

Javanese Speaking Skills of Grade IV Elementary School through Role Play Method with Storytelling Media

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ABSTRACT

The Javanese is one of the traditional languages in Indonesia. The Javanese is one of the local content subjects in elementary schools on the island of Java, Indonesia. This study aims to solve the problem of Javanese speaking skills of fourth-grade elementary school students through role play methods with storytelling media. This research uses the Classroom Action Research design of Kemmis and Mc. Taggart model in class IV in one of the elementary schools in Indonesia. The research was conducted in two cycles with each cycle consisting of four stages (Planning, Implementation, Observation, and Reflection). The success criteria of this study were that $\geq 70\%$ of the students had to get a speaking score of ≥ 70 . The results showed that the average value of the pre-cycle speaking performance assessment results was 53.25 with a percentage of student completeness of 0% increasing to 62.63 with a percentage of completeness of 37.5% in cycle I so a revision was carried out for cycle II. In cycle II with improvements in cycle I, the average student score was 78.88 with a percentage of 100% completeness and the cycle was stopped. This research implies that the role-play method using storytelling media can improve students' speaking skills, so it is proposed. Future research recommendations include using role-play methods with storytelling media for other language learning to enhance students' speaking skills.

Keywords: Javanese Language, Speaking Skills, Elementary School, Role Play Method, Storytelling Media.

1) INTRODUCTION

The Javanese language is one of the traditional languages in Indonesia. It is a compulsory local content subject in elementary schools on the island of Java. Javanese as a local content subject has an important position in the development of students' intellectual, emotional, and social abilities. One of the competencies of the Javanese language subject is speaking competency.

Speaking is one of the achievements or competencies developed in Javanese language subjects. Javanese speaking skills are useful for students in politeness education using language as a medium of communication with others at various levels. Speaking has the main purpose as a means of interacting through the delivery of various ideas or thoughts precisely [1]. Thus, speaking skills, including Javanese speaking, are important skills that students need to master. Speaking is a behavior that requires learning and mastery. If a person's intensity in practicing speaking skills is more frequent, it will be followed by an increase in their speaking skills [2].

However, in the current era, there are still many students who find it difficult to speak according to Javanese rules.

Speaking skills, including Javanese speaking, is one of the important language skills used in daily communication. Speaking skills generally include two aspects, namely linguistic aspects and non-linguistic aspects. However, not everyone has skills in good speaking practice when facing a situation. The condition is encountered by students in language learning. Each student encounters different obstacles in speaking. The obstacles to students' speaking skills can be identified through speaking aspects [3]. Speaking technique materials must be obtained by students in the implementation of speaking learning so that students appear confident when speaking [4].

Speaking is an important aspect of language learning where language success is measured by the ability of learners to conduct conversations according to the language learned [5]. This shows that giving direct experience to students to practice speaking can develop students' Javanese speaking skills. Based on observations and dialogue with teachers at SD Negeri 2 Saradan in March 2023, information was obtained that the learning process of Javanese language skills, related to speaking skills, experienced several obstacles. In general, these obstacles come from students and teachers.

Obstacles from students include the rare use of Javanese as a means of daily communication in the family environment according to the level of good and correct Javanese speech. The family environment is less supportive of the learning process of speaking Javanese. This causes students to lack understanding of the use and application of Javanese language by the interlocutor, place, and time of speech as well as politeness and politeness of speech. In addition, students also think that Javanese language is a difficult subject so that the skills of speaking Javanese according to the level of Javanese speech are also low. This problem is supported by research based on the results of the test of students' Javanese language skills (reading, writing, listening, and speaking) that have been carried out, it can be concluded that the state of students' Javanese language skills in Javanese language subjects at SDN Tandus Kidul I/110 Surabaya is good, the scores obtained by the test have shown satisfactory results. For the average reading ability test students get 7.9, for the writing ability test results students get an average score of 7.9, for the listening ability test students get an average score of 6.9, and for the speaking ability test students get an average score of 6.4 [6]. This shows that the results of students' Javanese speaking ability obtained the lowest average score compared to reading, writing, and listening skills.

The obstacles that come from teachers include the lack of learning techniques that can activate students to practice speaking Javanese in class according to the level of good and correct Javanese speech. Teachers in learning speaking skills usually use lectures, especially in delivering Javanese language variety material and using assignments in Student Worksheets. This method is less effective in providing sufficient speaking skills for students because it is only one-way. The Jarlit BAPEDA DIY team showed that 93% of Javanese language teachers in primary and junior high schools only use the lecture method in delivering lessons. This method is less effective in improving students' speaking skills due to the one-way nature of communication [7].

In addition, teachers' use of learning media in learning the Javanese language related to speaking skills is not varied and conventional. Teachers dominate the use of media in the form of a blackboard and Student Worksheets as assignments. The learning of speaking skills used by teachers is the lecture method, especially in delivering material related to Javanese language varieties, both ngoko and krama, then learning is continued through assignment activities in Student Worksheets [7]. This condition causes students to be less interested in being actively involved in learning activities. Students look inactive and lethargic in the Javanese language learning process. Thus, students' Javanese language learning activeness is low. This is supported by the results of interviews with students at SDN 2 Saradan related to the use of basa ngoko and basa krama in everyday life, students are unable to distinguish between the two types of language in the practice of speaking Javanese. The researcher concluded that the learning activities of Javanese speaking skills did not provide meaningful experiences to students.

Based on the description of the problem, the researcher took the idea of problem-solving to overcome the low Javanese speaking skills of fourth-grade students of SD Negeri 2 Saradan, Baturetno sub-district, Wonogiri district. The researcher concluded from the observation that there is a need for the application of effective learning methods and media to facilitate students in developing Javanese speaking skills by the characteristics of elementary school students. Therefore, the researcher raised a solution in the form of improving students' Javanese speaking skills through the role-playing method with storytelling media.

Role-playing offers several advantages, including active participation, experiential learning, and efficient time use [8]. Thus, the role-playing method will facilitate students with direct experience in the practice of speaking Javanese with fun so that learning Javanese speaking skills is more meaningful for students. The role-playing process involves several steps: warming up to introduce the problem, selecting participants, preparing observers,

setting the stage, enacting the roles, discussing and evaluating the performance, and sharing experiences to conclude the learning [9].

The role-playing method will be more effective when accompanied by appropriate learning media, one of which is storytelling media. Storytelling in elementary schools is valuable for developing language competence and sociocritical awareness among students [10]. Researchers have chosen to use digital storytelling as the media. Research indicates that educators should consider integrating digital storytelling into literacy and interdisciplinary learning [11]. Digital storytelling can be defined as a form of storytelling that utilizes digital technology [12]. It involves crafting narratives by integrating and manipulating various multimedia components, including text, animation, music, photographs, and narration, centered around a specific subject. The duration of digital stories may vary between 3 to 5 minutes [13]. Digital storytelling refers to creating narratives using computer software, which integrates images, text, sound effects, music, and voice actors to convey a particular tale [14]. One of the purposes of storytelling is to encourage and stimulate the enthusiasm of listeners [15]. Additionally, digital storytelling aids in the development of critical thinking skills and problem-solving abilities [16].

Digital storytelling has a good level of efficiency if it has seven components, including: a) the user's or viewer's point of view of the series of stories told (point of view), b) a key question with an answer that the user or viewer gets when the digital storytelling has been observed as a whole (dramatic question), c) material or content that evokes emotions or feelings of the user (emotional content), d) story exposure triggers viewers to reflect (the gift of your voice), e) any form of sound or soundtrack that can foster emotional impressions, f) images are easy to obtain, proportional, and economical for effective delivery of material, and g) pacing (rhythm) used in a series of proportional stories [17]. Digital storytelling has different types. Fortinasari identifies five types of digital storytelling, based on the work of Hronova, including photo stories, video words, presentations, staging, and video clips [18].

By integrating role-playing with digital storytelling, educators can provide students with a comprehensive, engaging, and effective method for improving their Javanese speaking skills. This approach not only addresses the challenges students face but also aligns with their developmental needs and the characteristics of elementary education.

2) METHODS AND METHODOLOGY

The type of research used is Classroom Action Research. This study adopted the Kemmis and Mc. Taggart model, which divides the action research process into four steps in one cycle, namely: 1) action planning, 2) action implementation, 3) observation, and 4) reflection of action results [19]. The research was conducted in the second semester of the 2022/2023 academic year. The research was conducted at SD Negeri 2 Saradan Batureno. The subjects of this study were fourth-grade students of SD Negeri 2 Saradan, Batureno sub-district, Wonogiri district consisting of 8 students, 3 boys and 5 girls. While the object of research includes students' Javanese speaking skills. The data collection techniques used in this study consisted of (1) observation, which is directly observing the speaking activity of students in learning activities based on the predetermined observation sheet; (2) field notes, and (3) Javanese speaking performance assessment. The data collection instruments were observation sheets and Javanese speaking performance assessment guidelines. The students' speaking assessment used a performance instrument that measured students' ability in speaking practice. The assessment facilitates students to participate in conversations and practice communicating in other contexts in a real way [20].

The data analysis techniques used in this research are quantitative data analysis and qualitative data analysis. Quantitative data analysis was used to determine how much the students' Javanese speaking skills improved after the action. Meanwhile, qualitative data analysis was used to analyze the observation data of students' activeness. The success indicators of the research are 1) students' Javanese speaking performance assessment of class average of at least 70 (KKM), 2) classical completion percentage of at least 70% (at least 70% of students who score more than KKM which is 70, and 3) active student involvement in the learning process of Javanese speaking skills of at least 75% (good category).

3) RESULTS

Based on initial observations with the Javanese language teacher at SD Negeri 2 Saradan in March 2023, information was obtained that the Javanese language learning process related to speaking skills experienced several obstacles. The teacher has not implemented a learning method that can activate students to practice speaking Javanese in class according to the level of good and correct Javanese speech. Teachers in learning speaking skills usually use the lecture method, especially in delivering Javanese language variety material and using the assignment method in the Student Worksheet. The method is less effective to provide sufficient speaking skills for students because it is only one-way. In addition, the learning media used by teachers in learning speaking skills are in the form of whiteboards and Student Worksheets so that students are less actively involved in learning.

Based on the challenges encountered in teaching Javanese speaking skills in the classroom, the chosen method to enhance these skills is the role-playing method, supported by media in the form of storytelling. The focus of this research is on improving students' ability to engage in Javanese conversations using the correct level of Javanese speech.

3.1) Cycle I

3.1.1) Action Plan

Activities carried out by researchers at the planning stage of the cycle I action included determining the topic of the speaking skills story, namely "Pandu Menyang Daleme Simbah", designing speaking skills learning scenarios, preparing storytelling learning media with the theme "Pandu Menyang Daleme Simbah", and preparing observation sheets and Javanese speaking performance assessment instruments.

3.1.2) Implementation of Action

Activities carried out by researchers at the action implementation stage are implementing learning scenarios for Javanese speaking skills using the role-playing method and storytelling learning media with the theme "Pandu Menyang Daleme Simbah".

3.1.3) Observation of Action

The first cycle meeting on learning Javanese speaking skills by applying the role-playing method with storytelling learning media with the theme "Pandu Menyang Daleme Simbah" by the planning that has been prepared. Students followed the steps of role-playing and spoke quite actively. The teacher facilitated learning activities by going around to supervise, guide, and answer students' difficulties. The results of observation of cycle I actions, and the results of data processing are described in detail below.

3.1.3.1) Observation results of students' speaking activeness

The data from the observation of students' speaking activity shows that students' speaking activity has increased when compared between the pre-cycle and the end of the cycle I. The most prominent aspect is in communicating. The most prominent aspect is in communicating students' thoughts, feelings, and imagination. Students are increasingly brave in practicing speaking. In addition, students can communicate with each other with enthusiasm. Student activeness at the end of cycle I increased from pre-cycle 50% to 75%.

3.1.3.2) Results of performance assessment of Javanese speaking skills

The results of the pre-cycle and end-of-cycle I Javanese speaking performance assessment can be seen that in the pre-cycle the minimum score was 44 and the maximum score was 63, with an average of 53.25 and 0% completeness. The results after the action through the role-playing method with storytelling learning media can be seen that the end of cycle I obtained a minimum score of 50 and a maximum score of 75, with an average of 62.63 and 37.5% completeness.

Table 1. Comparison of Pre-Cycle and End-of-Cycle I Javanese Speaking Performance Assessment

Cycle	Minimum Value	Maximum Value	Average	Completeness
Pre Cycle	44	63	53,25	0%
Cycle I	63	75	62,63	37,5%

Based on table 1, it can be concluded that there is an increase in students' Javanese speaking skills in pre-cycle and cycle I.

3.1.4) Reflection

The application of the role-playing method with storytelling learning media with the theme "Pandu Menyang Daleme Simbah" cycle I has run smoothly and according to plan. The results of the observation of students' speaking activeness appear to have met the success criteria of 75%. While the average score of speaking skills also experienced a slight increase, from 53.25 to 62.63. Thus, it is necessary to continue the activities in cycle II with an improvement in the quality of learning and storytelling media equipped with Javanese conversation videos.

3.2) Cycle II

3.2.1) Action Plan

Based on the results of data analysis and the results of data reflection in cycle I, action planning II was taken with improvement steps. The action plan in cycle II is as follows. Learning Javanese speaking skills through the application of role-playing method with storytelling learning media needs to be varied in groups. To avoid boredom and to expand the interaction pattern between one learner and another, there will be a re-drawing in group formation.

Another plan that will be implemented in cycle II is to improve the quality of storytelling media equipped with Javanese conversation videos. This is done as an effort to help students develop storylines and provide opportunities to imagine more widely so that it is expected that the vocabulary and level of speech mastered by students will also increase in role playing. The learning media plan implemented in cycle II was themed "Pandu Sinau Basa Bareng Simbah".

3.2.2) Implementation of Action

Activities carried out by researchers at the action implementation stage are implementing learning scenarios for Javanese speaking skills using the role-playing method and storytelling learning media with the theme "Pandu Sinau Basa".

3.2.3) Observation

The results of the observations during cycle II and the subsequent data processing are described in detail in the following sections.

3.2.3.1) Observation data of students' Javanese speaking activeness

The results of the observation of the liveliness component of students' Javanese speaking at the end of cycle II showed a good improvement. The aspects of activeness that have increased are (a) communicating their own thoughts and feelings, (b) students interact to express feelings, express opinions, or convey and understand messages in various context situations, (c) students are brave and not afraid of being wrong in practicing speaking, and (d) students can communicate with each other and not solely with the teacher. Student activeness at the end of cycle I was 87.5%.

3.2.3.2) Results of Performance Assessment of Javanese Speaking Skills

The results of the assessment of Javanese speaking performance in cycle I and cycle II can be seen that in cycle I the minimum score was 63 and the maximum score was 75, with an average of 62.63 and 37.5% completeness. The results after the action through the role-playing method with storytelling learning media in cycle II can be seen that cycle II obtained a minimum score of 75 and a maximum score of 88, with an average of 78.88 and 100% completeness.

Table 2. Comparison of Cycle I and End of Cycle II Javanese Speaking Performance Assessment

Cycle	Minimum Value	Maximum Value	Average	Completeness
Cycle I	63	75	62,63	37,5%
Cycle II	75	88	78,88	100%

Based on table 2, it can be concluded that there is an increase in students' Javanese speaking skills in cycle I and cycle II.

3.2.4) Reflection

Learning Javanese speaking skills by applying the role-playing method with storytelling learning media in this cycle II action has generally run smoothly. Students' activeness in speaking Javanese increased because the application of the role-playing method with storytelling learning media provided a very wide opportunity for students to practice speaking Javanese. The results of the assessment of speaking skills showed a good improvement. The research success indicators are: 1) students' Javanese speaking performance assessment class average of at least 70, 2) classical completion percentage of at least 70% (at least 70% of students who scored more than the KKM which is 70, and 3) active student involvement in the learning process of Javanese speaking skills of at least 75% (good category). All indicators of success were achieved and the activity was not continued in the next cycle.

4) DISCUSSION

Based on the conditions before and after class action on Javanese language learning in class IV with the application of the role-playing method with storytelling learning media, there has been an increase in the activeness and performance of Javanese language speaking of students. In the observation and reflection stages in each cycle, the impact of the application of the role-playing method with storytelling learning media has been described. Role-playing involves students to engage in simulation activities that bring real-world contexts into the classroom setting. Role-playing also involves students to discuss to agree about the cast and the purpose of the simulation [21]. It is known that by applying the role-playing method with storytelling learning media, the average value of pre-cycle, cycle I, and cycle II Javanese speaking performance of fourth-grade students of SD Negeri 2 Saradan Baturetno has increased. The average pre-cycle score was 53.25, then the average score increased to 62.63 in cycle I, and in cycle II it also increased again to 78.88.

The learning objectives of the Javanese language focused on the ability to express thoughts, opinions, ideas, and feelings orally by Javanese language unggah-ungguh through responding to factual problems in learning. The

most basic difficulty for students is in terms of sorting, selecting, and applying the level of Javanese speech, especially the krama variety.

The learning objectives of the Javanese language are focused on the ability to express thoughts, opinions, ideas, and feelings orally by Javanese language unggah-ungguh through responding to factual problems in learning. The most basic difficulty for students is in terms of sorting, selecting, and applying the level of Javanese speech, especially the manners, which is by the Javanese cultural context [22].

Thus, it can be affirmed that the application of the role-playing method with storytelling learning media can increase students' activeness and Javanese speaking skills even though it is not yet optimal. Providing Javanese speaking skills requires a long process. The short and limited research time also affected the results of this study. In addition, the use of the Javanese language by unggah-ungguh and the Javanese cultural context needs to be familiarized in the family environment, not only at school.

The application of the role-playing method with storytelling learning media makes Javanese language learning more enjoyable and aligned with the characteristics of elementary school students. Role-playing offers several advantages, including active participation, experiential learning, and efficient time use [8]. Additionally, the use of storytelling media positively impacts the quality of learning, particularly in enhancing students' Javanese speaking skills. One of the purposes of storytelling is to encourage and stimulate the enthusiasm of listeners [15]. A key indicator of success in language learning is when students can express their feelings and thoughts through conversations, whether in the form of monologues or dialogues, to articulate their objectives [16].

5) CONCLUSION

Based on the results of the research and discussion presented, it can be concluded that the application of the role-playing method combined with storytelling learning media can significantly improve the Javanese speaking skills of fourth-grade students at SD Negeri 2 Saradan, Baturetno sub-district, Wonogiri district. In the implementation of cycle I, students' speaking activeness increased from the pre-cycle, with the average percentage of student speaking activity rising from 50% to 75%. In cycle II, following improvements made in response to cycle I, there was a further increase, with the average student speaking activity reaching 100%.

Regarding the value of Javanese speaking skills, there was a noticeable improvement from the pre-cycle to cycle I. In the pre-cycle, the minimum score was 44, and the maximum score was 63, with an average of 53.25 and 0% completeness. After the role-playing method with storytelling learning media was applied, the results at the end of cycle I showed a minimum score of 50 and a maximum score of 75, with an average of 62.63 and 37.5% completeness. In cycle II, with further enhancements to the learning process, students achieved a minimum score of 75 and a maximum score of 88, with an average of 78.88 and 100% completeness.

The researcher hopes that the achievements in students' Javanese speaking skills will be sustained. Teachers are encouraged to remain creative and innovative in varying learning methods and media, ensuring that students stay engaged and motivated. Future researchers who wish to use the role-playing method with storytelling media are advised to conduct further studies on language speaking skills.

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CONFLICT OF INTEREST

This research has no conflicts of interest.

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