aimed to identify the primary points that students would make concerning the text's context. Students were free to select one from several kinds of text genres. In this instance, the students also learned several of the previously taught text genres. Students' critical thinking skills were developed through this method as they explored their thoughts depending on the types of texts they enjoyed the most. The researchers allotted 30 minutes to complete this step (IDEO et al., 2018).

Step 2: Storyboard. This step's goal was to create a storyboard to organize the story sequences. These steps assisted the children in accurately sequencing their stories. If there were confusing sentences, the researchers might assist students in revising their primary concepts. This phase was estimated to take 45 minutes (Yuliarni et al., 2019).

Step 3: Collecting the material. The students were then instructed to look for sources that would support their content. If the students were interested in visual content, they could get those things online and through books or publications. Additionally, they may include audio and music to bolster their narratives. The sources available for students to examine were numerous. Applying this stage took about 30 minutes (Chen et al., 2019).

Step 4: Creating digital storytelling. The researchers instructed the students to create their digital narratives on Microsoft PowerPoint. In order to create digital storytelling, the students integrated their storyboards, chose the relevant props, and put them in order. Additionally, they may add specific effects, such as animations and transitions, to make the digital storytelling more captivating. The researchers scheduled two sessions to finish their digital storytelling (Parsazadeh et al., 2021).

Step 5: Giving Feedback and Editing. At this step, the researchers provided feedback after reviewing the students' projects to assess their appearance, strengths and flaws (Philippakos, 2017). The students were instructed to improve their digital storytelling after receiving comments. This step was the longest and required three meetings to complete.

Students Speaking Ability is for the 2nd grade of Junior high school

Speaking is a crucial component of daily interaction, and most of the time, a person's first impression of him is based on his capacity for fluent and thorough speech. Speaking other languages, like English, can improve vocabulary and foreign language abilities. Marcos Garrán & Garrán Antolón, (2017) identified two elements of speaking skills, namely; production skills and interaction skills. In production skills, the ability to speak takes place indefinitely and in the skills of interaction there are negotiations between learners. Speaking abilities are

a requirement for both instructors and students. Speaking abilities in this study refer to a learner's capacity to converse, discourse, and practice in actual conversations to speak English fluently. They can connect with people more effectively if they employ good fundamental grammar and a variety of helpful terminology. Both abilities can make students' speaking abilities more effective.

Speaking ability indicator was used in this study is adopted by (Putri and Refnaldi 2020; Zulfiana 2022).

1. Grammar
2. Vocabulary
3. Fluency
4. Pronunciation
5. Interaction

III. METHODS

A. Research Design

The method used in this study is experimental. The researcher used the experiential technique to study the cause-effect relationship. Since there was no control class, the sample wasn't chosen randomly; instead, it was a typical class that did not involve modifying the existing structure. The population in this study was students of SMP SMPIT Asy-Syukriyah grade 8 which amounted to 60 children.

Nonprobability sampling using the saturated sample approach is the sampling strategy used in this investigation. The saturated sample method is selecting a sample from the entire population. This study obtains the data through observation sheets.

Following data collection, a statistical analysis utilizing a non-equivalent control-group pre-test post-test design was used to examine the data. This test is carried out by previously conducting classical assumption tests, namely normality tests and homogeneity tests. According to Ghozali et al., (2017) the normality test's purpose is to determine whether the disruptive or residual variable in the regression model has a normal distribution. It is considered regularly distributed if the data has a Significance value greater than 0.05.

The application of homogeneity tests demonstrates that two or more groupings of sample data come from populations with similar variances. Levene's experiment was employed for this univariate homogeneity test. The following are the conditions for Levene's Experiments homogeneity testing: The data is homogeneous if the significance value (Sig) > 0.05. The data is not homogeneous if the significance value (Sig) < 0.05.

The researcher conducted a hypothesis test after determining whether the conditions for homogeneity and normalcy are met. The two-path anava hypothesis test is used—measurement Statistics (Two Way Anova). A parametric statistical method used to examine differences between data groups from two or more free variables is termed factor analysis, often known as double anava. With student efficacy acting as a moderating variable, hypothesis testing was done to determine the impact of mobile seamless-based inquiry on the critical thinking abilities and learning outcomes of Islamic education.

B. Research Result

The primary results of this study were to assess if eighth-grade SMP IT Asyukriyah students' speaking abilities had improved due to the use of digital Storytelling With Code Mixing (English-Indonesian). Before testing a hypothesis, the researcher tests the traditional hypotheses of normalcy and homogeneity.

Classical Assumption Test Results

a. Normality Test

The experimental and control groups of this study completed the data normality test. In this test, the researchers used the Shapiro-Wilk formula with the SPSS application. The following table displays the results of the normality test calculation:

Stages	Class	Shapiro Wilk		
		Statistics	Df	Sig.
Pretest	Control Class	0.843	30	0.651
	Experimental Class	0.675	30	0.703
Posttest	Control Class	0.732	30	0.659
	Experimental Class	0.641	30	0.698

The test findings show that the two groups' data are normally distributed, with sig. scores in both groups acquiring values greater than 0.05.

b. Homogeneity Test

The goal of the homogeneity test is to confirm that the set of data being measured is, in fact, representative of a homogeneous (same) population.

		Levene Statistic	Df1	Df2	Sig.
Pre-test	Based on Mean	1.747	1	58	0.225
	Based on Median	1.850	1	58	0.189
	Based on Median and with adjusted df	1.850	1	57.051	0.189
	Based on trimmed mean	1.742	1	58	0.119
Post-test	Based on Mean	1.482	1	58	0.638
	Based on Median	1.496	1	58	0.481
	Based on Median and with adjusted df	1.496	1	54.065	0.481
	Based on trimmed mean	1.497	1	58	0.578

It is known from the results that all data variants meet the assumption of homogeneity with a levene score obtained in the pre-test of 1. 747 (Sig. 1. 747 > 0.05), at 1,482 post-test (Sig 1,482 > 0.05).

a. Hypothesis Test

The hypothesis test in this study uses the t-test to determine whether there is an improvement in the speaking skill of eighth-grade students of SMP IT Asyukriyah after the implementation of Digital Storytelling With Code Mixing (English-Indonesian).

	Control		Experiment	
	Pre-test	Posttest	Pre-test	Posttest
N	30	30	30	30
Min	73	72	65	78
Maximum	75	79	74	89
Mean	77.8	80.1	75.3	87.5

The table shows a difference in the average pre-test and post-test scores from the implementation of digital Storytelling With Code Mixing (English-Indonesian) in improving the speaking ability of eighth-grade students. It is well known that the average score obtained by pad a posttest is higher than the average score on the pre-test. With the following results, the digital storytelling with code-mixing (English-Indonesian) program has been shown to be effective in enhancing the eighth-grade SMP IT Asyukriyah students' speaking abilities.

Pair		Paired Differences					t	df	Sig (2 tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the difference				
					Lower	Upper			
Pair 1	Pretest Posttest	58.066	10.976	2.217	19.321	5.817	1.803	59	.002

IV. DISCUSSION

When different linguistic elements (morphemes, words, modifiers, phrases, clauses, and sentences) from two different grammar systems are combined to form a single sentence, this is known as "code mixing". When lexical items and grammatical elements from two different languages appear in the same sentence, this is known as code-mixing (Muysken 2020). Code mixing is especially intra-sentential and limited by grammatical rules. Additionally, socio-psychological elements could be the driving force. In the journal Rochayati & Gailea, (2021) about English-Indonesian Code Switching and Code Mixing on Student's Bulletin Board, it is found that users become more at ease expressing their emotions in a language other than their daily one. As the theme/topic that shows in the headline of the bulletin board, there are different topics/themes.

According to Akyeampong, (2018) *Digital Storytelling* is the practice of mixing pictures, sounds, text, and videos to convey or explain a story. In other words, *Digital Storytelling* is a new way of telling stories. A story is often written or printed on a sheet of paper in storytelling, but Digital Storytelling is a story illustrated or embodied in a video equipped with sound, graphics, text, and animation to make it more entertaining using a computer program. Furthermore, Digital Storytelling includes a wide range of themes not confined to traditional stories; video outcomes can be anything, and a variety of accessible tools is used. In Yuliana et al., (2021) 's research on the influence of the use of *Digital Storytelling* on student learning outcomes, it was found that there were significant influences and differences with the moderate category so that it could be accepted in the influence of the impact of *Digital Storytelling* on student learning results.

Speaking in general, may be defined as the communication of one's intentions (ideas, thoughts, heart contents) to others through spoken language in order for the intention to be understood by others. Speaking is a communication activity since it involves the transfer of messages from one source to another. There are several factors that need to be considered that will determine the success or failure of speaking activities, namely the speaker and listener factors. As a speaker, the speaker must pay attention to are: 1] The subject matter should be useful, interesting, following the listener's grasping power and at least already known by the listener, and 2] Language related to language is divided into two, namely linguistic factors and non-linguistic factors.

Research on improving the ability to speak with communicative methods based on the journal Utami et al., (2018) found that there was a very large influence on the speaking ability of students in experimental classes using a communicative approach rather than in conventional classes. The data showed that by using communicative methods, the results of students' speech ability were greater. A communicative approach can be used as one of the learning approaches for teachers in developing and improving speech skills. The method of communicative speech ability is a method according to Astarini et al., (2020) is one of the approaches used where the learning implementation activity

prioritizes student creativity to find out their abilities when the learning process takes place.

Hariyanto's research, (2018) revealed that the ability to speak increased after the treatment given, such as: 1) teachers telling stories through *digital storytelling* media 2) children were asked to answer questions related to the stories that had been heard. 3) the child is asked to come forward to retell the story that has been heard. 4) researchers encourage children to be more enthusiastic in participating in speaking activities.

Based on the research conducted, it was found that the Implementation of Digital Storytelling With Code Mixing (English-Indonesian) to Improve Speaking Skills is ideally applied as a learning method. The outcomes of the test method also showed an improvement in the speaking ability of eighth grade students after the implementation of digital Storytelling With Code Mixing (English-Indonesian). Previous studies on the influence of code mixing, digital storytelling and methods of improving speech skills using a communicative approach can affect the greatest learning system.

V. CONCLUSION

Based on the outcomes of the initial presentation, it was found that the difference in the average pretest and posttest scores from the implementation of digital Storytelling With Code Mixing (English-Indonesian) improved the speaking ability of eighth-grade students. The average score attained, known by the posttest, is higher than the average score on the pretest. Because of sig. (2-tailed) is a little less to = 0.05 (sig. 2-tailed = 0.002 0.05), H_0 is rejected. So it can be concluded that there has been an increase in the speaking ability of eighth-grade students after implementing digital Storytelling With Code Mixing (English-Indonesian). It shows that the existence of a digital Storytelling With Code Mixing (English-Indonesian) program will enhance the speaking skills of SMP IT Asyukriyah's students in grade eight.

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