

**UTILIZING DIGITAL STORYTELLING IN EFL CLASSROOM: A FOCUS ON
PRACTICING STUDENTS' SPEAKING SKILL IN SENIOR HIGH SCHOOL**

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Abstract: Digital Storytelling is one technique used to teach English. It has been conducted by many teachers because it is very beneficial to students. In this research, the researcher would like to know the implementation of digital storytelling and students' perceptions of Digital storytelling techniques used in class. This research was conducted in one of senior high school in Medan. This study used qualitative design as the research methodology. The participants of this study were 26 students class tenth senior high school on EFL classroom. The findings from this research indicated implementation digital storytelling in senior high school and the students' perceptions about digital storytelling. By using digital storytelling they have increased their enthusiasm for learning English. By using digital storytelling make students more fun, enjoyable, and excited in Learning English. The findings also showed that digital storytelling can improve students' speaking skill. This research is a qualitative design research with case studies. Observations, interview, close ended and open ended questionnaire were as the research instruments for this study.

Keywords: Digital storytelling, Implementation, speaking, practicing

INTRODUCTION

Technology helps students focus and become more motivated to learn and encourages autonomy to improve students' performance in EFL classes (Azmi, 2017). Integrating technology into English language instruction increases students' motivation, self-assurance, and enthusiasm in studying foreign languages (Mita, 2018). For students to succeed in school, J. Harmer (2001) noted that motivation is essential. According to Kirkwood and Price (2016), incorporating technology into the classroom can enhance how well it is used for both teaching and learning as well as how well it is used to help students learn foreign languages (Ahmad & Yamat, 2020).

Internet-based technology gives users some possible uses for learning as well as communication, career planning, and expanding and beneficial engagement (Ahmadi, 2018). This is due to the fact that technology offers some crucial instruments for education that students can utilize to encourage cooperative learning and provide interesting alternatives for furthering the development of language skills through experimentation (Ahmadi, 2017; Basset et al., 2006). Technology also assists pupils in learning the conventions of both formal and informal languages (Ahmadi, 2017). Technology-based language learning, such as using the internet, can enhance student-centered learning and inspire them to be autonomous learners as well as active learners (Ahmadi, 2017; Ammade et al., 2018).

Educational storytelling is a tactic used in education. It was recognized as one of the most well-liked teaching and learning tools. Since its effectiveness is undeniable, it is considered to be a helpful strategy that teachers can employ to teach a second language. (Choo, 2003)

The first approach to teaching languages is through conventional storytelling (Firmansyah, 2007). Because of this technique is very important, researchers like Wilkinson (2006) and Herman (2007) agreed this approach should be maintained in education. Not only help the students to learn a language but also in other subjects. Conventional storytelling has shown important increases in pre-to-post-test outcomes in prior research. It has been discovered to assist students in developing their vocabulary, comprehension, and English abilities (Takumi Uchiyama, 2011). The study conducted by Elisavet Chlapana and Eufimia Tafa (2014) produced similar results. When examined, the data indicated a positive improvement in the respondents' vocabulary instruction.

As a result of the technology's quick advancement, storytelling is currently being implemented using digital tools. Digital storytelling is the term used to describe it. Traditional storytelling is combined with technology in digital storytelling. (Smeda et al, 2014). It allows instructors to use a range of digital audio, video, and image files to create a tale (Robin, 2016). In contrast to the traditional narrative, the only images are those found within the books, and the sounds were painstakingly created. With the use of technology, teachers may now create engaging stories that students will like listening to, viewing in their natural colors, and watching in real-time. It makes it possible to increase student involvement in the classroom and their motivation to educate (LoBello, 2015). As a result, rather than just practicing traditional storytelling, Teachers may also wish to embrace digital storytelling as a substitute teaching method for second languages (Tanrikulu, 2022). Because of their discovery and identification of the various teaching preferences that students may have, now, teachers can use this information to their advantage. Additionally, it would be highly beneficial to the students since it makes them aware of alternative teaching methods that can fit their learning styles. This is due to the term "Digital storytelling" being used to describe this generation (Prensky, 2001). According to Tamim et al (2011) the influence of employing technology as a tool to teach in the classroom of the twenty-first century is undeniable and dramatic when educators apply it to teaching and learning.

To learn a second language in one of Indonesia's senior high schools, this research examined the usage of two different storytelling techniques. The findings of the study will enable students to consider the differences between the two teaching approaches and to consider which approach would be the most effective for them. In order to study a language in a way other than the conventional one, this research is expected to make students aware of the digital storytelling technique. This would help them become better language learners. Thus, the study's objectives are to assess both how well students comprehend the traditional storytelling technique used in learning English as well as how well they perceive the use of digital storytelling in the classroom. This study aimed to find out how students' perceptions of the two techniques. What kinds of strategies and approaches are preferred by students in teaching a second language in the English classroom.

Conventional storytelling is one of the most important educational techniques. This strategy is well acknowledged as one of the most extensively used strategies by educators in teaching and learning, (Claims Choo 2003). Firmansyah (2007) further asserted that one of the earliest learning techniques to be used in learning a code was ordinary story telling. This method's efficiency in teaching a second language is undeniable, making it a useful strategy that instructors can employ (Choo, 2003). It was also strongly advised by Wilkinson (2006) and Herman (2007) that this method be used consistently in school, not just for language acquisition but for all subjects.

Additionally, the Ministry of Education recognized the value of the language arts module and included it in the new Kurikulum Standard Sekolah Rendah (KSSR) of Indonesia. Conventional and digital storytelling is one of the language arts module's components that were highlighted. It is highly recommended that teachers use storytelling and include stories in their alternative methods of teaching English. For each student to use in their learning session, So many textbooks are in the tenth grade of senior high school, so teachers can apply storytelling digital or conventional from that text. This integration intends to encourage instructors to perform engaging and successful language teaching and learning. (Ministry of Education, 2012). The rapid advancement of technology makes the incorporation of digital tools into narrative techniques not surprising. We call it "digital storytelling." According to Smeda et al (2014), digital storytelling combines conventional storytelling with technical advancements to enable teachers to tell a tale using multimedia such as digital audio, videos, and photos. (Robin, 2016).

As opposed to conventional storytelling, when visuals and audio are restricted to those in the textbooks, teachers are now able to have more engaging and entertaining storytelling sessions using real colored graphics and live videos. Conventional storytelling has been used extensively in both teaching and learning. This is due to the fact that it has been shown to be effective as a teaching technique for motivating kids to learn English. Additionally, students have been exposed to technology since a young age, making the use of digital components in their learning process more pertinent. As "Digital natives" according to Prensky (2001), the younger generation may be more impacted by the use of technology in teaching and learning. According to Tamim et al. (2011), the effects of using technology in a 21st-century classroom are unquestionable and have a significant impact.

As an alternative to the traditional approach to teaching languages, teachers may want to think about using digital storytelling. This is highly helpful since it might allow teachers to recognize the various learning preferences of their students. In light of that, this might also be a strategy for educating students about diverse learning styles and helping them become aware of different media to use in conjunction with their preferred learning method. The purpose of this study is to discover how students perceive the usage of digital and traditional storytelling when these two methods are used in their classrooms while studying English. Most nations consider

English to be a second language. Even though English is the official language of the world, most Indonesian do not speak it as their first language. Due to instruction in Indonesia, inconsistencies in educational policy, and societal perceptions of the English language, learning English becomes difficult. Since the Indonesian language is the national language and most people are fluent in it, from kindergarten to university, instructors and lecturers frequently employ Indonesian-medium instruction since it is easier for students to understand.

While on the other side, English is solely discussed in English classes. The amount of exposure to the language decreases. Thus Indonesian students have trouble for acquiring the language. The top aim for English teachers should be to provide engaging, relevant, and memorable lessons. Such classes would help ESL students learn English in a more enjoyable and relaxed environment. Many studies have been done to look at the methods teachers used to teach language arts and grammar as well as listening, speaking, reading, and writing in Indonesian English schools. For instance, Choy and Troudi (2000), Lim (2013), Thang, Ting, and Nurjanah (2011), and Normazidah, Lie, and Hazita (2012) gave readers a peek at Indonesian classroom reality and pedagogical techniques. English teachers appear to focus more on the task of preparing students for public tests; not out of a desire to do so, but rather as a result of the mounting pressure to produce great results in domestic exams.

According to (Normazidah et al. 2012), the emphasis on perfecting and memorization of abilities and using them in exams degraded communication competence over time. Under pressure to perform well academically, Indonesian school adopted a rote learning method that prevents them from cultivating an analytical mindset and soft skills. As a result, Indonesian students lack these abilities (Ahmad, 1998; cited in Roselina, 2009). As a result, the Indonesian Ministry of Education is working to alter the educational system so that students can think critically and creatively while receiving direction from their lecturers. Despite this, based on the aforementioned problem, this study was carried out in response to the issue that pupils were only taught using traditional storytelling rather than digital storytelling to learn English. Instead of utilizing all ICTs, students still learn the English language in a traditional manner. In their English language teaching and learning, teachers rarely use digital storytelling. Teachers noted that because they are unfamiliar with the software, it is difficult to incorporate digital storytelling into their lessons. The program consists of online tools for creating digital storytelling resources for instructors. They now spend their time in class investigating and studying the application before putting it into practice.

In a study by Chen and Lin (2019), digital storytelling was implemented in an English as a Second Language (ESL) classroom. The results indicated that students who participated in digital storytelling activities exhibited better speaking fluency and accuracy compared to those who did not. Another study by Lee and Lee (2020) explored the effects of digital storytelling on the speaking proficiency of elementary school students. The research demonstrated that students who engaged in digital storytelling activities demonstrated enhanced speaking skills, including vocabulary usage, pronunciation, and storytelling abilities.

Although there are still gaps in the way new technologies are adopted, especially in the least developed countries (LDCs), such as Bangladesh, Bhutan, Burkina Faso, Liberia, Madagascar, Malawi, Mozambique, Nepal, Rwanda, Senegal, Tanzania, and Uganda (Utoikamanu), there has been an increasing development and adoption of new technologies in different parts of the hemisphere. The rate of development is accelerated more quickly due to the new technologies' quick development and alterations (Dugal, 2022). Therefore, incorporating technological aids is essential in helping learners overcome obstacles like speaking the target

language According to Ying et al (2021). According to recent studies (Ahmadi, 2017; Ahmani, 2019), technology is considered as a useful tool for facilitating learning in the digital age, which is now a widespread tendency (Zhang & Yu, 2021). Currently, technology permeates every aspect of our lives. Furthermore, according to Mohamad et al. (2020), Generation Z learners will make up the majority of the population in the twenty-first century and will primarily use information and communication technology (ICT) for their educational needs. These generations, which were born in the digital era, are typically adept at using and participating in social media games because they don't want to miss the newest, most popular information (Valkanova & Watts, 2007).

Some teaching strategies may be more appealing to all students (Wong & Nunan, 2013). As individuals progress through the learning cycle, they select the approaches they feel are most appropriate (Moeke-Maxwell et al., 2020). They aren't even aware that these techniques occasionally aid in learning. As people continue to use the techniques, they become second nature and automatic. In some instances, the students are also unaware of the appropriateness of the methods they have been using (Wong & Nunan, 2013).

Language teaching was defined by Embi and Amin (2010) as students' actions and/or plans aimed at enhancing their linguistic learning. Oxford (2003) defines linguistic teaching strategy as the learners' unique behavior or thought process to facilitate the acquisition of a second language. It is also described as a choice made by students to address their problems while studying the target language (Rubin, 2013). These teaching techniques must be used because they help students improve their proficiency in the target language. This is due to the fact that when learners are aware of the techniques being utilized, they turn into useful tools for language learners to use effectively.

The use of technology in education nowadays is really crucial. We work hard in a time when numerous current technological systems are being developed. Utilizing innovative techniques to inspire students' interest in studying English becomes more alluring. One alternate approach to teaching English that makes it more fascinating is through digital storytelling. It gives students the chance to raise their knowledge and skill levels as well as their academic standards. Future generations will inherit stories as a legacy. Many people today use internet tools to continue their stories. One way to think of a digital story is as a link between traditional and multimedia.

Digital storytelling is a powerful method of sharing stories using digital tools and technologies. It combines traditional storytelling techniques with multimedia elements such as images, videos, audio, and interactive features to create engaging and immersive narratives. In digital storytelling, individuals or communities can express their thoughts, experiences, and emotions in a compelling and creative manner (Lambert, J. 2013)

Digital storytelling is a process that involves the creation and sharing of stories using digital media. It allows individuals to incorporate various media elements, such as text, images, audio, and video, to enhance the storytelling experience. These stories can be personal narratives, historical accounts, educational content, or any other form of storytelling.

Digital storytelling often follows a structured format, comprising of a beginning, middle, and end. The storyteller uses multimedia elements to support and enhance the story, making it more captivating and interactive. These elements can include photographs, illustrations, music, voiceovers, and video clips. By combining different media formats, digital storytelling aims to engage the audience on multiple sensory levels, making the story more memorable and impactful (Ohler, J. 2013).

The process of creating digital stories typically involves planning, scripting, recording, editing, and sharing. Various digital tools and software are available that facilitate the creation of digital

stories, ranging from basic applications to professional editing software. These tools enable individuals to edit and arrange multimedia elements, add visual effects and transitions, and synchronize audio with visuals (Robin, B. (2008)

Digital storytelling can be used across a wide range of disciplines and purposes. In education, it can be a valuable tool for students to express their understanding of a topic, showcase their creativity, or communicate complex concepts. In marketing and advertising, digital storytelling can be used to engage customers, convey brand narratives, and create emotional connections. Digital storytelling can also be used in journalism, advocacy, cultural preservation, and personal expression (Schrock, K. 2017).

Benefits of Digital Storytelling

First, increased student engagement: Digital storytelling captivates students' attention by incorporating multimedia elements such as images, videos, and audio. This interactive approach stimulates students' interest and motivates them to actively participate in the learning process. Second, enhanced creativity and critical thinking: Digital storytelling encourages students to think critically and creatively as they develop and present their stories. They need to plan the plot, characters, and visual components, fostering their imagination and problem-solving skills. Third, improved language acquisition: Through digital storytelling, students practice using language in a meaningful context. They develop their vocabulary, grammar, and pronunciation skills as they construct narratives and communicate their ideas effectively.

Strategies for Implementing Digital Storytelling

Storyboarding: Encourage students to plan their stories by creating a storyboard. This visual representation helps organize the plot, characters, and multimedia elements, ensuring a coherent and engaging narrative.

Collaborative work: Promote group work to foster collaboration and peer learning. Students can work together to create and edit digital stories, providing feedback to enhance each other's speaking skills.

Technology integration: Introduce various multimedia tools such as video editing software, audio recording devices, and presentation platforms. Familiarize students with these tools to enable them to create and share their digital stories effectively.

A study conducted by Smith and Johnson (2018) examined the impact of digital storytelling on speaking skills among a group of high school students. The findings revealed a significant improvement in students' oral communication abilities after engaging in digital storytelling activities.

This research paper aims to explore the importance of utilizing digital storytelling in English as a foreign language classroom with a specific focus on enhancing students' speaking skills in senior high school. The paper discusses the benefits of incorporating digital storytelling into language learning and highlights its potential to engage students, foster creativity, and provide authentic language practice. The research draws upon various scholarly articles, research studies, and educational resources to establish the significance of digital storytelling in the EFL context. The findings of this research support the implementation of digital storytelling as an effective tool for improving students' speaking skills and overall language proficiency.

This study aimed to address the following research questions:

1. How to implement digital storytelling in EFL classroom of senior high school?

2. What are students' perspectives of implementation digital storytelling?

METHODOLOGY

This study used qualitative design as the research methodology. According to Creswell (2012), the qualitative method is a tool for investigating and comprehending the intentions of individuals or groups that define a social or human situation. Statistics are not employed to assess the data in this qualitative study. The participants of this study were 26 Indonesian Senior High School students who chose purposively based on their experience in learning by using digital storytelling. The instruments researched for this study were Observations, Interview, close-ended and open-ended questionnaire. Observations and interviews were conducted to find out how digital story telling was implemented in the classroom to students. Questionnaire is one of the most widely-used as the research instrument, both for novice and experience researchers (Chotimah & Sinta, 2022). The close-ended questionnaires focused on the students' perceptions when digital storytelling applied in the classroom, it also to know the increasing students' speaking skill and for the open-ended questionnaire focused on their feeling when digital storytelling applied in the classroom. The researcher created the questionnaire by adapting ideas from previous studies' instruments (Paramaswari J., Maryam H., & Ilangko S. 2014; Susanto, Riana Devi. 2017, Axelina, 2019) and modifying them to meet the objectives 4 of this study. The questionnaire then was shared online via Whatsapp to be completed by respondents in Google Form.

FINDINGS AND DISCUSSION

The instruments research of this study were Observation, interview, Close ended and open ended questionnaire. This research was conducted in one of the schools in Medan. The participants of this study were 26 students class tenth senior high school on EFL classroom. The findings from this research indicated implementation digital storytelling in senior high school and the students' perceptions of digital storytelling. By using digital storytelling they have increased their enthusiasm for learning English. By using digital storytelling make students more fun, enjoyable, and excited in Learning English.

Observation

The first Instrument that the researcher conducted in this study is observation. The observation this research was conducted at class tenth of senior High school in EFL classroom at Medan. The observation conducted from 5th June- 6th June 2023. The first step taken by the researcher was to ask permission from the school to conduct the research. The researcher must first obtain permission from the school and then permission from the tenth grade English teacher of senior high school before proceeding. Researchers and teachers went straight to class to start investigating English teachers in implementing digital storytelling to improve students' speaking in class.

The first observation was made on Monday, June 5, from 08.00 WIB to 09.30 WIB. English researchers and teachers stopped at the 10th grade category at a school in Medan. As soon as the researcher and the English teacher entered the class, the students got quiet and returned to their seats. The English teacher greets the class by saying, "Good morning, students," after they take their seats. After that, some students introduced themselves to their classmates while others

continued to talk to their friends. The English teacher asked a student to prepare an empty chair for the researcher while the other students and the English teacher were all in the class and the researcher was waiting for the prayer directions. The researcher then took a seat in the back room. The teacher greets students and verifies their presence before asking how they are. Teaching and learning activities then begin after a request for friendly behavior. Get everyone together for group prayer afterwards. Before starting class, the teacher reviews the previous material and introduces the topic to be discussed. At the beginning of teaching and learning activities, the teacher instills a religious attitude, manners, and logical thinking. Students are asked to greet each other when they enter the classroom as part of the opening activity. The teacher leads the class to pray before starting the lesson. The teacher calls one of the students to retell the lesson that has been discussed in the previous meeting. And after that, the researcher observed the activities carried out by teachers and students in class in implementing digital story telling. In this activity the teacher teaches students how to make digital story telling through the topics discussed in class. In this case the teacher told to students to bring laptop for 2 days. Because by using their laptop each of them can make a digital story telling which is guided by the teacher in front of the class.

Give directions to students to pay attention to what the teacher explains on the Infocus screen when the teacher explains how to create digital story telling in English learning in class. Digital story telling also uses audio and images so that all students are expected to record their voices in accordance with the reading text given by the teacher.

Teachers' Strategies for Implementation Digital storytelling in classroom:

To effectively implement digital storytelling in the classroom and enhance students' speaking skills, teacher applied these strategies to the students.

1. Teacher introduces the concept by Explaining the concept of digital storytelling and its purpose Show examples of digital storytelling to inspire students and Provide a clear understanding of the process
2. The teacher provides storytelling techniques. the teacher teaches students the important elements of storytelling such as the plot of character, setting and the conflict. The teacher guides them on how to structure their story effectively.
3. The tools and resources needed in making digital storytelling, the teacher introduces students and tells students easy-to-use digital storytelling tools such as PowerPoint, Adobe Spark, or iMovie. Teachers provide training and support to ensure students can use these tools effectively. In this study, researchers observed that teachers practiced how to make digital story telling using laptops and PowerPoint
4. The teacher provides good preparation and planning to encourage students to brainstorm storyboard ideas and plan their digital stories in advance this will help them organize their thoughts and ensure a coherent narrative
5. The teacher provides exercises and feedback to students. The teacher allocates time for students to practice their oral presentation skills then the teacher provides constructive feedback to help them improve their speaking skills and storytelling techniques

6. Then the last point made by the teacher to students is student sharing and reflection. Teachers create opportunities for students to share their digital stories.

After students have understood the points that can create digital story telling from the teacher's explanation. Then the teacher instructs one group of students to present the digital story telling results that have been made together by the teacher and all students. When making digital storytelling, students must understand the storyline that will be displayed in digital story telling. After students understand the storyline of the text that will be displayed in digital storytelling, students will be more fluent in speaking English because activities in creating digital story telling students must record sound and make it audio so that it is uploaded on the digital story telling video which will be displayed in front of the class.

The researcher observed the activities carried out by the teacher and students when creating digital story telling which tells about narrative text in the digital story telling. After making story telling in narrative text through digital and presenting the results of digital story telling in front of the class, the teacher provides feedback to all students regarding the implementation of digital story telling which has been presented by some students. The teacher gives input about what needs to be improved and gives praise for what students have done in class. After some students presented the digital story telling results made by the group, they returned to their seats. Then the teacher gives input to students.

On the second day of observation, at 6th June 2023 the researcher observed that the teacher presented digital storytelling that the teacher made himself to students in learning English, especially in understanding texts. Students could improve their skills in listening, vocabulary, and also speaking. Because through digital story telling they prefer to learn and are interested in learning English using digital or technology. in this case, the teacher provides interesting learning to all students with digital storytelling.

Interview

The second instrument in this study was Interview. The interview conducted at 7th June 2023.

Researcher: *“What made you implement classroom learning using digital story telling?”*

Teacher: *“Because I see my students lack enthusiasm in learning English especially they are very anxiety in speaking English. So I have an idea to implement and create interesting learning to motivate students to be more enthusiastic about learning and improve their speaking through digital story telling”*

R: *“After you implemented digital storytelling to all students, what impact did you get from implementing digital story telling?”*

T: *“after I implemented digital storytelling and created digital story telling with students in class, I saw an increase in students' speaking English and also saw students more enthusiastic in understanding narrative text of a reading and more enthusiastic in participating in English classes”*

Furthermore, interviews conducted by researchers to student representatives were carried out simultaneously

Researcher: *“After learning to use digital storytelling, are you more enthusiastic?”*

S1: *“Yes, after the teacher implemented learning using digital story telling media, we are more enthusiastic about learning because learning English using digital storytelling is very interesting”*

R: *“What are the benefits of digital storytelling in learning English?”*

S2: *“So many benefits of digital storytelling, Enhances our Listening and Speaking Skills”*

S3: *“Promotes our Reading and Writing Skills”*

R: *“what makes you like learning English using digital storytelling?”*

S4: *“More interesting”*

S5: *“By using digital storytelling, we understood the narrative text easily. We can speak English fluently”*

Interviews conducted by researchers to teachers used English while interviews conducted by researchers to several student representatives used Indonesian which were translated into English by researchers.

Questionnaire

In obtaining data using a questionnaire the researcher distributed Close Ended questionnaires and Open Ended questionnaires to all students using the Google form which was distributed via hatsapp

Close Ended Questionnaire

The researcher conducted a closed ended questionnaire to find out students' perceptions of the benefits of digital storytelling in learning English, especially in improving students' speaking skill. Here are the results of the questionnaires:

No	Close Ended Questionnaires	Skala Likert				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	I give my full attention during creating digital storytelling to improve my speaking skill	86%	8%	6%	-	-
2	Digital story telling is very interesting to enhance speaking skill	76,9%	19,2%	3,9%	-	-

3	After creating digital story telling my speaking English more well	7,7%	88,5%	3,8%	-	-
4	Digital story telling help me understand about the content	92,3%	7,7%	-	-	-
5	I can speak English fluently after teacher implied digital storytelling in the classroom	3,8%	88,5%	7,7%	-	-
6	Digital storytelling activities make me feel Confident and enjoy in speaking English	15,4%	76,9%	7,7%	-	-
7	Digital story telling is fun for enhancing speaking skill and listening.	84,6%	3,85%	3,85%	-	7,7%

From the results of the questionnaire in statement number 1 showed that the results of the percentage, 86% of participants chose strongly agreed that they gave their full attention during the digital story telling activity. 8% of participants agreed and the other 6% neutral. So the results of questionnaire number 1 showed that 86% of participants strongly agree that digital story telling has a very positive impact so that it makes participants focus on learning activities. That means learning English in class is very effective using digital story telling techniques because using this technique makes students more focused on learning objectives and not boring in learning, especially to improve students' speaking skills. Because, in the digital story telling technique it provides various kinds of video, images and also audio that can attract students' attentions so that students are more focused in the process of learning English.

Based on the second statement stated that digital story telling is more interesting than conventional storytelling, from the results of the questionnaire obtained by the researcher in the second questionnaire all participants filled out this part of the questionnaire and the percentage results showed 76.9% of participants chose to strongly agree that digital story telling is more interesting than conventional storytelling. These results can be seen in the pie chart which showed that students who choose strongly agree more than the others. In the second questionnaire, 19.2% of participants chose to agree and 3.9% of participants chose neutral.

In the third statement, the results of the pie chart showed that the percentage results in the third questionnaire, namely 88.5% of participants agreed that using digital story telling can improve their speaking skills. Because in story telling activities it allows someone to communicate more than what has been done. This technique helps participants to improve their English speaking, pronunciation, and other skills. 7.7% of participants chose strongly agree and 3.8% chose neutral. This showed that digital story telling technique can improve students' ability to speak English. In digital story telling activities children or participants are required to focus on

and understand the storylines given, so that students understood the stories. In digital storytelling, material is conveyed using video, audio, and interesting images so that it is easier for participants to accept the content provided through digital storytelling and can be applied in everyday life. In digital story telling activities there are many benefits, because in these activities telling a story to one or more listeners. In story telling activities the teacher carries out a two-way interaction with listeners. But, in digital storytelling, the teacher only showed videos to participants. In digital storytelling activities, teacher used technology to provide the materials to all students in the classroom.

In the fourth questionnaire, the results showed that 92.3% of participants chose strongly agreed. That digital story telling techniques can help students understand content. 7.7% agreed that digital story telling techniques could make students' understanding better. Because in digital story telling activities it is appropriate to be left free to express using their own photos, most of whom like and have accounts on social media that so many features carrying out their daily activities as well as images obtained from the internet and adding sound to support the stories they tell. Therefore, there are many advantages to use digital storytelling, namely increasing student learning motivation, especially in terms of reading, speaking and understanding storylines. In digital story telling activities students can also improve and develop their language skills verbally including being able to express opinions and personal reflections.

In the fifth questionnaire 88.5% of participants agreed that when doing digital story telling activities in class they were able to speak English. 7.7% said they were neutral and 3.8% chose strongly agree. In this case it can be said that when implementing digital story telling activities in class students are able to speak English because this technique is able to motivate students to be more active in speaking especially English. Because the purpose of introducing digital story telling for students is to attract students' attention and make students more motivated in speaking because digital story telling already provides audio, pictures, animation or sentences contained in the video that can be read or heard and practiced directly by participants. Digital story telling is a form of mediated communication that uses a set of information and communication technologies with the aim of exchanging information packaged into several topics in an attractive presentation style (Thurlow, Lengel, and Tomic 2004; Maddin 2011).

The results of the sixth questionnaire stated strongly agree 15,4%, 76,9% stated agree, Neutral 7,7% that the participants make them feel confident and enjoy in speaking English.

The result of seventh questionnaire stated strongly agree 84,6%, 3,85 stated agree, and Neutral 3,85% that digital storytelling is very fun for enhancing speaking and listening skills

From the results of the closed and did questionnaire, it can be concluded that learning English using digital story telling can improve students' speaking skills in English properly and fluently.

Open Ended Questionnaire

Apart to using the Close ended questionnaire, the researcher also provided questions using the Open ended questionnaire so that they could get relevant answers from pure student answers.

1. How do you feel about the conventional storytelling technique and Digital storytelling technique when it is used in their classrooms while they learn English? Which are the better between them? Here is the data of students' perceptions from the open ended questionnaire:

1. I feel better by using DST
2. I feel better by using DST and CST
3. I Feel better learn English with DST
4. By using DST, I feel enjoyable. CST technique makes me boring. DST is better than CST.

5. *DST is better*
6. *By using digital storytelling, I feel happy because learning English without boring*
7. *Digital story telling is creative technique for studying in the classroom. I prefer digital story telling then conventional story telling technique*
8. *Digital Storytelling brings language learning alive and creates a participatory and immersive experience that allows Young Learners to enjoy hearing the language in a dynamic, sometimes stylistic and entertaining way. Conventional story telling is traditional method. That method make me boring when learning English*
9. *Conventional story telling makes me boring. I can struggle learning by using digital story telling. I like DST*
10. *I feel digital storytelling is very fun for learning English than conventional storytelling. I preferred digital story telling technique.*
11. *I feel more enthusiastic when learning English by digital story telling. Because by digital story telling make me feel interesting and happy than conventional story telling.*
12. *I like studying by using digital story telling than conventional story telling*
13. *I feel more enthusiastic when learning English by digital Storytelling than conventional storytelling. The digital Storytelling is better.*
14. *By using digital storytelling in learning English can improve my speaking English because in digital storytelling so many pictures and sentences that I can read or speak. By using conventional story telling make me boring in learning English. Because there isn't picture and audio by using conventional story telling.*
15. *I feel better using digital story telling when learning English than conventional story telling. In digital story telling showed many content there are audio, video, and pictures that make me more understand about the content*
16. *I feel more very Active using digital story telling for learning English*
17. *Yes, I feel enjoy with digital storytelling*
18. *Interesting, digital storytelling.*

From the results of the Open ended questionnaire, the researcher obtained the result that there were 18 participants who filled out the questionnaire on question 11. And there were 8 participants who did not fill in this section. From the results of the open ended questionnaire, it can be concluded that the percentage of participants' answers stated that they preferred learning English using digital story telling techniques rather than conventional story telling techniques.

Students' Perceptions using Digital storytelling in learning English

The study showed that the highest results of this research stated that digital storytelling is the fun technique and enjoyable when learning the target language. Maybe because of the material used by the teacher to convey stories using sophisticated technology. Children are informed by using technology from a young age. As digital natives, they are labeled (Prensky, 2005) when asked to respond to the activities given after listening to the story, they gained the ability to understand the story line and the effect it had on their speaking ability. Therefore, when applying this approach, students feel they enjoy in the class because it meets their current learning needs. This factor also makes students indirectly perceive that learning English is very fun. The students

felt that digital storytelling helped them comprehend the story's topic more thoroughly. When students hear the story while receiving the video and audio, this may occur. By having the students view the tale as well as listen to it, rather than just hearing it, they may better understand the meaning of the challenging terminology that is utilized. This might be related to how different learning senses are used. According to Gills (2005), the integration of many learning senses enables students to learn most effectively from their own preferred manner. Students have decided that using digital storytelling is a great new thing for them, as they initially find it entertaining and fun while making learning easy to understand. This may be as a result of the advantages students may receive from classes, most of which are designed to help them in English. The importance of learning this language as a second language is recognized by today's students. It would be very good for them to participate in supporting the development of their learning after selecting an appropriate learning strategy. The students also felt that digital storytelling could help them pay more attention and improve their English speaking. More than three-quarters of them agree that they can stay focused in class. This can be caused by students can engage with the lesson because they are interested in the tools implemented by the teacher using digital storytelling techniques. Like previous studies that Smeda, Darkich and Sharda (2014) pointed out earlier, learning engagement is useful because of that contribute to positive learning outcomes. This is caused by an increase in the use of language that occurs during the learning process.

CONCLUSION

In conclusion, the implementation of digital storytelling in educational settings has proven to be an effective approach to enhance students' speaking skills. The benefits of increased student engagement are enhanced creativity and critical thinking. Digital storytelling offers numerous benefits for English language learners. It enhances listening, speaking, reading, and writing skills, promotes visual and digital literacy, fosters creativity and imagination, increases motivation and engagement, and develops cultural awareness. Integrating digital storytelling into language learning classrooms can create a more interactive, engaging, and effective learning experience for students.

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