THE USE OF DIGITAL STORYTELLING IN EFL CLASSROOMS AT MTS NEGERI 3 BOJONEGORO

THESIS

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ABSTRACT

Rahma, Lilis. 2022. The use of Digital Storytelling in EFL Classroom at MTsN 3 Bojonegoro. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Advisor: Fitriah, MA, P.hD and Drs. Muhtarom, M.Ed, Gred, Dip.Tesol.

Key Words: Digital Storytelling, Improvement, Speaking Skill.

The use of technology as learning media is very useful for teachers in teaching English. This allows teachers to create more creative and interesting materials that improve students' English skills. This study aims to discuss the practice of teachers in using digital learning media that is used to create descriptive stories in digital form about students' daily lives at home. To explore the issue, this study used a qualitative design by administering questionnaires to 30 students and interviewing five students. The results indicated that students made stories about daily activities digitally using their mobile phones and presented their digital storytelling to the class. In making the videos of their daily lives, students use their own language. The study also found that the students were confident participating in classroom practice using digital storytelling. This study highlights that learning with digital storytelling helps students to practice their speaking using target language. Students can also memorize vocabulary easier when they use digital storytelling and this helps facilitate their speaking skills.

ABSTRAK

Rahma, Lilis. 2022. The use of Digital Storytelling in EFL Classroom at MTsN 3
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Key Words: Cerita Digital, Perbaikan, Keterampilan Berbicara.

Penggunaan teknologi sebagai media pembelajaran sangat bermanfaat bagi guru dalam mengajar bahasa Inggris. Hal ini memungkinkan guru untuk membuat materi yang lebih kreatif dan menarik yang meningkatkan kemampuan bahasa Inggris siswa. Penelitian ini bertujuan untuk membahas praktik guru dalam menggunakan digital storytelling untuk memfasilitasi peningkatan keterampilan berbicara siswa. Digital storytelling merupakan media pembelajaran yang digunakan untuk membuat cerita deskriptif dalam bentuk digital tentang kehidupan seharihari siswa di rumah. Untuk mengeksplorasi masalah tersebut, penelitian ini menggunakan desain kualitatif dengan menyebarkan kuesioner kepada 30 siswa dan mewawancarai lima siswa. Hasil penelitian menunjukkan bahwa siswa membuat cerita tentang kegiatan sehari-hari secara digital menggunakan ponsel mereka dan mempresentasikan cerita digital mereka 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.

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UIN SUNAN AMPEL S U R A B A Y A

LIST OF ABBREVIATION

DST Digital Storytelling

MTsN Madrasah Tsanawiyah Negeri

EFL English Foreign Language

LCD Liquid Crystal Display

SMP Sekolah Menengah Pertama

SPSS Statistical Package for the Social Science

UIN SUNAN AMPEL S U R A B A Y A

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

is not monotonous, and the students seem to be more interested in learning.

The teaching and learning process will look effective and successful if the teacher can create learning media through the use of technology that can be adapted to the material and age level of students. Then the teacher should be able to create creative and innovative learning media to transfer the information to students, by choosing the right learning media.

Teaching media can assist to send the messages, stimulate the thoughts and feelings as well as facilitates the learning process¹. The use of appropriate and effective learning media can help improve interaction between teachers and students, so students will not be bored when following the learning in this case, students will feel happy participating in classroom activities as the media can optimize the quality of student learning and outputs.

Digital Storytelling (DST) is one of the media that can be used in teaching English. DST is storytelling with digital technology. Digital storytelling is usually the creation of short films from personal narratives and reflection of these films on television, computer screens or projectors². It is built from narratives about internet culture (cyber culture) with the combination of the art of storytelling with multimedia features, such as recorded voice narration, video and music that presents

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¹ Brand and Caldlin, (1985). *The practice of Language Teaching in Writing*. London: Pearson Education Limited

² Davis, J.E., 2002. *Stories of change: Narrative and social movements*. New York: State University of New York

certain material with a certain duration of time that is packaged in a digital format.

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.

In the educational context, digital storytelling is a short story that students create by using visual and auditory multimedia facilities and environments³. Robin and Pierson also described digital storytelling as the creation of meaningful stories that capture the imagination of students and teachers and praise their experiences⁴. DST is one type of media that combines aspects of image visualization with sound effects. From some of the above opinions it can be concluded that DST is a combination of digital story art using multimedia features namely recorded voice narration, video and music presented in digital format.

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

³ Meadows, D., 2003. Digital storytelling: Research-based practice in new media. *Visual Communication*, 2(2): 189-193. View at Google Scholar |View at Publisher

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.

students. Learning to use digital storytelling can improve student skills, for example students can use technology for interviews, presentations and problem solving. The use of technology-based media in learning English can improve students' English skills. It can be used as a bridge to practice critical thinking, collaborate, communicate and be creative.

English is used as a second language in both formal and informal activities. The use of foreign languages as a means of spoken communication is often encountered in daily communication. The biggest percentage of students learning languages in the world they are learning English is to develop their speaking skills⁵. Therefore, speaking is not enough to rely on the ability to master vocabulary, but also must have adequate grammar knowledge.

Speaking is such a natural and integral thing that we forget how to first acquire and be able to speak, therefore when we want to master a foreign language we have to learn again⁶. From the statement above, the researcher concludes that mastery of spoken language is something that cannot be avoided, including English as an international language.

The condition at MTsN 3 Bojonegoro is different from other schools. In this school the teaching system is fairly good and effective because the teachers are very competent and creative. In addition, the facilities at

⁵ Richard, Jack C. And Willy Renandya. *Methodology in Language Teaching*. UK: Cambridge University Press, 2002

⁶ Thornbury, Scott. *How to Teach Speaking*. UK: Pearson Education, 2008.

MTsN 3 Bojonegoro are also quite complete. They apply the available facilities to support the teaching and learning process.

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

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⁷ Çıralı, H., 2014. *The impact of digital storytelling on visual memory and writing skills*. Unpublished Master Thesis. Hacettepe University Educational Sciences Institute, Ankara.

⁸ Razmi, M., S. Pourali and S. Ve Nozad, 2014. Digital storytelling in EFL classroom (Oral Presentation of the Story): *A pathway to improve oral production*. Procedia-Social and Behavioral Sciences, 98: 1541-1544.

⁹ Sadik, A., 2008. Digital storytelling: A meaningful technology-integrated approach for engaged student learning. Educational Technology Research and Development, 56(4): 487-506.

Azizah Maratul. Penerapan Strategi Digital Storytelling Pada Mata Pelajaran Bahasa Ingris 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.

particular, this research differs from previous research because it examines how the use of digital storytelling in classrooms practice and whether the use of digital storytelling can facilitate the improvement of students' speaking skills. This study focused on the use of digital storytelling to improve students' ability to speak English.

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.

B. Research Question

- 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?

C. Objective of the Study

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

- 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

D. Significance of the Study

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.

F. DEFINITION OF KEY TERMS

1. Digital Storytelling

Digital Storytelling (DST) is a combination of the art of storytelling with multimedia features, namely digital graphics, text, voice narration recording, video and music that presents certain material with a certain duration of time which is packaged in a digital format¹¹. Digital Storytelling is one type of media that combines aspects of image visualization with sound effects¹². For this reason, the author uses digital storytelling in learning English in class 9F at MTsN 3 Bojonegoro to determine the improvement of the speaking skills of the students who were sampled.

2. Speaking skills

Speaking is one of the language activities undertaken in daily life.

Often someone prefers to talk because by talking someone can be more effective in communicating. Speaking is the process of building

 ¹¹Robin, B.R. 2006a. *About Digital Storytelling*. (Online), (http://digitalstorytelling.coe.uh.edu/), diakses 1 April 2016. Robin, B.R. 2006b. The Educational Uses of Digital Storytelling. *Proceedings of Society for Information Technology & Teacher Education International Conference 2006*. Dreon, O., Kerper, R.M. & Landis, J. 2011. Digital Storytelling: A Tool for Teaching and Learning in the YouTube Generation. *Middle School Journal*, 42 (5): 4-9.
 ¹²Muhyadi, Purwaningsih, D. & Rahayu, S. 2010. *Pelatihan Pembuatan Media Digital Story*

Telling (DST) dalam
Rangka Pengembangan Kelas SBI di SMP 1 Karangmojo (Online),

⁽https://scholar.google.co.id/scholar?hl=en&q=penelitian+pengembang an+media+pembelajaran+digital+storytelling&btnG=, diakses 31 Januari 2016). *Permendikbud Nomor 103 tahun 2014 tentang Pembelajaran pada Pendidikan Dasar dan Pendidikan*

Menengah. Salinan Lampiran Permendikbud RI, (Online),

⁽http://www.slideshare.net/wincibal/permendikbud-tahun2014-nomor103lampiranpembelajaran, diakses 4 April 2016).

and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context¹³. This means that speaking is the most important thing in language learning, because by speaking someone can convey his thoughts and ideas. How to improve speaking skills is also something the writer has to learn.

3. Improvement of EFL classrooms

Speaking a foreign language is considered very difficult for students, because they are not used to speaking in a foreign language. Therefore, foreign language skills must be trained from childhood so that they have no difficulty in speaking in foreign languages when they are teenagers. By training and familiarizing students to learn a foreign language they will be more confident when the teacher tells them to speak in a foreign language. So that way, learning foreign languages must be mastered and need to be trained in order to be able to grow self-confidence when dealing with other people.

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¹³ Kayi, H. 2006. *Teaching Speaking: Activities to Promote Speaking in a Second Language*. The Internet TESL Journal, vol.XII, no II, November 2006. http://iteslj.org/Articles/Kayi-TeachingSpeakingHtml.Retrieved on May 28th 2011.

CHAPTER II

REVIEW OF RELATED LITERATURE

This section presents some issues and theories about the use of digital storytelling in EFL classrooms. This chapter is divided into two sections: relevant theories and a review of some related previous research.

A. Theoretical Framework

1. Digital Storytelling

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 something 14.

¹⁴Frazel, Midge. (2010). *Digital Storytelling Guide for Educators. Oregon*: International Society for Technology in Education.

Digital storytelling illustrates the simple and creative process used by people without any computer skills to acquire the skills used to tell their personal stories in the form of video or other media. The use of digital storytelling media ranges from means to tell creativity, to research methods for health problems or means to preserve culture in society and forms of oral history. All of these digital storytelling are all personal audio-visual accounts of individual stories, but their creation is shaped by creativity in a work. Each story shows how someone described their personal and public experiences.

According to Putri and Ardi, they examined the procedure for implementing Digital Storytelling in learning to speak English for high school students to improve speaking skills and self-confidence. The result showed that the teacher could introduce a narrative text in the form of a fairy tale as a motivating strategy to generate a basic understanding of the material. Teacher can also display a video. In this case, students were asked to discuss and develop their understanding of the content of the video. Then, students should retell the video. When students made mistakes on the sentence structure, the teacher could explain the correct sentence or language structure in the text.

From the research findings, it can be underlined that there are several procedures in using Digital Storytelling in classroom learning. First, the teacher introduces narrative text in the form of daily activities to generate students' basic understanding of the material. Next, the teacher provides an explanation of Digital Storytelling with examples of narrative text that have been given previously.

Then, the teacher displays a video, and students are asked to discuss and develop their understanding of the content of the video. After that, students can retell the video and the teacher explains the language structure in the video. Individually, students are then asked to make a story in the form of Digital Storytelling, the topics used to make stories are their daily activities. After completing the writing and recording they can display the Digital Storytelling video.

2. Speaking in EFL Classrooms

Speaking is an important aspect of language learning because it has a connection to other skills¹⁵. When people speak, they both use language to carry out various social functions and they choose the forms of language that relates to cultural and social contexts. Meanwhile, when teachers

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¹⁵ Thornbury, S., 2005. *How to teach speaking*. Longman

want to make their students competent in communicating using English, it can is justified to say that speaking plays an important role in overall competence.

The purpose of learning to speak is to improve students' communication skills, because only in that way, students can express themselves in order to learn how to speak in a good way, some activities that can improve speaking skills are storytelling, discussion, simulation, information gap, 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 but in other learning as well. Speech capability is enhanced through concern to understanding, explication, and volume. Students attempt with various intonations and reflect various emotions in their voices. They are faced with the need to choose the right words to convey a thought. When they manipulate language, they also listen, evaluate, and respect the expressions of others. In teaching using digital storytelling media, teachers can use several techniques to make a story 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.

3. Learning using Digital Media

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.

Media is defined as anything intervening, such as carrier or transmitter in communication, all forms and channels used for the information distribution process. The use of instructional media does not mean replacing good teaching methods, it allows to complete and assist teachers in delivering learning material to students. Based on these opinions, it can be concluded that teaching media is a means

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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 for saving paper and also chalk or markers which, if calculated, eat a lot of budgets in the world of education.

By using learning media such as the use of digital storytelling the teacher will be helped in explaining the subject matter to students. In addition, learning media also greatly enhances students' ability to collaborate, think critically, communicate and be creative. The use of digital media in learning will help students learn the skills they need to survive in a technology-based and complex world of knowledge.

4. The use of digital storytelling in learning English

The success of changing the quality of a nation's learning depends on the quality of the teaching media used. So, that teaching and learning activities can achieve the expected goals. For this reason, a teacher is required to be able to deal with achievement of certain competences/learning outcomes.

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.

Digital storytelling is a how to tell a story through a computer, such as video or animated film. The stories told are usually taken from folk stories or interesting fiction stories. Digital storytelling is usually in the form of videos, delivered in elements of moving pictures, narration, music, and text.

The use of digital storytelling in learning English is one of the strategies using a camera and a computer in making digital stories. In this study, the teacher uses digital storytelling in teaching English to increase students' speaking skills.

B. PREVIOUS STUDY

Regarding the use of digital story telling in learning English, there are several studies that identified the use of digital storytelling in learning English. The first research by Atiqah, Titien, and Nancy examined the implementation of digital story telling in learning English, particularly in improving students' vocabulary and speaking skills¹⁷.

The study involved the students of the Informatics

Management Study Program at the State Polytechnic of Malang.

The results indicated that learning with digital storytelling was

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¹⁷ Asri, Atiqah Nurul, et al. 2013. "Penerapan Digital Storytelling Dalam Pembelajaran Bahasa Inggris di Program Studi Manajemen Informatika". Penelitian Swadana Politeknik Negeri Malang.

beneficial for students' learning material and obtained positive responses from the students.

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 writing ¹⁸. 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.

Wina, Irene, and Maureen examined the implementation of digital storytelling in storytelling by telling a story of the students' idols¹⁹. The result indicated that the use of digital storytelling could make students active and enthusiastic in learning English.

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.

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¹⁸ Qoidah Fathonatul, Riana. 2018. "Efektivitas Penggunaan Digital Storytelling Dalam Pembelajaran Menulis Teks Narrative: Studi Kasus di SMP Negeri 1 Widodaren Ngawi". Prosiding Seminar Nasional KALUNI VOLUME 1 – 2018 Gedung Guru DKI Jakarta, 28 April 2018.

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.

Lastly Wina, Irene, and Maureen investigated the use of digital storytelling in describing the students' idols, this study also examined, the use of digital storytelling with a different area of investigation. The study particularly aimed to find the practice of digital storytelling in facilitating students' speaking skills.

The study by Wina, Irene, and Maureen may have a similar focus that is the use or practice of digital storytelling. But, the story that students need to use is different. Wina, Irene, and Maureen's study emphasize on telling the story to students' idols.

Some of the studies above examine the application and effectiveness of using digital storytelling in writing and speaking in learning English. Meanwhile, this study examines how to use digital storytelling in classroom practice in facilitating students' speaking skills.

This study used students' daily activities when making a digital storytelling video. The findings of this study may be different from others and could inform other EFL teachers on how they can use digital storytelling to improve students' speaking skills.

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

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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.

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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'

enthusiasm in learning and have benefits in their speaking skills (see attachment 2). The questionnaire consists of 13 questions: both close ended items. The questions are about the students' satisfaction in the use of digital storytelling in learning English (see attachment 1).

There are 13 closed items in the questionnaire that explain the practice of using digital storytelling, as the first research question, and digital storytelling being able to improve students' abilities, as the second question. The question in this study is also the first answer where students can only provide no more answers. Respondents who participated in this study were 30 students from class 9F at MTsN 3 Bojonegoro. The results of the questionnaire were categorized and analyzed into these 5 criteria. the description of strongly agree writing with SA, while for Agree is A, N for neutral, disagree then D and strongly disagree is SD.

UIN SUNAN AMPEL F. Data Analysis Techniques B A Y A

The researcher obtained the data through questionnaire and interview. The method that will use to analyze the data in this research is Sugiyono's theories by doing following steps:²²

1. Collects the data through questionnaire and interview. For the interview, the researcher gathered the interview guideline data containing observations from the interview between the

²² Sugiyono. 2008.

researcher and the students'. Then the researcher summarized the interview about the use of digital storytelling to improve students' speaking skills.

- 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.
- After displaying the data, the conclusion is drawn. Moreover, to get validity of the data, the questionnaire is supported by an interview.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings and discussion of the study. The findings describe the answer of the two research questions: teachers' use of digital storytelling and in what way digital storytelling facilitates students' speaking skills. The discussions discuss the main findings of the two research questions and link them to relevant theory and previous studies.

A. Findings

As stated earlier, this study aims to answer the two research questions: teachers' use of digital storytelling and in what way digital storytelling facilitates students' speaking skills. To answer the two research questions, the study interviewed 5 students and distributed questionnaires to 30 students of MTsN 3 Bojonegoro. The organization of the section will follow the two research questions:

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.			Percentage			
Item		SD	D	N	A	SA
	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.	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
	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
	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.	36.7	36.7
X10	I am satisfied with telling daily activities on digital storytelling activities	0	0	40.	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.	23.3	46.7
X13	I am happy when other classes take part in digital storytelling lessons	0	3.3	40.	30.0	26.7

Table 4.2

Mean and standard deviation

Descriptive Statistics

	Mean	Std.Deviation	N
X1	4.07	.521	30
X2	4.20	.761	30
Х3	4.20	.714	30
X4	4.17	.834	30
X5	4.03	.809	30
X6	4.13	.819	30
X7	3.83	.874	30
X8	4.00	.871	30
X9	4.07	.868	30
X10	3.77	.728	30
X11	3.87	.819	30
X12	4.17	.874	30
X13	3.80	.887	30

^{*}analyzed using SPSS 2.2

Note:

N : total participant

Mean : average or the most common value

Std. Deviation : the measurement of the amount of

variation in the set of value

The results of questionnaire indicated that the use of digital storytelling is useful in classroom practices as described in Table 4.1. For example, the students believed that digital storytelling was effective for learning English (X1), they were satisfied or happy when the teacher used digital storytelling in their classroom practices (X2) and they enjoyed doing the activity (X3). These three statements obtain more than 80% agreements from the students.

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.

Interestingly, even though students agreed that digital storytelling was effective for learning English. 40% of the students were unsure whether they were satisfied by telling a story about their daily activities (X10). This indicates that students may not be really interested in talking about their daily activities. They may prefer telling other stories such as their hobby or their experience when travelling. As explained in the previous paragraph, one of the reasons for enjoying participating in digital storytelling is that when students have freedom to determine the story they would like to share. So, teachers may not limit the topic about daily activities but students can also tell other stories.

Another interesting finding from the questionnaire data is that the students were unsure whether their ability improves or gets better when doing digital storytelling (X11), with 40% of the students choosing the statement. This indicates that the students may enjoy participating in digital storytelling but they are unsure whether the approach that teachers use in asking students telling a story digitally help them learn better or improve their skills. So, 'enjoyment' does not mean that students learn 'something'.

From several explanations of the results of the questionnaire above, it can be concluded that the teacher's way of using digital storytelling in classroom practice received a good response from students. In addition, 80% of students also experienced an increase in speaking skills after participating in learning using digital storytelling

It is supported by the results of interviews which show that the use of digital storytelling in classroom practice makes students happy and excited when they learn English. It can be seen from when the teacher shows an example of a video entitled 'a day in my life', the students really enjoy and observe every sentence in the story in the video. After that, the students who were appointed by the teacher to come forward and were asked to retell the story from the video. They were very enthusiastic and excited. This statement corresponds to student 1:

'I am happy and excited when I am asked to retell the video that has been shown by the teacher' (student 1).

In addition, students are happy because they can determine the type of digital story according to their daily activities while at home. As explained in the quote:

'I am happy when the teacher asks me to make digital stories about daily activities at home' (student 3).

By using digital storytelling in classroom practice, the teacher feels very helpful because the use of digital media greatly affects students' speaking ability in learning. In addition, digital storytelling is a media digital that can develop students' speaking skills in learning English.

The results of the interviews also showed that students were happy with the existence of digital storytelling learning in classroom practice. In addition to improving their speaking skills, students also feel that digital storytelling adds a lot to their knowledge about technology.

2. The use of digital storytelling in improving students' abilities

The results of the questionnaire indicated that the use of digital storytelling was able to improve students' abilities as described in table 4.1. For example, students like stories in digital storytelling (X6), and students are interested in delivering digital storytelling videos about their daily lives (X7). Both of these statements obtained the agreement around 75% responses. This shows that students believe that the use of digital storytelling in learning English can repair their abilities. The results of the questionnaire also show that students prefer group work when doing digital storytelling activities. In group work, students could exchange ideas to create more interesting digital stories (X8) with 75% approval of this statement. Another reason digital storytelling is able to improve students' abilities is

that students easily understand the language used in digital storytelling (X9). This shows that digital story telling can help students to easily understand stories in digital form.

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.

The standard deviation related to the 13 statements in table 4.2 (X1, X2, X3, X4, X5, X10, X11 and X13) show a high rank with a range of 0.714 to 0.887. Students' answers to these items proved to be varied in each statement. While the remaining six items (X6, X7, X8, X9, X12) ranged from 0.521 to 874. Figures showing moderate ratings also prove that the variance of student preferences for the use of digital storytelling, participants tend to choose the right statement in detail.

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 story telling in learning English because they are unsure of their own abilities with the lowest average score being 3.77. So, the results

of data collection through questionnaires showed that 75% of students liked learning using digital storytelling. In addition, the teacher's unique teaching method, students also believe that digital storytelling is a digital media that is able to facilitate the improvement of their speaking skills.

From the findings of the questionnaire above, it shows that digital storytelling is able to facilitate students' speaking skills. In addition, students easily understand the language used in making digital storytelling videos.

This is supported by the results of interviews which show that the use of digital storytelling can improve students' speaking skills. With the use of digital storytelling in learning English, students feel more confident when recording their daily activities using English. This statement corresponds to student

'I feel more confident when making digital storytelling videos' (student 2).

With the students' statements above, the teacher believes that digital storytelling media can positively influence the students in learning English. In addition, with the existence of digital media, students gain more new insights about digital technology. Digital storytelling is a learning media that can be applied because it accommodates various learning styles, generates interest, attention, and motivation of students in

learning. In addition, making digital storytelling encourages learners' creativity and increases their self-confidence.

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:

'With digital storytelling in learning, my speaking skills have improved' (student 4).

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

URABAYA

Learning using digital storytelling really helps students to practice speaking using English. In addition, students can also memorize vocabulary and will have opportunities to practice their speaking skills. So, learning with digital media is very helpful for teachers and students.

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

vocabulary before making daily videos could improve their speaking skills.

B. Discussion

1. Teachers' use of digital storytelling in classroom practices

The data obtained in this study were presented by 9F grade students at MTsN 3 Bojonegoro using questionnaires and interviews. From the questionnaire data obtained, approximately 80% of 9F students of MTsN 3 Bojonegoro believe that the use of digital storytelling is effective for learning English (X1), students are satisfied or happy when teachers use digital storytelling in their classroom practice (X2), and they enjoy learning using digital storytelling (X3). As previously explained, students believe the use of digital storytelling can help them learn easily because they enjoy doing storytelling activities using digital media.

The findings of the use of digital storytelling in classroom practices were stated by Putri and Ardi in previous research on the procedure for implementing digital storytelling in learning to speak English for high school students²³. The results showed that students liked learning using digital storytelling media

²³ Putri, Rahmatika dan Ardi, Havid. 2013. *Using Digital Storytelling* to Teach Speaking at Senior High School. *Journal of English Language Teaching* ISSN 2302-32198. English Language Teaching Study Program of the English Department of FBS UNP, Padang. Di-download dari http://ejournal.unp.ac.id/index.php/jelt/article/view/2015

because it helped improve their speaking skills. In addition, the results of the questionnaire in table 4.1 show that of 30 students 80% of them agree that teachers using digital storytelling in classroom practice can help students improve their speaking skills.

Supported by interview results that show the learning using digital storytelling is one of the learning media that can help teachers and students in the teaching and learning process. At the initial stage in the practice of using digital storytelling in the classroom, the teacher gave an example of a video entitled 'a day in my life'. The video tells about the daily life of students from waking up until they fall asleep again and the vocabulary that will be used to make videos of students' daily lives. Students look very attentive to the video examples that have been given by the teacher. Students are asked to discuss and develop their understanding of the video that has been played. The teacher asks students to retell the contents of the video.

After that, the teacher explains the structure of the language contained in the sample video and explains about digital storytelling with the examples that have been given previously. The next step, the teacher gives homework to students to make a video about their daily life at home. The teacher gives a week so that students can do their homework well.

After the students finished making their daily videos, the teacher asked the students to present the results of the videos they had made in front of the class. Teachers and students provide comments on the videos shown. In the final stage, the teacher asked some students with video results that were still not good to improve.

According to Jonassen and Hermandez-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 cased 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.

Integrating digital stories into the language curriculum is a creative language learning technique that can increase the level of student learning in reading, writing, speaking, and listening²⁵. 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.

²⁴ Jonassen, D.H., & Hernandez-Serrano, J. (2000). Case-based reasoning and instructional design using stories to support problem solving. *Educational Technology Research and Development*, 50(2), 65-77.

students using digital storytelling becomes more fun. It also makes English teachers more vibrant and creative in teaching.

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.

In addition, Digital Storytelling facilitates the convergence of four student centered learning strategies, student involvement, reflections for in depth learning, project based learning, and effective technology integration into teaching²⁶. It can be concluded that the use of digital storytelling in English learning can encourage students to be more active in expressing their ideas in making digital storytelling.

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 is ability to engage students into learning²⁷.

In this case, in using digital storytelling teachers can develop and expand teaching methods using digital media, such as

²⁷ 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.

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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.

increasing students' motivation to learn and practice speaking English by using digital storytelling²⁸.

The third reason is that the use of digital storytelling can increase knowledge and insight for teachers and students. This means that both teachers and students can use digital storytelling 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 I to utilize meaningful activities that may engage students to construct their knowledge in different ways, not available before the technology was introduced²⁹. Here students are very involved in using digital storytelling technology.

According to Harris, meaningful integration of technology I 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

http://www.citejournal.org/vol5/iss2/editoral/article.fm. Retrieved 27 February 2007.

²⁸ 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.

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

³⁰ Harris, J. (2005). Our agenda for technology integration: It's time to choose. *Contemporary Issues in Technology and Teacher Education*, 5(2).

the role of teacher here must master the use of digital storytelling media first.

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.

Another study believes that in order to help students to construct their knowledge, they should be actively involved in learning with the help of ICT tools³². To achieve meaningful technology integration, learning must be designed from a constructivist approach that encourages students to learn in a social context and help them to develop an ability to readily create new knowledge, solve new problems and employ creativity and critical thinking³³.

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.

In addition, the use of digital storytelling can push the students to learn independently social context and help them to develop the ability to readily create new knowledge.

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.

In addition, the use of digital storytelling as a learning medium can foster students' new creativity in learning. This is confirmed by Meadows who states that, although storytelling is not new, the idea of digital storytelling is new³⁵. From the data obtained, the use of digital storytelling can foster students' new creativity in learning English and digital storytelling can help students to develop their interests and talents to be able to speak English fluently.

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

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³⁵ Meadows, D. (2003). Digital storytelling: Research-based practice in new media. *Visual Communication*, 2(2), 19-193.

From the results of questionnaires and interviews, it can be concluded that the way teachers use digital storytelling in classroom practice shows that when students are asked to make videos about daily activities, the teacher gives examples of videos and explains how to make daily activities videos very clearly. So, the students can do the task correctly and make them gain new knowledge about digital technology.

2. The use of digital storytelling in improving students' abilities

Barret's second finding found that digital story telling facilities the convergence of four students centered learning strategies: student engagement, reflection for deep learning, project based learning, and effective integration of technology into teaching³⁶.

The findings show that integrated technology in learning engages students to like learning using digital storytelling (X6), and also involves students presenting their daily videos using digital storytelling (X7). By involving students in the use of digital story telling in learning, it will be easier for them to

³⁶ Barrett, H. (2006). Researching and evaluating digital storytelling as a deep learning tool. Inn C. Crawford, et al. (Eds), *Proceedings of society for Information Technology and Teacher Education International Conference* 2006 (pp. 647-654). Chesapeake, VA: AACE

improve their speaking skills. The two statements above received 75% approval from students.

The results of other questionnaires also show that students prefer to do digital storytelling activities in groups because that way they can make digital stories more interesting (X8). Robin also argues that educators at all levels and in most subject can use digital story telling in many ways to support students learning by encouraging them to organize and express their ideas and knowledge individually and meaningfully³⁷. In general, the findings of this study indicated that digital storytelling activities can encourage students to express their ideas and knowledge about digital media.

The results of the questionnaire also revealed that students easily understood the language used in making digital storytelling (X9). So, the use of digital storytelling makes it easier for students to understand the language used in the form of digital stories. Another reason is that the use of digital story telling can repair students' abilities (X12). As said by Tarigan who stated that speaking is a language skill that develops in a child's life which is only preceded by listening skills and at that

³⁷ Robin, B. (2005). Educational uses of digital storytelling. Main directory for the educational uses of digital storytelling. Instructional technology Program. University of Houston. http://www.coe.uh.edu/digital-storytelling/default.htm. Retrieved 12 February 2007.

time the ability to speak is learned³⁸. So, students' speaking skills appear when they like listening to stories or English music so that students can easily understand the use of digital storytelling in classroom practice.

Supported by the results of interviews which show that students expressed various responses to the use of digital storytelling, including students feeling happy with learning digital storytelling, students being enthusiastic about learning, and getting new creativity.

Students feel happy with the use of digital storytelling in EFL Classroom. They think that digital storytelling media is interesting and easy to understand. As Nguyen puts it, "There's always fun in creating you're the story of his own life, because the material is accessible, authentic and captivating, and the experience of narrating through multimodal means is novel, exciting, and inspiring³⁹.

This is the power of storytelling coupled with the fascination of technology. From this it can be concluded that students feel happy with the use of digital storytelling in learning because apart from being interesting, digital storytelling is also an exciting learning medium.

Angkasa.

³⁸ Tarigan, Henry Guntur. 2008. *Berbicara Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa

³⁹ Nguyen, A. (2011). *Negosiasi dan tantangan dalam membuat cerita digital: Pengalaman dari mahasiswa pascasarjana*. PhD. Universitas Houston.

In addition, 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 learning⁴⁰.

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.

The use of digital storytelling as a learning media can foster students' new creativity in learning. This is confirmed by Meadows who states that, although storytelling is not new, the idea of digital storytelling is new⁴¹. From the data obtained, the use of digital story telling can foster students' new creativity in learning English. In the use of digital storytelling, some students still have difficulties in the English vocabulary. However, this difficulty did not break the spirit of students to continue memorizing English vocabulary. According to interviews, students overcome the problem of difficulties in

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

⁴¹ Meadows, D. (2003). Digital storytelling: Research-based practice in new media. *Visual Communication*, 2(2), 19-193.

memorizing English vocabulary with more frequent English songs, so students can remember English vocabulary.

There are some other students who are still having trouble speaking English. According to Office of Technology Assessment, the under utilization of technology is probably a result of a lack of vision of technology's potential for improving teaching and learning⁴².

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

From some of the difficulties experienced by students, digital storytelling also has several advantages including creativity and new innovation in learning. According to Gils, there are many advantages of using digital storytelling in education: (1) to provide more variation than traditional methods in current practice; (2) to personalize learning experience; (3) to make explanation or practicing of certain

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⁴² SERVE. (1996). Technology infrastructure in schools. Hot topic publication for the U.S Department of Education, Office of Educational Research and Improvement. Tallahassee, FL: SERVE.

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.

topics more compelling; (4) to create real life situations in an easy and cheaper way; and (5) to improve the involvement of students in the process of learning⁴⁴. It can be concluded that the use of digital storytelling in learning has many advantages and provides many variations of more interesting learning methods.

In addition, the use of technology in education can make students more comfortable and not seem bored or monotonous. The use of technology in learning has long been used to help 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 abstract and far from the reasoning of students so that it is easy to reach or understand.

Through learning technology, educators will easily perform learning simulations approaching the real conditions of an abstract learning material. According to Jacobsen, many teachers worldwide are not able to adopt technology for teaching and learning tasks, and the gap between technology presence in schools and its effective use is too wide⁴⁵.

⁴⁴ 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, Enschade, February 17-18.

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

Therefore, teachers are advised to be able to develop technology-based learning methods that are more interesting and innovative in learning English.

In the use of digital storytelling, most students respond positively. Based on the results of interviews, students expressed various responded to the use of digital storytelling, including students feeling happy with learning digital storytelling, students being enthusiastic about learning, and getting new creativity.

Based on the results obtained, students feel happy with the use of digital storytelling in EFL Classroom. They think that digital storytelling media is interesting and easy to understand. As Nguyen puts it, "There's always fun in creating you're the story of his own life, because the material is accessible, authentic and captivating, and the experience of narrating through multimodal means is novel, exciting, and inspiring⁴⁶.

This is the power of storytelling coupled with the fascination of technology. From this it can be concluded that students feel happy with the use of digital storytelling in learning because apart from being interesting, digital

We Know and How we Know It, the 28nd Annual Meeting of the American Educational Research Association, Seattle, W A, April 10-14.

⁴⁶ Nguyen, A. (2011). *Negosiasi dan tantangan dalam membuat cerita digital: Pengalaman dari mahasiswa pascasarjana*. PhD. Universitas Houston.

storytelling is also a learning media that uses digital technology to facilitate the improvement of students' speaking skills.

From the results of questionnaires and interviews, it can be concluded that the use of digital storytelling can facilitate students' speaking skills and students can overcome difficulties in memorizing vocabulary by frequently listening to stories and English music. So that by frequently memorizing English vocabulary, students will find it easier to develop their speaking

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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents a brief report on the use of digital storytelling in EFL Classroom. This chapter also offers recommendations for future teachers and researchers on how to use digital storytelling in EFL Classroom.

A. Conclusion

Based on the information presented above, there are two important pieces of information about the use of digital storytelling in the EFL Classroom, namely: the use of digital story telling in classroom practices and the digital story telling can improve students' abilities.

Regarded the first research question about the practice of digital storytelling in the classroom, the results of the questionnaire indicated that 80% of students believe that digital storytelling activities were effective in learning English. They have more opportunities to explore their creativity and ideas in telling the story they like. However, it is important for teacher's to give students' authority to choose their own topic.

The way teachers use digital storytelling in classroom practice can be seen from the way teachers provide explanations and examples about digital storytelling and ask students to make video assignments about their daily activities. Learning using digital media received a positive response from 9F grade students at MTsN 3 Bojonegoro.

The finding noted that they enjoyed doing digital storytelling but not sure whether they were satisfied when telling stories about their daily lives or activities. This highlights that using digital storytelling is beneficial for encouraging students' motivation in learning and will give more impact if the teachers give authority to choose the students' own topics.

The results of interviews supported the questionnaire finding. The students were also happy participating in digital storytelling. They believed that digital storytelling was interesting and students' could express their ideas and knowledge through technology or digital media.

From the interview findings, it can be concluded that digital storytelling can improve students' speaking skills. It can be seen from the way students answered the researcher's questions about the advantages of using digital storytelling. Students believe that the use of digital storytelling in EFL classrooms can improve students' speaking skills and with digital storytelling students can get to know digital technology in depth.

Regarding the second research question about whether digital storytelling improves students' abilities, the questionnaire results showed that 75% of students believed that digital storytelling activities were able to improve students' speaking skills. They could easily understand the language used in digital stories. However, 25% of them are not sure whether digital storytelling activities can improve their speaking skills.

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.

This is reinforced by the results of interviews which show that digital storytelling media is applied in learning because the teacher believes that digital storytelling activities can encourage students' interest and creativity in making digital stories. In addition, students also practice their speaking frequently because the tasks require them to speak and tell the story.

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.

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