



Teaching EFL Students' Speaking Skill Through Digital Storytelling of 9th Grade Students Junior High School: A Case Study Research

Karina Fuzi Rahayu¹ Evi Karlina Ambarwati²; Wahyudin Fitriyana³

karinafuzir34@gmail.com

¹²³Ilmu Pendidikan, Universitas Singaperbangsa Karawang, Karawang, Jawa Barat

Received: 2023-11-30 Accepted: 2023-12-31

DOI: 10.24256/ideas.v11i2.4368

Abstract

The study aim to improve students' teaching skills by using digital storytelling in teaching speaking for junior high school students. This research used qualitative methodology and case study research as a research design. The participants of this research are 9th-grade students of a public junior high school in Karawang, West Java, Indonesia. The research used a semi-structured observation and interview as instrument of data collection. There are two main findings that the researcher found that answered the purposed research question: 1)How digital storytelling is applied to teach speaking skills and 2)The perception of students after using digital storytelling towards teaching English speaking EFL. So, In conclusion of the research imply that teaching junior high school EFL students digital storytelling can be an effective and entertaining way to improve them speaking skills.

Keywords: *EFL Students, Speaking skill, and Digital Storytelling*

Introduction

In this introduction of the research, the researcher provides a brief of the whole of research contents including the background of the research, research questions, purpose of research, scope of research, significances of the research, and clarification of key terms.

A. Background of The Research

Since English is an international language, it is one of the essential ways of communication. It is for this reason, among others, that the Indonesian government decided that English should be the first foreign language taught in schools. The goal of learning a foreign language has not, however, been achieved as a result of English instruction in Indonesia, according to Brown (1987), who writes that "the culmination of language learning is not simply in the mastery of language forms, but the mastery of forms in order to accomplish the communicative functions of language" (p. 202). Students should have strong speaking abilities in order to perform the communication purposes of language. "Speaking is one of the most difficult skills language learners have to face," write Bueno, Madrid, and McLaren (2006: 321). Speaking is regarded as the most crucial of English's four language skills. Even after learning the language for many years, learners find it difficult to communicate in real-life circumstances when it is required.

Digital storytelling comes to fulfill the storyteller's dreams, utilizing technical tools to live personal tales using images, music or soundtrack, and graphics (Garcia & Rossiter, 2010). Digital storytelling has emerged as a promising and innovative approach to enhance English speaking skills in language education. With the growing importance of English as a global lingua franca, educators seek effective methods to engage students and foster their oral communication abilities. Digital storytelling involves using multimedia elements like images, audio, video, and text to craft narratives, providing language learners a creative and interactive platform. Computers, digital cameras, editing software, and other technology, as stated by Armstrong, are becoming more freely available in classrooms, providing learners and instructors with the means to create digital storytelling more simply than ever before (Armstrong 2003). Furthermore, digital storytelling encourages students to use their imagination to tackle critical issues in novel ways (Ohler, 2008). It is an excellent instructional technique for increasing student motivation and creating a learning environment favorable to narrative production through collaboration, reflection, and interpersonal contact. Students can develop digital stories based on specific educational challenges by using multimedia software tools and other technical abilities, in this case digital storytelling can be used as media in teaching speaking.

Additionally, according to Normann (Normann, 2011, p. 1), digital storytelling combines spoken narration, a variety of visuals, music, and modern technologies to deliver the tale, with those features that digital storytelling has it could be used in teaching EFL students' speaking. Digital storytelling is seen to be the best format for 21st-century students, who vary from students of the 20th century in terms of demands and traits. digital storytelling offers an opportunity to leverage modern technology to support language learning. As technology becomes an integral part of daily life, incorporating digital tools and platforms in the language classroom resonates well with digital-native students. Through interactive and engaging storytelling activities, learners are more likely to stay motivated and actively

participate in language lessons. Moreover, digital storytelling allows educators to assess students' speaking progress effectively by reviewing their presentations and providing constructive feedback. As education continually evolves to meet the demands of 21st-century learners, digital storytelling stands as a promising method to nurture confident English speakers who can proficiently communicate in a global context.

Previous research indicates that certain students may struggle to speak English due to a variety of causes. First, they lack confidence since they are fearful of making errors and have a limited vocabulary (Fauzan, 2014). Second, the knowledge of the pupils is not sufficiently mechanized to assure fluency and correctness. Due to the short time available for learning English, the pupils also have an insufficient understanding of English components such as pronunciation, grammar, and vocabulary (Eviyuliwati, 1997 quoted in Cahyono 2004).

The challenges listed above can be remedied by employing an innovative technique involving technology to assist students in improving their speaking skills. Technology is one of the most significant instruments in teaching and learning, and it plays a crucial part in developing 21st-century skills. As a result, the instructor should think about employing an alternate technique incorporating digital technology in teaching speaking, such as digital storytelling. According to Afrilyasanti (2009), teaching speaking through digital storytelling is a successful approach for overcoming the students' challenge.

To make this research clear, some previous studies support this paper. There are follows: The first study was conducted by Elyani, Eka Puteri & Al Arief, Yusuf & Amelia, Rizky & Asrimawati, Inayati. (2022) "Enhancing Students' Speaking Skills Through Digital Storytelling" of the research yield that there is a significant difference between teaching speaking using digital storytelling and picture-cued storytelling. Because the mean score of students taught using digital storytelling is higher than that of students taught using picturecued storytelling, digital storytelling is more effective than picture-cued storytelling in teaching speaking. The research's findings also reveal that there is a relationship between the motivation of students and the teaching media that affects how well students speak. According to the data, digital storytelling significantly differs from picture-cued storytelling when it comes to teaching speaking to students who are highly motivated, but the difference is negligible for students who lack motivation.

On the other hand by Yuniarti, Y., Yulian, R., & Yuniarti, Y. (2022) "Digital Story Telling Based on Multimodal Elements on EFL Learners' Speaking Performance" The result of study shows that digital storytelling with multimodal elements effectively enhances EFL learners speaking performance. The descriptive statistics show that students in the experimental group ($M=85.4$) significantly outperformed the control group ($M=76.9$) on their speaking performance by digital storytelling. The students perceived a positive perception of digital storytelling based on multimodal elements in learning English in terms of enjoyment of multimodal features such as visual and auditory and values depicted from local values. The

study also explored several perceived obstacles in using digital storytelling in speaking, such as digital and technical literacy, language skill, creativity and innovative thinking, and collaborative learning.

The third is by Seyed Jalal Abdolmanafi-Rokni, Masoud Qarajeh "Digital Storytelling in EFL Classrooms: The Effect on the Oral Performance" According to the results of this study, the strategy of applying digital storytelling not only enhances the speaking ability of learners but also has a considerable effect on students' motivation toward language learning in general and speaking skills in particular.

The fourth research is Roza, Z., & Rustam, S. (2023, February 17). "Digital storytelling to facilitate academic public speaking skills: case study in culturally diverse multilingual classroom" The results demonstrated that DS provided an opportunity to make students' speech more coherent and cohesive because points of descriptors such as fluency, coherence, and cohesion of academic public speaking performances significantly improved by 15%. Moreover, this technique depicted a positive outcome because of its constant reiteration of academic vocabulary and grammar in multilingual groups, and cultural diversity in different nations.

The last one is the study published Nair, V.; Yunus, M.M. A "Systematic Review of Digital Storytelling in Improving Speaking Skills".Sustainability (2021) The integration of digital technology into education offers numerous benefits for educators, enabling them to improve their teaching and learning processes and achieve academic goals. Digital storytelling, a collaborative technology, can be used to foster meaningful learning and active participation. Teachers must be well-equipped and prepared to use digital stories, as multimedia-rich digital tales can arouse students' interest and entice them into lessons. Research shows that digital storytelling during English language lessons can improve students' speaking skills, as children's animation films convey values, roles, patterns, behaviors, and aspirations. Digital storytelling projects should be carried out for 8 to 14 weeks to observe the improvement in students' speaking skills. It enables students to construct digital stories and personal experiences, improving their understanding of the matter and speaking fluency. It also elicits various emotions and allows students to express their emotions more lucidly, improving their speaking skills. Digital storytelling provides teachers with creative teaching methods to create a personalized learning experience. It increases student motivation and engagement, and is effective in improving confidence, creativity, collaboration, and digital literacy. Overall, most researchers agree that digital storytelling can improve many aspects of students' lives, not just speaking skills.

Based on the previous research above, the difference between this research are in the text used, research subjects, and approaches used. However, the research that obtained the use of digital storytelling applied in speaking teaching and learning activities has not been widely discovered yet in the site of this research

held. Therefore, this research was conducted to see how the application of digital media storytelling in teaching speaking skills and to find out students' perceptions after using it to help them speak English.

B. Research Question

1. How digital storytelling is applied to teach speaking skills?
2. How does the perception of students after using digital storytelling towards teaching English speaking EFL?

C. Purpose of Research

From this research, digital storytelling is used to improve students' teaching skills by using digital storytelling in teaching speaking for junior high school students. This research will adopt a case study research design, involving researchers who play an active role in class and collect data through observation and interviews. The goal is the extent to which students understand learning and facilitate understanding by using digital storytelling. The researcher hopes that this research can be useful for students to be able to better understand teaching speaking students using digital storytelling.

D. Scope of Research

Research on this media is used to improve students' English speaking skills in EFL classes. Media uses digital storytelling. This interest is based on a discussion between the researcher and the English teacher in the class, because speaking is the most difficult English subject.

E. Significances of The Research

1. Theoretically

This research is supported by theories related to reasearch issues and supported by several previous studies.

2. Practical

- a) For teachers: Teachers can explore several alternative media that students are interested in and easier to understand. In addition, it will provide benefits for teachers in the future.
- b) For students: This research is expected to motivate them to improve students' speaking skills
- c) For other researchers: This research is expected to be a great experience to face the future when becoming a true teacher and become one of the references for relevant research.

F. Clarification of key Terms

1. Speaking Skill

Speaking is a skill that, in both first and second languages, deserves equal attention to literary ability. To complete many of their most fundamental transactions, students frequently need to be able to practice these abilities with confidence (Bygate, 1987, p. vii). Speaking is viewed as the best means of advancing social standing, corporate professionalism, and social unity. Speaking is another method of language acquisition that is thought to be particularly beneficial for learning (Bygate, 1987, p. vii).

Speaking skills are the ones that the researcher wishes were better most in this study. Speaking skills are also referred to in this study as the capacity of pupils to convey ideas verbally to listeners or audiences in a way that makes it simple for them to understand what is being said.

2. Digital Storytelling

According to Search (2015), digital storytelling is a method that adds to the combination of interactive technology and the traditional art of storytelling in order to create national tales that immerse the audience in new cultural experiences.

Method

This chapter will discuss the methodology of the research. Consist of research design, research procedure, and the subject of the research, an instrument of the research, data collecting technique, and data analysis.

A. Research Design

According to the aim of our research study our research design was a case study. A case study was described as "a qualitative approach in which the investigator explores a case or cases over time through detailed, in-depth data collection involving multiple sources of information and reports a case description and case-based themes" by Creswell (2012). Because it enables the study and comprehension of complicated topics, the use of case studies in social studies has been shown to be particularly beneficial in practice-oriented professions including education, public administration, management, and social work (Starman, 2013).

B. Site and Participant

This study has been conducted at a junior high school in Karawang. The researcher chooses this school since there was in the school that I have been done my research was still lacking in speaking, so I decided to did the research to develop the students' speaking. The subjects of this study were divided into 2, they were the students and the teacher. Then, the teacher was an English teacher who teaches English in this class. By participated, the researcher referred to several grade 9 students. English was a compulsory subject in this school.

C. Research Procedure

According to Fraenkel and Wallen Various sources of information are usually applied in qualitative studies. Therefore, there were several instruments used to collect the required data. The most common methods of data collection were observation and interviews. Observation was mainly used to answer questions about how teaching responded are carried out. interviews were intended to clarify data that was not clear from other sources. An explanation of each method can be seen as follows:

a. Observation

Observation sheet were used to help the researcher in described the situation in the classroom when the teaching learning activities were running before the researcher gave the treatment. The observation consisted of detailed

notation of behaviors, events, and the contexts surrounding the events and behaviors (Best & Khan, 2006, p. 264).

The researcher observed the students' attention toward teacher's explanation, the students' activeness in the discussion, and students' responses toward the teacher's instructions like asked questions and answered questions, the students' abilities in and students and teacher's interaction in class. While the researcher did the observation, the researcher wrote some additional information which was related to the class' condition. By observed the students' behavior and attitude in teaching learning activities, the researcher could found the real problems which happened in class.

Figure 3. The table below is the results of the observation sheet (Eunice Eunhee Jang, 2010)

Statement	YES	NO	Notes
1. Students are excited to read the story selected by teacher			
2. Students are vigorously doing storytelling exercise with their group			
3. Students are enthusiastic to come forward to tell a story			
4. Students pay attention to a story presented by teacher			
5. Students are listening when the other students are telling a Story			
6. Students are courageous to ask and answer question related to the story being presented			
7. Students write the elements of the story and present it in front of the class			
8. Students doing exercise in telling a story with their group, read and comprehend it to understand the disposition of each character			
9. Students are courageous to tell a story in front of the class thoroughly			
10. Students add and present supporting items that are relevant to the story			
11. Students take a conclusion on the story being told			

12. Students express their feelings after telling a story			
---	--	--	--

b. Interview

After the researcher used interviews to gather further information. According to Cohen, et al, Interview was a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard. Interview was a powerful implement for researchers (Cohen et, al, 2011, p.409). The main purpose this interviews was to obtain the students' perception about the use of digital storytelling in class to improved their speaking skills.

The researcher prepared 5 questions related to the use of digital storytelling to the 2 students as the representatives of all students about their opinion. The researcher asked the 2 students agreement and she made an appointment with them. She conducted the interview outside the class in form of focus group discussion.

Interview Question

1. What do you think about the learning process using Digital Storytelling?
(Apa pendapat anda tentang proses pembelajaran menggunakan digital storytelling?)
2. Do you think speaking is important skill in English?
(Apakah menurut Anda speaking adalah kemampuan penting dalam Bahasa Inggris?)
3. Did you think that the digital Storytelling is motivating for you?
(Apakah menurut anda digital storytelling dapat memotivasi Anda dalam belajar?)
4. What do you think about your speaking skills? Is there any improvement?
(Apa pendapat Anda tentang kemampuan berbicara Anda? Apakah ada peningkatan?)
5. What are the factors make it difficult for you to speak in English?
(Faktor-faktot apa saja yang membuatmu merasa susah untuk berbicara Bahasa Inggris?)

D. Intrumentation

The instrument was an important thing when someone was going to do research. This instrument was used to apply the method in the data collection process. The research instrument was a tool for gathering the required information or field data (Sefrianto et al., 2020).

The instruments used in this study were observation, interviews and documentation. Researcher has been provided material about students' writing skills using short stories and take part in classes to make observations. When finished, the researcher has been interviewed the selected students about their perceptions and opinions about students' writing skills used short stories and also what difficulties they experience.

Discussion

1. *How digital storytelling is applied to teach speaking skills*

Some of the most crucial language skills to master is speaking. However speaking skill are still an obstacle for some people in learning a language especially students. As a facilitator of the classroom learning process, the teacher searches for and attempts to implement strategies to help students teach English speaking. Digital storytelling is one technique that can be used to teach speaking skills. In this study, students were invited to participate in reading digital stories, which involving picture cued text. This makes the teaching process engaging and encourages creativity in the students. It is in line with the study conducted by Elyani, Eka Puteri & Al Arief, Yusuf & Amelia, Rizky & Asrimawati, Inayati (2022)

Yuniarti, Y., Yulian, R., & Yuniarti, Y. (2022) Which found reveal that there is a relationship between the motivation of students and the teaching media that affects how well students speak. According to the data, digital storytelling significantly differs from picture-cued storytelling when it comes to teaching speaking to students who are highly motivated, but the difference is negligible for students who lack motivation. It's also proven incorporating digital stories into English classes is very positive for students because it can improve speaking skills, student motivation, and creativity and has a very significant impact on student achievement (Abdolmanafi-Rokni and Masoud Qarajeh, 2014).

From the interviews that have been describe above the researcher found that digital storytelling can assist students in learning English speaking. The outcomes of the student interviews that have been completed provide proof of this. Students like studying, and they concur that digital storytelling may help them learn English since it makes learning engaging rather than tedious by allowing them to be creative in the creation of their own digital narrative. The researcher also found a way that can assist students learn English speaking skill through digital storytelling, which is stage (Creating the digital storytelling) in making digital storytelling by involving students and requiring students to use their own voice in storytelling and then combine it into a video. Additionally, students can receive help and assistance in teaching English speaking skills in the fifth step (Editing and feedback), when they receive a review and can remedy any errors in their digital narrative, including incorrect pronunciation. Students will thus need to record their voices again in order to master the pronunciation.

2. *The Student's Perception Toward Teaching English Speaking Through Digital Storytelling*

It has been demonstrated that digital storytelling is an effective teaching

technique that greatly improves students' comprehension and interaction with narrative materials. Digital storytelling gives conventional tales greater depth and richness by integrating multimedia components like photographs, videos, and music. This makes the stories more engaging and relatable for pupils. This immersive technique improves understanding and retention by fostering a stronger emotional connection to the tale and accommodating a variety of learning styles. Additionally, it boosts students' interest for reading and writing by allowing them to take an active part in the creative process, since they frequently construct own digital tales. Essentially, digital storytelling serves as a link between digital and conventional literacy, increasing the readability and attraction of narrative texts for today's students, but it's not in line with the previous research because the previous research none of it used narrative texts.

Although digital storytelling is a useful tool for kids, some may not have access to the required tools or are not digitally literate. Instructors frequently find it difficult to incorporate technology into the classroom, relying instead on print materials such as books as their main knowledge source. A lengthy learning process and a dearth of English-language publications may undermine students' confidence and engagement. Furthermore, a tiny portion of pupils lack passion as a result of their poor language and speech. Students differ in their levels of interest; some are shy and reluctant to study, while others are keen to do so. When given pre structured tales, some students find it difficult to articulate their thoughts with confidence and clarity. A supportive atmosphere and targeted vocabulary development assistance are required to solve these problems. Yuniarti, Y., Yulian, R., & Yuniarti, Y. (2022).

While digital storytelling is a useful tool for kids, some may not have access to the required tools or are not digitally literate. Instructors frequently find it difficult to incorporate technology into the classroom, relying instead on print materials such as books as their main knowledge source. A lengthy learning process and a dearth of English-language publications may undermine students' confidence and engagement. Furthermore, a tiny portion of pupils lack passion as a result of their poor language and speech. Students differ in their levels of interest; some are shy and reluctant to study, while others are keen to do so. When given pre-structured tales, some students find it difficult to articulate their thoughts with confidence and clarity. A supportive atmosphere and targeted vocabulary development assistance are required to solve these problems. Yuniarti, Yulian, and Yuniarti (2022) discovered a few more challenges that students encounter in their earlier studies. First and foremost, there may be difficulties with technical and digital literacy. For effective storytelling, instructors and students must be adept at utilizing digital tools and platforms, which may need for extra preparation and funding. Proficiency in the language of teaching and the capacity to create compelling tales are two essential language abilities. To successfully communicate their ideas and stories, students need to be linguistically competent, which may

require language help.

Perception is a process that start from receiving a stimulus through the senses ti from a response that occurs within the individual is aware of everything in hia environment through the his senses. From the result of interviews that have been carried out on two student as participants, it was found that students were interested in learning English speaking through digital storytelling. Participant 1 stated that learning English speaking using digital storytelling is fun and easier to understand, because he can make his own summary and edit it into a text that is easier for him to learn. In addittion, participant 2 also state that learning to use digital storytelling is exciting because they can put together picture. And it can be concluded that they agree that learning English speaking using digital storytelling is very fun and interesting, does note make their feel bored because of monotonous learning.

Conclusion

The objective of the study was to learn about junior high school students' is applied to teach speaking skills and perception of students after using digital storytelling towards teaching English speaking EFL.

The discution of the research imply that teaching junior high school EFL students digital storytelling can be an effective and entertaining way to improve them speaking skills. The speaking skills of the students who took part in the digital storytelling activities improved, suggesting that this method can help students learn languages. Furthermore, following their use of digital storytelling, the students' opinions were largely favorable, with many of them finding it inspiring and fun. However, It is important to remember that different students may have different preferences and learning styles, and further study may be required to determine the long-term effects of digital storytelling on English language proficiency. Additionally, in order to enhance language instruction, it is important to take into account student feedback and modify teaching strategies in accordance with their requirements and interests. In summary, the study emphasizes the value of student-centered approaches in language education and the possible advantages of using digital storytelling in the teaching of English speaking skills to junior high school EFL students.

Acknowledgement

Attachment 1

Observation Sheet

Statement	YES	NO	Notes
1. Students are excited to read the story selected by teacher			
2. Students are vigorously doing storytelling exercise with their group			
3. Students are enthusiastic to come forward to tell a story			

4. Students pay attention to a story presented by teacher			
5. Students are listening when the other students are telling a story			
6. Students are courageous to ask and answer question related to the story being presented			
7. Students write the elements of the story and present it in front of the class			
8. Students doing exercise in telling a story with their group, read and comprehend it to understand the disposition of each character			
9. Students are courageous to tell a story in front of the class thoroughly			
10. Students add and present supporting items that are relevant to the story			
11. Students take a conclusion on the story being told			
12. Students express their feelings after telling a story			

Adapted from (Eunice Eunhee Jang, 2010)

Attachment 2

Storytelling

The Fox And The Cat



One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. 'Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,' she said. 'I know only one trick to get away from dogs,' said the cat. 'You should teach me some of yours!'

'Well, maybe some day, when I have the time, I may teach you a few of the simpler ones,' replied the fox airily. The cat called down to the fox. 'Which one of your hundred tricks are you going to use?'

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder - the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. 'This is the trick I told you about, the only one I know,' she called down to the fox. 'Which one of your hundred tricks are you going to use?'



The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore

"A single plan that works is better than a hundred doubtful plans."

<https://image.slidesharecdn.com/narrativetext-150414104402-conversion-gate01/95/the-fox-and-the-cat-1-638.jpg?cb=1429008289>

Attachment 3

INTERVIEW GUIDELINE

Interview question list:

1. What do you think about the learning process using Digital Storytelling?
(Apa pendapat anda tentang proses pembelajaran menggunakan digital storytelling?)
2. Do you think speaking is important skill in English?
(Apakah menurut Anda speaking adalah kemampuan penting dalam Bahasa Inggris?)
3. Did you think that the digital Storytelling is motivating for you?
(Apakah menurut anda digital storytelling dapat memotivasi Anda dalam belajar?)
4. What do you think about your speaking skills? Is there any improvement?
(Apa pendapat Anda tentang kemampuan berbicara Anda? Apakah ada peningkatan?)
5. What are the factors make it difficult for you to speak in English?
(Faktor-faktor apa saja yang membuatmu merasa susah untuk berbicara Bahasa Inggris?)

Attachment 4

Letter of Research

(Foto Surat Keterangan Dari Sekolah)

Attachment 5

Buku Konsultasi Bimbingan Skripsi

Attachment 6

Sample Observasi Sheet

Adapted from (Eunice Eunhee Jang, 2010)

Statement	YES	NO	Notes
1. Students are excited to read the story selected by teacher	YES		
2. Students are vigorously doing storytelling exercise with their group	YES		
3. Students are enthusiastic to come forward to tell a story	YES		
4. Students pay attention to a story	YES		

presented by teacher			
5. Students are listening when the other students are telling a story	YES		
6. Students are courageous to ask and answer question related to the story being presented	YES		
7. Students write the elements of the story and present it in front of the class	YES		
8. Students doing exercise in telling a story with their group, read and comprehend it to understand the disposition of each character	YES		
9. Students are courageous to tell a story in front of the class thoroughly	YES		
10. Students add and present supporting items that are relevant to the story	YES		
11. Students take a conclusion on the story being told	YES		
12. Students express their feelings after telling a story	YES		

Attachment 7

Sample Interview Transcript

TEACHING EFL STUDENTS' SPEAKING SKILL THROUGH DIGITAL STORYTELLING
OF 9th GRADE STUDENTS JUNIOR HIGH SCHOOL: A CASE STUDY RESEARCH

1. Interviewer : Karina Fuzi Rahayu
2. Time : 120 Minutes
3. Place : Classroom
4. Participant : Two nine-gride students

Question	Answer
----------	--------

What do you think about the learning process using Digital Storytelling?	P1 “Menurut saya belajar dengan menggunakan metode digital storytelling lebih mudah dipahami, pembelajaran pun terasa lebih menarik dan tidak membosankan.”
Do you think speaking is important skill in English?	P1 “Ya, karena metode pembelajaran Bahasa Inggris itu melalui listening, speaking, reading dan writing. Lalu hal ini juga untuk bisa berkomunikasi dengan orang lain atau orang asing.”
Did you think that the digital Storytelling is motivating for you?	P1 “Pembelajaran menggunakan metode digital storytelling dapat meningkatkan motivasi saya dalam belajar Bahasa Inggris khususnya di speaking.”
What do you think about your speaking skills? Is there any improvement?	P1 “So far so good, kemampuan berbicara saya cukup baik dari sebelumnya, dan metode ini meningkatkan sedikit lebih tinggi dari sebelumnya.”
What are the factors make it difficult for you to speak in English?	P1 “Sejauh ini saya masih belum bisa menemukan dimana letak kesulitan saya dalam berbicara menggunakan Bahasa Inggris. Akan tetapi mungkin karena kurangnya rasa percaya diri, sulit menterjemahkan, keterbatasan kosa kata dan kesulitan dalam pengucapan.”

References

- Alfatihah, A., Ismayanti, D., Syam, A., & Santaria, R. (2022). Teaching Speaking Skills through Project-Based Learning for the Eighth Graders of Junior High School. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10(1), 152-165. doi:<https://doi.org/10.24256/ideas.v10i1.2555>
- Afrilyasanti, R. (2009). The Implementation of Digital Storytelling in Teaching Speaking to EFL Students: A Case Study. Unpublished Thesis. Malang: Faculty of Letters, State University of Malang
- Budianto, L., Azmi, M., & Putera, A. A. (2021). The implementation of digital storytelling using discovery learning in EFL listening class: middle school students' and teachers' voices. *Journal on English as a Foreign Language*, 11(2), 381-399. <https://doi.org/10.23971/jefl.v11i2.3036>
- Brown, Penelope dan Stephen C. Levinson. 1987. Politeness: Some Universal in Language Usage. Cambridge: University Of Cambridge Press.
- Bueno, A., Madrid, D., & McLaren, N. (2006). TEFL in Secondary Education (pp. 4-7). Granada: Editorial Universidad de Granada.
- Cassar, Anna & Jang, Eunice. (2010). Investigating the effects of a game-based approach in teaching word recognition and spelling to students with reading disabilities and attention deficits. *Australian Journal of Learning Difficulties*. 15. 193-211. 10.1080/19404151003796516.
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative Inquiry and Research Design: Choosing among five approaches*. Sage Publication.
- Cohen, L., Manion, L. & Morrison, K. (2007). *Research methods in education*. New York: Routledge.
- Elyani, E. P., Al Arief, Y., Amelia, R., & Asrimawati, I. F. (2022). ENHANCING STUDENTS' SPEAKING SKILL THROUGH DIGITAL STORYTELLING. *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)*, 5(2), 105. <https://doi.org/10.20527/jetall.v5i2.14330>
- Eviyuliwati, I. (1997). The teaching of functional skills and communicative expressions at SMU IKIP Malang based on the 1994 English curriculum: A case study. *English Language Education*, 3(1), 55-60.
- Goh, C. C. M. & Burns, A. (2012). *Teaching speaking: A holistic approach*. New York: Cambridge University Press.
- Husnaini, Husnaini. "Development of Self Esteem-Oriented Micro Teaching Materials for IAIN Palopo English Education Students." *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 10.1 (2022): 538-560.
- Muller, Jon. (2005). The Aunthentic assessment toolbox: Enhancing students learning through online learning teaching. 1/1: 1-7.
- Masruddin, M., & Nasriandi, N. (2022). Lexical and Syntactical Errors Performed by Junior High School Student in Writing Descriptive Text. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10(1),

- 1094-1100. doi:<https://doi.org/10.24256/ideas.v10i1.3024>
- Normann, A. (2011). Digital storytelling in second language learning: A qualitative study on students' reflections on potentials for learning.
- Ohler, J. B. (2013). Digital storytelling in the classroom: New media pathways to literacy, learning, and creativity. Thousand Oaks: Corwin Press
- Roza, Z., & Rustam, S. (2023, February 17). Digital storytelling to facilitate academic public speaking skills: case study in culturally diverse multilingual classroom - Journal of Computers in Education. <https://doi.org/10.1007/s40692-023-00259-x>
- Rossiter, M., & Garcia, P. A. (2010). Digital storytelling: A new player on the narrative field. *New Directions for Adult and Continuing Education*, 2010(126), 37–48. <https://doi.org/10.1002/ace.370>
- Seyed Jalal Abdolmanafi-Rokni, Masoud Qarajeh. Digital Storytelling in EFL Classrooms: The Effect on the Oral Performance, *International Journal of Language and Linguistics*. Volume 2, Issue 4, July 2014 , pp. 252-257. doi: [10.11648/j.jill.20140204.12](https://doi.org/10.11648/j.jill.20140204.12)
- Nair, V.; Yunus, M.M. A Systematic Review of Digital Storytelling in Improving Speaking Skills. *Sustainability* 2021, 13, 9829. <https://doi.org/10.3390/su13179829>
- Yuniarti, Y., Yulian, R., & Yuniarti, Y. (2022). Digital Story Telling Based on Multimodal Elements on EFL Learners' Speaking Performance. *JPI (Jurnal Pendidikan Indonesia)*, 11(2), 308–316. <https://doi.org/10.23887/jpiundiksha.v11i2.40217>