

THE USE OF DIGITAL STORYTELLING IN EFL CLASSROOMS

AT MTS NEGERI 3 BOJONEGORO

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana

Pendidikan (S.Pd) in Teaching English



By :

Lilis Rahmawati

NIM D75216051

ENGLISH TEACHER EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA

2022

PERNYATAAN KEASLIAN SURAT

Saya yang bertanda tangan dibawah ini :

Nama : LILIS RAHMAWATI
NIM : D75216051
Jurusan/Program Studi : PENDIDIKAN BAHASA INGGRIS
Fakultas : TARBIYAH DAN KEGURUAN
Fakultas/Prodi : Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris

Dengan ini menyatakan dengan sebenar – benarnya bahwa skripsi yang berjudul “*The Use of Digital Storytelling in EFL Classrooms at MTsN 3 Bojonegoro*” adalah benar – benar hasil karya sendiri. Segala karya dari orang lain hanya digunakan sebagai acuan dengan mengikuti etika atau tata cara penulisan karya ilmiah berdasarkan aturan – aturan yang ditetapkan oleh jurusan.

Demikian pernyataan ini dibuat dengan sebenar – benarnya, apabila pernyataan tidak sesuai dengan fakta yang ada maka saya sebagai penulis bersedia dimintai pertanggung jawaban sesuai dengan peraturan perundang – undangan yang berlaku.

Surabaya, 13 January 2022



LILIS RAHMAWATI

NIM.D75216051

ADVISOR APPROVAL SHEET

This thesis by Lilis Rahmawati entitled "*The Use of Digital Storytelling in EFL Classrooms at MTsN 3 Bojonegoro*" has been approved by the thesis advisor for further approval by the boards of examiners.

Surabaya, 13 January 2022

Advisor I



Fitriah, MA, P. hD

NIP.197610042009122001

Advisor II



Drs. Muhtarom, M. Ed, Gred, Dip. Tesol

NIP. 196512201992031005

EXAMINER APPROVAL SHEET

This thesis by Lilis Rahmawati "*The Use of Digital Storytelling in EFL Classrooms at MTsN 3 Bojonegoro*". Has been examined on 13 January 2022 and approved by the board of examiner.



Dean of Tarbiyah Faculty and Teacher Training

Prof Dr. H. Ali Masud, M. Ag, M. Pd. I

NIP. 196301231993031002

Examiner I

A handwritten signature in black ink, belonging to Dr. Irma Soraya, M.Pd.

Dr Irma Soraya, M.Pd

NIP. 196709301993032004

Examiner II

A handwritten signature in black ink, belonging to Rakhmawati, M.Pd.

Rakhmawati, M.Pd NIP.

197803172009122002

Examiner III

A handwritten signature in black ink, belonging to Fitriah, MA, P.hD.

Fitriah, MA, P.hD

NIP. 197610042009122001

Examiner IV

A handwritten signature in black ink, belonging to Drs. Muhtarom, M.Ed.

Drs. Muhtarom, M.Ed Gred, Dip. Tesol

NIP. 196512201992031005



UIN SUNAN AMPEL
SURABAYA

**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN**

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail: perpus@uinsby.ac.id

**LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS**

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : Lilis Rahmawati
NIM : D75216051
Fakultas/Jurusan : Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris
E-mail address : Lilisrahma13960@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :

☒ Skripsi ☐ Tesis ☐ Desertasi ☐ Lain-lain (.....)

yang berjudul :

THE USE OF DIGITAL STORYTELLING IN EFL CLASSROOMS AT MTSN 3
BOJONEGORO

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara **fulltext** untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 17 Juli 2022

Penulis

(
Lilis Rahmawati
)

teknologi sebagai media pembelajaran saat ini dalam mengajar bahasa Inggris. Hal ini menunjukkan bahwa materi yang lebih kreatif dan menarik yang dapat meningkatkan bahasa Inggris siswa. Penelitian ini bertujuan untuk meningkatkan keterampilan berbicara siswa dengan menggunakan digital story sebagai media pembelajaran yang kreatif dan menarik. Deskripsi deskriptif dalam bentuk digital tentang kehidupan sehari-hari siswa. Untuk mengeksplorasi masalah tersebut, penelitian ini menggunakan desain kualitatif dengan menyebarkan kuisioner kepada lima siswa. Hasil penelitian menunjukkan bahwa membuat cerita tentang kegiatan sehari-hari siswa dapat meningkatkan keterampilan berbicara mereka dan mempresentasikan cerita tersebut dengan menggunakan digital story. Dalam membuat video kehidupan sehari-hari siswa, penelitian ini juga menunjukkan bahwa bahasa mereka sendiri. Studi ini juga menunjukkan bahwa

Key Words : *Cerita Digital, Perbaikan, Keterampilan Berbicara.*

di depan kelas. Dalam membuat video kehidupan sehari-hari, siswa menggunakan bahasa mereka sendiri. Studi ini juga menemukan bahwa siswa percaya diri berpartisipasi dalam praktik kelas menggunakan digital storytelling. Penelitian ini menyoroti bahwa, pembelajaran dengan digital storytelling membantu siswa untuk melatih berbicara mereka menggunakan bahasa target. Siswa juga dapat menghafal kosakata dengan lebih mudah ketika mereka menggunakan digital storytelling dan ini membantu memfasilitasi keterampilan berbicara mereka.

CHAPTER I

INTRODUCTION

This chapter presents the information about background of the study, the research questions, the objective of the study, the significance of the study, scope and limitation of the study, and the definition of key terms.

A. BACKGROUND OF THE STUDY

Nowadays technology is an inseparable part of various aspects of life. Because technology contains many benefits in human life, one of which is technology can speed up and facilitate the delivery of information. Technology is a form of process that increases added value. For example, technology can be used as a means to search for information and to communicate with others.

Education is one area that needs technology to accelerate the improvement of education quality but technology itself cannot improve education quality. Teachers are the ones who can make improvements to the quality of their teaching through the use of technology. Technology can ease the learning process or the transformation of information. Under the supervision of the teacher, students can access online learning with interesting materials and collect jobs via Email. Thus, the learning process

In this study, the researcher defines digital storytelling as a digital learning media used to tell someone's personal experience or story using digital media. The teacher uses digital storytelling as a learning media to find out whether the use of digital storytelling in classroom practice can facilitate the improvement of students' speaking skills.

Teaching and learning activities also require teaching media, so that students more easily comprehend the material that has been explained the teacher and can create active communication between teacher and

⁴ Robin, B. and M. Pierson, 2005. *A multilevel approach to using digital storytelling in the classroom*. C. Crawford vd. (Ed.), Proceedings of Society for Information Technology & Teacher Education International Conference 2005. Chesapeake, VA: AACE. pp: 708-716.

There is a lot of research on digital storytelling. Cirali investigated the effect of digital storytelling on students' visual memory capacity and writing skills⁷. While Sadik and Razmi et al⁸. studied the effect of preparing digital stories on students' language skills⁹. And Maratul Azizah studied the application of digital storytelling with recount text retelling material to improve student learning outcomes¹⁰. It can be concluded that some of the previous studies above examined the influence of digital storytelling in writing, language skills and the application of digital storytelling to improve student learning outcomes.

This research needs to be done because it is to find out the improvement of students' speaking in EFL classrooms. This study investigates the use of digital storytelling to improve students' speaking skills by administering questionnaires and interviewing students. In

¹⁰ Azizah Maratul. Penerapan Strategi Digital Storytelling Pada Mata Pelajaran Bahasa Inggris Dengan Materi Pokok Menceritakan Kembali Teks Recount Untuk Meningkatkan Hasil Belajar Siswa Kelas VIII Di MTs Negeri Surabaya 2. Teknologi Pendidikan, Fakultas Ilmu Pendidikan, Universitas Negeri Surabaya, 2014.

The results of this study are used as a perspective and explanation for teachers and students as material in teaching English and focus on identifying digital storytelling media in teaching speaking.

1. How do the teachers use digital storytelling in their classroom practices?
2. In what ways does digital storytelling facilitate students' improvement of speaking skills?

The purpose of this study is to answer the research questions previously mentioned, namely:

1. To find out the teacher's practice in using digital storytelling in EFL classrooms.
2. To find out how to use digital storytelling to facilitate students' speaking skills

The research is be expected to be used theoretically and practically:

1. Theoretical Significance

The results of this study are expected to extend the theories on how teachers could use digital storytelling in teaching speaking. The research may confirm the theory on the benefits of DST for facilitating students' speaking skills.

2. Practical Significance

- a. For students: Provide deeper information and more knowledge about the use of digital storytelling media practicing their 'speaking abilities skills. They may use the media for learning independently by practicing their 'speaking abilities skills. They may use the media for learning by telling their daily activities with the use of digital media.
- b. For teachers: Examine teachers in the use of digital storytelling to facilitate the improvement of students' speaking skills. Teachers can provide teaching media independently for students to practice their speaking skills by telling their daily activities using digital storytelling.
- c. For the researcher: Know how teachers use digital storytelling in English teaching practice and student response in practice their speaking skill by using digital storytelling in their daily activities.

E. Scope and Limitation of the Study

The scope of this research is the extent to which the use of digital storytelling in EFL classrooms can improve the English speaking skills of junior high school students.

In general, students will choose what they want because everyone has expectations of what they choose. Therefore, students who want to improve their speaking skills choose alternatives through digital media. This phenomenon is known as the Use and Gratifications theory which will be used by researchers in this study.

After going through the use and gratifications stage, the theory related to this research is the audio-lingual method, which explains practice and practice in language that focuses on listening and speaking. Then the researcher will relate it to the digital media used in improving students' speaking skills, including narration voice recordings, videos and music presented in digital format.

This research was conducted on junior high school students at MTsN 3 Bojonegoro who used digital technology to improve speaking skills where students were asked to create digital stories about their daily lives. The researchers focused on knowing the improvement of students' speaking skills.

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

The development of technology that increasingly dominates the development of human life from day to day is growing rapidly, as one example is in the world of education, which digital media technology is very helpful in the learning system. One form of technology used in learning media is digital storytelling, digital storytelling is a new form of learning media from storytelling that allows ordinary people to share aspects of their stories using digital media. Storytelling is a story illustrated on a piece of paper, while digital storytelling is a story created using digital media. Digital Storytelling is essentially a process of combining images, sound, text and video to tell or describe something¹⁴.

11

communication skills, because only in that way, students can express themselves in order to learn how to speak in that way, some activities that can improve speaking skills are: storytelling, discussion, simulation, information exchange, brainstorming, e-mail, interview, story completion, and reporting.

This speaking skill occupies an important position in students' communicative abilities. Their speaking ability not only plays an significant role in language learning

concern to understanding, explication, and volume. Students attempt with various intonations and reflect various emotions.

come alive as told. One of them uses a digital storyteller

In retelling a story, students can use some digital media that shows the characteristics involved in it, the arrangement of the story, and the story line. Students can tell stories using learning media such as videos, short films, and others.

In teaching and learning activities instructional media is very helpful in facilitating instructional goals. In creating communication between student's and student's and also students and teacher. In addition, the use of technology based media in teaching and learning activities can improve students' English proficiency. Teaching media is defined as a non-personal (non-human) means used or provided by teaching staff, who play a role in the teaching-learning process, to achieve instructional goals¹⁶.

¹⁶ Bayley, et al. , (1996). *Writing in Action*. New York: Macmillan Publishing Company.

used by student staff to channel information in achieving educational goals.

One of the things that help the younger generation in this digital era is using search engines to find all the questions, information, knowledge and the latest news about education relatively quickly and easily.

In addition, digital and internet can be used in the learning, for example to send the assignments, the use of, personal or private email address depends on the teacher. The monotonous learning process that only keeps students sitting all day in the classroom may not be common anymore. Students will find it easier to learn as they do not need to come to the classroom for learning. They can listen to the teacher's explanation using video calls as long as they have internet signal access. The positive impact is that students become enthusiastic about learning because they do not have to sit until they are bored in class wearing uniforms like at general schools.

Besides that, another benefit of the digital era for learning is to eliminate the habit of writing on books and blackboards because now there is computer or laptop technology as well as notebooks. This will be very helpful

subject matter to students. In addition, learning through digital storytelling greatly enhances students' ability to think critically, communicate and be creative. The use of digital media in learning will help students learn to think and have the need to survive in a technology-based and knowledge-based world.

4. The use of digital storytelling in learning English

The success of changing the quality of learning English

Learning will help students thrive in a technology-based world.

4. The use of digital storytelling in learning English

teaching and learning activities can achieve the expected learning goals. For this reason, a teacher is required to be able to

In carrying out the learning process the teacher should have a strategy to improve the quality of learning. An active learning strategy is an alternative that allows for contextualization to create active participation of students in the learning process.

The second research by Riana entitled effectiveness of using digital storytelling in learning to write narrative texts examines the effectiveness digital storytelling media in learning writing¹⁸. This research used a qualitative design by identifying the case that occurred in class VIII A of SMP Negeri Widodaren 1 Ngawi. The researcher found that the use of digital storytelling was effective in learning how to write narrative texts and could motivate students to learn.

The studies above investigated the use of digital storytelling have different areas of investigation. Atiqah, Titien, and Nancy examine the Implementation of Digital Storytelling in Learning English, and Riana' study was identifying the Effectiveness of Digital Storytelling use in writing narrative texts.

¹⁹ Heriyana, Wina, et al. 2011. “Penerapan Metode Digital Storytelling Pada Keterampilan Menceritakan Tokoh Idola Mata Pelajaran Bahasa Indonesia Siswa Kelas VII di SMP Negeri 1 Kedamean, Gresik”. Jurnal Online Universitas Negeri Surabaya. Di-download dari <http://www.scribd.com/doc/232838937/penerapan-metode-digital-storytelling-pada-keterampilan-menceritakan-tokoh-idola-mata-pelajaran-bahasa-indonesia-siswa-kelas-vii-di-smp-negeri-1-kedam#scribd>.

CHAPTER III

RESEARCH METHOD

This chapter explains how to conduct this study. It is composed of the following elements: research design, subject of the research, data and source of data, data collection technique, instrument of the research, and data analysis technique.

A. Research Design

This study used a descriptive qualitative design because this method is suitable to determine the improvement of students' speaking skills by administering the questionnaires and interviewing students. The interviews are useful for understanding the use of digital storytelling media in facilitating the improvement of students' speaking skills. According to John W Creswell, Qualitative research is a research design that occurs when researchers find knowledge in the sense of good experience²⁰.

This study distributed the questionnaires to 30 students and interviewed 5 students in grade 9F at MTsN 3 Bojonegoro. As stated by Creswell, survey research is research that conducts a survey of a population to describe the opinions, behaviors, beliefs, and attitudes of the population. Ahmadi stated that qualitative methods are used when research aims to describe phenomenon; and the data used are

²⁰ John W. Creswell. *Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Lincoln: Pearson)

opinions (interviews), behavior, and documents that are not analyzed using statistical patterns²¹.

B. Subject of the Research

The study involved 5 students for the interview and 30 students of MTsN 3 Bojonegoro for survey questionnaires. For the interview, this study only involved 5 students' in grade 9F at MTsN 3 Bojonegoro and with the recommendation from the teacher. All participating students who are interviewed and completed the questionnaires have experiences using digital storytelling in learning English.

C. Data and Source of Data

This data of this study was from students who have experienced using digital storytelling in EFL classrooms. The study interviewed 5 students about their experiences using digital storytelling and found out whether use of digital storytelling can improve their speaking skills. The data was also from a questionnaire asking students about the use of digital storytelling in learning English.

²¹ Ahmadi, R. 2014. Metodologi Penelitian Kualitatif. 4.

D. Data Collection Techniques

Questionnaire data were analyzed descriptive statistics using the Statistical Package for the Social Science (SPSS) 22 to find the mean and standard deviation in using digital storytelling in EFL classrooms. To avoid student misunderstandings, the questionnaire used the student's mother tongue, Indonesian and then the results were translated into English. In the process of collecting data, the participants in this study were 30 students who participated in this study which was indicated to be valid because most of the statements from the questionnaire were valid. The detailed findings are described in the following sections.

As said at the outset, the data of this study was from interview and survey questionnaires. The interview was done with five students via WhatsApp application with the agreement from the participants. The five participating students were recommended by the teacher, where the 5 students are students who are fairly active in the use of digital storytelling in EFL classrooms. Once they agreed to be interviewed, the researcher set up the time for the interview.

This study used semi-structured interviews to obtain information in depth about the use of digital storytelling and whether the use of it can facilitate the improvement of their speaking skills. The interview was done in language and recorded based on the participants approval

30 students completed the survey questionnaires online via Google Forms.

The researcher shared the link to the teachers and asked them to share it to their students. As explained earlier the students who completed the questionnaires are from 9F class at MTsN 3 Bojonegoro as they have experiences using digital storytelling for learning English. The study involved all the students in 9F class at MTsN 3 Bojonegoro but only 30 students completed the questionnaires.

E. Research Instrument

The instruments used in this study were interview guidelines and survey questionnaires and the content of the interview guideline and questionnaire was adapted from other studies. In writing the interview guideline and questionnaire, the questions or items raised refer directly to the research questions. So, it minimizes irrelevant questions and the researcher could ask the questions that directly relate to the study. To obtain relevant data the researcher follows the interview guideline although the researcher has still the opportunity to explore the questions from the participants' responses.

The interview guideline consists of five main questions about the use of digital storytelling in learning English, and asks further questions about whether digital storytelling could increase students'

2. Then the researcher selects, identifies, and focuses the data with reference to the formulations of the research problem. Using the Statistical Package for the Social Science (SPSS) 22 to find the mean and standard deviation where the researcher looks for the average students who like the use of digital storytelling and translates it into a table, this questionnaire is analyzed.
3. After selecting the data, the researcher displays those data into good sentences. When all the information was gathered, the researcher began to narratively explain the outcomes and all the information. The researchers' definition is based on the data obtained from questionnaire and interview.
4. After displaying the data, the conclusion is drawn. Moreover, to get validity of the data, the questionnaire is supported by an interview.

FINDING AND DISCUSSION

A. Findings

1. Teachers' use of digital storytelling in classroom practices

From the results of data collection through questionnaires, researchers found several statement that received the most approval from students. It can be seen in table 4.1 below:

Table 4.1

The practice of digital storytelling

No. Item	Statement	Percentage				
		SD	D	N	A	SA
X1	The effective use of digital storytelling for learning English	0	0	10.0	73.3	16.7
X2	I am satisfied with the time given by the teacher in digital storytelling activities	0	0	20.0	40.0	40.0
X3	I enjoy learning using digital storytelling	0	0	14.7	46.7	36.7
X4	I can determine the type of story in digital storytelling	0	3.3	16.7	40.0	40.0
X5	I chose the title for digital storytelling according to my wishes	0	0	13.7	27.8	54.2
X6	I like stories in digital storytelling	0	0	30.0	36.7	33.3
X7	I am interested in delivering daily activity videos on digital storytelling activities	0	3.3	36.7	33.3	26.7
X8	I prefer group work when doing digital storytelling	0	3.3	26.7	36.7	33.3

X9	I easily understand the language used in digital storytelling	0	3.3	23.3	36.7	36.7
X10	I am satisfied with telling daily activities on digital storytelling activities	0	0	40.0	43.3	16.7
X11	My ability gets better when doing digital storytelling activities	0	0	40.0	33.3	26.7
X12	The use of digital storytelling helps to improve my English speaking skills	0	0	30.0	23.3	46.7
X13	I am happy when other classes take part in digital storytelling lessons	0	3.3	40.0	30.0	26.7

N : total participant
Mean : average or the most common value
Std. Deviation : the measurement of the amount of variation in the set of value

This indicates that the students seem to believe that digital storytelling can help them learn English easily and they enjoy doing the activity. The results of the questionnaire also revealed that they love doing the activity with the use of digital storytelling as they could determine the type of story they could tell in digital storytelling (X4) with 80% agreement of this statement. Another reason for enjoying the use of digital storytelling is that students could choose their own title for their digital story (X5). This indicates that the students enjoy participating in digital storytelling as they have freedom to topic they want to share with others and the title for the story.

In addition, the use of digital storytelling helps improve students' speaking skills (X12). This shows that approximately 70% of students feel that the use of digital storytelling increases their speaking skills. However, another 30% of students are still unsure of their speaking ability. This shows that the participation of students in the use of digital storytelling does not guarantee an increase in their speaking skills.

In general, the findings show that most of the statements respond positively with an average score above 40.0 (table 4.2). There are also students who are unsure of the use of digital storytelling in learning English because they are unsure of their own abilities with the lowest average score being 3.77. So, the results

Besides being able to increase students' self-confidence, digital storytelling is also very effective in improving students' speaking skills. Digital storytelling media is very useful, especially in training various student abilities, especially presentation skills and language skills. Along with the development of technology, the creation of innovative teaching media by utilizing technology is needed to attract students' interest. Using digital storytelling in the classroom encourages students' participation. They involve in planning, creating, and presenting a media in the form of videos for describing the story, as expressed by students 4 and 5:

'Using digital storytelling media in classroom learning, I often memorized English vocabulary' (student 5).

The results of the interviews above show that digital storytelling can facilitate students' speaking skills when they make daily videos, they often memorize English vocabulary. From there, the students felt that their habit of memorizing

According to Jonassen and Hernandez-Serrano there are three ways to support learning using stories. First, it can be used as an example of a concept or principle taught directly. Second, it can be used as a case of problems that must be solved by students. Third, the story can be used as advice for students, to help them learn to solve problems²⁴. Regarding the use of digital storytelling, the results of interview analysis revealed that students like learning using digital storytelling for four reasons: fun learning, easy to understand, add to knowledge and insight, and improve the ability to speak English.

Based on data that has been obtained, according to learning

²⁵ Tsou, W., Wang, W., & Tzeng, Y. (2006). Applying a multimedia storytelling website in foreign language learning. *Computers & Education*, 47, 17-28.

As stated by Robin, educators at all levels and in most subjects can use digital storytelling in many ways to support student learning by encouraging them to regulate and express their ideas and knowledge individually and meaningfully.

The second reason is that learning using digital storytelling allows it to be easily understood by students. According to Dexter et al. the effectiveness of technology integration into education is largely dependent upon its ability to engage students into learning²⁷.

²⁶ Barret, H. (2006). Researching and evaluating digital storytelling as a deep learning tool. In C. Crawford, et al. (Eds.), *Proceedings of society for information technology and teacher Education International Conference 2006* (pp. 647-654). Chesapeake, VA:AACE.

40

means that both teachers and students can use digital stories to increase their knowledge and insight for teachers and students. Digital media as a learning method to increase their knowledge and insight. They can create digital storytelling using video and sound recording.

Hood states that the key in using educational technology is to utilize meaningful activities that may engage students and construct their knowledge in different ways, not available before the technology was introduced²⁹. Here students are involved in using digital storytelling technology.

Hood states that the key in using educational technology is to design activities that will allow students to utilize meaningful activities that may engage students and construct their knowledge in different ways, not available when the technology was introduced²⁹. Here students are involved in using digital storytelling technology.

According to Harris, meaningful integration of technology is achieved when students are able to select technology tools to help them obtain information in a timely manner, analyze and synthesize the information and present it professionally³⁰. Here it can be concluded that the use of digital storytelling as an English learning medium can add insight to teachers and students to be integrated in learning in the EFL Classroom. But

²⁹ Hood, B. (1999). Integrating technology into school. *Education Digest*, 62(5), 51-55.

<http://www.citejournal.org/vol5/iss2/editorial/article.fm>. Retrieved 27 February 2007.

Furthermore, using digital storytelling media makes it easier for students to be able to understand lessons easily. Students can improve their English speaking skills by making videos of their daily activities using English.. that way students will memorize English vocabulary more often. As stated by Kafai et al. in addition, the interaction between students, the flow of ideas and thinking aloud encourage students to foster active learning, in which users discover and address gaps in their understanding when explaining concepts to others³¹.

³¹ Kafai, B., Ching, C., & Marshall, S. (1997). Children as designers of educational multimedia software. *Computers & Education*, 29(2-3), 117-126.

³² Jonassen, D.H., & Carr, C. (2000). Mindtools: Affording multiple knowledge representations in learning. In S. P. Lajoie (Ed), *Computers as cognitive tools*, Vol. 2: No more walls (pp. 165-196). Mahwah, NJ: Lawrence Erlbaum Associates.

³³ Griest, G. (1996). Computer education as an obstacle to integration and Internet working. *Learning and Leading with Technology*, 24(), 59-63.

Afterwards, most students feel motivated by the use of digital storytelling in learning and they are enthusiastic about learning English because they think digital storytelling media is very interesting. According to Wheatley, a student will construct his/her own meaning based on his/her interpretation, technology can become a vital educational tool depending on the way it is used in learning³⁴. In this case, students will construct themselves based on their interpretations and teachers must be more creative in using technology in learning, so that students are more enthusiastic in learning.

³⁴ Wheatley, G. (1999). Constructivist perspectives on science and mathematics learning. *Science Education*, 75(1), 9-21.

43

In this case, students will construct themselves based on their interpretations and teachers must be more creative in using technology in learning, so that students are more enthusiastic in learning.

⁴⁰ Wheatley, G. (1999). Constructivist perspectives on science and mathematics learning. *Science Education*, 75(1), 9-21.

47

Assessment, the under utilization of technology is the result of a lack of vision of technology in improving teaching and learning⁴².

According to SERVE, and the difficulty between technology's capabilities and requirements⁴³. The results of the interview of students in memorizing English vocabulary in English among them because students are not remembering words.

According to SERVE, and the difficulty between technology's capabilities requirements⁴³. The results of the interview of students in memorizing English vocabulary of students in memorizing English vocabulary English among them because students remembering words.

digital storytelling also has several advantages including creativity and new innovation in learning. According to

digital storytelling also has several advantages including creativity and new innovation in learning. According to

⁴³ Office of Technology Assessment. (1995). *Teachers and technology: Making the connection*. Report Summary, U.S. Congress, Washington, DC: U.S. Government Printing Office. Ota-her-616.

and provides many variations of more interesting methods.

In addition, the use of technology in education students more comfortable and not seem bored or monotonous. The use of technology in learning has long been used to improve the quality of learning. The use of technology in the learning process, especially computer technology, makes it easier for educators to explain learning material that is difficult and far from the reasoning of students so that it is easy to understand.

Through learning technology, educators will easily provide learning simulations approaching the real conditions.

abstract learning material. According to Jacobsen, teachers worldwide are not able to adopt technology for teaching and learning tasks, and the gap between technol-

⁴⁵ Jacobsen, M. (2001). *Building different bridges: Technology integration, engaged student learning, and new approaches to professional development*. Paper presented at AERA 2001: What

The findings of the questionnaire data indicate that 75% of students feel that their speaking skills are increasing because they are accustomed to memorizing vocabulary and often listening to stories or English music. So, it can be said that digital storytelling is able to facilitate students' speaking skills. In addition, 40% of 9F grade students at MTsN 3 Bojonegoro find it difficult to memorize vocabulary because they are not sure about their speaking skills.

In addition, the results of the interviews also showed that students were happy with learning using digital storytelling because it could facilitate their speaking skills. The improvement of students' speaking

skills can be seen when they make videos of daily activities. From the video, students look fluent when speaking in a foreign language.

B. Suggestions

1. For teachers

Based on the findings, it is recommended for English teachers to develop creativity in choosing learning media to reduce student boredom. In addition, teachers should always motivate students in learning English. In addition, the teacher must also guide students in memorizing English vocabulary because based on available data, students still have difficulty memorizing English vocabulary.

2. For future researchers

The instrument and research used questionnaire and interview data. It would be better to have additional instruments to make it more valid. Furthermore, because this research focuses on the use of digital storytelling in EFL Classroom, it is recommended for further researchers to also provide subjects from student opinions.

As a result, researchers can compare their opinions.

3. For students

Based on their findings, it is recommended for students to stay enthusiastic in learning English. In addition, they must remain innovative in subject matter other than English.

Davis, J.E., 2002. *Stories of change: Narrative and social movements*. New York: State University of New York

Dexter, S., Anderson, R., & Becker, H. (1999). Teachers' views of computers as catalysts for changes in their teaching practice. *Journal of Research on Computing in Education*, 31(3), 221-239.

Dimiyati. (2005). *Teaching Reading and Writing: Tutoring and Remediating Students*. Plymouth: The Rowman and Littlefield Publishing Group.

Fathonatul Qoidah, Riana. *Efektifitas Penggunaan Media Digital Storytelling Dalam Pembelajaran Menulis Teks Narrative: Studi Kasus di SMP Negeri Widodaren 1 Ngawi*. Prosiding Seminar Nasional KALUNI Volume 1 – 2018. Gedung Guru DKI Jakarta, 28 APRIL 2018.

Frazel, Midge. (2010). *Digital Storytelling Guide for Educators*. Oregon: International Society for Technology in Education.

Gils, F. (2005). Potential applications of digital storytelling in education. In the 3rd *Twente Students Conference on IT*, University of Twente, Faculty of Electrical Engineering, Mathematics and Computer Science, Enschede, February 17-18.

Griest, G. (1996). Computer education as an obstacle to integration and Internet working. *Learning and Leading with Technology*, 24(), 59-63.

Harris, J. (2005). Our agenda for technology integration: It's time to choose. *Contemporary Issues in Technology and Teacher Education*, 5(2).
<http://www.citejournal.org/vol5/iss2/editorial/article.fm>. Retrieved 27 February 2007.

- Heriyana, Wina dan Maureen, Y. Irena. 2014. *Penerapan Metode Digital Storytelling Pada Keterampilan Menceritakan Tokoh Idola Mata Pelajaran Bahasa Indonesia Siswa Kelas VII di SMP Negeri 1 Kedamean, Gresik.* Jurnal Online Universitas Negeri Surabaya. Di-download dari <http://www.scribd.com/doc/232838937/penerapan-metode-digital-storytelling-pada-keterampilan-menceritakan-tokoh-idola-mata-pelajaran-bahasa-indonesia-siswa-kelas-vii-di-smp-negeri-1-kedam#scribd>.
- Heriyana, W. & Maureen, I, Y. 2014. Penerapan Metode Digital Storytelling Pada Keterampilan Menceritakan Tokoh Idola Mata Pelajaran Bahasa Indonesia Siswa Kelas VII di SMP Negeri 1 Kedamean, Gresik. *Jurnal Mahasiswa Teknologi Pendidikan*, (Online) 2 (2): 1-9, (http://ejournal.unesa.ac.id/article/11390/12/article/pdf, diakses 21 Mei 2016).
- Hood, B. (1999). Integrating technology into school. *Education Digest*, 62(5), 51-55.
- Ina, Yusuf Kusumah. (2007). Dalam Ali, M., Ibrahim, R., dkk. (penyunting). *Pendidikan Bahasa Asing Ilmu dan Aplikasi Pendidikan bag. III*. Bandung : Imperial Bhakti Utama.
- Jacobsen, M. (2001). *Building different bridges: Technology integration, engaged student learning, and new approaches to professional development*. Paper presented at AERA 2001: What We Know and How we Know It, the 28th Annual Meeting of the American Educational Research Association, Seattle, W A, April 10-14.
- Jonassen, D.H., & Carr, C. (2000). Mindtools: Affording multiple knowledge representations in learning. In S. P. Lajoie (Ed), *Computers as cognitive tools*, Vol. 2: No more walls (pp. 165-196). Mahwah, NJ: Lawrence Erlbaum Associates.

