Digital Affordances on Speaking English Fluently: Learning English as a Second Language

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Abstract

Speaking is a skill that involves verbal communication, such as deriving meaning between two or more people as a speaker and listener. The pread of technology make people easier to study. One of the digital tool to improve speaking ability is by using digital story telling or called DST. Lots of researches about DST have been published and told how effective it is. The effectiveness of DST as a tool to support the learning of all four English language skills. In this study, a descriptive research technique, case studies, was used. The case study aims to explore that examine the characteristics of existing cases and try to describe them in detail. In this study used digital media in teaching speaking. The two most important methods used by Toontastic turned out to be scaffolding and subject familiarity. In their learning Regarding protocol, more than 50% of students said the gradual development of the story was driven by: Toontastic makes it easy to create your own stories. From a social constructivist perspective, Toontastic’s resources were the bridge that took ZPD’s performance to the next level.

Keywords: DST, Speaking, Digital.

INTRODUCTION

Speaking English is considered one of the four most important language skills for English as a Foreign Language (EFL) learners because it forms the foundation of literacy. Therefore, when teaching speaking skills, the emphasis should not be on memorizing or repeating conversations, but rather lessons aimed at enabling students to communicate speak with native foreigner in the real situation. Recommended. language should lie. The main teaching material is the textbook, which prepares the students for the exam, but is separated from the actual communication.
Two main things which is imbalanced teacher and teacher-centered minimize the opportunities to speak English, instead the big opportunities to speak is the teacher. The problem must be done with the appropriate strategy and approach in order to push student in EFL practice their speaking and utilise new technology to make teaching –learning process more creative and fun. New forms of storytelling aim to develop EFL learners' speaking skills. The process of teaching and learning should implement with the technology (hardware and software), such as digital tools and apps. One of these resources is Digital Storytelling (DST).

It provides digital images and storylines for learners to create and tell their own stories, and can be recorded for playback and self-assessment. In addition to being a popular online activity, DST teaches learners to use stories to convey their intentions while developing competency in the four language skills of listening, speaking, pronunciation, reading, and writing. It is considered to be an effective approach to help. We found that creating digital stories helps students improve their pronunciation, organizational skills, technical skills, research skills, and presentation abilities. Similarly, by applying DST, students would be helped in the process of increasing their speaking ability and other aspect of language such as vocabulary, grammar, and phonology. The study demonstrate the positive effects of daylight saving time on English learning by providing daylight saving time for EFL learners. It's an opportunity to let your creativity run free while improving your language skills.

According to Bobkina and Domínguez Romero (2020) specifically focused on the development of speaking skills of EFL learners and quasi-experimental study was implemented in this research to see the progress of students speaking competence. From the research, it has been known that students’ speaking performance was improved after using DST, the aspects that improved such as syntax, grammar, pronunciation and vocabulary. Another researcher mentioned that by applying DST, the students speaking become more fluent and more accurate in using complex language. In this strategy, students have the opportunities to speak in their language by recording and telling story orally, This is a process that increased their participation in learning process. Thus, Dst has the important role to improve students’ English proficiency, lots of previous studies go with that. The purpose of this study is to address the current problem, where students has less limitation to increase the communication skills using DST

**Chronology of the Case of Mahira**

A student of the University of North Sumatra (USU), Mahira Dinabila, was found dead at her residence in Rivera Complex, Medan Amplas District, Medan City, on Wednesday (3/5). When found, Mahira's condition was already decomposed. Mahira was thought to have been killed a week earlier. Mahira since infancy lived with a married couple who had no children, who then adopted her as a child. The couple's husband Mawardi was Mahira's paternal uncle.

However, over time, her adoptive parents divorced in 2016. Mahira lives with her adoptive
mother in the house she has been living in, while her ex-husband remarried and lives separately. Some time ago, Mahira's adoptive mother died. So Mahira lives alone in her adoptive mother's house. According to Oky Andriansyah, Mahira's maternal uncle, while the deceased was alive, the house was orally bequeathed to Mahira. However, soon Mahira chose to live with Oky Andriansyah's family. Eventually, the house was occupied by his adoptive father along with his new family until 2022. When Mahira wanted to study at USU, she returned to live in the heritage house in September 2022. Meanwhile, the adoptive father and his new family moved out of the house. The following is the chronology of Mahira's case based on the explanation of Oky Andriansyah, Mahira's uncle:

*April 22-23, 2023*

Mahira is still communicating with her family, namely her uncle and biological parents.

*May 3, 2023*

Mahira's aunt (Oky's wife) got a message via Instagram from Mahira's friend saying Mahira hadn't attended college for 10 days.

*At 23.00 WIB*

Oky Andriansyah and his wife immediately checked into the house in Rivera Complex, Medan Ampla District, Medan City. At that time the gate was locked by a padlock from the outside. Though as mentioned at the beginning, Mahira lives alone. The electricity is in a dead condition. "Hira's (Mahira's) motorcycle and cellphone are there, there is no element of robbery. Her cell phone is on a chair in the living room, the suspected fake letter is in the TV room, and Mahira's body is in the kitchen," said Oky, who is currently a lawyer for Mahira's case. Oky finds Mahira's body in a state of decomposition. His face was shapeless and his hair was lost allegedly due to burning. There is a letter allegedly written by Mahira. Based on the letter, Mahira was initially said to have died by suicide. However, the family matched the writing with Mahira's handwriting. The writing is very different. Police went to the scene to conduct an investigation. Mahira's adoptive father, Mawardi, is said to have refused to refuse an autopsy. Police continue to perform autopsies. The family reported Mahira's death to the Medan Police Department. Mahira's adoptive father became reportable.

**METHOD**

In this study, a descriptive research technique, case studies, was used. The case study aims to explore that examine the characteristics of existing cases and try to describe them in detail. In this study used digital media in teaching speaking. It was used in teaching reading. The purpose of this study is to provide researchers and readers information about DST (digital story telling). Qualitative data were used to collect the data.
RESULT AND DISCUSSION

Affordance of Digital Tools for English Language Teaching.

There are many different types of tools that mediate human activities. It can be a physical object, such as a computer or a mobile phone, or it can be an abstract code or system of meaning, such as a language, computer system, or computer code. Tools are used to accomplish tasks, express ourselves, and establish and maintain relationships. Physical objects and abstract tools like language are connected because both act as intermediaries. Vygotsky argues that the ability to use tools makes a person unique. The tool can even see it as an extension of us. (Vygotsky, 1978) Throughout history, something new has been invented and have affected the way in teaching and the students performance, connect with each other, know and understand yourself and others in the world.

In fact, tools not only help us do some new things, they also define us in some fundamental ways. No one tool is inherently useful, and everyone finds it different opportunities and limitations. Benefits refer to "functional capabilities enabled by the tool", while limitations refer to "action possibilities that are excluded by this tool" Although a digital tool can be designed with a specific social and professional function in mind. An individual or community recognizes the potential of the tool and adapts it to their needs creating "cultures of use", ie, often shared norms and ways of doing things members of a group or community when using certain digital tools. These adjustments are context and subject specific and constantly changing. The tools can also be used to "refer" teachers and student behavior, because they can only allow certain activities or demand attention give an example of an English textbook (tool) used in a language. classroom. They suggest that the textbook tell readers what the topics are discussed and what language they should use and organize this discussion by offering questions that need answers.

Many scholars have studied the balance of opportunities and constraints. The pread of technology make people easier to study. On of the digital tool to improve speaking ability is by using digital story telling or called DST. Lots of researches about DST have been published and told how effective it is. The effectiveness of DST as a tool to support the learning of all four English language skills. The use of DST in EFL classrooms to improve students' speaking skills has become popular in recent years (Tanrikulu, 2020). It found that the narrative function of the tool can improve students' phonological skills such as pronunciation, rhythm and intonation.

Merzifonluoglu and Gonulal showed the value of DST to develop oral reading skills and English oral communication skills of students. In addition, compared to traditional approaches, DST offers context-based learning the structure in which the students can express and convey the language. (Merzifonluoglu, 2018). DST point a to improve learners’ English speaking can be used through feasible pedagogy.

The primary results of this study showed that learners in the experimental group has the
posif result which is their skill in conversation was significantly improved, including fluency and language use. Familiarity with the topic and the framework built into Toontastic were the top two ways the app helped her learner improve her speaking skills and commitment to learning. These results corroborate with the current study and show that students’ speaking skills can be improved through DST especially phonological skills (Fu, 2021). There was no difference in language proficiency or language usage improvement, confirming that using Toontastic able to support learner progress in both areas. The study's notable finding that language use skills improved with Toontastic where the learner has more attention in the grammar, word usage, and rhetorical style while working on her DST project. There is little evidence in the literature that DST has a positive impact on speaking skills.

The two most important methods used by Toontastic turned out to be scaffolding and subject familiarity. I supported learners' speaking skills and commitment to learning in their learning. Regarding protocol, more than 50% of students said the gradual development of the story was driven by: Toontastic makes it easy to create your own stories. From a social constructivist perspective, Toontastic's resources were the bridge that took ZPD's performance to the next level. It also encouraged familiarization with the subject by allowing students to choose their own story content and elements to convey. These results support research by Skehan and Fosters (1997), which show that the more familiar learners are with the material they are dealing with, the more fluent they become in the language. Some aspects in students’ learning record such as intellectual, emotional, behavioral, and social engagement in using Toontastic. Students expressed the involvement of intellectual, resulting in successful story development, well-organized DST presentations, and increased variation in voice intonation. These results are consistent with those of Yang et al. (2020) A study demonstrating learner organization I improved my language teaching skills through my participation in DST.

The results suggest that Creative use of Toontastic allows learners to improve their skills without explicit instruction Speech ability by Garcia Botero et al. Moreover, this study provides concrete evidence for this Toontastic helps overcome the educational challenges of using her DST in an EFL environment. The results of the current study also make important contributions to the theory of this subject understanding scaffolding. First, this study is a striking example of how scaffolds work. Helps learners improve their speaking skills by dividing learning into different areas A work that is easy to handle. Through the use of DST, learners learned how to shape stories according to the different needs of each stage of storytelling: construction, conflict, challenge, climax, and resolution. A basic description of each level is displayed before the learner starts each level. This gives the learner time to think ahead about how the story will form. In addition, Toontastic gives learners the freedom to invent their own stories, including the freedom to make diverse choices, giving learners many opportunities to verbalize their thought process in creating DSTs. Incorporating such visual aids can be as one of the learning support methods.
CONCLUSIONS

The main teaching material is the textbook, which prepares the students for the exam, but is separated from the actual communication. Then teacher-centered pedagogy and an imbalanced teacher-student ratio hinders opportunities for oral practice in EFL classes, where teachers speak the most. The results suggest that Creative use of Toontastic allows learners to improve their skills without explicit instruction Speech ability by Garcia Botero et al. Moreover, this study provides concrete evidence for this Toontastic helps overcome the educational challenges of using her DST in an EFL environment.

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REFERENCE


